

AN EXPLANATORY CASE STUDY IN CHANGE:
YEAR-ROUND EDUCATION

By

LYNDA KAYE SEVERSON

Bachelor of Science
Northwestern Oklahoma State University
Alva, Oklahoma
1971

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1984

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by

Lynda Kaye Severson

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CHAPTER ONE

DESIGN OF THE STUDY

It has been stated that in the field of education, very little that is done is innovative--only the old concepts with a new name (Abbott, 1965; Alexander, Murphy, & Woods, 1996). Such is the case in the "new" concept of year-round education (YRE). Although much of the public--as well as many educators--believes that year-round education is a new concept, such programs were documented in several United States communities as early as the 1900s. For various reasons, those early programs did not survive the depression of the late 1930s and the national uniformity needed during World War II (Glines, 1994). Year-round education programs were reactivated in several states in the late 1960s and early 1970s peaking in 1976 when there were 539 such schools in 28 states (Musatti, 1981; Young & Berger, 1983). The concept waned somewhat in the late 1970s and early 1980s.

During the past decade, however, year-round education has once again become the subject of debate. The growth in student populations and a shortage of funds has rekindled interest in the concept, primarily to help generate space (Glines, 1990; Glines, 1994; Weaver, 1992). The National Association for Year-Round Education (NAYRE) estimated in 1992 that over a million students in more than 200 school districts attended some type of year-round or extended-year program (Natale, 1992) and in 1994 that schools in 33 states had year-round education programs on one or more campuses (Fuller, 1994). Harp reported in 1994 that fast-growing states in the Sun Belt were the greatest

users of the year-round calendar: California with 1,212 year-round schools, followed by Texas with 220, Florida with 105, Utah with 90, and Nevada with 37.

As enrollments continue to increase and revenues decline, some educators cite the growing pressure to maximize the use of available tax dollars as a reason to focus on year-round education (Ballinger, 1988; Doyle & Finn, 1985; Thomas, 1973). As school districts face taxpayers who are less willing to expand their financial support, year-round schooling is being considered by many as a means of providing additional services with existing facilities (Merino, 1983). By dividing students into several tracts that can alternately utilize existing buildings, it is seen as a more cost-effective method of accommodating the swelling enrollments than constructing new facilities (Greenfield, 1994). Another reason a school district might decide to switch from a traditional-year school calendar to a year-round calendar is to enrich and accelerate educational programs by extending the traditional school year and adding increased class offerings and diversity to the curriculum.

With respect to the potential social benefits of YRE, some studies have found that YRE is correlated with decreases in school vandalism, dropout rates, and disciplinary problems (Brekke, 1985; Ballinger, 1990; Gifford, 1987; White, 1987). There are, therefore, several reasons for schools to consider and implement YRE programs. Whatever the reason, the movement to year-round education is growing.

While the adoption of YRE may be a straightforward decision, its actual implementation is much more complex. Greenfield (1994) proposed that it was a large-scale educational change effort and required a vast departure from traditional practices

and concepts of schooling. It was an effort in educational change which was subject to all of the pitfalls experienced by other change efforts as they attempted to negotiate the stages of change (Greenfield, 1994). Research shows that the pitfalls are more often successful than the change efforts. Huberman and Miles (1984) found that the majority of educational change attempts initiated over the years have failed to become permanent fixtures in the institutions which incorporated them. Year-round education, however, is a comprehensive change effort, which Fullan, with Stiegelbauer (1991), contends is the type that is most likely to lead to significant change.

Greenfield (1994) maintained, though, that comprehensive change efforts, such as YRE, were also more complex and difficult to implement, negatively affecting their endurance because so many major changes were made simultaneously. She proposed that the implementation of such a large-scale change as YRE required a change facilitator, a demanding role which is often assumed by the principal in addition to regular administrative duties. Fullan (1982) further suggested that change was only a small part of the forces competing for a principal's attention and usually not the most compelling one.

Before the late 1970s, school principals worked alone, often guided by federal and state program mandates. Hall and Hord (1987) stated that principals who experienced some success at change implementation were often involved in the beginning stages of activities and had direct experience in trying to put the innovation in place. Still, the implementation of change often failed because of lack of participation. Principals who have had the most success with the change process worked with a staff which supports risk taking and experimenting; they encouraged rapport between teachers and

administrators; and they recognized the expertise of teachers as crucial factors in the process (White, 1990).

Hall and Hord (1987) stated that even though many changes were being attempted, people had lost perspective of what change really was. Studies on change referred to it as a process rather than an event, reflecting the complexities of its underlying activities and attitudes (Hall & Hord, 1987; Fullan, with Stiegelbauer, 1991; SEDL, 1995). The purpose of educational change was to help schools accomplish their goals more effectively by replacing some programs or practices with better ones (Fullan, 1982; Fullan, with Stiegelbauer, 1991). Brekke (1992) contended, though, that our schools have been more resistant to change than any other institution in our society and that a teacher from 1891 would feel right at home teaching in most of our present classrooms. Further, Huberman and Miles (1984) found that the majority of attempts in educational change have failed to become a permanent fixture in the institution which incorporated the change.

According to Fullan (1982), principals had little preparation for managing the dilemmas of change. Yet, knowing how to manage change was an essential skill for educational leaders (Salisbury & Conner, 1994). They need to understand the elements of the change process, be skilled in dealing with resistance, find creative ways to achieve commitment, and achieve cultural readiness for change (Salisbury & Conner, 1994). To maximize the chances for endurance of the change, the principal must also be willing, able and accepting of the considerable demands of time and energy that are necessary in implementing such change (Greenfield, 1994).

Statement of the Problem

The research indicates that in the face of reduced budgets and swelling school enrollments, year-round education is becoming an increasingly popular strategy adopted by school districts to accommodate increased student enrollments through the extended use of institutional facilities and to enhance diversity of curriculums and academic programs (Thomas, 1973; Merino, 1983; Doyle & Finn, 1985; Ballinger, 1988; Greenfield, 1994). Yet, research also indicates that the implementation and institutionalization of adopted change is pendent upon individual and personal change; thus, the success of year-round education will be pendent upon the willingness of faculty to embrace new timeframes and instructional strategies within existing institutional structures (Fullan, with Stiegelbauer, 1991).

These two conflicting facts--organizational initiation of change and the need for faculty implementation and institutionalization of change--co-exist only when leaders link the two, resulting in a successful change. The Southwest Educational Development Laboratory (1995), through their Leadership for Change initiative, has proposed a set of six "sacred" strategies they believe provide this link: (1) creating a context conducive to change; (2) developing, articulating, and communicating a vision for school improvement; (3) planning and providing materials, resources and needed organizational arrangements; (4) providing training, support, and professional development; (5) assessing, monitoring and evaluating progress and needs; and (6) providing continuous assistance, consultation, reinforcement, coaching, and problem-solving. But do leaders of change employ them?

Purpose of the Study

The purposes of this study, then, were to:

- (1) explore the various ways in which a principal in a current year-round education program facilitated the implementation and institutionalization of such a change;
- (2) examine the strategies used and the actions taken through the conceptual framework of SEDL's six strategies;
- (3) assess the usefulness of those strategies in explaining what happened; and
- (4) recognize other relationships, if any, that emerge beyond those identified by SEDL.

Conceptual Framework

In 1992 Southwest Educational Development Laboratory (SEDL) reviewed the results from Louis and Miles' (1990) case studies of five high school change efforts and Hord and Huling-Austin's (1986) synthesis of facilitation activities in nine elementary school stories of change. They found that the actions of the leaders in these two sets of reports were highly similar and integrated the reports into a concise set of actions recommended for consideration by potential change leaders. Those actions include six sets of strategies designed to bridge institutional and individual realities and that are necessary for large-scale structural change. First, and on which all of the other strategies are pendent, the change leader must create a context conducive to change. By examining cultural indicators and working to strengthen those elements of the culture that fit the change effort, leaders can create a context that supports change (SEDL, 1992; 1995).

Second, he/she must develop, articulate, and communicate the vision for change in their schools and include staff in the shaping of such so that shared ownership of the vision occurs. Third, the change facilitator must plan and provide materials and resources. The fourth strategy for successful change is providing training, support, and professional development throughout the process with feedback to those affected. Fifth, the change leader must continually assess, monitor, and evaluate the implementation process. Finally, he/she must provide continuous assistance, consultation, reinforcement, coaching, and problem-solving techniques to the implementors (SEDL, 1991; 1995).

This research was used as a framework through which to examine the change strategies employed during the implementation of a year-round education program. The impact of the change strategies upon the actions taken and upon the attitudes and beliefs of the principal and other participants was also examined.

Procedures

In this explanatory case study, procedures changed as the study evolved (Rudestom & Newton, 1992; Yin, 1994). The design emerged as data were collected, preliminary analysis was conducted, and the context became more fully described (Erlandson, Harris, Skipper, & Allen, 1993).

Data Sources

The primary subjects of this study were an elementary school principal and five certified staff members from a year-round education campus. The central administration official who supervised that campus was also interviewed. Pseudonyms were given to

each participant to maintain confidentiality. Permission was granted from the Oklahoma State University Institutional Review Board to allow human subjects to be used in this research project (See Appendix A). A consent form (see Appendix B) was signed, and preliminary questions (see Appendix C) were completed by each respondent prior to the interviews. The Interview Protocol is included as Appendix D.

Data Collection

To ensure trustworthiness, multiple sources for collecting data were used to expand the meaning of such data. A chain of evidence was maintained to establish an accurate audit trail and to provide additional insights about the same events or relationships. Three strategies were used to collect data from the selected social context: (1) conducting both structured and semi-structured interviews (protocols are included as Appendix B), (2) making direct observations in various locations and from different vantages, and (3) reviewing school documents, records, and communications. A daily journal was also kept to record impressions, reactions, and other significant events. School artifacts, such as newspaper articles, school programs, invitations to school programs and/or meetings, faculty bulletins, meeting agendas, calendars, and computer printouts, were collected to provide a context for understanding and evaluating the data obtained from human sources (Erlandson et al., 1993; Yin, 1994).

From the gathered data, an outline was developed to include the history, a description of the strategies used by the principal to implement year-round education, and a description of the key players and their interrelationships. When the report was written, it was submitted to members of the stakeholding groups for their responses. After

reviewing their responses, appropriate revisions were made in reporting the findings. This was continued until the final draft of the findings was completed; it was then submitted to representatives of all stakeholding groups for review (Erlandson et al., 1993; Yin, 1994).

Data Analysis

The general analytic strategy for this case study relied on the theoretical proposition that most school districts assume that leadership (the principal) will link the institutional focus during the adoption stage of change with the necessary individual focus during the implementation stage of change, resulting in a successful change process. Southwest Educational Development Laboratory's six strategies for successful implementation of large-scale change were used as a lens through which the case study data were analyzed. An explanation was built about the case through a series of iterations: (1) analyzing and comparing the gathered data with the theoretical proposition through SEDL's conceptual framework, (2) revising the proposition, when necessary, (3) analyzing and comparing details of the case against the revision, and (4) again making necessary revisions, modifications, and amendments (Yin, 1994).

Summary

Year round education is becoming a dominant trend in many public school systems. It is a large-scale educational change effort that is becoming increasingly popular as its major context--reduced budgets and swelling school enrollments--becomes more common. Such a complex change as YRE requires a change facilitator, a role often assumed by the principal of the school. The literature argues that the principal is a key

player in any change effort and has a great deal of influence in the acceptance or rejection of an educational change such as YRE.

Southwest Educational Development Laboratory (1992; 1995) contends that school leaders bring about change by: (1) creating a context conducive to change; (2) developing, articulating, and communicating a vision for school improvement; (3) planning and providing materials, resources and needed organizational arrangements; (4) providing training, support, and professional development; (5) assessing, monitoring and evaluating progress and needs; and (6) providing continuous assistance, consultation, reinforcement, coaching, and problem-solving. Through these major categories of actions, leaders can fulfill the requirements for successful change (SEDL, 1992; 1995).

Knowing how to manage change is an essential skill for principals and school leaders. They need to understand the elements of the change process to help their schools accomplish their goals more effectively and in order to maximize the chances for endurance of the change. It is important, therefore, to study the strategies employed by principals' to invoke change in their schools and the impact that their attitudes toward change may have upon participants.

This explanatory case study provides a deeper understanding of the strategies employed to effectively incorporate a large-scale educational change. Data were collected through interviews, direct observation, and document review. The general analytic strategy relied on a theoretical proposition as it is viewed through SEDL's (1992) six strategies for successful implementation of change. An explanation was built about the case through a series of iterations. The usefulness of the six strategies in the

implementation of year-round education was examined and clarified. Other relationships that emerged beyond the SEDL categories were also explored. The study adds to the knowledge base needed by principals to implement large-scale structural change.

Reporting

This chapter presented the study design. Chapter II reviews the related literature. Chapter III presents the case, and Chapter IV analyzes the case through SEDL's strategies. Chapter V concludes the study by summarizing the processes and findings, providing conclusions, implications for practice, recommendations for further research, and a commentary.

CHAPTER TWO

REVIEW OF THE LITERATURE

Year-round education (YRE) has been a fact of life in some school districts for many years. It requires a major departure from traditional practices, and its implementation is complex. The chances for success in implementing YRE, or any other change effort, will be maximized if the concept is understood and effective change strategies are applied during the changing process. This chapter will review research on YRE and effective change strategies recommended for the successful implementation of such a large-scale change as YRE.

YRE

This section will review the history of YRE, various forms of YRE, the advantages and disadvantages of YRE, the affects of YRE on student achievement, and changing to YRE.

History of Year-Round Education

The traditional nine-month calendar is not as deeply imbedded in the American educational system as some believe. The existence of continuous education programs date as far back as 1645 (Zykowski, Mitchell, Hough, & Gavin, 1991). It was then in the town of Dorchester, Massachusetts, that the roots of year-round education began to take hold. According to Cammarata (1961) and Richmond (1977), the town of Dorchester required the schoolmaster to begin teaching at seven o'clock in the morning and to dismiss the students at five o'clock in the afternoon for the first seven months of

school. During the last five months...(from the eighth month to the end of the twelfth month), the schoolmaster was to begin teaching at eight o'clock in the mornings and to end at four o'clock in the afternoon. (p.44)

Approximately two centuries later, the First Church of Boston established year-round education officially in 1866 (Lane, 1932; Richmond, 1977). Known as vacation schools, they operated during the traditional months of summer vacation and were staffed by non-professional educators who offered religious recreation and extra-curricular activities such as arts and crafts. By 1912, at least 141 districts had established vacation schools (Zykowski, et al.,1991).

During the 1800s, many American urban areas maintained schools for 11 to 12 months a year in response to the needs of a burgeoning immigrant population (Brekke, 1992). European immigrants supported the 12-month school program as a way to help assimilate their children into American culture. They believed learning English would proceed quickly if their children were taught through the summer, not taking time off for vacation (Hermansen & Gove, 1971). According to Brekke (1992), during this same period, rural schools generally operated for only 5 to 6 months--often from November through March--when weather was inclement and agricultural labor requirements were minimal.

In 1888, the United States Commissioner of Education endorsed the establishment of what he termed "summer schools" (Zykowski et al., 1991). The summer schools were intended to be used to help augment the learning process. It was believed that changes in

society brought on by the industrial revolution should be reflected in school curriculum. Courses offered at these summer schools focused on vocational and technical training. The cities that followed the Commissioner's recommendation and adopted a year-round calendar (averaging 259 instructional days) were Buffalo, New York; Cleveland, Ohio; and Detroit, Michigan (Lane, 1932; Glinke, 1970; Patton & Patton, 1976; Shepard & Baker, 1977).

By 1915, largely due to the onset of the Industrial Revolution, the disparity in urban and rural school calendars ended, and the nine-month calendar became the nation's standard (Brekke, 1992). By the start of World War I, the traditional 180-day school year with six-hour days became standard, often accompanied by remedial summer programs (Shepard & Baker, 1977). According to the National Education Association (1985), the schedule of 180 six-hour school days stems from a compromise between the much shorter rural school year and the nearly all-year schooling of cities in the years before 1840. For the 75 years after 1840, cities gradually shortened their school year while rural areas gradually lengthened theirs. (p. 7)

Records of the early 1900s show summer school versions of YRE programs in use in several communities, including: Bluffton, Indiana (1904); Newark, New Jersey (1912); Minot, North Dakota (1917); Omaha, Nebraska (1925); Nashville, Tennessee (1926); and Aliquippa (1928) and Ambridge (1931), Pennsylvania. There were several reasons why each community decided to adopt a summer school program. The school district in Bluffton, Indiana, wanted to offer a diversified curriculum and improve student

achievement by offering students and parents some choice in subject matter. Officials in Newark, New Jersey, sought to facilitate the learning of English by immigrants and to enable students to accelerate through the program and graduate early. Minot, North Dakota, used summer school programs to meet the needs of those students they classified as “laggards.” School districts in Nashville, Tennessee, were motivated to adopt a summer school program to improve the quality of education its schools offered. Omaha, Nebraska, sought to offer continuous vocational training programs by implementing a summer school program and Aliquippa, Pennsylvania, used the summer school program to provide needed classroom space in their schools (Glines, 1987, p. 17).

The use of traditional school calendars continued and was reinforced by the events of World War II. The American education system embarked on nearly two decades of rapid expansion. High schools, colleges, and vocational trade schools were hit by students returning from military service determined to complete their educations. As a result, voluntary summer schools, usually of eight to ten weeks, focusing on career skills, became part of many public high school programs. The post World War II baby boom caused a surge in the public school population and the successful launch of Sputnik in 1957 brought renewed interest in education and need for educational facilities (Zykowski, et al., 1991).

In 1964, aware that most policy makers viewed year-round education as an intrusion on the instructional program and favored providing space to accommodate students through construction of new facilities rather than increased building use through year-round scheduling, Virginia’s Commissioner of Education, James E. Allen, established the post of Consultant on Rescheduling the School Year (Hermansen & Gove, 1971).

Continuous Learning Year Plans, a name ascribed to the numerous variations of single- and multi-track year-round school schedules, were developed by Allen and his colleagues between 1968 and 1972 (Thomas, 1973). During this period, the concept of YRE was also reactivated in communities in Missouri, Illinois, California, and Minnesota (Glins, 1994). Historians of the YRE movement cite developments in these states as bench marks leading to broad-based support of year-round education programs in subsequent years (Shepard & Baker, 1977).

In 1968, Hayward Unified School District in Hayward, California, implemented California's first year-round school. Hayward was followed in 1971 by Chula Vista and Le Mesa Spring Valley school districts. Concurrent with the California programs, Francis Howell School District in St. Charles, Missouri, and Valley View School District 96 in Will County, Illinois, both adopted mandatory YRE programs within a year of each other (Hermansen & Gove, 1971). Francis Howell implemented a 9-3 calendar (four nine-week quarters each separated by three-week vacations) in 1969. Valley View adopted the same calendar (calling it a 45-15 plan) beginning operations in 1970. In each of these cases, the precipitating factor leading to the installation of a year-round education calendar was the lack of classroom space. The Valley View Board of Education, in choosing to implement a year-round education program, rejected two alternatives: (1) increasing class size from 24 to 36, and (2) placing students on double sessions (Zykowski, et al., 1991).

Innovative programs like the one conducted at the Mankato State University Wilson Campus School in Minnesota, 1969, further extended the YRE movement. This school adopted a voluntary single-track year-round program creating a unique

“personalized” year-round calendar for children in grades K-12. Students were divided into five attendance cohorts (tracks). The institution was open 240 days; students attended any 180 of those days they chose. The Mankato YRE program was completely individualized, giving students latitude to come and go as desired, vacationing whenever needed (Glines, 1990).

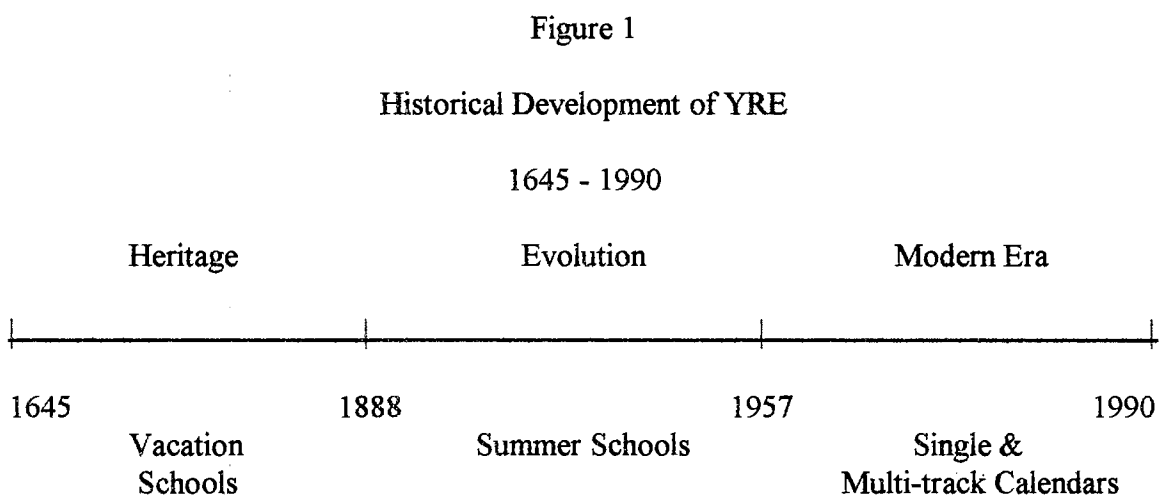
During the early 1970s, YRE continued to grow. Roberts & Bruce (1976) reported that by 1976, approximately 1.5 million children in the United States had been exposed to at least some form of YRE. Among those cities adopting year-round schedules in the early 1970s were Atlanta, Phoenix, Chicago, Dade County (Florida), and Puerto Rico.

However, after a period of expansion in the early 1970s and the passage of school facilities legislation, providing state funding for new school construction, the late 1970s saw a decline in the number of school districts adopting year-round calendars (Zykowski et al., 1991). In fact, during this period of time, some YRE programs were abandoned because:

- (1) Year-round operations were initially adopted as a temporary space-saving device, and the districts began to experience a decline in student enrollment.
- (2) The superintendent who initially supported the YRE was succeeded by a superintendent who did not believe in the merits of the plan.
- (3) A change of school board members who did not support YRE was effected.

- (4) Pressure for uniformity in all schools in the district was exerted by community leaders, parents, teachers, board members, or the administration (Sincoff & Reid, 1975).

Figure 1 depicts historical milestones in the development of year-round education (Zykowski, et al., 1991).



Forms of YRE

Year-round education can take many forms. According to Hoffman (1991), three major exceptions to the nine-month traditional school calendar have emerged: summer school, the extended school year, and year-round education. Among these, the year-round concept has proven to be the most popular (Quinlan, George, & Emmett, 1987).

Quinlan, et al. (1987) proposes that YRE is simply a reorganization of the traditional school calendar, with instruction and vacation periods scheduled as shorter blocks of time than they are with a traditional calendar. However, Glines (1987) asserts that YRE is a philosophy, a means for assisting the improvement of the quality of life for

individual persons and for society as a whole. He contends that YRE provides calendar, curriculum, and family options which more closely fit the changing lifestyles, work patterns, and community involvements for large segments of the population.

In most year-round schools, as in traditional nine-month schools, students attend classes about 180 days spread throughout the twelve calendar months, except that these days are arranged differently. The most popular YRE calendar is the 45-15 plan, where students attend school for 45 days and then go on vacation for 15. There are numerous other types of schedules as well, but the common factor in all YRE calendars is that students have several short vacations all through the year, rather than one three-month summer break (Ballinger, Kirschenbaum, & Poimbeauf, 1987).

Many existing YRE plans are described in the literature. Greenfield (1994) suggests that, of the many plans and descriptions of YRE, there are two major structural variables: the school calendar and the tracking option. The calendar refers to the scheduling--but not the number--of school days versus vacation days. Tracking refers to whether all students attend school on the same schedule (single track option) or whether students are divided into several attendance groups, each of which follows a slightly different calendar so that all groups are never in school at the same time (multi-track option). A few year-round schools have all their students on the same instructional and vacation schedule (a single-track calendar), but most operate on the multi-track option (Ballinger, et al., 1987).

The significant difference between the single-track and multi-track programs is that single-track programs move the entire school population through the same instructional-

day calendar, while multi-track programs divide students and teachers into different groups, or attendance tracks, of approximately the same size. Each track of students and teachers is assigned to a different academic and vacation schedule, allowing one track of students and teachers to be on vacation while the others are in attendance. The multi-track plans are usually set up to relieve overcrowding because they allow a school to enroll more students than the school building was designed to hold. For example, a school in a building built for 750 students can enroll as many as 1,000 students on a four-track calendar (Quinlan, et al., 1987). Therefore, the multi-track option is attractive to schools where population increases are straining existing resources, especially in urban areas in the western states where the overwhelming majority of year-round schools are located (Carriedo & Goren, 1989). By revising the traditional-year school calendar, those districts can serve more students in existing buildings and save the cost of constructing new facilities to house the increasing student population (Zykowski, et al., 1991).

Advantages and Disadvantages of YRE

Year-round education began as a way to handle overcrowding without construction of new buildings. However, it has, in some situations, evolved into a viable educational plan to meet the needs of students and community (Howell, 1988).

The literature to date has consisted of many reviews and several case studies which show the benefits of year-round education. In one such study done by Greenfield (1994), teachers and parents were surveyed and asked to cite advantages and disadvantages from the year-round education experience. Teachers cited advantages as more salary potential, frequent breaks, varied educational opportunities and flexible work year. Advantages

listed by parents included more education, summer care, and more remediation. Overall, year-round education was considered by the school and community to be very positive.

Glass (1992) proposes that the greatest advantage of YRE for most districts is to avoid construction of new schools by increasing enrollment at existing schools but suggests that the advantages of YRE can theoretically extend beyond a district's pocketbook. Students may retain more over shorter vacations; thus, they may need less review at the beginning of the year. Some families might welcome opportunities for vacations in all seasons; vacation spots will be less crowded.

Several studies report other advantages of year-round education: Schools can offer intersession programs where students participate in advanced, remedial, and enrichment classes (White, 1985). Teachers can work during the intersessions and earn more money (Ballinger, et al., 1987). Because breaks will be more frequent, teachers and students are less likely to burn out and be absent on a YRE calendar (Quinlan, et al., 1987; Glass, 1992). Year-round education also has many social benefits. For example, school vandalism, drop out rates, and disciplinary problems have all decreased in correlation with year-round education (Brekke, 1985; Ballinger, 1990; Gifford, 1987; White, 1987; Oxnard School District, 1990).

According to Howell (1988), in many other school systems, year-round education has been tried and abandoned. For these, no overwhelming advantage existed in instruction or achievement; remediation, attendance, and vandalism were not large problems; and once growth leveled off or new buildings were built, they saw no advantage to remaining with YRE.

Glass (1992) reports that critics of year-round schools cite several objections to YRE in defending traditional nine-month calendars: Operating costs may rise; administrative workloads might increase; district services, such as special education and teacher workshops, may be difficult to schedule; family life might be disrupted; child-care and vacation plans are complicated; children might be bored during vacations because traditional options like summer camp and sports programs are often not available. Further disadvantages, according to teachers, include lack of preparation time, increased work load, conflicting vacations for family, and burnout of teachers and students (Greenfield, 1994).

Affects of YRE on Student Achievement

Despite the current interest in YRE, there has been no definitive study done that shows how YRE affects student achievement (Weaver, 1992). According to Carriedo and Goren (1989), while studies rarely show that YRE lessens achievement, research findings are mixed and inconclusive. Merino (1983) found that out of nine studies done on achievement in year-round schools, only three favored YRE; in two of those three studies, schools had increased the number of instructional days for disadvantaged students. Two studies indicated that YRE lowered achievement, but overall, research reveals no significant differences between the two types of schedules (Merino, 1983).

According to Zykowski et al. (1991), the most extensive achievement comparison was done in a study conducted by The Stanford Research Institute. The subjects were second, fifth, and seventh grade students in the Pajarro-Valley Unified School District in California. The students were given the Comprehensive Test of Basic Skills in the fall of

1976, spring of 1977, and in the fall of 1977 to determine the rate of learning while school was in session and the learning loss over the summer months. The study found no significant difference in achievement between students on a traditional calendar and students on a year-round calendar.

Studies of student achievement have also been done by the Los Angeles Unified School District (Alkin, Atwood, Baker, Doby, & Doherty, 1982; Alkin, 1987) and the Oxnard Unified School District (Brekke, 1986, 1989). No significant difference in academics was found between students on a traditional calendar and those in a year-round calendar. However, in a study using the Science Research Associates Achievement Test given to Virginia eleventh graders, Bradford (1988) found that the students attending a year-round school had higher scores than those who attended schools with a traditional calendar.

Despite conflicting achievement scores, most reviewers agree that year-round education does not have any harmful effects on achievement. Smith (1983) suggests that the quality of instruction probably affects learning the most and the studies comparing year-round education and traditional calendars have not thoroughly considered this.

Changing to Year-Round Education

Zykowski, et al. (1991) contends that there are two distinct reasons why a school district would decide to switch from a traditional school calendar to a year-round calendar. The first is rescheduling the school year in order to enrich and accelerate educational programs. The second, and most predominate, reason is to accommodate more students due to an increase in enrollment.

Whatever reason a school district may have for changing to year-round education, implementation of such a large-scale change is not an easy task. Brekke (1992) alleges that our schools have been more resistant to change than any other institution in our society. He says that the outside forces which have produced phenomenal change this past century in transportation, communication and information technology have, in large measure, by-passed our public schools. Ballinger (1988) suggests that educational change is difficult by saying that if year-round education had been in place for 100 years or more and someone proposed a "new" calendar wherein students were to be educated for only nine months each year (with another three months free from organized instruction) that the American public would not allow, or even consider, such a calendar.

Changing a school calendar that has been part of our national tradition for many years requires thoughtful and careful planning. Zykowski, et al. (1991) maintains that there will always be some resistance to change; because tradition has its own force, it is easier to impede change than it is to make it happen. Nevertheless, change can and will occur when its proponents have a thorough understanding of what they wish to change and how to bring it about (Zykowski, et al., 1991). Patricia Carrow-Moffett (1993) says that when change does occur, those involved must not only learn new things but "unlearn" old ones; the process of unlearning old ways is usually the grounds for most resistance.

Peca (1994) proposes that during change, a grief process must also occur. The application of the concept of grief provides an understanding for change agents of how behavior can change and the steps which individuals must be allowed to go through to

facilitate a successful change. Individuals must grieve over old behaviors and eventually come to the realization that they must accept the reality of new behaviors (Peca, 1994).

Summary

Throughout American history, the school calendar has responded to the changing needs of the nation (Brekke, 1992). Many forms of continuous education programs are reviewed in the literature. The traditional 9-month calendar with a summer school program, the extended school year, and YRE are the three most prominently described, with YRE appearing to be the most popular. Many advantages and disadvantages of YRE are described in the literature. While research findings concerning the affects of YRE on student achievement are mixed and inclusive, no significant differences have been found in the affect of YRE and the traditional calendar on student achievement. While reasons for changing to YRE vary, implementing such a change is not an easy task; it requires careful and thoughtful planning.

Effective Change Strategies

This section will describe the role of the principal in the change process and the strategies for implementing change as proposed by Southwest Educational Development Laboratory.

Principals and the Process of Change

Howell (1988) suggests that the success of any local educational change depends largely on the leadership of the system; the nature of their leadership has decisive influence

on the quality and success of the project. A change to year-round education, she contends, is no exception.

Much has been written about the leadership role of the principal as change agent and gatekeeper to instructional change. To initiate a change process, these administrators must become knowledgeable in the change process and the people involved. Overcoming barriers to change and success in a new program relies heavily on the attitudes and actions of the school principal (Duttweiler & Hord, 1987; Fullan, 1982; Fullan, with Stiegelbauer, 1991; Henson, 1987; Walker & Vogt, 1987).

In the past, the usual view of the principal's role in the school consisted of administrator, manager and public relations officer. He/she was often seen as one who was actively involved in the daily disruptions and successes of teachers, busily ordering supplies, scheduling, and giving out information (Hord, Stiegelbauer, & Hall, 1984). Many of the educational changes implemented by principals were governed by state and federal mandates. Those principals were management oriented, emulating business and industrial models, and were expected to bring order and stability to schools (SEDL, 1991). Today, however, much attention is focused on the role of the principal as an educational change agent, providing guidance and leadership for instructional change and improvement. It is a very visible and important role which goes through many stages and changes.

The Stages of Concern (SOC) model (Hall & Hord, 1984) moves the principal through seven stages of concern. In the beginning stage, called awareness, the principal receives the model for change, reviews the context and informs teachers of a coming

change. During the informational stage, the principal is provided with opportunities to learn about the change by attending workshops and conferences. The next stage of concern is personal. In this stage, a principal may begin to feel inadequate in his/her knowledge of the change and its implementation process. Management of the new change and how to evaluate it is another concern stage. The next stage of concern involves the consequences of a new program including standardized test scores and community reaction. The final stage is refocusing. This stage occurs around the third or fourth year and the principal will be able to make any necessary changes in the program. This model suggests that people cannot move to a higher level until all of their concerns at the lower level are met (Oppenheimer, 1989).

Hall and Hord (1984) have identified three leadership styles used by principals as change agents. These styles are identified as responder, manager, and initiator. When setting goals, the responder will adopt the district goals as school goals. The responder fulfills needs and resolves conflicts as they arise in order to keep everyone satisfied. Responsibility for the change is usually passed onto others by change agents with this style. Decisions by the responder are usually based on immediate circumstances and not long term consequences. Rather than going to the teachers, the responder will wait for teachers to report any problems (Hall & Hord, 1984).

The principal using the manager style will accept the goals of the district but will alter these goals to satisfy the school's needs. The manager will be involved regularly in the change process and will expect everyone involved to contribute to the management system. Using this style, the principal will personally intervene in the collaboration effort

and yet will share some of the responsibility. The manager stays in close contact with faculty in order to find ways to help teachers with the change (Hall & Hord, 1984).

The initiator demands goals that adhere to the needs of students attending the school while still respecting district goals. This change style requires all persons involved to place teaching and learning above all else and directs the change process toward these priorities. Decisions made by the initiator are based on what is best for the entire school, usually accompanied by high expectations. The initiator will use an abundance of sources to collect information to monitor the change and plan interventions (Hall & Hord, 1984).

All the schools used in the Hall and Hord (1984) study implemented change. However, the quality and quantity of change was achieved in classrooms whose principal used the initiator style. Hall and Hord's (1984) findings have raised questions about the extent to which principals can change their style. They contend that more research is needed to suggest useful answers.

According to Chamley, Caprio, & Young (1994), faculty resistance is a factor in any process of change. Effective principals can handle resistance by making key teachers, parents, administrators, and leaders of the community make the project their own instead of feeling it is forced upon them. Resistance may also be alleviated by allowing the staff to be involved in every step of the change process and willingness to delegate leadership. Principals should be sensitive to their environment, use site-based management, and refuse to be controlled by whims (Chamley, et al., 1994).

Research shows that principals play a very important role in change processes but that they usually have little preparation in implementing a program of change and

managing it at the school level (Fullan, 1982, with Stiegelbauer, 1991). Yet, according to Salisbury and Conner (1994), knowing how to manage change is an essential skill for educational leaders. They suggest that principals need to understand the elements of the change process, be skilled in dealing with resistance, find creative ways to achieve commitment, and achieve cultural readiness for change. Fullan (1982, with Stiegelbauer, 1991) proposes that more analysis and suggestions are needed in the area of the principal's role and other individual roles. Research is also needed, he states, in the area of interest in change versus a forced change initiated by outside forces.

An organization's capacity to change increases as principals and school leaders learn to apply persuasion and press for change. These two elements, support and pressure, have been specified by numerous researchers (Fullan, with Stiegelbauer, 1991; Hord & Huling-Austin, 1986; Huberman & Miles, 1986; McLaughlin, 1987) as the bottom line for accomplishing change. A principal can provide this necessary balance in planning and implementing change.

There is a need for increased attention to inform and educate principals in the areas of how to incorporate change and the significant role they will play in making that change successful. Because year-round calendars differ so radically from traditional school calendars, districts in which YRE is being considered must have the support of the participants to succeed. As more schools consider implementing year-round education to address the fiscal problems of the 1990s, change strategies enacted by school principals may affect the attitudes of participants in the change process and help to maximize the effectiveness of the program.

Strategies for Implementing Change (SEDL'S Sacred Six)

Reports in the literature about the roles of educational change agents generally focus on introduction of the change, initiation of the change process, and mobilization of the school as goals are set, data are reviewed, needs are established, and plans are developed. However, it is at the next stage of the process, implementation, that the changing actually begins. It is also at this stage that many change efforts fail for lack of attention or appropriate actions and strategies used by the change facilitators (Fullan, with Stiegelbauer, 1991; SEDL, 1991). Research recommends some specific actions that can be taken at this stage to help those facilitators successfully implement school change.

In 1992 Southwest Educational Development Laboratory (SEDL) reviewed the results from Louis and Miles' (1990) case studies of five high school change efforts and Hord and Huling-Austin's (1986) synthesis of facilitation activities in nine elementary school stories of change. They found that the actions of the leaders in these two sets of reports were highly similar and integrated the reports into a concise set of actions recommended for consideration by potential change leaders. Those actions include six sets of strategies designed to bridge institutional and individual realities and that are necessary for large-scale structural change. First, and on which all of the other strategies are pendent, the change leader must create a context conducive to change (SEDL, 1991; 1995). Change is not an isolated process; it occurs within some context. In the case of educational change, that context is the school. A school's organization and size, policies, resources, and culture are aspects of the school that affect all its elements and produce the context in which school change efforts are undertaken (SEDL, 1991; 1995). Sarason

(1990) argues that it is because of the interrelatedness and interrelationships of those elements that context is a factor in educational change. Additionally, Greenfield (1994) states that the success of a program is a function of its context and that expectations for success must therefore be developed carefully. Because of the influence of school context on educational change efforts, SEDL (1991; 1995) maintains that school leaders must understand that schools are complex organisms. The fact that the leader is also part of this organism increases the need to understand and learn how to work with the elements of school context for successful change implementation (SEDL, 1991).

The second strategy proposed by SEDL (1992) is that change leaders develop, articulate, and communicate the vision for change in their schools. Louis and Miles (1990) propose, however, that visions frequently are not completely developed and, thus, cannot be fully articulated at the beginning of the change process; rather, visions develop over the course of the planning and changing process. While they recommend that successful change leaders consistently articulate a vision for their schools so that everyone understands the vision, they qualify their recommendation by suggesting that effective leaders do not do this alone and agreeing with Burns (1978) that there is no leadership without followership. Good leaders share influence, authority, responsibility, and accountability with the staff in shaping the vision over time so that shared ownership of the vision occurs; followers know they have helped to create the vision (Louis & Miles, 1990).

Third, the change facilitator must plan and provide materials and resources (SEDL, 1991; 1995). Louis and Miles (1990) argue that major reforms are not planned and then

implemented. Rather, they found that effective change leaders engage in an evolutionary kind of planning, based not on an extensive blueprint, but guided by the school's development over time. Thus, the effective leaders in their study adapted plans as a result of the school's experiences of what was working toward the vision and what was not. Their study further showed that since the level of support for implementation of a proposed change is a factor that strongly affects the change, the process of planning and the way in which it affects commitment to the proposed change are more important than the exact planning steps that are followed or the sacredness of following the first plan. Other important actions to help leaders gain a high level of support for the proposed change are providing resources, materials and equipment and arranging for their storage, hiring or reallocating personnel, and making needed organizational arrangements such as scheduling (Hord & Huling-Austin, 1986). Louis and Miles (1990) recommend thinking of resources in broad terms such as services, assistance, support, and influence.

The fourth strategy for successful change is providing training, support, and professional development, throughout the process with feedback, to those affected (SEDL, 1991; 1995). Hord and Huling-Austin (1986) propose that training, which includes teaching, reviewing, and clarifying new knowledge and skills, is necessary for implementing change. In-service training and staff development sessions which are spread across time to address needs as they emerge were found to be much more effective than a three-day workshop provided prior to the implementation of the change. Training that responds to participants' concerns seemed to support implementation (Hord & Huling-Austin, 1986).

Fifth, the change leader must continually assess, monitor, and evaluate the implementation process (SEDL, 1991; 1995). These actions represent leaders' continual efforts to communicate with participants of the change, seek input about their needs, provide feedback, and assess implementation progress. Collecting information about individual participants as they work to implement a change, including their feelings and concerns related to the change, are facilitative monitoring activities that will build further support and commitment for the change. More formal data collection, analysis, reporting, and transferring data contribute to summative evaluation purposes (Hord & Huling-Austin, 1986).

Finally, the change agent must provide continuous assistance, consultation, reinforcement, coaching, and problem-solving techniques to the implementors (SEDL, 1991; 1995). Louis and Miles (1990) maintain that leaders coordinate and orchestrate the change effort, exhibiting enormous persistence, tenacity, and willingness to live with risks. They observed that such leaders require a high tolerance for complexity and ambiguity but that experience with coping led to better coping skills and gave encouragement to those leaders developing their own understandings for guiding change in their schools. Further, Hord and Huling-Austin (1986) argue that a critical link in the process of implementing changes that has not been given much attention is that of individualized and ongoing assistance to participants. They call it "consultation" with participants, while Joyce and Showers (1982) refer to it as "coaching." Whatever the label, these studies show that successful implementation involves a large amount of consultation/coaching and reinforcement.

Summary

The successful implementation of YRE is largely dependent upon the leadership ability of the principal. His/her role is very visible and may go through several stages and changes. The knowledge, attitude, actions, and leadership style of the principal can help overcome barriers to change and influence the success of the change process. However, research shows that most principals have little training in implementing change. To help alleviate resistance to change and effectively implement a large-scale change such as YRE, principals must be trained to provide a necessary balance of support and pressure and to use change strategies that help gain the support of participants and maximize the effectiveness of the change. To help with that training, SEDL recommends a set of six strategies: (1) create a context conducive to change; (2) develop, articulate, and communicate the vision for change; (3) plan and provide materials and resources; (4) provide training, support, and professional development; (5) assess, monitor, and evaluate the implementation process; and (6) provide continuous assistance, consultation, reinforcement, coaching, and problem-solving techniques.

Summary

Three major exceptions to the nine-month traditional school calendar have emerged during this century: summer school, the extended school year, and year-round education. Among these, the year-round concept has proven to be the most popular. Although some forms of year-round education have been in existence in the American

education system since the middle of the seventeenth century, the traditional nine-month calendar has been the nation's standard since the onset of the Industrial Revolution.

During the late 1960s and early 1970s, however, the concept of YRE was reactivated in several states and has waxed and waned since that period. In recent years, it has been viewed and implemented as a way to handle overcrowding without construction of new school buildings.

The literature reveals many reviews and several case studies which show the benefits of year-round education, but many school systems have tried and abandoned the YRE concept. While research studies rarely show that YRE lessens student achievement, the findings are mixed and inconclusive; overall, research reveals no significant difference in student achievement between the traditional calendar and a year-round calendar.

Many schools are implementing a change to year-round education as their student enrollments increase and their budgets are reduced. Those schools can maximize the effectiveness of such a large-scale change by educating school leaders about the change process and effective strategies for implementing change.

The literature recommends a set of six strategies for consideration by potential change leaders to effectively implement large-scale change: First, the change leader must create a context conducive to change. Second, he/she must articulate the vision for change in their schools. Third, the change facilitator must plan and provide materials and resources. The fourth strategy for successful change is providing training, support, and professional development throughout the process with feedback to those affected. Fifth, the change leader must continually assess, monitor, and evaluate the implementation

process. Finally, he/she must provide continuous assistance, consultation, reinforcement, coaching, and problem-solving techniques to the participants.

CHAPTER THREE

PRESENTATION OF THE DATA

This chapter will present the data gathered about an elementary school's change from a traditional school calendar to year-round education. Pseudonyms will be used for all locations and participants. To distinguish the position of each participant, the central office administrator's last name will begin with "A," the principal's last name will begin with "P," teachers' last names will begin with "T," the counselor's last name will begin with "C," and the librarian's last name will begin with "L." First, the YRE program as it exists at the study site will be described. Then, demographics of the site will be presented, followed by demographics of the participants. The chapter will conclude with issues and concerns about the change from traditional schooling to year-round education and will be presented in three phases: (1) Adoption, (2) Implementation and Institutionalization, and (3) Evaluation and Continuation.

The YRE Program at Parkside Elementary

Parkside Elementary is in its fifth year as a YRE school. The pilot program was originally approved for a three-year period, but had been extended during the last two years. Parkside had the same number of instructional days (183 days) as all the other campuses in the district, but their vacation breaks were shorter and more frequent than the other campuses. Instructional periods were scheduled for six weeks at a time; at the end of each of those periods, there was a two-week intersession. The first week of an intersession was scheduled as vacation for all staff and students. During the second week,

specially-designed instructional programs, which were comparable to intensive summer school programs, were held for targeted students. There was an after-school child-care program at Parkside provided by The East Texas Campfire, Inc. (Kid's Care). Fees for the program varied, depending upon the income of the family, and transportation was provided by the district.

Each year, the following information was sent to parents of students at Parkside Elementary to inform them about the YRE program:

“Things You Should Know About Year-Round School”

The purpose of Parkside Elementary's YRE is to increase student learning. A significant amount of research supports the idea that students retain more learning when periods of instruction are separated by more frequent, but shorter, periods of vacation.

The YRE calendar is different from the regular school year. Parkside students will go to school six weeks and then have a two-week break.

Parkside is presently the only school in the district with a changed school calendar.

The YRE school year at Parkside will begin when the traditional school year begins at the other district schools.

Parkside will observe the same holidays and spring break as other district schools.

Students at Parkside will be required to attend classes the same number of days per year as students in the traditional-year schools.

The school's cafeteria will serve students each day that YRE is in session, just as it does during a traditional school year.

Participation in Parkside's YRE program is voluntary. Parents who do not wish to have their children participate may transfer them to another school in the district. Transportation will be provided for eligible transfer students and for students who wish to attend Parkside but live outside the campus boundary.

The curriculum offered at Parkside's YRE will be the same as that offered in other district schools.

Demographics of the Site

Lavergne is a medium-size city located in the southern area of the midwestern states. Although the population of the city is approximately 75,000, the population of adjacent communities increase the metropolitan population to approximately 100,000. Lavergne Independent School District is the largest of three school districts serving the city and consists of 11 elementary schools, three middle schools, and one high school. There is a Student Development Center for severely and profoundly handicapped, along with several forms of alternative schools. The total student enrollment for Lavergne ISD is 8,200, with approximately 52% Black, 42% White, and 6% Hispanic; over 50% of the total student enrollment is classified as "disadvantaged" by the school staff. The district

has experienced a lot of “white flight” to the adjacent districts where minority percentages are small. Both business and residential growth are in those districts, which are located on the west, north, and east sides of Lavergne.

Parkside Elementary is one of the smallest of the 11 elementary schools in Lavergne ISD. Parkside’s campus represents five different school communities scattered across the south side of the district. The school serves approximately 260 students in grades Pre-K - Fifth, with two classes at each level. Although the district allows open enrollment and provides transportation for any student in the district to attend the YRE program at Parkside Elementary, the majority of the student population lives in the community surrounding the school. It is one of the lower socio-economic areas of the city, with approximately 96% of the students at Parkside qualifying for free or reduced-price lunches. Racially, Parkside’s student population is comprised of approximately 73% Black, 24% White, and 3 % Hispanic. According to the principal, most of the students are from single-parent households or live with other relatives in homes where multiple families reside. There is a teacher/pupil ratio of about 22/1.

Parkside’s facility is an old and exteriorly unimpressive building with its tan brick and paint and a simple sign that tells the name of the school. The grounds are not attractively landscaped, and the grass frequently needs to be mowed. The inside, however, is clean and attractive with brightly-colored walls, painted designs, and neat displays; there is no litter and no graffiti. On entering the building, there is usually a greeting from someone, and there is a warm atmosphere of friendliness and camaraderie. This is evidenced by frequently-observed smiles upon the faces of teachers, staff, and

students, their teamwork, their “sharing” of ideas, and their acceptance of input from all participants.

Demographics of the Subjects

The subjects in this study were the central office administrator who supervises the YRE campus, an elementary principal, three classroom teachers, one counselor, and one librarian. The respondents ranged in age from 41 to 60 years old. They ranged in birth order from 1st to 7th; the number of siblings ranged from zero to six. Six of the respondents were married, and one was divorced; all had children, ranging in age from 13 to 38.

The years of experience in public schools was not less than five years for any of the subjects, and the highest number of years of experience was 35. The number of years of experience in a year-round education program ranged from two to five. The number of years of experience in schools with traditional calendars ranged from one to 30. One of the respondents had a Bachelor of Art degree, two had a Bachelor of Science degree, four had a Master of Science degree, and one was working on a doctorate. Tables 1 and 2 summarize these demographics.

Table 1

Subject Demographic Data

NAME	AGE	RACE	GENDER	BIRTH ORDER	SIBLINGS	MARITAL STATUS	# OF CHILDREN
ANDERSON	58	W	F	1ST	1	M	1
POWELL	53	B	M	2ND	4	M	3
TAYLOR	58	W	F	1ST	0	M	2
TYSON	41	W	F	2ND	1	M	2
TRENARY	47	W	F	3RD	4	M	2
CARSON	41	B	F	7TH	3	D	1
LANCASTER	60	W	F	1ST	0	M	2

Table 2

Selected Respondent Demographics

NAME	# OF YEARS IN YRE	# OF YEARS IN TRADITIONAL- YEAR CALENDARS	TOTAL # OF YEARS EXPERIENCE IN PUBLIC SCHOOLS	HIGHEST DEGREE HELD
ANDERSON	5	30	35	M. S.
POWELL	5	25	30	M. S.
TAYLOR	5	15	20	B. A.
TYSON	5	1	6	B. S.
TRENARY	5	20	25	B. S.
CARSON	3	5	8	M. S.
LANCASTER	5	27	32	M. S.

The Administration

Joyce Anderson, Deputy Superintendent for Curriculum and Instruction in Lavergne ISD, is friendly and seems very receptive to new ideas that might improve the education of Lavergne's students. She is in her late fifties and has worked in public schools in this area for 35 years. Before school integration, she taught at Lavergne's "black school." She taught English for 20 years and was the English Department Head at Lavergne High School before being appointed as the Language Arts Coordinator for Lavergne ISD in 1980. She has been in her current position since 1985.

James Powell, a charming black man in his early fifties, is the principal at Parkside Elementary. Mrs. Anderson described him as being "very creative and intelligent, but not always very focused." He is a native of Lavergne and has worked in public education in Lavergne for 30 years; 15 of those years have been at Parkside Elementary. He is very visible in the school and active in a local church and in the community in which the school is located. Additionally, he is well known through an hour-long weekly religious program on a local radio station.

This is Mr. Powell's fifth year in a year-round education program. The YRE program at Parkside was basically designed by him, with input from teachers, parents, community, and administration. He refers to the program as a "rearrangement of the calendar" rather than YRE.

Mr. Powell's office is loosely organized and rather cluttered with stacks of papers covering his desk and tables; boxes and books are stacked in every corner of the room. There is, however, an atmosphere of warmth and welcome: His door is always open, and

the coffee pot is always on. Mr. Powell has strong opinions about YRE and its success at Parkside Elementary, but at the same time appears to have a desire to share decision making with others. He said, "I've had to change my leadership style because when I was making most of the decisions the staff did not have an ownership in the decisions."

Teachers' comments about Mr. Powell are a realistic combination of both positive and negative qualities, but they generally conveyed a basic respect for him and for his devotion and commitment to the students and parents of Parkside Elementary.

The Teachers

There is a total staff of 37 at Parkside Elementary. Of the 22 certified staff members, 10 are Black and 12 are White. There are 8 paraprofessionals (6 Black and 2 White), and 7 cafeteria and custodial workers (all Black). The teachers are involved in the decision making, with a form of site-based management in place. There has been a smaller rate of teacher turnover and less use of teachers' sick leave since changing to the YRE program. Many commented that they experience less stress/burnout because of the frequent breaks provided by the YRE schedule. They have the opportunity to increase their salaries, at the rate of \$16 per hour for 5 hours per day, by working during the intercessions.

The teachers are enthusiastic about the progress of their students as well as upcoming projects and events, giving the appearance of being quite satisfied with their jobs. They are highly involved in all areas of the program and have input in making decisions for the school through a site-based decision-making committee. They gather to visit before and after faculty meetings and in the lounge during breaks. Conversations

consist not only of school-related topics but also personal matters, leading one to believe that many are friends as well as co-workers.

Betty Taylor is in her late fifties and has lived in Lavergne for about 10 years. She has taught in public schools for 20 years, and currently works in the Title I Program and holds the position of Lead Teacher at Parkside Elementary. Mrs. Taylor had worked at Parkside two years when the change was made from a traditional calendar to YRE, and she was very positive about the change. She feels that there is considerably less burnout for teachers in this program, compared to a traditional school year “because they have more frequent breaks to refuel for the next instructional session.” She has also found that students have “a greater retention of learning with less re-viewing of material required” and that they also “are refueled during the frequent breaks without having enough time to forget what they studied or to get out of the school routine.” She said, “there are no losers in their YRE program.”

Ruth Carson, in her early forties, is in her third year as the counselor at Parkside Elementary. She resides in, and is a native of, a small town about 25 miles from Lavergne. She worked in a school with a traditional nine-month calendar for five years before coming to Parkside. Although she was not on this campus when the change was made to YRE, she was familiar with the concept and has since participated in training workshops for YRE.

Linda Tyson, in her early forties, is a third-grade teacher at Parkside Elementary. She has been teaching six years, all of which have been spent at Parkside Elementary. She was hired by Mr. Powell one year before the change was made to YRE. Mrs. Tyson

believes there are both positive and negative aspects of Parkside's YRE program, but she is generally positive about the program. She said, "if I had to go back to the traditional calendar year I would probably look for a position in another district that has YRE." She strongly emphasized the decrease in teacher stress and burnout that accompanies YRE; she believes that the frequent breaks "calm both teachers and students."

Donna Trenary, in her late forties, teaches fifth grade at Parkside Elementary. She has been teaching for 20 years, 17 of which have been at Parkside. When she learned about the adoption by the school board of YRE for Parkside, she requested a transfer within the district for personal reasons (children in a school with a traditional calendar), but it was not granted. She said, however, that YRE "turned out to be pretty good for me because the frequent breaks have helped with burnout." She believes that "the frequent breaks provided by YRE have been very positive for students, also, because they have less time off to forget learned concepts and they are still in the school mode after being away from school only two weeks rather than three months." She was positive, too, about the YRE concept for teachers because the "frequent breaks allow them to be refreshed more frequently." She said, "we're under the stress of teaching for shorter periods of time." It is her opinion that a lack of student discipline was Parkside's "biggest problem" before the implementation of YRE and that it still is. "Just a rearrangement of the school calendar can't make the difference we need."

Martha Lancaster, in her early sixties, is the librarian at Parkside Elementary. She has been in education for 28 years and is in her seventh year at Parkside. She was employed by Mr. Powell two years before the implementation of YRE, and he told her

then that “he was hoping to gain approval for a change to YRE.” She has had to make adjustments in her library program, such as seasonal activities, but changes for her have been generally minimal. Mrs. Lancaster was quite positive about the concept, especially for at-risk students and students from low socio-economic families.

Issues and Concerns

Adoption of YRE at Parkside Elementary

Mr. Powell reported that he “became interested in the YRE concept” when he attended a Harvard Principals’ Workshop in Boston in 1984. He began gathering data on year-round schools, and, in the fall of 1985, he presented his research to the superintendent of Lavergne. While the superintendent was not opposed to the YRE concept, he reminded Mr. Powell that they lived and worked in an area in which very little change takes place quickly. He did not want to pursue the idea at that time.

However, planning and discussing YRE programs that would work and would be accepted at his school continued to be a part of Mr. Powell’s daily activities for next two years. “I continued my research on the YRE concept and discussed the idea with my staff at Parkside.” The more the teachers studied YRE research in light of their students’ problems, the more they became convinced that some dramatic change needed to take place at Parkside. Mr. Powell convinced them that they were not, as an entire school, “spending their allotted instructional time in the best way possible, especially for low-achieving students from low socio-economic backgrounds.”

In 1987, a new superintendent was hired for Lavergne ISD, and Mr. Powell again presented his research and ideas to the new superintendent. However, since he was new to the district, he was not receptive to anything as controversial as YRE. Mr. Powell said, "I understood that, for political reasons, the new superintendent would not want to make waves during his first year in the district."

Two years later, in 1989, after continuing with extensive research, planning, and discussing YRE, Mr. Powell once again approached the superintendent and school board about the advantages a YRE program might hold for Parkside's low-performing students. He said, "the board members had attended a workshop where they had learned more about other year-round schools in the state and they told me they were now giving serious consideration to adopting my idea for YRE at Parkside Elementary."

Mr. Powell related that he "quickly became the official spokesperson for YRE in Lavergne." He visited Rotary Clubs, Lions Clubs, churches, and community groups to give them an "overview of YRE and how it might benefit the students at Parkside." A task force, composed of parents, community members, and teachers, was set up to study the pros and cons of YRE (see Appendix E), and study groups were formed among Parkside's teachers to read and discuss the research and literature on YRE. They acquired bulletins, different types of YRE calendars, scheduling examples, and other materials and information from the National Association of Year-Round Education. Various YRE models were observed by Mr. Powell, the superintendent, teachers, and parents as they made on-site visits to other YRE campuses in the state.

Mr. Powell continued to give presentations about YRE to the school board, and many of Parkside's teachers attended those board meetings to show their support for the concept. He also presented the idea to parents. Mr. Powell revealed, "Parkside is located in a very low socio-economic area of Lavergne, and there had been little parental involvement in the school. So, since parents rarely came to the school, we (he and the teachers at Parkside) went to the parents to talk about YRE and to solicit their support."

Mr. Powell also continued talking to community members about the advantages of a YRE program for Parkside. He was given "credit for doing his homework" during those planning stages by several of his staff members. He received endorsements from the district's largest employer and from various community organizations. There was some opposition from a few parents, but, according to Mr. Powell, "it was minimal."

When the administration and school board began seriously considering the adoption of YRE for Parkside Elementary, Mrs. Anderson revealed, "It was partially because the district wanted to be on the cutting edge and be the first in the area to try YRE." She said, "if the program did all the things they hoped--improve morale, build a sense of community, improve academic performance--it would be something the district might want to replicate at other schools." She suggested, however, that "if Mr. Powell had not been so insistent about the advantages of YRE and if Parkside had not been a school where there was a real need for dramatic change, the district probably would not have considered adoption of the program at any of its campuses at that time." Mrs. Carson supported that suggestion by Mrs. Anderson when she said, "although I was employed after YRE was adopted, I've been told by most teachers that the idea for

changing the school calendar came from Mr. Powell. He was primarily responsible for the planning, teacher training, and adoption of the YRE concept.” Additional teachers corroborated the suggestion of the driving force of Mr. Powell for adoption of YRE:

Mrs. Tyson reported, “Mr. Powell was the primary supporter for YRE at Parkside.” She continued, “when he interviewed me for a job, he told me even back then (prior to adoption of YRE) that he was trying to get the district to adopt the concept for Parkside. He finally did push it through.” Mrs. Taylor also revealed her belief that “Mr. Powell was primarily responsible for the implementation of YRE at Parkside.” She added, “The staff, though, was well informed and highly involved in the change process.”

After nearly seven years of research and campaigning by Mr. Powell for a YRE program at Parkside Elementary, Lavergne’s Board of Education adopted, in 1991, a tentative year-round plan for Parkside for the 1992-93 school year. Mrs. Anderson stated, “There were two main reasons for board approval of YRE for Parkside: (1) the strong leadership of the principal, along with his insistence that it would work, and (2) the belief that YRE would improve the academic performance of Parkside’s low-achieving students.”

Implementation and Institutionalization of YRE at Parkside Elementary

After the school board approved the implementation of a YRE program at Parkside, Mr. Powell and the teachers spent nearly a year making decisions, setting up calendars and schedules, and making plans for each instructional period as well as the intersessions. Mrs. Anderson reported, “goals were written for the program and included:

(1) positively impacting student achievement, (2) maintaining high attendance, (3) gauging teacher burnout, and (4) reducing student mobility of school.”

Extensive communication with the community began through newsletters, the local newspaper, television station, and radio stations. Mr. Powell reported, “a key factor in community acceptance of YRE at Parkside was that it was a voluntary program and not one that was forced on teachers, parents, or students; both teachers and students were given the opportunity to transfer to other schools within the district that operated on a traditional nine-month calendar.” Students from other schools were also allowed to transfer to the YRE program at Parkside, with district transportation being provided for both types of eligible transfer students.

Another critical issue in the implementation of YRE was child care during the intersessions. The district applied for and received a state grant through the local Campfire Association’s Kids Care Program to provide child care after school each day and during the intersessions. According to Mr. Powell, “a planned curriculum that coincides with the school’s curriculum is carried through in the child-care program.”

News of the implementation of YRE for Parkside Elementary was widely published, and Mr. Powell was inundated with inquiries from surrounding cities and school districts--even some school newspapers. He said, “we compiled a brochure about Parkside’s program, and copies were sent to statewide and nationwide inquirers.” Mr. Powell also “made several presentations at state year-round education association conferences.”

YRE was originally adopted by the school board as a three-year pilot program. However, they have re-approved the program each year for the past two years; thus, Parkside is currently in its fifth year as a YRE school. After nearly five years, several businesses that are located in Parkside's community are now so supportive of the school that they regularly send some of their employees to the school on their work time to serve as volunteers in the school. Mrs. Tyson attributes that additional community support to the YRE program "because the students are actively involved in school year around rather than having so much free time in the summer to run the streets and get into trouble or cause trouble in the neighborhood." She further declared, "the change to YRE has been an on-going process since its implementation because each year we find ways to improve the program and calendar and make necessary adjustments."

Evaluation and Continuation of YRE at Parkside Elementary

Parkside's teachers are, generally, quite supportive of the YRE program and evaluate it as a success for their students. Mrs. Taylor expressed, "the administration and school board have been very positive and very supportive of our YRE program." It is Mrs. Carson's belief that "the entire program at Parkside is a cohesive team effort and that the entire staff has considerable input in decision making through the site-based decision-making committee at Parkside." Mrs. Trenary believes that all the teachers were well-prepared once the plan was adopted by the school board: "We were told what to expect and were given materials to read about the research done in YRE schools. We planned and trained for about a year before the program was actually implemented." It is Mrs. Tyson's opinion that they are "still in the process of change even in their fifth year of

YRE.” She said, “it will take at least two to three more years of adjustments in the program for it to reach its full potential in the school.” She further revealed a belief that the program “can be fairly evaluated only after eight to ten years since its adoption.”

While expressing a general satisfaction with the YRE program at Parkside, the teachers did reveal some concerns about the school and its program. Although there is a site-based management committee at Parkside, Mrs. Trenary believes that “it exists primarily on paper and that management of the school is actually top-down decision making.” She alleged that “some of the teachers (those who supported YRE) had input in the decision to implement YRE at Parkside and some of them didn’t have very much.” Mrs. Tyson said there are two teachers at Parkside who still prefer a traditional nine-month calendar but that “their reasons are personal because their own children attend traditional-calendar schools; it is a family inconvenience and not a negative attitude about the YRE concept itself.” Mrs. Trenary said, “I’ve been disappointed with YRE’s effect on the environment of the school.” She thinks they’ve “missed opportunities to capitalize on their uniqueness in the district and to build a feeling among the students of being “so special that we can achieve great things.” Linda Tyson added, “since it is the only YRE campus in the district, Parkside’s teachers frequently miss district events that are scheduled during our intercessions and the district doesn’t always keep us informed.” Mrs. Lancaster believes “more successful results could be achieved if YRE were implemented district wide rather than on just one campus.”

Mr. Powell evaluates the YRE program at Parkside as “very successful for our low socio-economic area.” He noted, “Parkside’s test scores have steadily continued to

improve. Student mobility and attendance at Parkside have also stabilized.” He attributes that “largely to the district-provided bus transportation for Parkside’s students who move to other neighborhoods in the district; a bus picks them up anywhere in the district and takes them to Parkside.” He further reported that additional changes at the school, unrelated to YRE, have also contributed to the success of the program. Mr. Powell said, “when YRE began at Parkside, the school had two classes each in grades one through five. During the second year of the program, the district added a kindergarten class; during the fourth year, a pre-kindergarten class was added.” Both classes have, of course, increased the student enrollment at Parkside and, according to Mr. Powell, “helped to reinforce and strengthen the neighborhood-school concept in the community. It has also helped stabilize our enrollment and reduce the student mobility we had at Parkside.”

In her evaluation of the YRE program at Parkside Elementary, Mrs. Anderson stated, that “evaluation of the program must encompass such changes as the addition of classes, which are unrelated to the YRE concept itself.” She continued, “however, the annual district evaluation of the YRE program itself includes primarily three components: (1) academic achievement, (2) attitudes of students, staff, and parents, and (3) attendance.” She reported, “Parkside’s student academic achievement is examined both vertically from one grade level to another and horizontally with the academic achievement of a similar group of students at another campus.”

Mrs. Anderson further stated, “although continuation of Parkside’s YRE program is largely contingent on annual statewide-testing scores and student attendance, the district does consider attitudes toward the program and teacher stress/burnout in its annual

evaluation.” She reported, “During the 1995-96 school year, The Effective School Battery, developed at Johns Hopkins University (see Appendix F), was administered at Parkside Elementary by Ann Marie Ellis, Ph.D. and Mary Lou Bell, M.A., M.B.A., to assess the school climate at Parkside.” The conclusions of that assessment indicated that:

Parkside is an effective school. In particular, teachers and staff are highly satisfied with their jobs. There are opportunities for professional development and a high level of interaction with students. An effective administration appears to contribute to the high job satisfaction and morale. (Gottfredson, 1991, p. 4).

Additionally, according to Mrs. Anderson, several surveys have been conducted with Parkside’s teachers, parents, and students (see examples in Appendix G) to gain insight about other possible advantages of the YRE program. She reported, “the results of those surveys reveal that a large majority of the participants are generally happy with the program and hope for its continued approval and support by the school board.”

In her final evaluation of the YRE program at Parkside Elementary, Mrs. Anderson revealed, “the program has not paid off as much as we would like, but it is not because of any flaw in the YRE concept.” She said, “while the improvement in student performance at Parkside has not been dramatic since the implementation of YRE, it has been steady.” It is her opinion that “YRE will eventually pay off academically.” She reported that school administration is also “interested in maximizing the intersessions at Parkside--how can we get more bang for the bucks?” Mrs. Anderson believes that Parkside’s teachers are especially happy in the YRE program and reports that there has been little teacher

turnover at that school. She is positive about the YRE program at Parkside and supports its continuation.

Summary

Parkside Elementary, located in a medium-size city in the southern area of the midwestern states, is in its fifth year as a YRE school. It is the smallest of eleven elementary schools in Lavergne ISD, which has a total student enrollment of 8,200. Parkside is in a low socio-economic community in Lavergne, and most of the students are classified as “disadvantaged.” Racially, the student population at Parkside is 73% Black, 24% White, and 3% Hispanic.

Approximately seven years of discussion and research were completed by Parkside’s principal before the 1991 district approval of a YRE program for the school. After adoption of the program, another year of extensive planning and research were completed by the principal, teachers, parents, community members, and district administration. Plans and explanations about calendar changes, child care, and other issues and concerns related to YRE were communicated to the community; news about the large-scale change was widely published before the program actually began .

The YRE program at Parkside has not resulted in as much academic improvement as district administration had hoped, but improvement has been steady. The principal and teachers at Parkside are still very enthusiastic about the program and feel that it has not only helped student achievement but has also greatly reduced teacher stress and burnout.

While district evaluation of Parkside's YRE is based primarily on statewide-testing scores and attendance, consideration is also given to the attitudes of teachers, parents, and students about the program. A study about the school climate at Parkside concluded that it is an effective school, and locally-conducted surveys revealed that the majority of program participants are happy with YRE and hope for its continued approval by the school board. Figure 2 summarizes the historical development of YRE at Parkside Elementary.

Figure 2

Historical Development of YRE at Parkside Elementary

1984 - 1997

1984	1985	1987	1989	1991	1992-1997	1997
Mr. Powell learned of YRE at Harvard Principals' Workshop, Boston, MA	Mr. Powell's first request for adoption of YRE at Parkside Elementary	Mr. Powell's second request for adoption of YRE at Parkside Elementary	Mr. Powell's third request for adoption of YRE at Parkside Elementary	Adoption of YRE at Parkside Elementary	Implementation of YRE at Parkside Elementary	Institutionalization of YRE at Parkside Elementary

CHAPTER FOUR

ANALYSIS

Southwest Educational Development Laboratory (1995) recommends a concise set of six related strategies to be used by change leaders for successfully adopting, implementing, and institutionalizing large-scale structural change. First, and on which all of the other strategies are pendent, the change leader must create a context conducive to change (SEDL, 1992). Context is viewed by SEDL (1992) as a broad and inclusive term consisting of the ecology of the school and the culture of the school. The ecology of the school includes aspects such as available resources, policies and rules, and the size and physical arrangement of the school. These aspects can influence change and school improvement because they affect the attitudes and relationships among the participants (SEDL, 1992). School culture is a term that includes attitudes and beliefs, school norms, and relationships within the school and between the school and the community. It is created and shaped by people in the school and can serve as either an asset or a barrier to successful change (SEDL, 1992). Staessens (1991) found that well-read and well-informed leaders nurture and support a culture that is conducive to change. The weaving together, then, of the school ecology and culture create the context in which any change must occur. By examining the ecological and cultural indicators and working to strengthen those elements that fit the change effort, leaders can create a context that supports change (SEDL, 1992; 1995).

Second, the change leader must develop, articulate, and communicate the vision for change in their schools so that all participants understand the vision (SEDL, 1991).

Louis and Miles (1990) reported that successful change leaders also share influence, authority, responsibility, and accountability with the staff so that shared ownership of the vision occurs. Change efforts are greatly encouraged when there is a widely shared vision, or sense of purpose, and when the outcomes are clearly articulated, relevant, and visualized (Miles & Louis, 1990).

Third, the change facilitator must plan and provide materials and resources (SEDL, 1991). This strategy of action includes planning, managing, providing materials, resources, and space. These types of assistance can reduce the frustration of change participants and contribute to more efficient implementation of the change. Additionally, when these supportive organizational arrangements are provided by the principal, or any change facilitator, a strong signal about his/her commitment to the change is sent to the participants. These activities provide a basic, but strong, link in the successful implementation of change (Hord & Huling-Austin, 1986). Further, Louis and Miles (1990) contend that these activities may need to be adapted according to participants' experiences during the change process; what is working toward the vision should be kept intact, and what is not working toward the vision should be adapted.

The fourth strategy for successful change is providing training, support, and professional development throughout the process with feedback to those affected (SEDL, 1991). Hord & Huling-Austin (1986) refer to training as teaching, reviewing, and clarifying new knowledge and skills that are necessary for implementing the change. They contend that carefully designed in-service training and staff development are most effective when they are ongoing, continuing throughout the change process and after the

change as been implemented. They further propose that training which responds to participants' concerns and needs seems to support the implementation of change.

Fifth, the change leader must continually assess, monitor, and evaluate the implementation process (SEDL, 1991). This strategy refers to data collection, analysis, reporting, and transferring data (Hord & Huling-Austin, 1986). The change leader continually seeks input from participants' about their needs and concerns, monitors the progress of the change as it affects each participant, and provides feedback that will assist and support participants' adaptation to the change. Use of this strategy results in strengthening the implementation of change. This strategy should also involve more formal collection, analysis, reporting, and transferring of data and include summative evaluation purposes (SEDL, 1991).

Finally, the change leader must provide continuous assistance, consultation, reinforcement, coaching, and problem-solving techniques to the participants. These actions focus on promoting implementation of the change through coaching, problem solving, and technical assistance to individual participants (SEDL, 1991). Once the change process is underway, the principal must be aware of the changing demands on his/her leadership. Louis and Miles (1990) refer to this strategy as the use of coping skills for resolving emerging problems. They further found that coping with problems leads to better coping skills for the change leader as he/she encourages participants and continues to help them solve problems during the change process (SEDL, 1991). A successful change leader requires a high tolerance for complexity and ambiguity as he/she

coordinates the change effort with persistence and a willingness to live with risks (Louis & Miles, 1990).

This framework will serve as a lens for explaining the findings of my study in relation to the change strategies employed by an elementary school principal during the adoption, implementation, and institutionalization of a year-round education program. Any impact that those strategies might have had upon the actions taken and upon the attitudes and beliefs of the participants will also be examined.

This chapter will present an analysis of the various ways in which a principal in a current year-round education program employed change strategies to adopt, implement, and institutionalize YRE in his school. Those actions and strategies will be examined to determine the ways in which they conform with the six strategies recommended by SEDL for successful implementation of large-scale change.

Create a Context Conducive to Change

Mr. Powell, Principal at Parkside Elementary, was concerned about the low academic achievement of Parkside's students. After several years of study and research, he was convinced that a year-round education program could improve their status as a low-achieving school. Realizing that the implementation of YRE at Parkside would involve a fundamental change in the traditional beliefs held by the administration, staff, students, parents, and the community, he began discussing with each of those groups the advantages of YRE and how such a program might benefit the students. He was well read and well informed about the concept of YRE and provided much information to each of those groups. As one teacher said, "Mr. Powell should be given credit for doing his homework."

The findings of this study indicate that Mr. Powell invested considerable time in making the administration, teachers, parents, and community aware of the need for a change to improve the academic performance of Parkside's students, and he convinced them that YRE was the best method for doing that. He enhanced the possibility of a successful change to YRE by seeking the community's attitude toward that concept and then developing their encouragement, support and resources. Through the community task force, various discussions, presentations, and study groups, Mr. Powell gained vital support for both the school and its change to a YRE program.

Mr. Powell effectively created a context that was conducive to changing to YRE at Parkside Elementary during the adoption phase of the change process. He "did his homework" and became well-educated about the change. He continued, over a period of

several years, to present his ideas about YRE to the central administration. He also talked and visited with everyone, both in the school system and in the community, who would be affected by or involved in the change. Thus, he linked the school and the community by laying a tidy and knowledgeable foundation for the change.

Further, Mr. Powell created a context that was conducive to change during the implementation phase of YRE. After the school board adopted the program for Parkside Elementary, Mr. Powell and his staff spent a year writing goals, making plans, and setting up schedules for a smooth implementation of the program. During this phase, he also continued to communicate with the community through the local media and through discussions with various groups about the advantages and benefits of YRE. Additionally, he addressed parents' concerns about child care during the intersessions by working with the local Campfire Association to provide that need. He also created a context conducive to change during implementation by allowing any staff member who was not supportive of the change to YRE to transfer to another school in the district.

Mr. Powell continued to create a context that is conducive to change during the institutionalization of YRE at Parkside Elementary. The program was originally adopted as a three-year pilot program; however, through the solicitation by Mr. Powell and the teachers for continued support of their success and progress, the board of education has re-approved the program for each of the past two years. The change is an on-going process, and Mr. Powell and his staff have continually made adaptations and found ways to improve their YRE program while it is being institutionalized at Parkside.

Thus, the goal of adopting, implementing, and institutionalizing YRE at Parkside Elementary was developed in partnership with administration, teachers, parents, students, and the community. They were active partners and allies, rather than adversaries. Mr. Powell developed a school context that bonded together the participants in the change because he provided focus and a clear purpose for the school. He examined cultural indicators and worked to strengthen those elements of the culture that fit a change to year-round education. Although this study does not provide any conclusions about creating a context for other changes at Parkside Elementary, Mr. Powell did exactly what SEDL recommends in creating a context conducive to this particular change during its adoption, implementation, and institutionalization (see Table 3).

An additional factor related to a context conducive to change that might have impacted the adoption and implementation of YRE at Parkside Elementary was created outside the scope of SEDL's (1992; 1995) "sacred six" strategies. Just prior to the adoption of YRE, the school board and the superintendent attended a workshop in which they learned more about the concept of YRE. Consequently, they were more aware of the concept's potential benefits for at-risk students and low-achieving schools; they were, thus, more receptive to Mr. Powell's desire to implement YRE at Parkside.

Table 3

Create a Context Conducive to Change

ADOPTION	IMPLEMENTATION	INSTITUTIONALIZATION
<ol style="list-style-type: none"> 1. Discussed YRE with staff, administration, students, parents, & community. 2. Provided information to all groups. 3. Was well-read; did his homework. 4. Set up task force to study pros & cons of YRE. 5. Linked school & community by laying tidy, knowledgeable foundation for change. 	<ol style="list-style-type: none"> 1. Wrote goals, made plans, set up schedules. 2. Communicated change with community through local media & discussions with various groups. 3. Worked with local Campfire Association to establish child-care program. 4. Allowed transfer of staff who did not support the change. 5. Provided focus & a clear purpose for change. 	<ol style="list-style-type: none"> 1. Acquired board approval for 2-year extension of 3-year pilot program for YRE. 2. Made adaptations & improvements in YRE program. 3. Helped bond participants.

Develop, Articulate, and Communicate the Vision

The physical arrangement and size of Parkside Elementary is conducive to interactions among teachers and to the development of a sense of community in the school (see map of school in Appendix H). Mr. Powell encouraged this sense of community and the collegial relationships among the teachers at Parkside. He fostered the willingness of Parkside's teachers to accept new ideas and focused on the goal of improving the educational experiences and academic achievement of the students. He established study groups among the teachers to read and discuss the research and literature on YRE and, through these study groups, both the principal and the teachers became well aware of the school's current strengths and weaknesses as well as the strengths and weaknesses that YRE might offer their students. Through their studies, the teachers began to share Mr. Powell's vision that the implementation of YRE at Parkside would improve the achievement level of their students.

Although Mr. Powell maintained his position as leader of the school and the change effort, he also developed a sense of shared decision making by providing a channel for communication among the teachers and himself through the establishment of a site-based decision making committee. This change served to further strengthen the shared values and consensus among Parkside's staff. It was through this committee, as well as the study groups, that the teachers began to share Mr. Powell's vision and became involved in the decision to request adoption of a YRE program at Parkside. They attended many board meetings to support that request and to help Mr. Powell communicate their mutual vision to the board. As Mrs. Anderson said, "If Mr. Powell had

not so insistently communicated to the board the advantages of a YRE program for Parkside..., the district probably would not have implemented the program at any of its campuses at that time.”

Mr. Powell addressed teachers’ concerns about how the change would affect them personally and the practicality of the change. He took the time to ensure that the reasons for the change, the practicality of the program for Parkside’s low-achieving students, and the philosophical basis of YRE were well understood by everyone involved. Thus, he enhanced the likelihood of institutionalization. He further stimulated teachers’ commitment to the vision of implementing YRE by offering them the option of transferring to another school in the district with a traditional calendar if they did not want to stay and devote themselves to the new program at Parkside. Additionally, as he interviewed new teachers for positions at Parkside, Mr. Powell asked them about their feelings and attitudes toward year-round education and whether they could be happily committed to such a program. Mr. Powell’s articulation of his vision, his attitude toward YRE, and the time he spent informing teachers influenced their attitudes toward the change. Participants began to share the vision, and their positive attitudes toward the YRE concept encouraged a successful change.

Additionally, Mr. Powell modeled his values about the school and his vision of year-round education by showing that, as one teacher said, “this school and year-round education are his main interests in life.” He helped shape the attitudes of the administration, teachers, parents, and community with a clear and focused sense of

mission and values and developed a vision of what the school should be to improve the academic achievement of its students.

Thus, the data revealed that Mr. Powell did, as recommended by SEDL, develop, articulate, and communicate his vision for a successful change to year-round education at Parkside Elementary. He articulated his vision to the community as he discussed with local organizations and businesses his desire to improve academic achievement at Parkside and his belief that it could be accomplished through YRE. He conveyed his vision to the teachers as he involved them in studying the YRE concept, and, as a result, they began to share the same vision. Further, during the adoption and implementation phases, Mr. Powell began to share decision making about the school's program with the teachers, and he has continued to do so throughout the institutionalization of YRE at Parkside. Additionally, he articulated and communicated the vision with prospective new teachers at Parkside by seeking their opinions about YRE during interviews. Throughout the adoption, implementation, and institutionalization of the program, then, everyone involved in the change process understood the vision because Mr. Powell included them in the shaping of such so that shared ownership of the vision occurred (see Table 4).

Table 4

Develop, Articulate, and Communicate the Vision

ADOPTION	IMPLEMENTATION	INSTITUTIONALIZATION
<ol style="list-style-type: none"> 1. Encouraged sense of community & collegial relationships among staff. 2. Fostered willingness to accept new ideas. 3. Focused on common goal of improving academic achievement of students. 4. Established YRE study groups. 5. Developed sense of shared decision making by establishing site-based decision-making committee. 	<ol style="list-style-type: none"> 1. Modeled values & vision of YRE for school. 2. Influenced attitudes toward YRE by spending time discussing its benefits for students. 3. Stimulated commitment to vision by offering transfers to staff who did not support change. 4. Maintained a focused sense of mission. 5. Encouraged positive attitudes toward YRE & change. 	<ol style="list-style-type: none"> 1. Ensured that reasons for the change, practicality of program, & philosophical basis of YRE were well understood by all participants. 2. Sought attitudes toward YRE as new teachers were interviewed. 3. Ensured that all participants understood & shared in shaping the vision.

Plan and Provide Materials and Resources

Mr. Powell used an evolutionary kind of planning, based not on an extensive blueprint, but guided by the development of the YRE program at Parkside Elementary. He and the teachers adapted plans as a result of their experiences of what was working toward the vision of a successful YRE program and what was not. Evidence of that kind of evolutionary planning could be seen when parents became concerned about day care during the YRE program's intersessions and after school. Mr. Powell took their concerns seriously and collaborated with the local Campfire Association's Kids Care Program to write a grant which would provide child care after school each day and during the intersessions. Together, they planned a curriculum for the day-care that coincides with the school's curriculum.

Further evidence of evolutionary planning by Mr. Powell was seen in his request of the district to provide transportation to Parkside students who move to another school zone in the district. The mobility of the low socio-economic area surrounding Parkside was contributing to an unstable student enrollment in the school, and Mr. Powell saw a need to stabilize that population in order to provide a fair and comprehensive evaluation of student academic performance in the YRE program. The district supported Mr. Powell's request, and a district school bus now transports Parkside's students to the school from any area of the district.

When referring to adjustments that have been necessary in the program, one of the third grade teachers said, "The change to YRE has been an on-going process since its implementation because each year we find ways to improve our program and calendar and

make necessary adjustments.” She indicated that, even in the fifth year of the program, they were still in the process of change and needed at least two to three more years of adjustments for the program to reach its full potential in the school.

The findings of this study indicate, then, that Mr. Powell clearly followed SEDL’s recommendation to provide materials and resources to meet the needs and concerns of those involved in the program throughout adoption, implementation, and institutionalization. During the adoption phase, he provided teachers and local organizations with study materials and literature about the YRE concept. During the implementation phase, Mr. Powell worked with the Campfire Association in establishing a program to address parents’ concern about child care after school and during intersessions. Mr. Powell provided the additional resource, through his request for district approval, of bus transportation for Parkside’s students from any area of the district. While YRE was becoming institutionalized at Parkside, both Mr. Powell and the teachers at Parkside continued to utilize SEDL’s recommended strategy for successful change by not hesitating to make needed adjustments in their YRE program and by providing resources that address concerns of participants (see Table 5).

Table 5

Plan and Provide Materials and Resources

ADOPTION	IMPLEMENTATION	INSTITUTIONALIZATION
<p>1. Provided study materials & literature about YRE.</p>	<p>1. Evolutionary planning guided by development of YRE program.</p> <p>2. Adapted plans according to what worked toward vision & what did not.</p> <p>3. Established child-care program.</p> <p>4. Obtained district-provided bus transportation for students from any where in the district.</p> <p>5. Stabilized student population.</p>	<p>1. Made improvements & adjustments in program each year.</p> <p>2. Still in the process of change.</p> <p>3. Provide resources that address concerns of participants.</p>

Training, Support, and Professional Development

The findings of this study indicate that Mr. Powell spent several years educating himself about year-round education by researching the literature on YRE, gathering various materials about the concept, and attending YRE workshops and conferences. During the adoption and implementation phases of YRE at Parkside Elementary, he reviewed and clarified the literature and research and made presentations to the administration, teachers, parents, and the community so that they, too, were knowledgeable and well informed about YRE programs; those same participants received further training through the established study groups. Mr. Powell also arranged for committees of teachers and parents to visit schools with established YRE programs. He further provided training for the teachers about the variety of YRE calendars available, and assisted them in setting up a workable YRE schedule for Parkside. However, the data provided no conclusive evidence that either the staff or the community had been provided with continued training and professional development throughout the five years since the initial implementation of YRE at Parkside (see Table 6).

Table 6

Training, Support, and Professional Development

ADOPTION	IMPLEMENTATION	INSTITUTIONALIZATION
<ol style="list-style-type: none"> 1. Researched YRE literature. 2. Gathered materials about YRE concept. 3. Attended YRE workshops & conferences. 4. Made presentations to all groups to ensure understanding of YRE & vision of change. 5. Provided training through study groups. 6. Arranged on-site visits in established YRE schools. 	<ol style="list-style-type: none"> 1. Provided training about variety of available YRE calendars. 2. Helped set up a workable YRE schedule. 	

Assess, Monitor, and Evaluate

As indicated by several teachers, the change to YRE at Parkside Elementary was a learning process, and the district, as well as the staff at Parkside, continually assessed and monitored the program. During the adoption phase of the change, a task force was established to assess the pros and cons of YRE. Through the site-based decision making committee, established during the implementation phase of the change, Mr. Powell and the teachers discussed problems that might be occurring, such as scheduling and calendars, and make necessary adjustments. The school had conducted teacher, parent, and student surveys to discover problems and concerns and to help determine the strengths and weaknesses of the YRE program.

The annual district assessment of the YRE program at Parkside was based, primarily, upon the academic achievement of students, attitudes of participants, and student attendance. During the 1995-96 school year, the district further provided a formal collection of data and assessment of the school climate by administering The Effective School Battery at Parkside. It determined that: (1) Parkside Elementary, with its YRE program, was an effective school, (2) there was a high degree of job satisfaction among teachers and staff, (3) there were opportunities for professional development, (4) there was a high level of interaction with students, and (5) there was an effective principal who appeared to contribute to the high job satisfaction and morale of the school.

Mrs. Anderson indicated that, from the assessment of statewide-testing scores at Parkside, the YRE program had not "paid off" as much as the district would like, but that improvement in student performance "has been steady" since its implementation. It was

her opinion that YRE would continue to “pay off” academically. The district was assessing the intersessions of the YRE program and ways to maximize that time of intense instruction--as Mrs. Anderson said, “how we can get more bang for the bucks.”

The findings of this study indicated, then, that the actions and assessments by Mr. Powell and the district demonstrated their continual efforts to monitor and evaluate the YRE program at Parkside Elementary. Surveys of teachers, parents, and students were conducted and academic achievement was monitored annually throughout the adoption, implementation, and institutionalization phases of YRE. As recommended by SEDL, Mr. Powell, the teachers, and the administration stayed informed about academic progress, participants’ attitudes, the need for adjustments, and the strengths and weaknesses of the program (see Table 7).

Table 7

Assess, Monitor, and Evaluate

ADOPTION	IMPLEMENTATION	INSTITUTIONALIZATION
1. Established task force to assess pros & cons of YRE.	1. Made adjustments in schedules & calendars. 2. Established site-based decision making committee.	1. Continuous assessment & monitoring. 2. Discussion of problems through site-based decision making committee. 3. Conducted teacher, parent, & student surveys. 4. Determined strengths & weaknesses of program. 5. District administered The Effective School Battery. 6. District assessment of YRE intersessions. 7. Annual monitoring of student academic achievement.

Provide Continuous Assistance, Consultation, Reinforcement,
Coaching, and Problem-Solving Techniques

Mr. Powell coordinated and orchestrated the change effort, exhibiting enormous persistence over a period of several years before and during adoption and during implementation of the YRE program at Parkside Elementary. As recommended by SEDL, he employed actions that focused on promoting the implementation of YRE at Parkside by providing coaching and problem-solving techniques to the immediate participants as well as the community and district administration. Although it appeared evident from the data collected that assistance and consultation continue to be provided by Mr. Powell and the district during institutionalization of the program, the findings of this study did not determine conclusively that the degree of such was as intense as it had been during the adoption and implementation phases of the program (see Table 8).

Table 8

Provide Continuous Assistance, Consultation, Reinforcement, Coaching, and Problem-Solving Techniques

ADOPTION	IMPLEMENTATION	INSTITUTIONALIZATION
<ol style="list-style-type: none"> 1. Exhibited persistence over period of several years. 2. Focused on promoting change to YRE. 	<ol style="list-style-type: none"> 1. Coordinated and orchestrated entire change process. 2. Provided coaching & problem-solving techniques to participants, community, & administration. 	<ol style="list-style-type: none"> 1. Appearance of continued assistance & consultation, but less intense.

Summary

In this chapter, an analysis was made of the various ways in which an elementary school principal employed change strategies to successfully implement a change to year-round education in his school. The analysis was based upon the six strategies recommended by Southwest Educational Development Laboratory for the successful implementation of change in schools.

In sum, the principal employed SEDL's recommended strategy of creating a context conducive to a particular change from a traditional school calendar to year-round education. The findings of this study further indicate that the principal, as recommended by SEDL, developed, articulated, and communicated his vision for a change to year-round education; everyone understood the vision because they were involved in its shaping and shared ownership of the vision. The data indicated that the principal also employed SEDL's recommended strategy of making necessary adjustments in the program and by providing resources to address the concerns of the participants. Findings of this study further showed that the participants received SEDL's recommended training and professional development in the area of YRE during adoption and implementation of the program, but showed no conclusive evidence that training and professional development have continued during institutionalization of the program. Additionally, the data from this research indicated that the principal, as well as the district, employed another one of SEDL's recommended strategies for change by continually monitoring and assessing the YRE program throughout adoption, implementation, and institutionalization. Although the findings also indicated that the principal and the district continued to provide

assistance and consultation to the participants, as recommended by SEDL, there was no conclusive evidence that such was as intense as it had been during the adoption and implementation phases of YRE. Through the use, in varying degrees, of each of the six strategies for change recommended by SEDL during adoption, implementation, and institutionalization, the principal and participants experienced the implementation of a large-scale change to YRE.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS FOR PRACTICE, RECOMMENDATIONS, AND COMMENTARY

This chapter concludes the study by summarizing the procedures and findings, providing conclusions, implications and recommendations, and a commentary derived from the data collected at the site of this study.

Summary

The purposes of this case study were:

- to explore the various ways in which a principal in a current year-round education program facilitated the implementation and institutionalization of such a change;
- to examine the strategies used and the actions taken through the conceptual framework of SEDL's (1992; 1995) "sacred six" strategies for successful change.
- to assess the usefulness of those strategies in explaining what happened; and
- to recognize other relationships, if any, that emerge beyond those identified by SEDL (1992; 1995).

These purposes were accomplished by:

- Data collection from a YRE elementary school site using structured and semi-structured interviews, direct observation, and reviews of school documents, records, and communications;

- Data presentation of issues and concerns about the change from traditional schooling to year-round education, presented in three phases: (1) Adoption, (2) Implementation and Institutionalization, and (3) Evaluation and Continuation; and
- Data analysis through the framework of the “sacred six” strategies recommended by SEDL (1992; 1995) for successful implementation of large-scale change.

Data Needs and Sources

Data were needed from a YRE school and people who were involved in the change from a traditional-year calendar to year-round education. The primary sources of data for this study were the principal and staff of an elementary year-round education school. The central administration official who supervises that campus was also interviewed as a participant. All of the participants were willing, some even eager, to participate in the study. Permission was granted from the Oklahoma State University Institutional Review Board to allow human subjects to be used in this research project (see Appendix A). A consent form (see Appendix B) was signed, and preliminary questions (see Appendix C) were completed by each participant prior to the interviewing sessions. The Interview Protocol is included as Appendix D.

Data Collection

This explanatory case study relied on three sources of evidence: structured and semi-structured interviews, direct observation, and document review. The interviews were conducted at the study site and consisted of 45 minutes to one hour, using open-

ended questions. Those questions sought to elicit participants' perceptions of how the change to YRE was accomplished, what strategies were used, and by whom, in the adoption and implementation of YRE.

Observations were made at the study site, in various locations and from different vantages. Documents at the study site were reviewed as well as documents in the central administration office. A daily journal was also kept to record impressions, reactions, and other significant events. School artifacts, such as newspaper articles, school programs, invitations to school programs and/or meetings, faculty bulletins, meeting agendas, calendars, and computer printouts, were collected to provide a context for understanding and evaluating the data obtained from human sources

Data Presentation

The YRE program as it exists at the study site was described. Demographics of the site were then presented, followed by demographics of the participants. Issues and concerns about the change from traditional schooling to year-round education, were presented in three phases: (1) Adoption, (2) Implementation and Institutionalization, and (3) Evaluation and Continuation.

Data Analysis

The general analytic strategy for this case study relied on the theoretical proposition that most school districts assume that leadership (the principal) will link the institutional focus during the adoption stage of change with the necessary individual focus during the implementation stage of change, resulting in a successful change process.

Southwest Educational Development Laboratory (1992; 1995) proposed a set of six

related strategies they believe link the two: (1) creating a context conducive to change; (2) developing, articulating, and communicating a vision for school improvement; (3) planning and providing materials, resources and needed organizational arrangements; (4) providing training, support, and professional development; (5) assessing, monitoring and evaluating progress and needs; and (6) providing continuous assistance, consultation, reinforcement, coaching, and problem-solving. The data collected for this study were compared to those six strategies to determine if the principal at the study site was able to link the institutional focus during the adoption of YRE to the necessary individual focus during the implementation of YRE.

Findings

From the gathered data, these findings emerged:

- The principal at the study site was able to link the institutional focus during the adoption of YRE to the necessary individual focus during the implementation of YRE.
- The principal at this study site used, in varying degrees, each of the “sacred six” strategies for successful change recommended by SEDL (1992; 1995) during the adoption, implementation, and institutionalization phases of the change process.
- The major categories of actions recommended by SEDL (1992, 1995) were used by, and were useful to, this change leader during all phases of the change process.

- The principal used strategies and actions that correspond to SEDL's (1992; 1995) recommendations, without prior knowledge of the "sacred six," to accomplish a change even before SEDL compiled the strategies.
- A context that is conducive to change, upon which each of the other "sacred six" strategies are pendant, may be created outside the scope of SEDL's (1992; 1995) recommendations.
- Without the principal at this study site, the change to YRE would not, in all likelihood, have been accomplished.

Conclusions

On the basis of the findings of this explanatory case study, the following conclusions can be drawn:

In this study, the principal was the key factor in the implementation of YRE. Mr. Powell was able to link the institutional focus during the adoption of YRE to the necessary individual focus during the implementation of YRE, resulting in a successful change process. He "did his homework" by becoming quite knowledgeable about the concept, and he kept his staff, as well as the community, highly informed and involved in each phase of the change process. The data indicate that Mr. Powell's actions endorse Berman and McLaughlin's (1977) contention that projects having the active support of the principal are the most likely to succeed. It can be concluded from the data that Mr. Powell provided supportive action for the change to YRE, and his actions influenced the attitudes and beliefs of the change participants.

The “sacred six” strategies were needed for change to occur. The data revealed that the adoption, implementation, and institutionalization of YRE at Parkside Elementary was successfully accomplished. While Mr. Powell and the district may not have met the ideal standards of SEDL’s (1992; 1995) “sacred six” change strategies, the data show that each was used in varying degrees of intensity. It can be concluded, then, that each of the six strategies for change proposed by SEDL (1992; 1995) can assist change leaders in the successful adoption, implementation, and institutionalization of change. Through use of the “sacred six,” leaders can fulfill the requirements to accomplish adoption of change and experience success in its implementation and institutionalization.

Good change administration may well be just good administration. The findings of this study revealed that Mr. Powell used, to some extent, each of SEDL’s (1992;1995) recommended strategies for successful change. However, since Parkside’s YRE program was adopted in 1991 and implemented in 1992, Mr. Powell could not have known about the “sacred six” at that time. He simply engaged in good administrative tactics and actions to accomplish his purpose.

The framework of SEDL’s (1992; 1995) recommended strategies for change may not provide the complete picture for a successful change process. The data from this study revealed that there may be a “right time” and a “right place” for change to occur. Just prior to the adoption of YRE at Parkside, the school board and the superintendent attended a workshop in which they learned more about the concept of YRE. As a result, they were more knowledgeable about YRE’s potential benefits for at-risk students and low-achieving schools such as Parkside Elementary. Thus, the “time was right” for this

particular change because the board members and the superintendent were, then, more receptive to Mr. Powell's desire to implement YRE. The setting of this study also provided the "right place" for the change to occur. A large percentage of the citizens in the community in which this change was implemented are black. The data showed that Mr. Powell, as a well-known black leader in that community, was able to positively influence school patrons' acceptance of a change to YRE at Parkside. It can be concluded, then, that a context that is conducive to change may be created outside the scope of SEDL's (1992; 1995) "sacred six".

Additionally, SEDL's (1992; 1995) "sacred six" strategies do not indicate that one particular person can be as important to change as the data from this study revealed. The findings of this research support the role of the principal as being a crucial factor in successful change, as described by Fullan (1982; with Stiegelbauer, 1991). Mr. Powell succeeded in accomplishing his goal of implementing a year-round education program at Parkside Elementary, and the data clearly showed that this change would not likely have occurred without him. The change to YRE at Parkside Elementary was initiated and accomplished by the one person in the process who was the most knowledgeable and informed about YRE--the principal. Even though his idea was rejected more than once, over a period of several years, by central administration, Mr. Powell did not lose sight of his vision or weaken his belief that YRE would benefit the students of his school. He was patient, but persistent, in the pursuit of his passion: YRE for Parkside Elementary. While Mr. Powell collaborated with his staff, he still was the primary player in orchestrating the

entire change process. He coordinated the adoption, implementation, and institutionalization of YRE in his school.

The data showed evidence of another strategy used by Mr. Powell that is not included in SEDL's (1992; 1995) "sacred six." He linked the community to the school by giving them a knowledgeable foundation of the concept of YRE. He spoke to various community organizations about the benefits of YRE and expressed his, evidently respected, opinion about how it could meet the needs of the students in their local school.

The data further revealed that Mr. Powell addressed the concerns of students' parents about the change, which is a strategy that is not included in SEDL's (1992; 1995) recommended actions for successful change. He worked with the local Campfire Association to provide a child-care program for students during YRE's intersessions, as well as after school. He also requested, and obtained, approval by the school board to provide district bus transportation to Parkside's students from any area of the district.

The findings of this study, then, indicate that Mr. Powell used several successful change strategies that are not included in SEDL's (1992; 1995) "sacred six." His use of these additional strategies during the change process show evidence that SEDL's (1992; 1995) recommendations may need to be augmented by actions that meet the needs of the particular situation and setting in which the change is being implemented.

Finally, it can be concluded that continuation of a change is beyond the power of the principal. Time is a factor in any change process, and the data revealed that the staff at Parkside was still, five years since implementation, involved in the process of institutionalizing YRE at their school. They have continued to learn ways of improving

and enhancing the existing program to fit their needs and the needs of their students, parents, and community. However, the continuation of YRE, as with all school programs, is dependent upon district decisions. Although Parkside's principal was engaged in strategies and actions that successfully produced the implementation of change, the ultimate fate of that program lies in the hands of the school board and central administration. It can be concluded, then, that Parkside's principal, staff, and all other participants of the YRE program will need to persist in their use of strategies for change in order to encourage district leaders to continue the program, allowing institutionalization to occur.

Implications and Recommendations

For research to be significant, it should: (1) add to or clarify existing theory, (2) add to the knowledge base, and (3) impact practice (Hoy & Miskel, 1991). The following will examine how this explanatory case study met each of these criteria.

Theory

Southwest Educational Development Laboratory (1992; 1995), through their Leadership for Change initiative, proposed a set of six "sacred" strategies that they believe is necessary for principals, as change leaders, to follow in order to implement successful change: (1) create a context conducive to change; (2) develop, articulate, and communicate a vision for school improvement; (3) plan and provide materials, resources and needed organizational arrangements; (4) provide training, support, and professional

development; (5) assess, monitor, and evaluate progress and needs; and (6) provide continuous assistance, consultation, reinforcement, coaching, and problem-solving.

This research added to the knowledge base of theory by further testing and clarifying the usefulness of those six change strategies. The findings support SEDL's (1992; 1995) theory that principals who are informed and educated about the "sacred six" strategies for change, and then use those strategies, will be more effective in implementing and institutionalizing change in their schools. It is recommended that future studies examine how extensively and knowledgeably these strategies are actually used by principals in various situations, settings, and context and with various types of changes. Research might also examine other factors that impact the context, especially in relation to the particular time and setting in which the change occurs and in relation to the particular persons involved in implementing the change.

It is further recommended that research examine whether SEDL's (1992; 1995) "sacred six" strategies for successful implementation of change apply equally well to change that is mandated by the state or district and change that is initiated voluntarily by the participants involved in the change. Are their "sacred six" as effective when implementing mandated change as they are for the implementation of voluntary change? Another study might focus on determining whether those six strategies for successful change apply equally well in elementary schools, middle schools, and high schools.

Research

The current literature emphasizes the importance of the principal's role and his/her potential impact as a change facilitator in schools (Hord, et al., 1984). According to

Fullan (1982; with Stiegelbauer, 1991), implementation of change is an organizational process, and the role of the principal, as head of the organization, is critical regarding any proposed change; without his/her active participation and support, change will not happen. He further stated that the principal's actions serve to legitimate whether or not a change will be taken seriously. Foley (1994) also suggested that the role of the principal in the change process is crucial; he/she can make the difference between success and failure.

The literature further indicates that the principal's attitude toward change, and the importance he/she places on smooth transitions, plays a vital role in successful implementation of change. Hunt found in 1974, after surveying 117 districts that had completed feasibility surveys for implementation of year-round education, that the most important predictor of whether or not a district followed through and implemented such a program was attitude toward the change. Merino (1983), from her compilation of 13 studies conducted during the 1970s on attitudes toward year-round education, contended that the effects of attitude toward a change to YRE should not be underestimated. In addition, Duttweiler and Hord (1987) write about the principal's leadership role as change agent and gatekeeper to instructional change. Manasse (1984) suggests that leadership and change are closely related, and some say they are two sides of the same coin.

Research, then, clearly shows that the principal, while he/she by no means enacts change alone, is viewed as a key player in change efforts and bears responsibility for its success (Fullan, with Stiegelbauer, 1991; Powell, 1996). Since the data revealed that the change to YRE at Parkside Elementary was clearly initiated and accomplished by the

principal, this case study supports the literature concerning the critical role played by the principal in any school change.

It is recommended, along with Hoffman (1991), that more extensive studies of attitudes toward change are needed. Future research might also explore the possibility of the role of the change leader being filled by any participant in the change process, other than the principal, who is the most knowledgeable and informed about the change and who pursues the vision the most diligently. Can a staff member, other than the principal, initiate and accomplish the adoption, implementation, and institutionalization of large-scale change? Can the actions of that person legitimate whether or not the change will be taken seriously?

Practice

Initiating change in educational organizations is one thing, but effectively implementing that change and putting it into actual practice is another. A school principal must be prepared to take on the role of change agent to implement a successful program such as YRE; knowing how to, then, manage that change is also an essential skill for principals. They need to understand the elements of the change process to help their schools accomplish their goals more effectively and in order to maximize the chances for the endurance of implemented change.

The principal who provides supportive action for the change may influence not only the attitudes and beliefs of participants but also the effectiveness of the change. Berman and McLaughlin (1977) found that projects having the active support of the principal were the most likely to succeed and endure. They purport that the principal's

actions carry the message as to whether a change is to be taken seriously. The key words in their finding may well be “active support” and “the principal’s actions.” The findings of this study revealed that Parkside’s principal actively engaged in the use of change strategies to solicit from the district a continuation of a three-year pilot program. “The principal’s actions” and his “active support” of YRE at Parkside succeeded in obtaining an extension of that program for the past two years. It is recommended that further studies explore the need to continue using change strategies in order to successfully institutionalize change that has been implemented.

The role of school leader has become quite complicated and must be examined in detail to help school leaders successfully implement large changes such as year-round education. This explanatory case study examined and explained the actions and change strategies employed by a school principal who has been involved in the large-scale structural change to year-round education. The data indicate the significance of the role an individual can play, not only in initiating change, but also in successfully implementing and institutionalizing that change. This study, then, added to the knowledge base needed to inform and educate principals in the area of incorporating change and putting that change into actual practice. Research should continue to examine the strategies employed by principals’ to invoke change in their schools and the impact that their attitudes toward change may have upon participants. Also, as Fullan (1982) suggests, more analysis is needed in the area of individual roles in the change process. Future studies might, therefore, examine how SEDL’s (1992; 1995) strategies for successful change apply to facilitators for the facilitator--the followership.

Additionally, it is recommended that change leaders pose and resolve questions about their own practices of implementing change in their schools. How do they share responsibilities for the change, as well as authority, with other members of the school? How do they develop and demonstrate a clear understanding of the purpose of the change, a purpose in which all members of the school can and want to share?

Commentary

Are SEDL's (1992; 1995) "sacred six" strategies for successful implementation of change good school administration? After completing this research project, I believe the answer is definitely yes. However, I am not sure those strategies are used by the majority of school administrators. It has been my experience that most change in public schools is initiated by the organization or mandated from the state or federal level. Unless it is a large-scale change such as YRE that affects an entire campus, or unless the change is audited by district, state, or federal officials, it may actually be practiced and institutionalized only by supporters of the change. If individual participants do not embrace the change, or they are not properly trained and given the support they need, they may give a surface-only appearance of incorporating such change.

I believe the principal at Parkside Elementary is atypical of principals and administrators in general, partially due to his unyielding persistence and his strong belief in the benefits the change could offer the students (and teachers) of his school. Additionally, although he was not trained in the use of SEDL's (1992; 1995) "sacred six" strategies for successful change, the strategies and actions he employed as he coordinated the adoption,

implementation, and institutionalization were “smart” practices for any school principal. He selected and used the strategies that were the most important for accomplishing his goal in his particular situation and setting.

In addition to learning more about the effective use of change strategies, this study has given me new insight into how year-round education can benefit students, especially at-risk students. I have also gained new respect for a concept (YRE) that appears to greatly reduce the stress and burnout of teachers in schools with a traditional calendar.

The change to YRE, however, might not have been as easy in a school where students are from more affluent homes. Parkside Elementary is located in a low socio-economic area, and students there are not as involved in camps and educational activities during the summer as students in more affluent areas. During the same time period that Parkside’s principal and staff were discussing YRE, another school in the district, a magnet school for gifted and talented students, was also considering a change to YRE. The change was not adopted at that campus because of strong parental resistance. There was also some evidence in the data collected for this study which indicated that the principal of the magnet school was not as well educated in the concept of YRE, nor as persistent, as the principal at Parkside Elementary.

Change is often a very scary step in every aspect in people’s lives. To stay ahead in a society that is always changing, effective change leaders are desperately needed. These leaders must accept change and be able to direct it (Carrow-Moffet, 1993). Since public education is in a constant state of change, I believe it would be beneficial for every

public school educator, not just administrators and designated leaders, to be educated in strategies to implement and institutionalize change effectively.

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APPENDIXES

APPENDIX A
INSTITUTIONAL REVIEW BOARD
APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 07-03-96

IRB#: ED-96-138

Proposal Title: AN EXPLANATORY CASE STUDY IN CHANGE

Principal Investigator(s): Adrienne Hyle, Lynda Halfacre

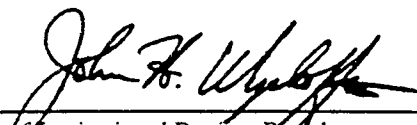
Reviewed and Processed as: Exempt

Approved Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD
APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or
Disapproval are as follows:

Signature:


Chair of Institutional Review Board

Date: July 5, 1996

APPENDIX B
CONSENT FORM FOR AN
EXPLANATORY CASE STUDY IN CHANGE

CONSENT FORM FOR AN EXPLANATORY CASE STUDY IN CHANGE

General Information

You have been asked by a doctoral student of Oklahoma State University working on a research project (dissertation) to be interviewed (and possibly observed) about the process of changing from a traditional-year school to year-round education.

The interview (and observations) serve two purposes: (1) information collected in the interview (and observations) will be used by the doctoral student to create a scholarly paper (dissertation) about the strategies employed to implement large-scale structural change in schools, and (2) information collected by the doctoral student may be used in scholarly publications of the student and/or the project director (dissertation advisor).

The interview should last from one to one and one-half hours. The questions asked will be developed by the doctoral student. All participants will be asked the same general questions. The interviews will be tape recorded and transcribed by the doctoral student for analysis. The project director (dissertation advisor) may review these transcripts. Notes will be taken by the doctoral student during observations. The project director may also review these notes. All tapes, transcripts, and notes are treated as confidential materials and will be kept under lock and key for a 5-year period and then destroyed. During this 5-year period, only the project director (dissertation advisor) and doctoral student will have access to these tape recordings and transcripts.

The doctoral student will assign pseudonyms for each participant of the study. These pseudonyms will be used in all discussions and in all written materials dealing with interviews and observations. Lastly, no interview will be accepted or used by the doctoral student unless the consent form has been signed. The form will be filed and retained for at least 2 years by the project director (dissertation advisor).

Subject Understanding

I understand that participation in this interview (and observations) is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director (dissertation advisor).

I understand that the interview (and observations) will be conducted according to commonly accepted research procedures and that information taken from the interview (and observations) will be recorded in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

I understand the interview (and observations) will not cover topics that could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or deal with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

I may contact the project director, Dr. Adrienne Hyle, Ph.D., Department of Educational Administration and Higher Education, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078; telephone (405) 744-7244, should I wish further information about the research. I also may contact Institutional Review Board, 305 Whitehurst, Oklahoma State University, Stillwater, Oklahoma, 74078; telephone (405) 744-5700.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy has been given to me.

DATE: _____
(A.M./P.M.)

TIME: _____

SIGNED: _____
(Signature of Subject)

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it and provided the subject with a copy of this form.

DATE: _____
(A.M./P.M.)

TIME: _____

SIGNED: _____
(Signature of Doctoral Student)

FILED:

INITIALS OF INSTRUCTOR _____ DATE: _____

APPENDIX C
PRELIMINARY QUESTIONS
FOR QUALITATIVE RESEARCH PROJECT

PRELIMINARY QUESTIONS
FOR QUALITATIVE RESEARCH PROJECT

Today's Date: _____

Place: _____

Time: _____

Name: _____

Sex: _____

Birth Date: _____

Age: _____

Birth Place: _____

Residence Pattern:

(town, state)

_____	till _____	big, medium, little, village, rural
_____	till _____	big, medium, little, village, rural
_____	till _____	big, medium, little, village, rural
_____	till _____	big, medium, little, village, rural

Special Comment: (military family, moved every 5 years, etc.) _____

Birth Order: 1st____ 2nd____ 3rd____ 4th____ 5th____ 6th____

Ethnic background of mother: _____

Ethnic background of father: _____

Occupation of mother: _____

Occupation of father: _____

Education of mother: _____

Education of father: _____

Respondent's Position: _____

Respondent's Education: _____ Highest Level: _____

Specialty: _____

Respondent's Marital Status: Single____ Married____ Divorced____

Children:

Name: _____ Age: _____ Gender: _____ Now living? _____

Name: _____ Age: _____ Gender: _____ Now living? _____

Name: _____ Age: _____ Gender: _____ Now living? _____

Name: _____ Age: _____ Gender: _____ Now living? _____

Questionnaire

How long have you worked in a year-round educational program? _____

How long did you work in a school with a traditional, nine-month calendar? _____

What is the most positive result of year-round education? _____

What is the most negative result of year-round education? _____

Do you think that year-round education has a positive or negative impact on professional autonomy? _____ Why and in what ways? _____

Who are the biggest "losers" in year-round education programs? (e.g., administrators, teachers, students, community, or taxpayers) _____ Why? _____

Who are the biggest "winners" in year-round education programs? (e.g., administrators, teachers, students, community, or taxpayers) _____ Why? _____

Does your school have site-based management or top-down administration? _____

Is there greater or less need for teacher aides, paraprofessionals, volunteer help, or clerical assistance in a year-round education program? _____ Why? _____

Is there more or less time to plan for individual student differences and counsel with students in year-round programs? _____ Why? _____

Does year-round education have an adverse or positive effect on the teaching/learning environment in general? _____ Why? _____

Do you use more or less sick leave days than you did in a traditional, nine-month program?

Has year-round education forced you to revamp the curriculum? _____ In what ways?

Does year-round education create more or less paperwork for you? _____ Why do you think that is so? _____

How do you take advantage of professional opportunities for additional training since you don't have the traditional summer vacation? _____

Do teachers have the opportunity to teach during intercessions for additional pay? _____
Do you usually do so? _____ Why or why not? _____

Do you have access to a classroom during the intercession to prepare it for the next session?

How is that an advantage/disadvantage? _____

Are the more frequent, shorter vacations an advantage or disadvantage? _____
In what ways? _____

Is there more or less preparation or cleanup/reorganizing during intercessions than there was during the traditional summer vacation? _____ Why? _____

Is your workload, in general, increased or decreased? _____ Why? _____

Do you have more or less personal time? _____ Why? _____

Do you have more or less fatigue/stress/burnout? _____ Why? _____

Do you spend more or less time on reviewing concepts already taught? _____

Is your campus the only year-round school in the district? _____ If so, do you have support or lack of support from the district for services normally provided by the district--such as busing, food service, custodial service--when the rest of the schools are out for summer vacation? _____

APPENDIX D
INTERVIEW PROTOCOL

INTERVIEW PROTOCOL

1. What is this year-round education program?
2. Why did you want to change to YRE? (What purpose did you think it would serve?)
3. Who is primarily responsible for the implementation of YRE?
4. Describe the process of planning for the implementation of YRE.
5. What was the time line for implementing YRE? (who wanted what and when)
6. How would you evaluate the overall program?

APPENDIX E
YEAR-ROUND SCHOOL TASK FORCE

YEAR-ROUND SCHOOL TASK FORCE

April 2, 1990

The following is a summarization of the pros and cons of the YRS project as determined by the Task Force at its meeting on 3-29-90.

PROS

1. Learning retention - It is anticipated that the rate of learning loss is reduced, thus making schools more instructionally sound. An extensive review of the research in this particular area is necessary in order to verify this position.
2. Review time - Instructional time is saved due to a need for less time to review material which has already been taught.
3. Intersession programs - Students will have an opportunity to participate in various enrichment activities between sessions. This element provides for continued academic engagement for participating students.
4. Vacation flexibility - Families may enjoy the flexibility of more frequent, but somewhat shorter, vacation periods.
5. Remedial instruction - Remediation may be offered at more frequent intervals.
6. Teacher burnout - Teacher burnout associated with classroom stress may be reduced.
7. Dropout reduction - Due to the incidence of more frequent remediation, student dropout rates may be improved.
8. Student behavior - Student behavior and attitude toward school may be improved.
9. Extra pay for teachers - Teachers in this program may be able to earn extra pay by substitute teaching in other district schools at times when the YRS is in intersession.
10. Child care costs - Parents may save on child care costs when instructional programs are provided during intersession breaks.
11. Student/teacher attendance - YRS programs in other communities have reported improved attendance on the part of teachers and students.

Year Round School Task Force
Page Two (2)
April 2, 1990

12. High school student mentors/tutors - The district may wish to encourage high school students to act as mentors and tutors at times when their classes do not coincide with the YRS.

CONS

1. Instructional space - Based on the single track system which is anticipated for use in LISD, there would appear to be no improved efficiency in building usage.
2. Utility costs - It is anticipated that utility costs would increase due to increased air conditioning costs during the summer months. An extensive review of anticipated utility costs would be necessary prior to the onset of the YRS program.
3. Busing - The impact on transportation is uncertain. A study of student ridership should be undertaken. The district should also determine if its fleet insurance rates would increase as a result of the YRS project.
4. Cafeteria - Cafeteria costs may increase due to the YRS. An impact study should be conducted to determine projected costs.
5. Special services - Special arrangements will be necessary to ensure access to the services of psychologists, nurses, diagnosticians, etc.
6. Child care - Child care may be a problem for some parents and teachers. Child care would be more frequent, but of shorter duration.
7. Standardized tests - The timing of standardized testing is crucial to the federal chapter programs. Consideration must be given to the implications for the chapter programs.
8. Scheduling - Families with children in other district schools may find the conflicts between the schedules of their children to be inconvenient.
9. Summer recreational activities - Participating students may find conflicts with traditional summer recreational activities, i. e., baseball, softball, swimming, etc.
10. College training - Teachers in the YRS program may find it difficult to schedule college training during the summer months.

Year Round School Task Force

Page Three (3)

April 2, 1990

11. Transfer students - Students transferring into and out of the YRS program may experience difficulty in satisfying the state requirements relating to minimal instruction time.
12. Intersession costs - There will be additional costs associated with the programs to be offered between instructional sessions.

APPENDIX F
EFFECTIVE SCHOOL BATTERY

EFFECTIVE SCHOOL BATTERY

Parkside Elementary School

The Effective School Battery, developed at Johns Hopkins University under the direction of Gary D. Gottfredson, Ph.D., is used to assess school climates. According to the *User's Manual* (Gottfredson, 1991), the instrument can be used "to identify a school's strengths and weaknesses, to develop improvement plans, and to evaluate improvement projects."

A total of 27 people including administrators, teachers, teacher aides, counselors, and librarians at Parkside Elementary School in Lavergne, Texas, completed the Teacher Survey of the Effective School Battery in January, 1996. Respondents answered the 115 questions in the Survey by marking the appropriate answers on an answer sheet. The Teacher Survey contained 12 parts: (1) Background information, (2) Involvement of parents, (3) Classroom management and teaching practices, (4) Resources, (5) Job satisfaction, (6) Training and other activities, (7) Interaction with students, (8) School rules and discipline, (9) How different groups get along, (10) Personal safety, (11) Teacher opinions, and (12) School climate.

Analyses of the psychometric properties of the scales, including the development, reliability, and validity of the scales, can be found in the *User's Manual*. A Student Survey is also available with the Effective School Battery, but was not administered since it was developed for use by secondary students only.

The Effective School Battery provides two kinds of information about the school: (a) It describes some characteristics of the teachers and (b) it describes the perceptions that teachers have about the climate of the school (psychosocial climate). There are seven scales showing profiles of different teacher characteristics and nine psychosocial climate scales based on teacher reports. (A list of the items in each scale is at the end of this report.)

Each scale is scored so that a high score is a desirable outcome. For example, a high score on Classroom Orderliness implies that teachers experience a minimum of classroom disruption. Scale scores are not directly comparable because of the varying number of items in each scale.

The following table shows the mean score and standard deviation for each scale. The table also includes the number of items in each scale and the number of teachers and staff who completed all items in the scale. For comparison purposes normative data (mean and standard deviation) from the research sample of elementary schools are also shown. Although the Effective School Battery was initially developed for use in secondary schools, comparative data for elementary schools are available from research conducted with 44 elementary schools in a moderately large county-wide school district in the southeastern United States. The last column in the table shows the difference between the means; that is how far above (plus) or below (minus) Parkside Elementary's mean is from the mean of the norming sample.

**PARKSIDE ELEMENTARY SCHOOL
EFFECTIVE SCHOOL BATTERY
TEACHER SURVEY**

January, 1996

Teacher Characteristics

Scale Name	No. of items	Mean score	<u>Parkside Scores</u>		<u>Norming Sample</u>		Difference*
			Standard deviation	# responding	Mean score	Standard deviation	
Job satisfaction	3	3.26	.52	27	2.90	.17	+ .36
Prof. development	8	1.64	.23	26	1.53	.09	+ .11
Interaction with students	6	2.03	.59	26	1.99	.15	+ .04
Pro-integration	4	2.97	.69	26	2.96	.18	+ .01
Personal security	9	.92	.13	27	.92	.05	.00
Nonauthoritarian attitudes	3	2.64	.63	26	2.66	.21	- .02
Classroom orderliness	2	2.62	.65	26	2.87	.22	- .25

Psychosocial Climate

Scale Name	No. of items	Mean score	<u>Parkside Scores</u>		<u>Norming Sample</u>		Difference*
			Standard deviation	# responding	Mean score	Standard deviation	
Smooth administration	12	1.84	.12	24	1.74	.13	+ .10
Staff morale	11	1.71	.23	23	1.70	.13	+ .01
Safety	10	4.34	.67	24	4.34	.33	.00
Avoidance of use of grades as sanction	2	1.96	.14	25	1.97	.04	- .01
Planning & action	9	1.68	.20	24	1.70	.10	- .02
Race relations	2	1.52	.50	26	1.65	.31	- .13
Resources for instruction	4	2.49	.61	27	2.70	.38	- .21
Student influence	4	1.24	.25	26	1.51	.09	- .27
Parent-community involvement	6	1.14	.17	22	1.42	.19	- .28

*Difference between mean scores of school and norming sample

The following analysis discusses some of the high scores on both the teacher characteristics and psychosocial climate scales, and indicates areas that received lower scores that might be targeted for improvement by Parkside Elementary.

Teacher Characteristics

Any useful assessment of the effectiveness of a school should include an understanding of the characteristics of the teachers and staff who work there. The focus of the teacher characteristic scales is on assessing teachers' perceptions and attitudes about the quality of school life and the safe and orderly atmosphere in the school. Of all the teacher characteristic scales, **job satisfaction** received the highest ratings by teachers and staff at Parkside Elementary School. The job satisfaction scale is composed of three of the four items from Hoppock's scale that has been widely used in research and is considered to be a direct measure of how well teachers like their jobs. A high score on job satisfaction indicates that staff turnover is likely to be minimal. **Professional development** also received a high rating, implying that there are incentives and opportunities for participation in staff development activities.

The only area that received a substantially lower rating than the comparison schools used for norming was **classroom orderliness**. This two-item scale assesses the amount of time teachers devote to dealing with disruptive behavior in the classroom. According to the test manual, a low score suggests that some teachers may need to learn more effective classroom management techniques.

Psychosocial Climate

Teachers, staff, and administrators at Parkside Elementary School gave high scores to **smooth administration**. This is an important indicator of the way teachers perceive school administration; that is, they perceive that they get the support and help they need to do their jobs. They also gave scores at or near the norm on the **safety, staff morale, avoidance of the use of grades as a sanction, and planning and action** scales. Safety is a general indicator of how safe teachers perceive the school environment to be, and morale is an indicator of the enthusiasm of a school's faculty and their confidence in the school. Schools with high morale scores tend to have faculty who are receptive to new programs. Also, teachers at an effective school are unlikely to use grades as a response to misconduct. Lastly, the planning and action scale reflects teacher perceptions of how innovative the school is in planning school programs.

There are three areas where Parkside Elementary School might want to focus some attention. Teachers and staff rated **parent and community involvement** as somewhat lower than the norm for elementary schools, meaning that parents are not likely to be involved in the classroom or in helping to decide about new programs, and that the school is not likely to seek community involvement. At Parkside Elementary School, more effective utilization of parents and the community might be beneficial to the overall program.

Most Parkside Elementary teachers and staff also agreed that there is not a great deal of **student influence** in school decision making, e. g., students helping to make school rules and classroom behavior rules, getting unfair rules changed, influencing lesson plans based on their suggestions, and having a say about how the school is run. Gottfredson notes that student participation in decision making can lead to beneficial organizational changes and to decreased alienation of students. **Resources for instruction** is another area that might be improved. For a school to be effective, needed supplies and materials should be available, the space and physical arrangements should be conducive for the program's needs, and the school's learning program should extend to settings beyond the school building for most students. Respondents at Parkside Elementary were less likely to agree that these resources were in place at their school.

In conclusion, the results from the Effective School Battery indicate that Parkside Elementary is an effective school. In particular, teachers and staff are highly satisfied with their jobs. There are opportunities for professional development and a high level of interaction with students. An effective administration appears to contribute to the high job satisfaction and morale. To make the school even more effective, Parkside Elementary's teachers and administrators might want to focus their efforts in the three following areas: (1) utilizing parents and the community more effectively; (2) encouraging student influence in decision making, and (3) helping teachers learn and use more effective classroom management techniques.

Items in each scale

The seven teacher characteristics scales and the item numbers included in each are:

1. Pro-integration attitude: Items 72, 73, 74, and 76.
2. Job satisfaction: Items 19, 20, and 21.
3. Interaction with students: Items 31, 32, 33, 34, 35, and 36.
4. Personal security: Items 54, 55, 56, 57, 58, 59, 60, 61, and 62.
5. Classroom orderliness: Items 51 and 52.
6. Professional development: Items 23, 24, 25, 26, 27, 28, 29, and 30.
7. Nonauthoritarian attitudes: Items 77, 78, and 79.

The nine psychosocial climate scales and the item numbers that are included in each are:

1. Safety: Items 50, 53, 63, 64, 65, 66, 67, 68, 69, and 70.
2. Staff morale: Items 91, 92, 94, 95, 105, 106, 108, 109, 112, 113, and 115.
3. Planning and action: Items 22, 84, 85, 101, 102, 107, 110, 111, and 114.
4. Smooth administration: Items 17, 46, 81, 82, 83, 86, 87, 88, 89, 90, 96, and 99.
5. Resources for instruction: Items 14, 15, 16, and 18.
6. School race relations: Items 44 and 45.
7. Parent/community involvement: Items 6, 7, 8, 9, 47, and 93.
8. Student influence: Items 10, 37, 39, 40, and 80.
9. Avoidance of the use of grades as a sanction: Items 11 and 43.

APPENDIX G
TEACHER, PARENT, AND STUDENT SURVEYS

Lavergne I. S. D.
Parkside Elementary YRS Teacher Survey

Please circle the most appropriate number from 5 (most positive) to 1 (least positive).

- | | |
|--|-----------|
| 1. How did you feel when you learned the year-round program would be started at your school? | 5 4 3 2 1 |
| 2. How do you feel now about teaching in the year-round school? | 5 4 3 2 1 |
| 3. What are your feelings about the degree to which teachers were involved in the planning of the year-round program? | 5 4 3 2 1 |
| 4. In comparison to the traditional three month summer vacation, how do you feel about the effects of the more frequent vacations on: | |
| a) teacher performance | 5 4 3 2 1 |
| b) teacher fatigue | 5 4 3 2 1 |
| c) student learning performance | 5 4 3 2 1 |
| d) student fatigue | 5 4 3 2 1 |
| 5. How do you feel about the year-round program when you consider the time you must spend after each vacation? | 5 4 3 2 1 |
| 6. In comparison with the traditional school schedule, how do you feel about the effects of the year-round schedule on the classroom attention span of students? | 5 4 3 2 1 |
| 7. In comparison with the traditional school schedule, how do you feel about the effects of the year-round schedule on the amount of time the teacher spends on lesson planning and preparation? | 5 4 3 2 1 |
| 8. In comparison with the traditional school schedule, how do you feel about the effects of the year-round program on your ability to meet personal or family responsibility? | 5 4 3 2 1 |
| 9. In comparison with the traditional school schedule, how do you feel about the effects of the year-round program on the availability of time for teachers to perform such activities as: | 5 4 3 2 1 |
| a) attending professional meetings | 5 4 3 2 1 |
| b) scheduling conferences with parents | 5 4 3 2 1 |

PARKSIDE ELEMENTARY YEAR-ROUND SCHOOL
Teacher Survey
Fall, 1994

When the district implemented the year-round program at Parkside Elementary School, it was to be a pilot project for three years. It is now time to begin the evaluation process. Evaluation of the project will include a number of factors, including student achievement, attendance, and perceptions of parents and teachers. Please provide your candid input on this survey form and return it in the enclosed stamped self-addressed envelope. Your assistance is genuinely appreciated, and your input is valued.

Please place beside each statement the number that best represents your response to it.

1-Yes

2-No

3-Not Sure

- 1. Because of the year-round schedule, my students do not "burn out" as quickly as they did on the traditional schedule.
- 2. My students like the year-round schedule more than previous students liked the traditional schedule.
- 3. My students appear to need less review as a result of the two-week breaks than students did when they were out of school for the entire summer.
- 4. Discipline is less a problem for me on the year-round schedule than on the traditional schedule.
- 5. Intersessions have helped my students who were behind to catch up with their classmates.
- 6. Intersessions have been planned so as to remediate and/or accelerate student achievement.
- 7. Student morale seems higher on the year-round than on the traditional calendar.
- 8. Staff morale seems higher on the year-round than on the traditional calendar.
- 9. I do not experience as much burnout on the year-round as on the traditional calendar.
- 10. I am able to cover more of the curriculum on the year-round than on the traditional calendar.

PARKSIDE ELEMENTARY YEAR-ROUND SCHOOL
Parent Survey
Fall, 1994

When the district implemented the year-round program at Parkside Elementary School, it was to be a pilot project for three years. It is now time to begin the evaluation process. Evaluation of the project will include a number of factors, including student achievement, attendance, and perceptions of parents and teachers. Please provide your candid input on this survey form and return it in the enclosed stamped self-addressed envelope. Your assistance is genuinely appreciated, and your input is valued.

Please place beside each statement the number that best represents your response to it.

- | 1-Yes | 2-No | 3-Not Sure | 4-Never on traditional schedule |
|-------|------|------------|---------------------------------|
| ___ | | | |
| ___ | | | |
| ___ | | | |
| ___ | | | |
| ___ | | | |
| ___ | | | |
| ___ | | | |
| ___ | | | |
| ___ | | | |
1. Because of the year-round schedule, my child seems not to become bored and tired as quickly as he/she did on the traditional schedule.
 2. My child likes school better on the year-round schedule than on the traditional schedule.
 3. My child's attendance is better on the year-round schedule than on the traditional schedule.
 4. My child makes better grades on the year-round schedule than on the traditional schedule.
 5. My child forgets less in the time between sessions than he/she did during the traditional summer vacation, thus enabling him/her to make the best use of school time.
 6. There have been no important conflicts because of my child's participation in year-round school (for example, family vacations, summer sports).
 7. Childcare has not been a problem for my family on the year-round schedule.
 8. My child's behavior at school is better on the year-round schedule than on the traditional schedule.
 9. My child's teachers have seemed generally more energetic and relaxed on the year-round schedule than those on the traditional schedule.

PARKSIDE ELEMENTARY YEAR-ROUND SCHOOL
STUDENT SURVEY

1. Are you enjoying school this year?

- Yes
 No

2. Did you come to The Pumpkin Patch?

- Yes
 No

3. Did you like being with other grade levels in The Pumpkin Patch?

- Yes
 No

4. Did you come to Holiday Happenings in December?

- Yes
 No

5. Which two parts of the intersession did you like best?

___Music ___Art ___Computer
___P. E. ___Library

6. Did your parents let you decide if you wanted to attend an intersession?

- Yes
- No

7. Do you like having two weeks off after every six weeks of school?

- Yes
- No

8. Do you understand that we will only go to school for one six weeks period this summer?

- Yes
- No

9. Do you like going to year-round school?

- Yes
- No

10. Do you want to go to this school next year?

- Yes
- No

11. Do you like having a different teacher for each class during intersessions?

- Yes
- No

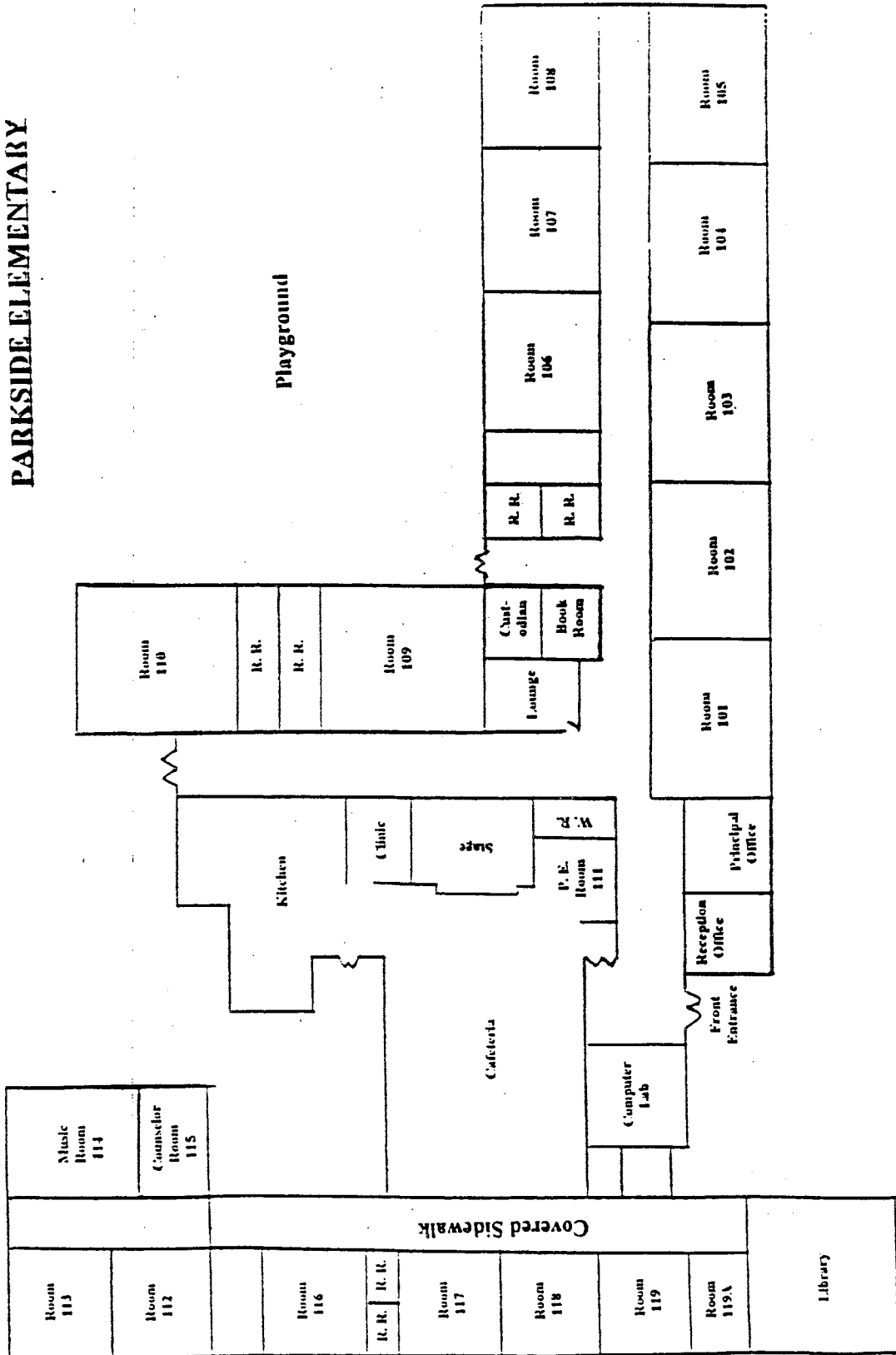
12. Do you like going on field trips during intersessions?

- Yes
- No

OPTIONAL: What do you like about going to school year round?

APPENDIX H
MAP OF PARKSIDE ELEMENTARY

PARKSIDE ELEMENTARY



VITA

Lynda Kaye Severson

Candidate for the Degree of

Doctor of Education

Thesis: AN EXPLANATORY CASE STUDY IN CHANGE:
YEAR-ROUND EDUCATION

Major Field: Educational Administration

Biographical:

Personal Data: Born in Tulsa, Oklahoma.

Education: Graduated from Ponca City High School, Ponca City, Oklahoma; received Bachelor of Science degree from Northwestern Oklahoma State University, Alva, Oklahoma, in July, 1971; completed the requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma, in May, 1984; completed the requirements for Elementary School Principal at Oklahoma State University in 1991; completed the requirements for the Doctor of Education degree at Oklahoma State University in May, 1997.

Experience: Taught kindergarten, fourth and fifth grades, sixth grade math, and Title I Math for grades two through five in Blackwell, Oklahoma; practiced as a Lead Teacher/Administrative Assistant at Huston Elementary in Blackwell, Oklahoma; taught seventh grade math in Marshall, Texas.

Professional Memberships: Texas State Teachers Association, National Education Association.