MIDDLE SCHOOL TEACHERS' PERCEPTION

OF WHO CREATES CHANGE: AN
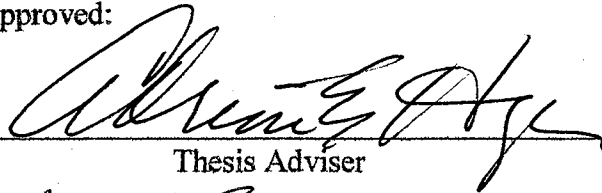
EXPLANATORY CASE STUDY

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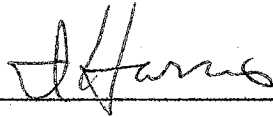Northeastern State University
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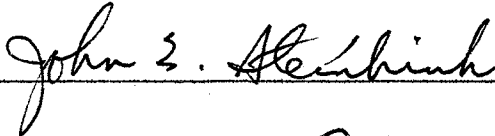the requirements for
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CHAPTER I

DESIGN OF STUDY

Things will never stay the same.

The only one sure thing is **change**.

Lyrics by Gloria Estefan

An assumption about traditional schools are that lines of authority are usually clear, with the principal functioning as the decision-maker and policy-setter where teachers are expected to maintain the status quo, as directed by the principal (Christensen, 1992; Lashway, 1995; Martin & Heflin, 1995). In general, teachers have not been a participant in shared leadership in the traditional school setting. Leadership that would change our schools must address the need for sense-making, for coherence, for seeing educational communities as growth-producing entities (Lambert et al., 1995).

With the twenty-first century, historically traditional influences in the field of education are joining with new understandings of intelligence and the brain to form the idea of constructivist learning. Envision a learner with fluid and multiple intelligences and potential for constructing and reconstructing personal schemas through reflection and interaction with others. Learner's who builds their interpretations of the world through engagement with their culture and peers, through engagement with big ideas, and by recognizing and forming new patterns. A process where they self-construct themselves as learners (Lambert et al, 1995).

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Teachers bring to the process of learning personal schemas that have been formed by prior experiences and perceptions. When new experiences are encountered and mediated by reflection and social interaction, meaning and knowledge are constructed. Learning takes place, as does adult development. When actively engaged in reflective dialogue, adults become more complex in their thinking about the world, more tolerant of diverse perspectives, more flexible and open toward new experiences. Personal and professional experiences require an interactive professional culture if adults are to engage with one another in the processes of growth and development (Lambert et al., 1995).

Yet seldom do teachers get the opportunity to be members of a coherent educational community where they can develop "collective meaning together." Rules, schedules, policies, hierarchical roles, and time-worn practices, limit educators interaction and lessen professional growth. Thus denying them the experience of supported encounters with discrepant information about teaching and learning that are essential for moving toward significant change (Lambert et al, 1995). Lambert et al, (1995) define constructivist leadership as:

> The reciprocal processes that enable participants in an educational community to construct meanings that lead toward a common purpose about schooling" (p. 29).

From this perspective teachers and leaders, separate actors through most of our history, have now been cast as parallel characters, each as authority figures possessing formal knowledge and practical know-how, charged with carrying out the mission of the school and the larger society (Lambert et al., 1995). We know that mandates alone cannot create meaningful change (Huberman & Miles, 1984). And, if the most meaningful changes are created by a simultaneous effort from the top down and bottom up (Fullan, 1982), how

then is meaningful change created? Is it created by one woman or man of admirable exploits or the effort of a group of individuals who bring into being meaningful change? Or both?

Statement of the Problem

Fullan (1991) posits that "the main agents (or blockers) of change are the principals...The principal is the person most likely to be in a position to shape the organizational conditions necessary for change" (p. 76). In fact, research has shown that principals engage in six activities that directly impact change: they (1) have and articulate a vision, (2) provide evolutionary planning, (3) allow initiative-taking and empowerment, (4) provide staff development and assistance, (5) provide monitoring and problem coping and (6) bring about restructuring (Fullan, 1991). This perspective of change is typically hierarchical and mechanistic.

Have and articulate a vision

The first step in the change process is vision. Principals must be able to visualize how the new problem will improve upon the old one in such a way that it will be beneficial for those involved. They must be capable of articulating this vision to those involved so that others will take ownership of the new program. The step also involves establishing what the general game plan or strategy will be for making the change (Fullan, 1991). This involves both the content and process of change.

Provide evolutionary planning

The site administrator must have a plan about how to initiate the change and be willing and able to allow the plan to evolve, changing direction as needed as the program progresses. "Once implementation was underway toward a desirable direction, the most

successful schools adapted their plans as they went along to improve the fit between the change and conditions in the school to take advantage of unexpected developments and opportunities" (Louis & Miles, 1990, p. 83).

Initiative-taking and empowerment

Initiative-taking and power must be taken by the site administration initially in the change process, but he/she must also allow faculty to initiate when appropriate, thus providing them the power to take ownership of the new program. "Initiative can come from different sources, but when it comes to implementation, power sharing is crucial" (Louis & Miles, 1990, p.83). "Constant communication and joint work provide the continuous pressure and support necessary for getting things done" (Fullan, 1991, p.84).

Staff development and assistance

Staff development is the key that will unlock the door to the new innovation. Faculty must feel comfortable with the new program before they will be willing to try it. Fear comes from the unknown and staff development provides the familiarization needed to become comfortable with a change enough to try it. The administrator must make periodic checks to determine when and/or whether additional assistance is needed as faculty implements the change. Continuous assistance must be provided for a change to lead to restructuring (Fullan, 1991) the ultimate goal.

Monitoring and problem-coping

"Monitoring serves two functions. First, by making information on innovative practices available it provides access to good ideas. - - -Second, it exposes new ideas to scrutiny, helping to weed out mistakes and further develop promising practices" (Fullan,

1991, p.86). The principal must know who and when those involved need assistance and be willing to provide that assistance.

Restructuring

The first five steps will lead to the sixth, which is restructuring. Restructuring results in the new program taking the place of the old program and becoming a part of the overall institution. Restructuring also involves changing the existing structure of an institution so that it will accommodate practices that will lead to the overall change in the institution. Fullan describes these changes as those that are "conducive to improvement" (1991, p.88). These changes are those that may add additional planning time for teams, provide mentors or coaches for those involved in implementing the change and new staff development policies that may allow more professional days for faculty and staff inservice programs.

Lambert et al. (1995) posit a different, organic constructivist perspective, one in which "leadership is defined as a concept transcending individual roles, and behaviors. Therefore anyone in the educational community--teachers, administrators, parents, and students--can engage in leadership actions" (p. 29). In fact, "leadership, like energy, is not finite, not restricted by formal authority and power; it permeates a healthy school culture and is undertaken by whoever sees a need or an opportunity" (Lambert et al., 1995, p. 33). Lambert et al. (1995) offer four perspectives essential to understanding a constructivist approach to change: (1) leadership, (2) patterns of relationships, (3) inquiry and the role of information, and (4) breaking with old assumptions. Operationalizations of the Lambert et al. (1995) criteria for constructivist approach were derived from their research and the literature.

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Leadership

To bring into being a conceptual framework through which we can more clearly understand new change paradigms, Lambert et al. (1995) interprets constructivist leadership to mean the reciprocal processes that enable participants in an educational community to construct meaning toward a common purpose of schooling. Constructivist leadership takes into account the full participation (including teacher as leader and teacher as change agent), and the momentum and natural undertaking of the change. The "leadership lens" as a way of thinking about bringing the pieces together into a cohesive whole and moving the "whole" forward as a natural evolution of a self-organizing system. This view urges us to engage in the reciprocal, constructivist processes that bring coherence and focus to the work.

Patterns of Relationships

The centrality of patterns of relationships is one of the key ideas in the constructivist approach. These patterns are the system synapses through which meaning and knowledge are constructed and the basis through which we integrate emotion, identity, and cognition. Patterns of relationships in schools are the visible manifestation of meaning-making. Facilitating the creation of patterns of relationships in school is an act of leadership. Various patterns of relationships can be created and sustained, for example with action research teams, parent/student learning groups, or guidance planning groups. Relationships can fuse people into patterns that depend on an interdependence around goals, naturally sustain themselves through an investigative process, serve as a forum for constructivist learning, focus teaching and learning, and are interrelated with other school endeavors (Lambert et al., 1995).

Inquiry and the Role of Information

Professional literature is one obvious form of information, as are letters, memos, newsletters, budget printouts, or written district mandates. Lambert et al. (1995) found that the most vital forms of information to provide enabling structure for patterns of relationships, constructing meaning and knowledge, and opening minds to diverse possibilities are gathered, generated, and interpreted from within as well as from outside the school. Information emanates from observing and talking with children, from talking about student work, from observing one another's work, from conversations held with colleagues and with parents, from reflection on one's own practice and experiences, from disaggregating school data, from visiting other schools, from employing critical inquiry, and from carrying out action research. This is the information that causes disequilibrium in thinking, that enables us to break set with old assumptions about teaching and learning.

Breaking Set with old Assumptions

Constructivism will not allow us to "start anew," but we can "break set" while acknowledging the power and contributions of our past in creating what we have today. This lens is about breaking set. When engaged in the reciprocal processes of constructivist leadership, the following approaches can be very powerful in breaking set with old assumptions:

Seek to understand: Instead of explaining, describing, and defending, when we seek to understand we are genuinely interested in the other's experiences and points of view. Often, in this context, individuals open up to alternative information and perspectives.

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Find out: When people are involved in their own inquiries, they can more easily commit themselves to their own discoveries. This is true even when the information is counter to old beliefs.

Create; imagine: Nothing breaks set like creativity! There are multiple strategies for creating new ways of addressing old problems and imagining shared futures. This can be as simple as an essential question or a synectics exercise, or as involved as multiday planning sessions. This also includes "visioning" a group process that involves imagining a possible future together.

Storytelling; literature: Stories carry patterns of perspectives and alternative myths that access the emotional aspects of our old ways of thinking. This can open us up to dialogue about new ideas, new dreams, and "what ifs."

Liminality: Meaning "threshold," this anthropological concept enables us to enter experiences in which we shed our roles, authority, and expectations, and share new experiences. A faculty retreat is a good example.

Humor: When we laugh together, we often challenge, then reframe old perspectives (Lambert et al., 1995).

These conflicting notions both co-exist because they describe different world views of organizations and their administration, one in which realities are known and established and another in which meanings are constructed by organizational participants. It seems reasonable to expect each distinctive perspective to contribute to an understanding of organizational activities and meanings. Fullan's (1991) perspective places the building level administrator as the pivotal character in the process of successful

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change. But is that the case? Given the dynamic complexities of change, is it possible that others play more pivotal roles in the change process?

Purpose

Given these different ways in which to view change and the roles of administrators and teachers in the processes leading to meaningful change, the purpose of this study was to examine an educational context in which meaningful change has occurred and document the realities described.

Research Questions

The following questions guided the study:

1. Who creates change?

2. Whom or what else facilitates this change process?

Theoretical Framework

Two frameworks guided the study. An understanding of what reality is from the point of view of people in the role is an essential starting point for constructing a practical theory of the meaning and results of change attempts (Fullan, 1991). Fullan (1991) states that a small number of powerful themes in combination make a difference. Vision-building feeds into and is fed by all the themes. It permeates the organization with values, purpose, and integrity for both the what and how of improvement. Blending top-down initiative and bottom-up participation is the theme referred to by Fullan as evolutionary-planning. The theme of initiative-taking and empowerment wherein leaders support and stimulate initiative-taking by others, set up cross-hierarchical steering groups and delegate authority and resources to the steering groups demonstrates difficult leadership skills. Staff development and resource assistance is a central theme described by Fullan as the use of

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strategies designed to develop staff must be understood in relation to the meaning of change and the change process taken as a whole. The monitoring/problem-coping theme emphasizes the success of implementation is highly dependent on the establishment of effective ways of getting information on how well or poorly a change is going. Fullan refers more directly to how the school as a workplace is organized as the restructuring theme. All six themes in concert are required for substantial change to occur (Fullan, 1991).

Lambert et al. (1995) agree with Fullan's (1993) description of a new paradigm of change as a "dynamic complexity" of unpredictable forces and relationships that characterize systemic thinking about change. In an effort to integrate, and give additional coherence to understanding the nature of change in organizations, Lambert et al. (1995) suggests four lenses, or perspectives essential to understanding a constructivist approach to change. The first is the leadership lens, interpreted to mean the reciprocal processes that enable participants in an educational community to construct meaning toward a common purpose of schooling. The second lens focuses on patterns of relationships. This design insight is central to the system synapses through which meaning and knowledge are constructed and the basis through which we integrate emotion, identity, and cognition. Inquiry and the role of information is the third lens. The forms of information that are most vital to providing enabling structure for our relationships, constructing meanings and knowledge, and opening our minds to diverse possibilities are gathered, generated, and interpreted from within as well as from outside the school. This information is central to the creation of an inquiring stance in the school. The fourth lens breaks set with old

assumptions. Assumptions can only be challenged and broken within the context of trust, relationships, and self-discovery.

The research of Lambert et al. (1995) will be used along with Fullan's (1991) six themes to help explain the change process and the possible impact upon the actions taken and attitudes and beliefs of participants during the adoption, implementation, and institutionalization of a school-wide inclusive education program.

Procedures

Information about my background and why I chose the topic of change to research was included in this section. Because of my experience as a district administrator, I have formed biases about administrative leadership roles of which I believed the readers of this explanatory case study should be aware. Therefore, I have discussed those biases and how I guarded against allowing them to prejudice this research project. The three forms of data collection used in case studies; interviews, observations and document reviews, were discussed followed by an overview of the analyses procedures used in this study.

Researcher

My interest in this topic came from my experience as a Public School District Coordinator for special education during the past 10 years. Prior to that time, I had seven years experience as a classroom special education teacher. From a district level perspective, I have seen many district, building, and classroom level attempts at change. During the time these attempts were made however, some were successful and some were not.

I began teaching students with disabilities in 1979 after graduating from a state university. My first teaching experience was with students who had learning disabilities at

the middle and high school level for 3 years in a rural school district. Upon the birth of my second child I left teaching to pursue parenting full time. Never able to give up my love for learning, I attended the local State College and acquired the credentials to sell real estate, pursue a pilot's license and ran a mail order business out of my house for five years. In 1987 I found myself a single divorced mother of an eleven and a five year old. At this time, I re-entered the teaching profession at a local High School in a Public School system as a teacher and work-study coordinator. Realizing my need for updating my education skills, I began and completed a master's in counseling in 1990. I then became a district counselor for special education, specializing in counseling support for students with severe emotional disturbances. I remained in that position for four years, then was promoted to training and development coordinator for special services and have remained in that position for six years.

As a district coordinator trained in the policies and procedures mandated from the federal and state guidelines as well as those developed by the local district with which I am employed, I must fulfill my responsibilities by considering the administrative needs of building sites and ensure that procedures are being met. During my career in the largest school district in Oklahoma I have had the opportunity to observe 80 different building site's daily operations and leadership styles. I have lived through many changes in philosophy and service delivery surrounding special education too. Because of these experiences at the district level, I might view situations observed situations within the building or my interviews differently than someone else investigating the same case study. Any biases that I might bring into this study will be addressed through techniques used to establish trustworthiness. "Trustworthiness is established in a naturalistic inquiry by the

use of techniques that provide truth value through credibility, applicability through transferabiity, consistency through dependability, and neutrality through confirmability" (Erlandson, Harris, Skipper, & Allen, 1993, p. 132).

Data Needs

Given the problem and purpose of this study, to document who creates change, I needed data from a school and teachers who were involved in a change. I needed to interview and observe teachers, general and special education teachers, to gather data on their perceptions of who creates change and whom or what else facilitates the change process.

Because of the data needs, it became apparent an explanatory case study method of collecting and reporting the data was the best method to use for this research project. "The distinctive need for case studies arises out of the desire to understand complex social phenomena - - - the case study allows an investigation to retain the holistic and meaningful characteristics of real-life events - - - such as organizational processes" (Yin, 1989, p.14). The change process is a "real-life event" in an organizational process that I had a desire to understand how and why this phenomena was successful at some school sites, yet not at others.

Data Sources

As a public school administrator I have watched various school sites create meaningful change. Through this informal observation, I became aware that school sites indicated for various reasons they could not replicate meaningful changes at their sites expressing reasons such as: different populations of students, different staff, or different administrators. I was interested in finding out why this particular site was successful at

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creating the meaningful change of inclusion. This urban middle school site was chosen because I was able to obtain access for interviews through a colleague. The principal of the middle school was a fellow Oklahoma State University doctoral student. I have worked with this principal on various projects throughout my career and have witnessed several successful meaningful changes.

Perspectives from those participants who believe a change occurred were sought at one central Southwest urban middle school in the process of creating an inclusive educational environment for all students. Regular and special education teachers within a single urban middle school site served as my data sources.

Data Collection

Three strategies were used to collect data from the respondent as: (1) long interviews, (2) observations of the school including its classrooms, team planning periods, work spaces and technology at work and (3) reviews of school documents, records, and communications reflecting change at the site. Artifacts, such as school programs and/or meetings, faculty memos, meeting agendas, calendars, and computer printouts, were collected to provide a context for understanding and evaluating the data obtained from individual sources. A sequence of evidence was maintained to establish an accurate audit trail and to provide additional insights about events or relationships. This triangulation of the data enhanced dependability and credibility (Erlandson et al., 1993). Individuals willing to serve as participants were provided with information regarding the research procedures used in this study. A copy of the interview questions can be found in Appendix A. A copy of the consent form for study can be found in Appendix B.

E-mail contacts were made to arrange a convenient time for each interview. Teachers then were contacted by telephone to set up individual interviews and confirm the day, time, and location of the interview. All of the interviews were conducted on site during the teachers planning period or after school hours.

Upon completion of the interviews, telephone contact was again made to request additional information that was not contained in the interview tapes or to clarify information that could not be easily interpreted from the interview tapes. Each interviewee was sent a transcribed copy of his/her interview for review and was asked to confirm the information and exclude any statements or comments that he/she did not wish to be included in this study. Each of the interviewees complied with my request and informed me that the information given through the interview was correct and did not need to be altered.

Long interviews were conducted over a 16-week period. Some interviews were conducted during school hours; others were conducted during the evenings. While on site, multiple observations were conducted in the classrooms in which the students with disabilities were instructed by teams of general and special education teachers along with their peers in the general classroom. In addition to long interviews, observations, and review of documentation, impromptu tours were given providing additional informal data.

Data collection on site began in January, 1998 and continued as long as was necessary to gather the information. The length of time spent with each interviewee was determined by those involved in the change effort, and how quickly the data began to repeat itself.

<u>Data Analysis</u>

The analytic strategy for this explanatory case study relied on two theoretical propositions. First, Fullan's (1991) claim that most school districts assume that leadership (the principal) is the person most likely to be in a position to shape the organizational conditions necessary to link the institutional focus during the adoption stage of change. Second, Lambert et al. (1995) claim that "leadership," like energy, is not finite, not restricted by formal authority and power, but is undertaken by whoever sees a need or an opportunity during the implementation stage of change, resulting in a meaningful change process.

The data is presented then recast into the theoretical frames of Fullan's six themes and Lambert's four perspectives about the change process. The reported findings provide an explanation associated with who creates change and/or whom or what facilitate the change process.

<div align="center">Significance of the Study</div>

Through this exploration it is expected that the research findings will add to or clarify existing theory, add to the knowledge base, and impact practice. The following indicate how this explanatory case study will meet each of these criteria.

<u>Theory</u>

According to Lambert et al. (1995), constructivist leadership needs to incorporate criteria that involve all adults in the learning and leading processes, create a culture in which reflective and interactive learning can take place, involve structures that allow for conversations from which meaning and knowledge can be constructed, and encourage professionals to seek collective meaning and collective purpose grounded in their practice.

<div align="center">16</div>

Fullan (1991) proposes that the principal is the person most likely to be in a position to shape the organizational conditions necessary for success, such as the development of shared goals, collaborative work structures and climates, and procedures for monitoring results. This research explores this apparent conflict in concepts and understandings of change. Is it reciprocal processes that enable participants in an education community to construct meanings that lead toward a common purpose about changes in schooling (Lambert, 1995), or is it Fullan's six activities that principals engage that directly impact change, or possibly both or neither? This research will explore this apparent conflict in concepts and theories of change.

Research

Research 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, 1991). The findings of this case study should add to the knowledge base about the strategies used by the educational community in their practice of implementing a school-wide change. This study explores the principal's activities as perceived by teachers to see how they shape the organizational conditions necessary for change and also it explores those in the educational community who engage in leadership actions.

Practice

This case study examines and explains the leadership and change strategies engaged by a middle school involved in a school-wide change to inclusion. This information should be beneficial in the planning and programming of preparation courses of educational administrations as well as preparation and implementation practices within the field of educational administration, and how to create change.

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Summary

Inclusive education is a large-scale educational change effort that requires collaborative modification and/or adaptations of instruction, curriculum, evaluation, and teaching techniques. The key facilitator of any change effort at an individual site is the principal (Fullan, 1991), but it takes more than the leadership of one person to successfully implement programmatic change (Heller & Firestone, 1995). The literature maintains that successful efforts are frequently the result of the cooperation and collaboration exhibited by the building administrator (Hall, 1988; Louis & Miles, 1990; Evans et.al, 1992, Sidener, 1995).

This explanatory case study provides a greater understanding of the activities and leadership strategies applied to effectively construct a school-wide educational change. Data were collected through interviews, direct observation, and document review. The general analytic strategy relied on Fullan's(1991) six themes and Lambert's (1995) four lenses for successful implementation of change. An explanation was built about the case through analyses. The usefulness of these different perspectives of change and leadership in the implementation of inclusive education are examined and clarified. The study will add to the knowledge base needed by the educational community to implement school-wide structural change.

Reporting

The literature reviewed has been reported in Chapter II. The data gained from interviews, observations and document reviews have been presented in Chapter III. Chapter IV presents an analysis of the data collected. The final chapter, Chapter V,

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presents a summary, conclusions, implications and recommendations for future research

and a commentary about the findings of the study.

CHAPTER II

REVIEW OF LITERATURE

In theory, the primary purpose of educational change is to help schools accomplish their goals more effectively by replacing some structures, programs and/or practices with better ones (Fullan, 1991). Related literature which will help in directing this study will focus on roles and strategies (1) of the principal, and / or (2) other individuals as who facilitators of change.

Roles Associated with Principals

Nearly all school district role descriptions (and courses in educational administration theory, which nearly all principals take) stress the instructional leadership responsibilities of the principal -- facilitating change, helping teachers work together, assessing and furthering school improvement, and so on (Fullan, 1991). An historical review of the role of the principal over a 70-year period, conducted by Cuban (1988), concluded that "while styles differ, the managerial role not the instructional leadership, has dominated principals' behavior" (p.84). Prestine (1993) found the bulk of research on school change was grounded in the traditional view of the superordinate role of the principal and the relatively subordinate role of teachers.

In the 1980's the majority of studies concerning the school change process, the principal was nearly always portrayed as the key player (Prestine, 1993). Prestine (1993) found that whether or not the change impetus was external or internal, mandated or

voluntary, it was the principal who initiated the process of change within the school. It was the principal's vision that guided, shaped, and molded the school culture. It was the principal who empowered teachers to achieve a cooperative environment and a collaborative role in a shared decision-making process. She further stated that as the beginning of initiation, guidance and empowerment, the principal in essence became the fulcrum upon which the change process balanced.

Historically, public school systems have been organized into hierarchical structures with professional roles clearly defined and delineated. School leaders functioned in concert with bureaucratic norms. That is, leadership behaviors were that of controlling, regulating, maintaining, monitoring, and evaluating. The classical view of principals was centralized figures with decision-making authority. Teachers were viewed as subordinates who needed to be managed and monitored by principals (Martin & Heflin, 1995).

Rost (1991), in an extensive analysis of influential writers from 1900 through 1990, found a consistent picture of conceptions of leadership:

> Leadership is good management . . . Leadership is great men and women with certain preferred traits influencing followers to do what the leaders wish in order to achieve group/organizational goals that reflect excellence defined as some kind of higher-level effectiveness. (p. 180)

Rost (1991) refers to this composite definition as the "industrial leadership paradigm," which is hierarchical, individualistic, reductionistic, linear, and mechanical.

The principal's role has been managerial, autocratic, and reactive (Christensen,

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1995; Hill, 1995). School administrators were expected to be managers of routine. The principal is in the middle of the relationship between teachers and external ideas and people. As in most human triangles there are constant conflicts and dilemmas. How the principal approaches (or avoids) these issues determines to a large extent whether these relationships constitute a Bermuda triangle of innovations (Fullan, 1991).

The role of the principal carries formal, hierachical authority (Lashway, 1995), allowing autonomous decision making. This role allows the principal to determine the organizational relationships, make decisions, and decide which are to be shared (Hill, 1995). These are examples of top-down leadership and decision making associated with the principal's role.

All major research on innovation and school effectiveness shows that the principal strongly influences the likelihood of change (Fullan, 1991). Berman and McLaughlin (1977) found that "projects having the active support of the principal were the most likely to fare well" (p.124). Principals' actions serve to legitimate whether a change is to be taken seriously and to support teachers both psychologically and with resources. The principal is the person most likely to be in a position to shape the organizational conditions necessary for success, such as the development of shared goals, collaborative work structures and climates, and procedures for monitoring results.

Strategies of Principals

The consistent message in research on leadership is that a small number of powerful themes in combination make a difference (Fullan, 1991). Vision-building is the theme that permeates the organization feeding into and being fed by all other themes. It is

the principal's vision that guides, shapes, and molds the school culture (Prestine, 1993).
Fullan (1991) suggests as reforms become more complex and directed to transforming the
educational system, strategies for building a shared vision have to reflect a broader
agenda. Anderson and Cox (1987) would agree. They further explain how this happens
in the following:

be open to different views and perspectives, maintain a core of well-regarded and

capable people to keep synthesizing and articulating the evolving view of the

system, as much as possible allow for direct experiences with elements of the

change (don't let people become passive observers), broaden the number of people

aware of and committed to the change through communicating about it, build

credibility through the use of symbols and public dialogue, legitimate emerging

viewpoints in support of a new vision, be aware of shifts in the change process

having to act as building blocks for the larger effort, broaden political support,

and, finally, find ways to dampen the opposition (p. 8, 9).

Blending top-down initiative and bottom-up participation is often a characteristic
of successful multilevel reforms that use evolutionary planning approaches (Marsh &
Bowman, 1988). Fullan offers Tom Peters (1987) advice: "Invest in applications-oriented
small starts," "pursue team development of innovations," "encourage pilots of
everything," "practice 'creative swiping,'" "practice purposeful impatience," "support fast
failures" (p. 83). All of these are designed to foster an atmosphere of calculated risk-
taking and constant multifaceted evolutionary development.

Leaders in successful schools support and stimulate the initiative-taking and

empowerment theme. It is the principal who empowers teachers to achieve a cooperative environment and a collaborative role in a shared decision-making process (Prestine, 1993). Successful leaders use their power to empower their followers (Alexander, 1995). Initiative can come from different sources, but when it comes to implementation "power sharing" is crucial (Louis & Miles, 1990). Developing collaborative work cultures is also clearly central to this theme. It helps reduce the professional isolation of teachers, allowing the codification and sharing of successful practices and the provision of support (Fullan, 1991).

The essence of educational change is learning new ways of thinking and doing, skills, knowledge, and attitudes. It follows that staff development is a central theme related to change in practice. Most forms of in-service training are not designed to provide the ongoing, interactive, cumulative learning necessary to develop new conceptions, skills, and behavior. Implementation, whether it is voluntary or imposed, is nothing other than a process of learning something new. One-shot workshops prior to and even during implementation are not very helpful. Teachers say they learn best from other teachers, but research shows that they interact with each other infrequently (Lortie, 1975). Research on implementation has demonstrated beyond a shadow of a doubt that these processes of sustained interaction and staff development are crucial regardless of what the change is (Fullan, 1991).

The monitoring/problem-coping theme serves two functions. First, by making information on innovative practices available it provides access to good ideas. Many good practices go unreported because of the isolation of teachers, schools, and districts from

each other. Second, it exposes new ideas to scrutiny, helping to weed out mistakes and

further develop promising practices. The success of implementation is highly dependent

on the establishment of effective ways of getting information on how well or poorly a

change is going in the classroom and school (Fullan, 1991).

Fullan's (1991) restructuring theme refers to how the school as a workplace is

organized. Structure in the sociological sense includes organizational arrangements, roles,

finance and governance, and formal policies that explicitly build in working conditions

that, support and press for improvement. Time for individual and team planning, joint

teaching arrangements, staff development policies, new roles such as mentors and

coaches, and school improvement procedures are examples of structural change at the

school level that are conducive to improvement.

<center>Roles Associated with Others</center>

Other individuals have roles associated with leadership, influenced by

developments in the private sector, have increasingly focused their attention on

"transformational" or "facilitative models of leadership" that emphasize collaboration and

empowerment (Lashway, 1995). Conley and Goldman (1994) define facilitative

leadership as " the behaviors that enhance the collective ability of a school to adapt, solve

problems, and improve performance." The key word here is collective. The facilitative

leader's role is to foster the involvement of employees at all levels.

Traditionally, power has been viewed as domination through formal authority,

flowing from the top down and vesting decision making in a small number of people.

Facilitative power, in contrast, is based on mutuality and synergy, and it flows in multiple

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directions. Despite the emphasis on mutuality, facilitative power does not rely on voting or other formal mechanisms. Facilitation can occur within the existing structure, meaning that whoever normally has legal authority to ratify decisions continues to do so. Unlike delegation, where administrators unilaterally assign tasks to subordinates, in a facilitative environment, anyone can initiate a task and recruit anyone else to participate. The process thrives on informal negotiation and communication. The hierarchy remains intact, but leaders use their authority to support professional give-and-take (Dunlap & Goldman, 1990).

Guzman's and Schofield (1995) defined the facilitative leadership role as reciprocal, multi-directional, non-coercive influence that involved multiple leaders and followers within a system. The principal's role has shifted to one of facilitator of decision making in an effort to support the development of "community." No longer are school administrators expected to be merely managers of routines. They must prepare to take initiative. In collaborative school climates, the principal must understand change as well as manage it. Openness to diversity, conflict, reflection and mistakes becomes a necessity. In the facilitative role of fostering collaboration and collegiality, the principal must motivate staff to be dynamically interactive, professionally effective and mission oriented. Thus, knowledge of professional and organizational development and strong interpersonal and communication skills are critical components (Hill et al., 1995).

Clearly, facilitative leaders behave differently than traditional leaders. They spend much of their time negotiating decisions they could unilaterally make; they encourage competitive views from subordinates; they make decisions on the fly, in

corridors and classrooms. But successful facilitation may depend less on any particular set of behaviors that on the underlying belief system (Lashway, 1995). Conley and Goldman (1994) emphasize the importance of trust claiming by letting go of control and increasing belief that others can and will function independently and successfully within a common framework of expectations and accountability.

<div align="center">Strategies Associated with Others</div>

Lambert et.al (1995) suggest four lenses, or perspectives, that integrate, and give additional coherence to, understanding the nature of non-traditional leadership in organizations. These perspectives are essential to understanding a constructivist approach to change.

The Leadership Lens

Constructivist leadership means the reciprocal processes that enable participants in an educational community to construct meaning toward a common purpose of schooling. It takes into account the wholeness of community, full participantship (including teacher as leader and teacher as change agent), and the momentum and natural undertaking of change (Christensen, 1993; Patterson, 1993; Guzman & Schofield, 1995; Lashway, 1995; Lambert et al., 1995).

Patterns of Relationships

Patterns of relationships in schools are the synapses through which meaning and knowledge are constructed and the basis through which we integrate emotion, identity, and cognition. Facilitating the creation of patterns of relationships in school is an act of leadership. People tend to fuse into patterns that depend on an interdependence around

goals, naturally sustain themselves through an investigative process, serve as a forum for constructivist learning, focus teaching and learning, and are interrelated with other school endeavors. Patterns are social, academic, creative, investigative, and overlapping. As community participants become committed to patterns of relationships, it is useful to keep a few things in mind: (1) Engage with one another in the reciprocal processes; (2) commit yourself to the relationship as a peer; (3) share work together; (4) talk often about your common purpose; (5) laugh together (Drath & Palus, 1994; Fullan, 1995; Hill, 1995; Mooney, 1994; Lambert et al., 1995).

Inquiry and the Role of Information

Information is the basis for constructing new meanings and knowledge. Forms of information that is most vital to providing structure for our relationships, constructing meaning and knowledge, and opening our minds to diverse possibilities are gathered, generated, and interpreted from within as well as from outside the school. Information emanates from observing and talking with children, from talking about student work, from observing one another's work, from conversations we hold with one another and with parents, from reflection on our own practice and experiences, from disaggregating school-based data, from visiting other schools, from employing critical inquiry, and from carrying out action research. This is the information that causes disequilibrium in our thinking, that enables us to break set with old assumptions about teaching and learning.

The essential understanding is to pose the questions that create and frame the dissonance, often the discomfort, between current experiences and beliefs and those suggested by the new information; to seek information from which to interpret and

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understand the observed phenomenon; and to design alternative options and possibilities both constructivist learning and constructivist change. Since working with new ideas and information is essential in the meaning-making process, an inquiring stance is essential to constructing change in a school or district (Drath & Palus, 1994; Mooney, 1994; Fullan, 1995; Hill, 1995; Lambert et al., 1995).

<u>Breaking with old Assumptions</u>

This lens refers to being fixed in our own perceptions of the world; our embeddedness, "stuckness" in old assumptions; our accumulations or myths, habits, and expectations -- and the need to break through or "convert" persons from ways of thinking that get in the way of change. Assumptions can only be challenged and broken within the context of trust, relationships, and self-discovery. When engaged in the reciprocal processes of constructivist leadership, the following approaches can be very powerful in breaking set with old assumptions:

Seek to understand: Instead of explaining, describing, and defending, when we

seek to understand we are genuinely interested in the other's experiences

and points of view. Often, in this context, individuals open up to alternative

information and perspectives (Drath & Palus, 1994; Lambert et al., 1995).

Find out: When people are involved in their own inquiries, they can more easily

commit themselves to their own discoveries. This is true even when the

information is counter to old beliefs (Fullan, 1995; Hill, 1995; Lambert et al.,

1995).

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Create; imagine: Nothing breaks set like creativity! There are multiple strategies for

creating new ways of addressing old problems and imagining shared

futures. This can be as simple as an essential question or a synectics

exercise, or as involved as multiday planning sessions. This also includes

"visioning," a group process that involves imagining a possible future

together (Mooney, 1994; Fullan, 1995; Lambert et al., 1995).

Storytelling; literature: Stories carry patterns of perspectives and alternative myths

that access the emotional aspects of our old ways of thinking. This can

open us up to dialogue about new ideas, new dreams, and "what ifs" (Mooney,

1994; Lambert et al., 1995)

Liminality: Meaning "threshold," this anthropological concept enables us to enter

experiences in which we shed our roles, authority, and expectations, and share new

experiences (Mooney, 1994; Lashway, 1995). A faculty retreat is a good example

(Lambert et al., 1995).

Humor: When we laugh together, we often challenge, then reframe old

perspectives. "Laughter can be more satisfying than honor; more precious

than money; more heart-cleansing than prayer" (Schaef, 1990).

The four lenses through which constructivist leadership might be viewed -- the

leadership lens, patterns of relationships, inquiry and the role of information, and breaking

old assumptions -- are central to a systemic change perspective (Lambert et al., 1995).

New ways of viewing the administrative role have implications for the teacher's

role. The term facilitator implies that there are participants other than the principal. The

teacher's role becomes one of active involvement and not one of passive recipient of rules and regulations. Active participation in decision-making, conflict resolution, problem solving, and reflective practice is characteristic of the new role.

The knowledge and skill base of what teachers need to know and be able to do in the 1990s has both broadened and deepened compared to the traditional role of teachers. There are at least six domains of knowledge and skills that teachers must continuously seek to acquire. To be effective they must be experts in (a) teaching and learning; (b) collaboration, (c) context, (d) continuous learning for themselves, (e) the change process, and (f) moral purpose (Fullan, 1994).

The fifth domain, teachers as experts in the change process, represents a major transformation because (a) change is complex and extremely difficult and (b) teachers and educational systems are known more for their capacity to resist change than for their roles as agents of reform. Yet teachers are de facto in the midst of change all the time. A good deal of knowledge of the change process is now available. Much of it runs counter to traditionally held rational models of planned change. Teachers must know how to initiate change despite the system, how to understand and manage the "implementation dip," how to simultaneously help create collaborative cultures and manage conflict, how shared visions are created over time through action, how to plug into networks of ideas and resources, and how to hold their own by practicing positive politics (Fullan, 1993).

Summary

The literature review completed and reported in this chapter depicts research on the roles and strategies undertaken by principals and others involved in a process of

change. Principal leadership is fundamentally quite important in any change. Fullan (1991) cites research which describes the scope of the building level administrator's instructional leadership responsibilities. Therefore it is of great wonder that change of any kind ever takes place in an educational system. Fullan (1991) contends that the principal is the key player in the success or failure of any change, therefore this study should verify or refute that contention.

Others that play an important factor in the success or failure of any school change are those involved in the change. Lambert et al. (1995) cite research which describes a concept that transcends an individual role or behavior, emphasizing that anyone in the educational community can engage in leadership actions. Research studies were cited which involved collaboration and empowerment, behaviors that enhanced the collective ability of a school to adapt to change and leadership actions that flow in multiple directions. Studies were also included indicating the importance of trust, claiming by letting go of control and increasing belief that others can and will function independently and successfully within a common framework of expectations and accountability.

CHAPTER III

PRESENTATION OF THE DATA

The purpose of this study was to examine an educational context in which

meaningful change has occurred and document the realities described. An explanatory

case study method of inquiry was used to research the problem (Yin, 1989). A single

public school site was selected to assess who creates meaningful change.

Case Study Procedures

Many studies have been conducted reflecting the principal's perspective of

change (Christensen, 1992, Prestine 1993, Hill 1995, Lashway, 1995); fewer have

focused on teacher perceptions therefore, I chose to only interview teachers to get their

perception of who creates change. The case study includes interviewing general

education teachers and special education teachers who were involved in the inclusion

program change process at the site. In addition to interviews, formal and informal

observations were made of general and special education teachers instructing in the same

classroom at the same time. Site documentation was reviewed including in-service

agendas documenting staff development meetings, staff meetings, and grade level

meetings related to the systemic inclusion change process. This case study was

conducted during a four-month time period during the spring semester of the 1998 school

year.

Observations

Inclusion teacher teams were formed according to subject areas with two special

education teachers assigned to each group. Informal observations of regular education and special education teachers in the regular education environment and other settings within the school building were conducted to confirm the perspectives reported by each respondent. The summer prior to the building systemic change the site principal ran stay nine scores on all the students from their Iowa Test of Basic Skills records. Then she tried to balance individual classrooms so that there were an equal number of low, medium, and high achieving students in each class. I informally visited with the faculty during class changes, at lunch, and before and after school. Data collected from the observations and visitations has been included throughout this chapter with the data collected from the formal interviewing and document review.

Document Review

Two forms of documentation were made available for my review. First were the building level materials. These materials included agendas and minutes to Faculty Meetings with the principal and packets of information regarding inclusion issues received during in-service trainings. Each interviewed person reported that staff meetings were held to disseminate information, provide in-service training, and to discuss issues related to the inclusion of students with disabilities into the regular education environment. Second, were materials generated by the core subject area team teachers. I reviewed staff meeting agendas and printed information distributed during each meeting. Two teams used their own teacher-made form that documented the modifications necessary for the student with a disability to successfully function and participate in the regular settings. One team (math) used individual pocketed folders to design individual instruction for each student.

Case Study Site

The site chosen for this study was an urban community middle school in the largest school district in the state. Metropolis is the state's largest city and one of the top 50 of the largest cities. The City of Metropolis has 382,627 residents, Metropolis County has 536,860 residents, and the five-county Metropolis metropolitan area has 746,500 residents. The Metropolis school district covers 173 square miles and employs 3,233 full-time certified staff and 3,084 full-time support staff. The school district serves 43,508 pre K – 12 students at one early childhood development center, 55 elementary schools, one intermediate school, 14 middle schools, nine high schools, 16 alternative education programs, two area Vocational-Technical schools, and a Education Service Center.

Through my job within the school district, I was able to observe all of Metropolis' school sites, which allowed me to access various perceptions of successful change processes that took place in the district. This site's name came up the most frequently as a model for change. Finally, this site was selected because the teachers believed they had made a successful change, they had participated in the change process, and they were familiar with the school districts as well as the school sites before and after teaching environment.

Site Demographics

When comparing data collected for this explanatory case study, there are notable similarities and differences. In terms of the demographics at this culturally diverse school site, over a three-year period the black population levels stayed relatively within one to two percentage points. The ethnic groups all stayed virtually identical at the District Middle School level: American Indian at nine percent, Asian at two percent,

Hispanic at six percent, and the black population saw a gradual increase from 33 percent to 36 percent. Notably as the black population went up four percent in the Middle School population in the district, the white population decreased four percent in the district from 51 percent to 47 percent. The Metropolis Middle School teachers referenced many times in their interviews the cultural diversity of their school site which the data confirmed: American Indian at 12 to 10 percent respectively, Asian at zero to one percent, Hispanic varying from as low as 12 percent in the 1996-97 school year to 15 percent in the 1997-98 school year, then lower slightly to 14 percent in the 1998-99 school year. The black population held steady at 42 – 43 percent, while the white population dropped 2 percent from 34 to 32 percent.

The total student membership was comparatively the same for the whole Middle School population in the Metropolis School District. In the 1996-97 school year it was 8,703 and the 1998-99 school year at 8,757, but in the middle of this three year span the 1997-98 school year saw a rise of 454 students in the middle school population across the district. Metropolis Middle School mirrored this data with their total site population ranging from 717 in the 1996-97 school year, to 780 in the 1998-99 school year, while jumping to 838 in the 1997-98 school year.

Included in the data from 1996 to 1999, the district's middle schools have a consistent attendance rate of 90 percent, free lunch participants at 50 percent, and the mobility rate down 4 percent from 48 percent to 44 percent. In comparison, MMS attendance rate hovered close to the district middle school average at 88, 86, and 87 percent. While free lunch participants ran high in comparison to the average of the middle school district population ranging from 78, 76, to 77 percent. In the 1996-97

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school year, MMS had a 60 percent mobility rate, which dropped to 50 percent in the 1997-98 and to 54 percent in the 1998-99 school year.

Even though a significant rise in student population took place district and school wide in 1997-98 school year, MMS had 185 children with disabilities in the 1996-97 school year, losing 9 students in the 1997-98 school year, and then climbing to 194 in the 1998-99 school year. The child count for students with disabilities is taken on October first of each school year but is not reported until the following year on Federal and State student membership. This might account for the delayed appearance of a significant rise in children with disabilities not being reflected until the 1998-99 school year for the district.

When looking at suspension rates, there were 572 suspensions in 1996-97. Though the student population increased by 121 students in the 1997-98 school year, the school only suspended three students more than the previous year. Followed by 16 fewer suspensions in the 1998-99 school year. A detailed description of the school district's middle schools and the middle school site studied, its size, and ethnic distribution along with personnel and student population can be found in Table 1 and 2, respectively.

Table 1

<u>Student and Staff Demographic Summary</u>

<u>MIDDLE SCHOOL DISTRICT SUMMARY</u>

	1996-97	1997-98	1998-99
Total Membership	8,703	9,157	8,757
Attendance Rate	90%	90%	90%
Free Lunch	52%	51%	50%
Mobility	48%	47%	44%
Suspensions	4,839	4,947	5,027
Children with Disabilities	1,549	1,552	1,686

Staff Information 1998-99

Attendance rate: 96.6%

Gender: Female   486
        Male   193

Ethnic: American Indian 33
        Asian   2
        Black   133
        Hispanic   7
        White   504

Educational Level – Teachers: Bachelor   403
        Masters   143
        Masters+30   56
        Masters+60   64
        Doctorate   13

Years Experience: 0 through 3   192
        4 through 10   194
        11 through 20   130
        20 Plus   163

Table 2

Student and Staff Demographic Summary

METROPOLIS MIDDLE SCHOOL

	1996-97	1997-98	1998-99
Total Membership	717	838	780
Attendance Rate	88%	86%	87%
Free Lunch	78%	76%	77%
Mobility	60%	50%	54%
Suspensions	572	575	559
Children with Disabilities	185	176	194

Staff Information 1998-99

Attendance rate: 98.2%   Educational Level – Teachers: Bachelor   37
                                                                                            Masters   12
Gender: Female   46   Masters+30   5
              Male   16   Masters+60   6
                                                                                            Doctorate   2
Ethnic: American Indian   3
              Asian   0   Years Experience: 0 through 3   20
              Black   14   4 through 10   17
              Hispanic   1   11 through 20   13
              White   44   20 Plus   12

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Site Visit

On my initial visit to Metropolis Middle School, I visited with the principal to inform her of my study. During this visit we discussed possible teacher candidates to interview for the case study. The principal granted my request to conduct the study as well as interview general and special education teachers, to observe instruction in the inclusive classrooms and grade level team meetings, to informally discuss inclusion issues related to the systemic change with school personnel and to review site documentation where available. The initial visit also included a grand tour by the principal showing the classrooms, conference rooms, labs, media center and latest technology through out the site.

Respondents

The respondents were two department chairs for regular education, four regular education teachers, and two special education teachers, one of whom was a department chair for special education. The two department chairs for regular education had taught for more than 20 years in public education at this site. For the special education department chair, this was her first teaching assignment and she was in her eighth year of teaching, while the other special education teacher had 19 years teaching experience. One regular education teacher had also taught 20 plus years while the other three regular education teachers had all taught approximately 8 or 9 years. All the teachers were teaching at MMS before the change except two regular education teachers who came during the first year of the implemented change. The individuals interviewed or observed have been given pseudonyms, the regular education teacher's pseudonym with the letter R, and the special education teacher's pseudonym with the letter S.

The regular education teachers were Ms. Rightguard, Ms. Regular, Ms. Rightward, Mr. Ryan, Mr. Renew and Ms. Rally. Ms. Smith and Ms. South were special education teachers.

Ms. Rightguard

Ms. Rightguard was the department chair for Language Arts and received her bachelor's degree from City University in Elementary education with a minor in English. She completed her master's degree in counseling from State University in 1985. Ms. Rightguard has had various teaching experiences, considers herself a seasoned teacher and has taught for 20 plus years, the majority of them at MMS.

Ms. Regular

Ms. Regular stated she has lost count of how many years she has taught but believes it is around 24 years. She has an undergraduate degree in elementary education with an emphasis in history and a minor in history. She completed a master's degree in secondary education, but added she also has a reading certificate. Ms. Regular had taken a four-year leave of absence from teaching before returning to the education arena. She has been at MMS for seven years.

Ms. Rightward

Ms. Rightward's first job experience after graduating with a bachelor's degree was in the business world. After working there for seven years she decided to enter the teaching field and completed the educational part of her degree at State University. MMS was her first teaching experience and she came the first year of MMS implementation of the change.

Mr. Ryan

Mr. Ryan has been at MMS 25 of the 27 years he has taught. He considers himself a big brother to all his colleges at MMS. He has a Bachelor of Science degree in psychology with a minor in biology and a master's degree in guidance and counseling. Mr. Ryan stated he has seen many perceived changes come and go but witnessed very little change until the principal came to MMS and initiated her change process.

Mr. Renew

Mr. Renew graduated with a bachelor's degree in math from State University but did not go into teaching until a couple of years later. His first teaching experience was at MMS and he started during the second week of school, which he said contributed to an unpleasant first-year experience. The principal hired Mr. Renew and he has done all of his teaching at MMS.

Ms. Rally

The principal hired Ms. Rally during her first year at MMS. Ms. Rally had just graduated from State University with her bachelor's degree. She remembers that several teachers requested transfers at the end of that first year when the principal position changed at MMS, in comparison to only one teacher asking for a transfer this year.

Ms. Smith

Ms. Smith graduated from state university with a bachelor's degree in elementary education and a minor in special education. She also holds a Master's degree in counseling. Ms. Smith began her teaching experience at MMS, becoming the special education department chair during her third year of teaching. Her only teaching experience has been at this one site.

<u>Ms. South</u>

Ms. South has approximately 20 years experience in education. The principal

hired her during her first year. Ms. Smith commented that when she first came to MMS

she thought she "had died and gone to hell," because the school was out of control in

more ways than one. She was "stuck" in a trailer prefab building in a self-contained

classroom with 10 students with mental retardation all day long. Ms. South has a double

major in special education k – 12, with an elementary k – 8 certification. Her master's

degree is in counseling.

<u>Reporting</u>

Data presentation is organized with the emerging themes of (1) perception, (2)

processes, and (3) outcomes. Perceptions were the belief system of each participant,

information regarding what they perceived happened, who was responsible, and why the

change occurred at Metropolis Middle School. Process included how the participants

thought planning was done for the change, and by whom. The respondents discussed the

roles that individuals played, how individuals were involved and what support was given

for the change process implementation and follow through. Outcomes involved what the

participants in this study thought happened at their school.

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

When staff members were asked about what happened at Metropolis Middle

School, teachers were quick to provide responses. Ms. Smith, a special education

teacher, responded by telling me that after the new principal came there were a lot of

changes, specifically, the inclusion program.

I think everything became different underneath her. Totally different. We

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changed to the inclusion program. That was one of the really large changes that we made. I remember the first year she was here, everybody changed classrooms. Then we went to the inclusion program where all the special education teachers lost their classrooms. (1-28-98, 4)

"Definitely the inclusion," stated Mr. Ryan, a regular education teacher who felt very strongly that a lot of change occurred (2-22-98, 3).

When asked who was responsible for this change to inclusion, the responses were two fold: the principal and teachers. Although two teachers mentioned they thought that lack of space also contributed to the reason the change occurred.

Principal was responsible for the change

When describing what happened, various perceptions were discussed as to how the principal was responsible for the change at MMS. Leadership, attitude, personality characteristics, and a change person were cited as contributing to what happened. For example,

Ms. Smith, stated,

there was just this whole attitude of how can we make this happen? This is what we want. How can we make it happen? That's the one thing I've noticed, like with our principal, it's like this is what we want. This is what we've got to do to get it. So I think there's a real positive in that strong . . . . it's just a real strong leader . . . . just kind of able to persuade. (1-28-98, 8)

Ms. Rightguard, a regular education teacher shared her thoughts about who she thought was responsible,

A principal that came through that was very dynamic, very much a change

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person. She did sit the first year, which was very wise and did not make any moves and got to know her people, before she started to put the moves on anybody. I would say that second semester was when she had met enough of us as groups and as individuals to start talking. Knowing who she was going to have just simply say 'come on let's do it.' I was one of the people that simply said no way I was not interested in that much of a change. (2-3-98, 3)

Mr. Ryan added,

We have a principal who is very dynamic, very innovative, almost possessed to be the best. She has very high expectations and if you don't want to play the game then you probably best be moving on. (2-11-98, 3)

Mr. Renew thought Dr. Pride was responsible,

Well, I know she was a key player, she was always pushing for this school to be the best and what reminds...and what her ideas were to make it the best, she was always pushing....push, push, push... (4-1-98, 19)

Ms. Regular continued discussing the principal's responsibility for the change,

It was through our principal's leadership that the change had come."

(2-2-98, 3) I think she has the kind of determination like a dog with a bone. She gets a hold of it and she is determined. She has a knack of knowing her staff, she knows where our different gifts are and she can pull from different ones on the staff and can lead them that way. She had a good knack of tapping into the right people. (2-3-98, 28)

When I asked her to clarify who was responsible for the change. She answered,

I think it goes back to her vision because you knew what she wanted. (2-3-98,

40) So we all, I think, she was the visionary and she started us on the path and then once we were on the path of this change then it fell to us. (2-3-98, 62)

Teachers were responsible for the change.

While respondents indicated the change came about because of the principal, they were also determined in their opinions that teachers were responsible for the change. Mr. Renew clarified this by saying

the principal was not the only one responsible for the change though,

> I know that if something good does happen it's not because of one person. Its a bunch of people. A key player giving me the strength to stay, give me the confidence, give me the ideas, was my department head. And I don't think it has to be a key player that is pushing to make the school better. It can be just a teacher helping another teacher, giving them confidence, which in turn will build confidence. (4-1-98, 25)

Ms. South, a special education teacher, also felt change was brought about because of teachers, specifically veteran teachers.

> Some of the older teachers. That were really set in their ways. I mean really the older teachers. Well, for one thing they were real supportive of it. And they would lead with the best of them, when we didn't. And have ideas and suggestions. (2-12-98, 137 – 149)

Mr. Ryan made comparable comments of veteran teachers being key players.

> The old-timers . . . basically the department heads. She (the principal) knew she had to please us first. She runs this place; there ain't no doubt about that. She empowered us too. She rewarded us with what she could. We were told

we were empowered. Sometimes she calls us the elders. Which is basically

the people that kind of ran the school or at least thought that they did. And she

had to have us on board if it was going to work. I've heard her say that more

than

once. (2-11-98, 97 – 109 & 121 - 123)

When I asked Mr. Ryan could you have a successful change without the principal's high

expectations, he explained,

We all have a role to play. I mean, we have some teachers who are very strong

and very innovative too. We did an awful lot of typing and awful lot of

talking, and awful lot of heading up committees, and an awful lot of plain old

people to get jobs done and those kinds of things, besides the principal having

some other soldiers to do the work. (2-11-98, 193 – 195)

I asked him what roles did the soldiers play (i.e., veteran teachers) ,

You are not gonna probably get the rest of the soldiers, the privates or

whatever. The rest of them will not board if you do not have some of the

captains or generals on board. If the department heads and the people in the

departments, you also enable them, I mean you are not going to do it all, so you

give . . . (2-11-98, 201 – 204)

I asked who is not going to do it all? He clarified,

The department heads and obviously not the principal. It is kind of handed

down. So that each one is doing their part. You spread it around. (2-11-98,

205 – 208)   I do not see change happening unless you get a very strong

person that is willing to insist that change happen. If it is left up, there is too

many people that are comfortable and are not going to change. (2-11-98, 334 – 335)

While Ms. Rightward credited everyone but also specifically giving credit to two veteran teachers by saying,

> I would say everyone that I came into contact with was a key player. (2-10-98, 15) We were all in it together. It was new for all of us. (2-10-98, 16) In the math department, we had two teachers who had taught for 20+ years, and they had seen a gambit of changes. They were very supportive. (2-10-98, 24)

Three teachers seemed to give global responsibility for the change to not only the principal and veteran teachers, but also to a group of teachers.

Ms. Regular expressed,

> Anytime there was a change put before us, there would be of course, a group that was totally against it. Those were the ones that were basically negative on most anything and that this would never work. There was a group that well, like wait and see, maybe, . . . we'll just see how it goes we won't make any judgements and then of course there was a small group that would be ready to make a change. And so I think our principal of course, went with that small core group and led them. Then the ones that were undecided you know would be able to see what was going on, where they were meeting and change their minds or make a decision. (2-3-98, 78)

Ms. Rightguard remembers that the faculty were responsible for the change.

> She (principal) was very up front. If you don't want to buy into this, I am going to help you find another school. Because we had decided this as a group,

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as a family. We want people to work together who are willing to give it an

honest chance. She wasn't saying that we had to do it, but we did have to be

open and give it a change and there's a difference there. (2-3-98, 74)

Lack of space

It should be noted that a lack of space was the opinion of two respondents on what

had happened at MMS. They believed the idea of an inclusion program grew out of the

fact that Metropolis Middle school was out of classroom space for students. It was an

idea that had been brought up and something that the principal looked at along with a few

involved teachers. By implementing inclusion, it meant that several of the special

education teachers would give up their classrooms, thus creating needed classroom space

for MMS's growing student population.

Ms. Smith explained,

I think it grew out of the fact that we were out of space and it was an idea.

(1-28-98, 9)

Mr. Ryan agreed by saying,

It also had to be done. There wasn't any choice, we were out of room. There

really wasn't a choice. (2-11-98, 30)

Processes

After providing me with an idea of what the teachers believed happened at MMS

and why, I asked how MMS went about implementing the change. They told me what

planning was done and by whom, what support was offered, and how individuals were

involved in the process.

<u>What planning was done</u>

The respondents gave several integrated factors that were important to the planning that was done. Planning for the change to inclusion involved special education, regular education teachers, administration and some from the district's central office staff. In the planning and implementation, teachers believed workshops, meetings and schedules contributed to the change processes. Additionally important in the planning process, were committees and surveys, which created opportunities to gain information and organize.

<u>Gaining information and organizing.</u> Opportunities for gaining information were given through attending workshops and participating on committees or in surveys. Through these processes the teachers continually educated themselves and evaluated what they were doing and where they were going. Ms Rally described the process as,

> You have your vision, so then you have to have people around you to share
> your vision. Then you need to be able to educate those around you that don't
> see your vision. . . . you need to educate them. You need to implement your
> vision in small steps. If you make people comply with the plan, they are going
> to take it to heart. I don't know what the terminology is, but they will, if you
> involve people if you involve others in the plan. I think the plan will go. It's
> like we are continually evaluating what we're doing and where we want to go.
> (4-24-98, 68)

Committees played an important part in how the planning was done. Mr. Renew explained,

> Everybody was put on a committee. She never really forced anything on you.

It was always a choice. But, she did want to get everybody involved by putting

them on a committee. (4-1-98, 27)

Ms. Rally did not list specific procedures that had been used to accomplish the

change. However, she did discuss the importance of meetings, workshops, and

information.

When we started inclusion we met about it. We had lots of teachers meetings.

Are we going to do it? How will it work? There were lots of questions and

then after we decided that would be the way to go, then we had lots of

workshops. We attended workshops. Because we were doing it as a building

we had lots of speakers come to our building. There was a lot of intensive, I

don't want to use the word training, just a lot of information given out on how

it could be done, especially since we have such a large population. How it

could be implemented. (4-24-98, 4)

Information at MMS was gained through workshops, and faculty meetings. Teachers

spoke of encouragement, without giving specific procedures in describing the change

process. Ms. Rightward said,

I know that the entire administration, the principal, assistant principal,

everyone at the top was very supportive. Encouraged . . . workshops,

encouraged you to speak with others who taught in this type of atmosphere

before. (2-10-98, 14)

Ms. Rally described the gaining of information this way.

She (the principal) was very good at getting special education people in here that

could present information. That could show us . . . we got workbooks or

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handouts . . ....we got a wealth of information. That we went over in those

meetings, that we could read over on our own. Then if we had questions they

could come back, you know, I mean it was just like ...it was like taking a

college class. (4-24-98, 19)

Ms. Regular added,

We went to workshops and we talked to people. (2-3-98, 56)

Committees and surveys played an important part of the process by providing various

avenues for participants to communicate understanding and developing the procedures

necessary for the change. Mr. Ryan stated,

Through the surveys, the committees, different types of questionnaires and

those kinds of things. A lot of the ideas and suggestions come from whatever

the education service center, or the community or the school board, or you

name it. (2-11-98, 19)

Ms. Regular expressed that surveys and planning committees were strategic,

I know at the very beginning there was several surveys as far as how we

wanted to be, how we wanted to go about the changes. (2-3-98, 13) Of course,

we have a hard time getting this particular community to become involved, but

all the planning committees that I have been on have at least two parents on the

committee. And there would be fliers out and they would have evening

meetings for the parents to come and find out what was going on and the

changes." (2-3-98, 69)

Part of the organizing was developing consensus and taking surveys. Ms.

Regular added,

Usually the initial proposal would come to the principal and then we as

teachers would vote but she would take surveys. . . . . We did surveys with

teachers and surveys in the community in the beginning, whenever there was a

big change here with the inclusion program or the changes that we made.

(2-3-98, 70)

How was the planning supported?

Two perspectives were expressed: administrative support and teacher support.

The principal demonstrated support through one-on-one communication, by educating

and engaging teachers, and through teamwork. The principal created opportunities for

communication, education, work, and development of teams.

Administrative Support. The principal used one-on-one opportunities to build

support. Ms. Smith described the principal as building each teacher one at a time, like a

pyramid.

> I think she slowly began, I mean people were definitely against that. They
>
> were definitely against going to inclusion. And I think just one on one, rather
>
> than coming in front of the whole staff and saying this is what we are going to
>
> do. We're going to go to inclusion. It was more like bringing in people one at
>
> a time saying this is what I'm thinking about deciding. What do you think? So
>
> that it didn't become everyone getting together, saying this is terrible. We
>
> can't do it. It was more like, I think . . . . when you get that individual support
>
> involved so you can hear what they have to say. If they're worried about it or
>
> concerned and then work on that and go from there, kind of like that pyramid
>
> thing. Build it one at a time. (1-28-98, 9)

Support by the principal to counter resistance by teachers, demonstrating one-on-one, educating and engaging support, was explained by Ms. Rightguard,

As far as meeting with individuals, you know how resistant I was to the change. It was always . . . . she (i.e., principal) would throw letters in my box, she would, you know, readings that she had read, it was always somebody talk with me. Let's do lunch, or, how about you know, let's go get a Coke after school or something like that. (2-3-98, 26)

While discussing support offered to the staff during implementation, Ms. Smith was very certain about the principal support,

If you don't have your administrative support, then you can't do this. I mean unless you have everyone on your team giving %100, I don't even think then, if you didn't have an administrator saying okay. Because she changed the physical problems in the building, she changed the time, I mean she had the authority. (1-28-98, 56)

Support by the principal was described by Mr. Ryan,

We have gotten good support and a lot of it is because of the leadership with the school and principal, very good and what we have to have. I would say it's assertive. It's demanding. You put up with no nonsense. She is also very supportive and it's also very enabling. She'll keep you busy. (2-11-98, 4, 9, 81-86)

The process on how and what kind of support was given to those involved was summarized by Ms. Smith as time to work and develop teamwork,

She can get people motivated . . . people to do things . . . I know she was like a

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PE teacher . . . she didn't yell at us, she never did that, but you see these

coaches yelling at their teams . . . . I want you to do this and this and this and

they get up there and do it. It's kind of that, that same thing; it's just a way of

getting your team to do what it is that you want. She tried to promote us to

create this like family. We got to meet everyday, and we got an extra plan,

which is something we didn't have the year before. We kind of got into

groups, that met every day. We just got real close. It gave us time to talk. (1-

28-98, 31)

Teacher Support. Even though consistently the teachers pointed out the principal

as being the strong person needed to lead the change, they were just as quick to point out

that successful change can not take place if the faculty does not consent. If the faculty is

not part of the on-going decision-making in the change process, this could make or break

the success of the change. As stated by veteran teacher, Ms. Rightguard, when I asked

her to clarify teachers being able to make or break a program,

That is the truth. If teachers do not get behind it you may as well kiss it

goodbye. (2-3-98, 65)

Teachers seemed to be compelled to always give credit to the principal for the idea to

change, but once that was out of the way, they gave true credence of support to faculty

consent. Ms. Rally stated,

Well, it was a decision that we made as a building, it was her (i.e., principal)

idea. In fact all the changes we made in our building either someone comes up

with the idea, usually, it probably has been the principal. But no changes have

been made without faculty consent. So I think that has a lot to do with success

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with things that go on in this building. It is going to have to be something the building decides they want to do. If its something that just one person, the principal decides this is what we are going to do, then I think there is going to be more hesitancy on the staff. But if they feel their part of the decision-making, I think that is the most important part. Having your staff involved in what is going on. (4-24-98, 4)

Agreeing with the importance of department head leadership, Ms. Rightguard stated,

You need strong people to lead, not necessarily bully their way through, strong doesn't mean bully, strong means they're, familiar with their material, they are respected by their colleagues. They're to take on the responsibilities. It's a delegation of responsibility by the principal. And I think by doing that the first year, she was pretty much able to see who could and who couldn't carry out things. Of course, you want your strong in that turf and within the definition, you always want your strong people at the fore front. Because they're the ones who are going to put in the extra time, the extra effort to make sure that it is successful. (2-3-98, 19)

Ms. South believed it was her role to support it,

It is part of my role just being a teacher, I was supportive. (2-12-98, 166)

Outcomes

When considering what happened at MMS, what planning was done, and how support from those involved played a role in the success of their change to inclusion one theme was evident, the process itself. An environment was created that allowed everyone in the MMS educational community to construct meaning together and that led the

teachers toward a common purpose about inclusive schooling. Not just for delivering instruction to students but for teachers as a faculty. The change process itself was an outcome.

The Process Itself

Meeting daily during the team plan insured the consistent time needed to communicate and build trust. As the participants searched for meaning of the change process, they learned to make sense of what was being talked about together. They learned to share their ideas, experiences, and insights with one another, which allowed them to create new ways of thinking that split from the old ways of thinking they were comfortable and familiar with. Ms. Regular described it as,

> I don't know that it was other teachers or the principal, it was just I saw what they were doing and I think as I became more knowledgeable of the change, of what to expect and what to do, then it became less, I guess fearful to me. I saw what they were trying to do. I saw the rightness of the plan. (2-3-98, 88)

When asked to clarify the rightness of the plan? She responded,

> Cause it would all boil, of course, to what was best for our school population here at MMS. It caused the regular education teachers and the special education teachers a lot more to educate each other. Really neither one of us knew what we were doing in the classroom, so that was good, we were educated in that way. It caused the change and even as we started inclusion and started working together, we were still educating each other on what needed to be done. It was just a process of change in helping each other. (2-3-98, 94)

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Communication

The teachers clarified the importance of communication process within and across teams, faculties, and the principal, daily and weekly. They stressed the fact that the two went hand-in-hand. The teachers seem to think it was as important for the principal to "stay in tune" with the teachers and their team process, as well as it was for the teachers to "stay in tune" with other teachers through their teams and their fellow teams in the evolving change process. It was a way for all to communicate, everyone had to participate, and everyone had to report back to the principal.

Not all teachers liked the communication process but none the less they cooperated. Mr. Renew explained,

> Well, we had, and the teachers have griped about it, but we had faculty
> meetings every week. She could express her ideas and her thoughts that she
> may have experienced through the week. And what she wanted to tell us.
> Everybody was put on a committee. She never really forced anything on you.
> It was always a choice. But, she did want to get everybody involved by
> putting them on a committee. And once they were put on a committee they
> had the choice of electing who whey wanted to be chairman. She would
> always plan for you to have a report.

The veteran teachers were significant in this communication process outcome. They gave direct reports back to the principal, thus developing an open, reciprocal line of communication. An example given by Ms. Rally,

> The department chairs would meet with her (i.e., principal) on a regular basis.
> This has come up or that has come up and if they felt like they needed

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guidance, well then they got it from her. Having an open line of

communication was important in every instance. I think. (4-24-98, 21)

Ms. Regular commented,

> Through our meetings. Through surveys. Good communication was
>
> developed in this school so that's a change. (2-3-98, 148)

In agreement was Ms. South,

> The main key is just visiting with each other, communication, just talking
>
> about it. I mean it was just, you know, you have to put it on the table and talk
>
> about it. It is like discussion. Sharing ideals with each other. What works
>
> and does not work. (2-12-98, 192)

Team

Consistently through the responses of the participants was out of the opportunity

to dialogue with peers daily came the direct outcome of team development. The result,

the development of faculty closeness, referred to consistently as 'like a family.' Ms.

Rally explained it as a 'get-to-know-you process,'

> What we would do is that we would meet every day. She fixed the schedule
>
> so we would have two plans. A personal plan and then a department plan. We
>
> met every day as departments to say, "What did not go right?" "What can we
>
> do differently? What went well? So we can repeat it. It was just meeting,
>
> meeting, meeting, when you meet in small groups like that and you work, you
>
> know you work with the same people, you learn their personalities. It's a get-
>
> to-know-you process. (4-24-98, 12)

Mr. Ryan felt the staff was really close and that if anybody came to MMS, they would

feel like family after a while. When asked did the change process have anything to do with whether they got close or not, he responded, "well, teaming had a lot to do with it obviously." (2-11-98, 250) Ms. Smith stated the outcome was clear,

> It's more of a team now. I think the whole school's a team. I think there is a
> lot of unity here. (1-28-98, 41)

Changed Instruction

An outcome component of teaming was co-teaching in a classroom. Co-teaching changed the way instruction was delivered to students. Instead of classrooms having one teacher responsible for instruction, classrooms had two teachers delivering educational instruction to students. Ms. Regular comments,

> I can remember the teachers role modeling the co-teaching and whatever, you
> know. Now if there was a big, you know, change and being educators, for some
> people, are notorious resistant to change. (2-3-98, 51) I think that working with
> another teacher was one of the biggest hurdles for most of the teachers of this
> school. (2-3-98, 52) I think we all love, maybe I shouldn't say we loved, but I
> really like having the co-teacher in there co-teaching. (2-3-98, 95)

Co-teaching was a definite outcome of the change process. Ms. South pointed out,

> Well, for one thing, you probably came from a school with one teacher, and you
> are going to visit our school and see that instruction is given by two teachers
> instead of one. And then you will wee that the role gets played by both
> teachers, instead of one. (2-12-98, 177)

Student outcomes from the change process

Two outcomes apparent resulting from the change process were less discipline

issues and better test scores overall. Ms. Rightguard thought students came out the better because of the change,

> Kids are no longer ostracized. We do not have . . . . I really see a decrease in the fights, in the discipline, maybe it is that the kid's needs are getting met better. (2-3-98, 10) But as far as what is in the building, I just thin it is calmer and I think that has to do with the fact that their needs are being met. There is something, there is an area of success, we are reaching them at their level. (2-3-98, 11)

Mr. Ryan stated, Definitely the changes in discipline were very noticeable to the people here. (2-11-98, 88)

Ms. Regular agreed, The discipline I see is better . . . . (2-3-98, 67)

In the state of Oklahoma, the legislature holds schools accountable by looking at their National Percentile Rank Scores on the Iowa Test of Basic Skills (ITBS) and the Oklahoma Core Curriculum Test. Many things may be achieved through a change process, but student scores are still the determining factor if a program has been successful or not. Documentation revealed test scores of students at MMS generally improved overall. It could be debated as to how significantly they rose, but if you use the ITBS scores and the Oklahoma Core Curriculum Test as an indicator of success or failure, the outcome would indicate success based on improving scores. See Table 3 and 4.

Table 3

MIDDLE SCHOOL DISTRICT SUMMARY

IOWA TEST OF BASIC SKILLS

NATIONAL PERCENTILE RANK SCORES
GRADE 7

	96-97	97-98	98-99
Reading	51	48	49
Language Arts	56	49	51
Mathematics	49	47	48
Social Studies	48	51	56
Science	47	46	49
Composite	50	49	51

NATIONAL PERCENTILE – 1998-99
ETHNIC DISTRIBUTION – GRADE 7

	Composite	Reading	Mathematics
American Indian	49	50	45
Asian	52	43	58
Black	30	29	29
Hispanic	37	36	36
White	63	49	62

OKLAHOMA CORE CURRICULUM TEST

PERCENT OF SUCCESSFUL STUDENTS

GRADE 8

	1996-97	1997-98	1998-99
Mathematics	60	56	59
Science	67	69	69
Reading	62	64	73
Writing	90	92	94
U.S. History	48	52	56
Geography	NA	35	39
Fine Arts	NA	NA	42

Table 4

METROPOLIS MIDDLE SCHOOL

IOWA TEST OF BASIC SKILLS

NATIONAL PERCENTILE RANK SCORES
GRADE 7

	96-97	97-98	98-99
Reading	34	29	33
Language Arts	34	36	40
Mathematics	34	36	36
Social Studies	41	34	36
Science	32	28	35
Composite	40	34	43

NATIONAL PERCENTILE – 1998-99
ETHNIC DISTRIBUTION – GRADE 7

	Composite	Reading	Mathematics
American Indian	36	30	39
Asian			
Black	37	26	30
Hispanic	37	27	32
White	52	43	50

OKLAHOMA CORE CURRICULUM TEST

PERCENT OF SUCCESSFUL STUDENTS

GRADE 8

	1996-97	1997-98	1998-99
Mathematics	26	35	35
Science	35	56	58
Reading	40	43	56
Writing	69	81	94
U.S. History	20	27	30
Geography	NA	17	15
Fine Arts	NA	NA	19

Arrangements were made for me to complete observations of two team meetings, science and math. Three interviews had been completed prior to my observation of the science and math team of teachers.

I arrived at the school just before the beginning of the 2nd class period, which was the hour the science team met each day. Mr. Ryan, the department chair was already in the meeting room. He explained that one of the changes that had occurred since going to inclusion was that the special education teachers gave up their classrooms which allowed for 5 team meeting rooms to be available.

The science team meeting room was neatly arranged and had 2 large desks with computers, 4 long worktables, placed in the center of the room, a telephone, and copy machine. As the second hour began, teachers started entering the meeting room. Within 10 minutes or so all the team was present, seated around the worktables were 3 science teachers and 2 special education teachers.

Mr. Ryan began the meeting. The first orders of business were discussions on how the cooperative work groups were going with the students, future assignments, difficulties students were having and how the teachers were making accommodations for those particular students and finally what kinds of discipline concerns were happening. The observation confirmed comments that were made by Ms. Rally, Ms. Regular, and Ms. Smith. The dialogue that took placed seemed genuine, spontaneous, and teachers appeared to feel comfortable enough to discuss just about anything.

The leadership of Mr. Ryan was very apparent. He led the discussions, took notes, asked questions, and seemed to move the meeting along. This validated various

comments made by the teachers about the input of veteran teachers. Mr. Ryan was not only the department chair but has been at Metropolis Middle School for 25 years. At the conclusion of the hour the meeting was adjourned, but the teachers did not leave immediately. Teachers began individual conversations with each other. One went to the desk to make a parent phone call, while another went to the copier and began copying materials.

I visited with a few of the teachers individually and they discussed various modifications and accommodations they were trying in their rooms with different students. When the teachers began to disperse and work individually, I asked Mr. Ryan what he would do with the notes he had taken. He explained to me that he would turn them into the principal and added that he did this on a daily basis. He commented that often the principal would call him in just to discuss various things she had read from their team meeting notes and some times she would show up at their team meetings to reflect on things going on in their department. All this seemed to reflect that there were reciprocal communication opportunities occurring.

My second team observation occurred during 4th hour when the math team met. They too had a room designated as their team meeting room. It was appeared a little more unstructured than the science office. The room had 3 teachers desks with computers, a telephone, and a copy machine. Along two walls were wall units of cubicles stuffed with various boxes of manipulatives, books, and folders.

When I got to the room three teachers, including the math department chair were already there and the others arrived shortly there after. There were 4 math teachers and two special education teachers. The department chair began the meeting. Their first

order of business was to put individual work into each students's folder. They explained the process to me as they worked. The students had different colored folders depending on which grade they were in. This helped the teachers to quickly distinguish the 3 different grades. Then each student would have basically the same assignments, but students who had special needs might have different assignments as closely aligned to the regular curriculum as possible. Some had the same assignments, only shortened, while others might be working on a lower math function all together. The teachers further explained their expectation that this was good for the student's self-esteem, because they each did not know what the other was working on.

As the teachers were taking stacks of folders and stuffing assignments into each, the discussions, much like the science team went on. I did not see the department chair take notes as Mr. Ryan did, but she appeared to move the discussion through questions of what was going on in each individual classroom and what seemed to be working and what wasn't.

The hour seemed to pass quickly because there was so much activity going on. After the team planning period was over, I discussed with the department chair how she would report this daily meeting. She told me that she would write down notes on her personal planning period, which was just starting, and that she too would turn them into the principal. She also confirmed the availability of opportunities for the various teams and individuals to communicate with the principal.

On a separate occasion, after I had completed all my interviews, I had an opportunity to observe a weekly faculty meeting held after school on Monday. The meeting began in the library as soon as the last student was put on their perspective buses

for home. Teachers explained to me that everyone hurried quickly on Monday because the sooner they got started the sooner they could go home.

The principal began the meeting with announcements of things going on in the district and with individual staff members. The principal pointed out various housekeeping duties that needed to be done before the end of school. The major item of business was the end of school faculty retreat. At previous faculty meetings, items had been discussed about what they should work on while at the retreat.

This year's faculty retreat will focus on the possibilities of going to a year round school. A volunteer was taken from each team to help formalize research data to take and review at the retreat. Teams were instructed to collect research data to support their opinions as to whether it was in the best interest of MMS or not to change their schedule to year round.

There was a profusion of low level conversation going on at each table in the library. This topic created a surge of recipriocal communication among staff members. Ms. Rally, a veteran teacher, asked if the finally decision would be made at the retreat. The principal answered with a definite yes. The decision as a faculty had to be made at this week's retreat so that students and their parents could be informed before the next school year began.

The conclusion of the meeting was spent on teachers deciding what food would be brought to the retreat and by whom. The faculty seemed to really enjoy this part of the meeting. There was plenty of discussion about who teachers wanted to bring what. They explained to me that certain people had favorite dishes and were always asked to bring them when they had a gathering that would require food.

Summary

The perception the staff had of the change seemed three pronged. A third saw themselves resistive to the change at first. But they expressed they came to embrace the change once they had more information. The other third were somewhat like this third except they did not describe themselves as resistive. They characterized themselves as in the middle, waiting for more information and observing other fellow teachers. The final third saw themselves as totally accepting the change process, maybe already having adequate knowledge or possibly having worked in a similar environment prior to the change.

The need for change, according to the respondents, was a collaboratively arrived at idea conceived by the principal and teachers. Not only were they running out of classrooms, they were being met with a growing population, and a significant number of the student population was diagnosed with special needs as well as being at-risk students. Interviews with teachers, review of documents and observations of the site verified this.

The department chairs and teachers felt they were given opportunities to become informed by listening to various knowledgeable speakers, attending workshops, and visiting other school sites. They also felt they were listened to and therefore, they had a direct effect on the decisions made toward the change process.

Extensive training and planning was done for six to eight months with various staff members before the change process began at MMS. Major changes were designed and implemented by the principal and teachers during the first year of the inclusion program, such as, 1) creating two planning periods rather than the traditional one planning period a day; and 2) allowing time for department groups to meet on a regular basis along

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with daily communication reports to the principal about issues and concerns of implementing the change. Support during the first year of MMS's implementation of its inclusion program came mostly from the principal with significant help from veteran teachers.

The process that MMS used to make the change to inclusion began by the principal discussing it with a few teachers individually. Through these one-on-one discussion sessions with both regular and special education teachers, the principal identified those teachers that were receptive to the idea of change. These teachers were then brought together as a small group to continue to collect information, discuss various options, and, most importantly, to promote the idea of change. The end of the school year had exposed the entire staff at MMS to the change at least once if not more by either workshops, in-service, or an on-site visit to another school demonstrating the inclusion program. Teachers not willing to give the change a chance were given the opportunity to request a transfer to another site within the school district. This allowed the principal to hire replacements who were receptive to the change process that was about to be implemented.

The scheduling of an extra planning period each day helped promote the atmosphere for the staff to have ample time to devote to procedures they might need to create successful change. Workshops, in-services, and continual dialogue were planned and scheduled, based on input by the teams and based on their daily reports back to the principal. The on-going process of change required: principal and veteran teacher leadership, a common vision, plenty of information about the change, teaming along with the time to team and open communication among all those involved in the change.

MMS did extensive planning for the implementation of inclusion both before the change and after. Open communication continually grew, as time for teaming allowed teachers to bond. This ultimately fostered communication, from teacher to teacher, from department chair to teacher, department chair to principal and team to principal. The by-product was an opportunity to be an active part of the decision-making which the principal embraced by reading and listening to the staff's daily reports.

Respondents in this case study talked about the wide array of support that was given the teams to help them succeed in the change process. The principal had great influence on the process at MMS, but realized she had to have strong leadership from her department chairs who were knowledgeable and who embraced the change.

Successful change was an outcome of the process itself. The staff thought the faculty became a more cohesive group, like a family, co-teaching, and working together to create the change to inclusion. Daily planning periods demonstrated that members felt comfortable to discuss issues and concerns whether good or bad and have their department chair report this to the principal.

The respondents confirmed that planning for the change to inclusion was achieved through training, open communication, and team building. The processes provided the entire staff with the necessary information for implementation. The staff also had the opportunity to participate in site improvement plans and staff development.

An additional outcome was that of higher standardized test scores and lower discipline problems. The teachers directly attributed these to the change to inclusion. The teachers expressed that they thought it was a result of their teaming effort that they as teachers were better able to meet the needs of the students.

Overall, the participants in the MMS case study thought their change process to inclusion was a success. The process itself brought about a significant increase in reciprocal communication among the administration and the teachers which brought the entire faculty together as a team. All the teachers felt that the staff had benefited from the change and had created a collegial cohesiveness somewhat like a family. Additionally, the data reflect that whatever changes took place at MMS, they were strategic in producing higher student achievement and fewer discipline suspensions.

Data

The collected data from the explanatory case study appears in the categories of (1) perspectives, (2) processes, and (3) outcomes.

Perceptions

The participants at Metropolis Middle School shared similar descriptions of the successful change process of inclusion that occurred at their site. Each expressed that by making this change of educating students with disabilities in the regular classroom, multiple other benefits were achieved that were directly related to the change. Each felt very strongly that a lot of change had taken place.

The teachers all gave tremendous credence of the inclusion change process to the principal. Their opinions described the principal's personality traits, desires, and attributes. The principal was depicted as dynamic, no nonsense, and innovative, while her desires were characterized as assertive, determined, and demanding. The principal's main attributes were a wealth of knowledge, knowing where to get the right information, the right people to contact, and knowing how to distribute information to those who needed it. She seemed to have this ability to understand her staff and tap into the right

people. The teachers surmised that her leadership was one of high expectations of her staff, being able to describe the vision of what the change would look like, while lending the support and being a significant key player in the change process.

While confidence was being expressed by the teachers in the influence of the principal on the change process, several indicated the veteran teachers were also influential. Speculating that no matter what traits or abilities the principal's leadership possessed, without veteran teachers on board the change could not take place. The confidence factor went beyond that of one person's dynamic personality or abilities. The opinion was that veteran teachers had to buy into the change concept and lend their support, ideas, and suggestions on how it could be achieved. Then this factor seemed to build with confidence looming from the veteran teachers or department chairs, to other teacher team members gathering confidence from their leadership and empowering all to embrace the inclusion change process.

Each teacher shared the belief that the decision to move toward a more inclusive educational model was highly influenced by the principal. They expressed consistently that the principal used communication influence through small cooperative, volunteer groups and one-on-one discussions. Two versions emerged somewhat simultaneously on how the decision was actually reached. The teachers believed that it was truly a faculty decision, but at the same time expressing that it was ultimately the principal's decision to make the change. A common thought was that if you did not agree with the group decision to change to inclusion, the principal would help them find another teaching job somewhere in the district at another site.

Processes

In the process category, the participants at Metropolis Middle School discussed the planning that occurred before and during the implementation of inclusion. Then they described the procedures they felt the school site had taken toward the implementation of inclusion as well as the types of support given for its implementation.

Each teacher discussed very similar procedures used to implement inclusion. Generally the first year was an in-service year with workshops, meetings and disbursement of information. At the close of the first year the faculty was brought together were the majority thought the principal made the final decision to become an inclusive school environment. Some, however, remember it being a group decision, that they even took a vote. During the summer break, multiple things occurred. Teachers not wanting to participate in the change were encouraged and helped to find another site in the district to teach at. Several new teachers were hired in their place. Schedules were looked at, discussions were held and a new schedule was implemented that allowed for two planning periods daily. The team planning period had mandatory attendance.

A communication system was set in place. Team department chairs were to take notes at the team planning meetings and communicate with the principal daily on what was going well, what was not, and any ideas or suggestions brought up at these meetings. Good communication was perceived to be an additional key outcome. The tenet being that the principal had her finger on the pulse of everything in the school site. She was a master at bringing about discussion, visiting, and communicating. The principal's communication specialty seemed to be her ability to communicate one-on-one with teachers building communication networks and support one person at a time.

Outcomes

A theme that emerged from each of the interviews in this explanatory case study indicated this staff fully believed they had implemented a meaningful and successful change to inclusion. The overall outcome being the process itself.

Another emerging theme was the perception that the teachers at MMS all had a common vision brought about by the process through communication, co-teaching and teaming. There had been multiple opportunities to get information on inclusion when needed. The changed scheduling allowed ample time to team. Open communication developed between all staff members and they perceived themselves to be much like a family. They continued by stating that inclusion was an ongoing process and the each was continuing to make improvements professionally, by teams, and as a whole faculty. Students with disabilities placed in the regular education environment made improvement with the use of new process as shown through district wide and state test scores and discipline concerns.

When discussing outcomes, all the teachers mentioned that support was provided from the top down, bottom up and back and forth. The principal, the department chairs, and teacher to teacher support all contributed to ensure that the outcome of the inclusion program was positive and successful.

CHAPTER IV

ANALYSIS OF THE DATA

To analyze the data presented in Chapter III, the data must be viewed from two perspectives. First, the degree to which individual's participation at the site contributed to the meaningful change (Fullan, 1991) to an inclusion program must be determined. Second, the degree to which the teachers participation in the change to the inclusion program followed or did not follow the four perspectives Lambert et al. (1995) contends are essential to the understanding of a constructivist approach to change must be determined. Therefore, this analysis will center around Lambert et al. (1995) four perspectives essential to ensure successful change to an inclusion program and Fullan's (1991) six components essential for change.

Individual's Participation in Change

"The main agents (or blockers) of change are the principal. The principal is the person most likely to be in a position to shape the organizational conditions necessary for change" (Fullan, 1991, p. 76). To this end, Fullan (1991) believes principals engage in six activities that directly impact change: (1) have and articulate a vision, (2) provide evolutionary planning, (3) take and allow initiative and empowerment, (4) provide staff development and assistance, (5) provide monitoring and problem coping and (6) bring about restructuring. In the sections that follow, data supporting these constructions will be presented.

<u>Have and articulate a vision</u>

The teachers were in agreement that the principal took the lead in getting the inclusion program started and provided the vision. She created a shared vision that allowed the teachers to envision what their school could look like. This shared vision provided direction and the driving power for change, while offering criteria for the teachers to use in steering and choosing how the change would progress.

> You have your vision so then you have to have people around you to share your vision. Then you need to be able to educate those around you that don't see your vision. . . . You need to educate them. You need to implement your vision in small steps. (Ms. Regular, 2-3-98, 160)

The teachers expressed that while building this shared vision they had to be open to different views and perspectives. All the teachers mentioned that the principal maintained a core of well-regarded and capable people to keep synthesizing and articulating the evolving view of the change. The daily reporting of teams and groups back to the principal helped to keep teachers from becoming passive observers. As much as possible the principal allowed for the teachers to have direct experiences with the elements of the change, while providing the opportunity to broaden the number of teachers aware of and committed to the change through communicating about it. The principal helped to build credibility through the use of the department chairs; these leaders helped legitimize emerging viewpoints in support of change.

> You need strong people to lead, not necessarily bully their way through. Strong doesn't mean bully. Strong means they are well familiar with their material. They are respected by their colleagues. They are ready to take on the

responsibilities. You can sit there, hand them something to do and basically let them fly with it and it's a delegation of responsibilities by the principal. And I think by doing that the first year she was pretty much able to see who could and who could not carry out things and of course you want your strong in that turf. And within that definition, you always want your strong people at the forefront. Because they're the ones who are going to work to make sure that once they buy into a process, they're the ones who are going to put in the extra time, the extra effort to make sure that it is successful. (Ms. Rightguard, 2-3-98, 19)

Evolutionary planning

Once the change to inclusion was underway toward the desired direction, the teams adapted their plans as they went along to improve the fit between the change and the conditions in the school. In this way, they could take advantage of any unexpected developments or opportunities. Although, there was a plan, there were no strict guidelines on how to achieve the change.

> After we made all the plans that first initial planning time we knew that the next school year that we would begin. So we sat down and said this is exactly what we're going to do. It wasn't, you know, we knew who we would be working with, how we would be working with them, when we would be meeting and planning. Things that we were going to, you know, exactly what we would do, how to get started, everything was set and ready to go. And then that first year, as problems arose, we dealt with those and moved on. And that we were going to do this and make it work. And you know, we took a look at the end of the

year at what did not work, what we were going to change. (Ms. Smith, 1-28-98, 64)

The teams looked at what was happening, kept to the plan, but learned while they were doing. This flexibility, allowed by the principal, helped foster an atmosphere of risk-taking and a constant opportunity for multifaceted evolutionary planning to take place.

> And then we would just sit down and talk and talk. And every day at the very first since we would meet in departments. What we would do is that we would have two plans, a personal plan and then a department plan. And we met every day as departments to say okay, what did not go right? What can we do differently? What went well? So we can repeat it. And it was just meeting, meeting, meeting. . . . . (Ms. Rally, 4-24-98, 12). . . . . The department chairs would meet with her (the principal) on a regular basis. This has come up or that has come up and if they felt like they needed guidance well then they got it from her. (Ms. Rally, 4-24-98, 21)

Take and allow initiative and empowerment

The principal shared the leadership power with her staff. She supported and stimulated initiative-taking by her teachers, set up a cross-hierarchical steering group, and delegated authority to the teachers while maintaining active involvement in the change process.

> Well, all of us had a big part in it because it meant that all of us had to work with this change, and from this change. So we all, I think, she was the visionary and she started us on the path and then once we were on the path of this change

then it fell to us. (Ms. Regular, 2-3-98, 62)

Collaborative work groups were created through scheduled planning period, which required the teachers to participate in the process. This reduced the professional isolation of teachers, allowed for sharing of successful practices and provided common support. As the teaming allowed focusing them to work together, their morale and enthusiasm rose, which opened the door to experimentation and an increase in productiveness.

> We have a closer faculty because we work with each other more and we have, I
> mean, that's the name of the game. . . . (Ms. Regular, 2-3-98, 63). . . . Time and
> energy, we work real hard, this is a hard working bunch of teachers here. It's
> not that we don't come in at the last minute and leave on time, but we put in a
> lot of time and energy, because the changes mean meetings and re-educating
> each other or the outside world. It takes time and energy. So your staff, you got
> to have a staff that can do that. And give that to whatever it is that you changed.
> That share your idea. Then they will find the time and energy to do whatever it
> takes. (Ms. Regular, 2-3-98, 163)

The continuous communication and joint work provided the continuous pressure and support necessary for getting things done.

> What really helped was the discipline teams....I was talking to other teachers
> who taught my subject, who understood my subject, and who could give me
> different options of teaching. You know, my first year coming in, I was rusty, I
> really didn't know what I was getting into. And, I was talking to teachers who
> had taught for several years and who had presented lessons different ways

because of the different programs that had come through in the past. So, that

really helped me. (Ms. Rightward, 35)

The teachers expressed the enticement of the feeling of being needed, which produced the

high expectations that the principal had. As teachers expectations of themselves rose,

they were encouraged to perform to the best of their ability.

Provide staff development and assistance

The ongoing continuous assistance and regular team meetings with peers allowed

the teachers time to cumulatively develop and learn new concepts, skills and behaviors

necessary for the change to inclusion. The staff commented that the teachers learned best

from other teachers, and the frequent daily meetings and weekly faculty meetings

provided the staff time to interact. These allowed opportunities to do staff development

and assist teachers if and when necessary.

> "I think the main key is just visiting with each other, communication, just
>
> talking about it. It is discussion, sharing ideas with each other. What works and
>
> does not work. . . . . We had meetings before school. Meetings after school.
>
> We had staff development time. And then in your planning period, you had
>
> teachers sit down and you talked and discussed. And is this the answer to our
>
> problems? Is this going to work? (Ms. South, 192)

Provide monitoring and problem coping

The success at MMS to change to inclusion was highly dependent on the

establishment of effective ways to get information on how well or poorly the change went

in the school. MMS was successful at getting the right people together to talk on a

regular basis with the right information. Each teacher at MMS talked repeatedly about

the daily opportunity provided to them by the creation of a new schedule allowing for two planning periods. The mandatory team plan put the right people and information together daily, which helped develop trust, relevance, and a genuine desire by the staff to get better results.

> We would meet and talk as far as what was going right and what we needed to change or help with. . . . It caused the regular and special education teachers to educate each other. . . .and as we started working together, we were still educating each other on what needed to be done. It was a process of change in helping each other. (Ms. Regular, 92)

Restructuring

Many organizational changes occurred at MMS while making the change to inclusion. The time for individual and team planning, joint teaching arrangements, weekly faculty meetings, and new roles as co-teachers are some examples of structural change at the school level that made the change to inclusion possible.

> Scheduling is crucial. You have to have somebody who wants to sit down and work out the kinks. . . fix schedules so we would have two plans. . . a personal plan and then a team plan. (Ms. Rally, 12)

> We had faculty meetings every week . . . and sometimes twice a week depending on what may have been experienced through the week. (Mr. Renew, 20)

> It is a co-teaching model . . . special education teachers are in a class every day working with a group of kids every day providing modifications every day. (Ms. Smith, 11)

Summary

These six themes -- leadership and vision, evolutionary planning, initiative-taking and empowerment, staff development and assistance, monitoring/problem-coping, and restructuring - fed into and on each other at MMS. All six themes interfaced in concert to create a successful change to inclusion. It was not however evident that the only change agent was the principal. The principal was in the position to shape the organizational conditions necessary for the change to inclusion, but it took the collaborative efforts of all the teachers to actually make change happen.

The teachers felt the principal did have and articulated a vision while allowing them to take initiatives in certain areas and empowering them to do what was necessary to accommodate the effort of change to inclusion. They did however credit her solely with the ability and authority to do the reconstruction of the structural changes. But without the support of strong people to lead and broaden the vision to all the MMS teachers, they did not think the change would have taken place. Teachers were quick to credit the principal with the scheduling and flexibility to do the planning and follow through, while making it clear they did the work.

The teachers felt staff development and assistance, and monitoring/problem-solving was done collaboratively by all. The teachers not only believed they learned valuable information from the workshops and inservices but learned as much or more from each other. Again, the ability to meet daily allowed them to collaboratively self-monitor their progress toward the change as well as find solutions to problems collectively. Only when a team could not come to a consensus or answer to a problem did they ask for direct input from the principal.

Teacher's Participation in Change

Lambert et al. (1995) considers four perspectives essential to the understanding of a constructivist approach to change: (1) leadership, (2) patterns of relationships, (3) inquiry and the role of information, and (4) breaking with old assumptions.

In the sections that follow, data supporting these constructions will be presented.

Leadership

The teachers were in unison that the site principal had made it possible for all the teachers to participate in the process of change to inclusion. The principal spent the first year talking to individual teachers, getting to know them, and finding out what they valued. Then she brought individuals together in small groups who had generally the same views. She arranged for groups to go to in-services and visit other school sites.

The principal made new teaching schedules, building in two planning periods a day. One planning period was for personal planning time and one was for team planning. Teachers stressed the importance of on-going communication, meeting every day, and having the time to meet every day to discuss. It was apparent that everyone had to participate though. There was not a choice, everyone was put on a committee of some kind, but how and to what degree they participated was not emphasized. They described how communication was a two-way process. It was just as important for the principal to listen to what the teachers had to say as it was for the teachers to listen to what the principal had to say. Ms. South commented that the main key was, "just visiting with each other, communication, just talking about it. The principal's role is the administrator. She brings things to us and we talk about it. It's discussing, visiting, communicating."

Each team or committee appointed a leader. The responsibility of the leader was to record what was discussed at the daily meetings and report either in writing or in person what issues came up that day back to the principal. The principal then could either have the leader go back and talk about what was discussed or the principal might go to a team meeting the next day to be part of the group discussion. Ms. Smith stated,

"we would tell whoever was our leader, like in the group that I was in....it was a department group, so the department chair she would go back to the principal and say this is what is going on in our group. These are the concerns. These are the issues. If the principal needed to, she would come down (to our planning period meeting) and visit with us or she would send notes back."

A third option might have been bringing it up at a faculty meeting. Faculty meetings were held weekly where further discussions of the weekly goings-on could take place.

A reciprocal communication process developed allowing all the participants at MMS to visit, discuss, and dialogue about not just the change to inclusion but about any topics that arose during teaming. "Having an open line of communication was important in every instance," stated Ms. Rally. The teachers began interpreting the new information together, thus driving toward a common goal for themselves as to what the change to inclusion meant for MMS. As the change to inclusion continued, parameters were redefined to serve emerging goals rather than being limited by them.

They gave credence to the principal for giving them the vision and for starting them down the path, but the teachers took total credit for where the path of change led. "I would say everyone that I came into contact with was a key player. We were all in it together" (Ms. Rightward).

As the teachers became more actively engaged in these reflective dialogues, they became more complex in their thinking and open to new experiences. The teachers learned about the change to inclusion through the process of meaning and knowledge construction, participation, and reflection. The opportunities created by the principal for her staff to have constructive dialogue allowed the teachers to engage in the process that created the conditions for learning and form a common ground about their teaching and their learning experience. Facilitating the creation of patterns of relationships in school is an act of leadership (Lambert et al., 1995).

Patterns of Relationships

As the teachers found a new meaning in their work together, the patterns of relationships and the structures began to change. One of the benefits of the daily process of team meetings and on-going communication was the development of patterns of relationships. Repeatedly the teachers referred to their teams and their entire staff as being like a family. In these meetings teachers had the opportunity to explore questions like "what did not go right," "what can we do differently," and "what went well." Each day the teachers could explore these questions and slowly get to know one another's personalities. It was a getting-to-know-you process.

> It is like discussion. Sharing ideas with each other. What works and does not work. It's discussing, visiting, communicating. That is the role that these people played, all of us. We had meetings before school, meetings after school. We had some of the staff development time for meetings. That is as a group. And then in your planning period, you had two or three teachers sit down and

you talked and you discussed it. And is this the answer to our problems, is this going to work? (Ms. South, 2-12-98, 194)

Different webs of relationships were developed. Interdisciplinary teams, core teams, and co-teacher teams were all strategic in creating intermeshed patterns of relationships. The reciprocity of dialogue, or the mutual and dynamic interaction that occurred from these experiences, allowed for the teachers to exchange ideas and concerns, and allowed a growth toward change to emerge from the opportunities for meaning-making at MMS over time. Ms. South added, "I think it is one of the most important things, us meeting. That is valuable because we can share and see if other people are having problems." The information that was generated through these patterns of relationships with each other, became a feedback spiral enriching and creating additional information. The reciprocal process enabled them to construct meaning that occurred within the context of these relationships.

These patterns of teacher relationships did not just contain members, but rather they involved one another, thus creating patterns of relationships to connect. This further encompassed both the relationship and the pattern of meaning. This was demonstrated by the teachers repeatedly referring to themselves as "like a family," with these consistent, repetitive forms of opportunities to create patterns of relationships over time, relationships evolved and deepened. "This staff gets close, you know anybody that comes in will feel like family after a while" (Mr. Ryan).

In the process of reciprocal conversations, a trusting environment was created among the staff at MMS. When observing daily team planning periods this trusting atmosphere became evident by hearing the teachers tell stories, discuss, and brainstorm

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ideas freely. Again, by invoking ideas it seemed to create a foundation for the teachers to construct meaning and knowledge together. By making schemas explicit and public in these sessions it enabled them to understand how they and others were making sense of the change at MMS.

Inquiry and the Role of Information

Change evolved in a spiraling pattern from their previous practices, knowledge bases, problem-finding, and continuing conversations. The change was context-driven and context-appropriate, and emerged from the constructivist conversations. Ms. Regular stated,

> "Really neither one of us knew what we were doing in the classroom, so that was good, we were educating in that way. It caused the change and even as we started inclusion and started working together, we were still educating each other on what needed to be done. It was just a process of change in helping each other."

The teachers expressed the importance of literature, meetings, workshops, and information. In the beginning the teachers had a lot of questions about the change. As the teachers gathered, generated, and interpreted various forms of information from within as well as from outside the school, it enabled the staff to create relationships, construct meaning and knowledge, and open their minds to diverse possibilities. These undertakings helped to pose the questions that created and framed the dissonance, often the discomfort, between the teachers past experiences and beliefs and those suggested by the new information. They sought information to interpret and understand their various observations of phenomenon and designed alternative options and possibilities while at

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the same time continually observing and reflecting. This spiraling movement represents constructivist change. Working with new ideas and information became essential in the MMS staff's meaning-making process. Their inquiring stance was essential in their constructing change in their school.

Breaking Set with Old Assumptions

The leadership that brought about the ability for the teachers to meet in various patterns of relationships for reciprocal communication was present in the teacher's daily routines and led to the process that allowed the teachers to reconstruct, or break set, with old assumptions. The teachers at MMS seemed to have ample opportunities to reexamine accepted ideas and traditional interpretations and to "break set" or to loosen their attachment on the assumptions that had formed the previous system of teaching and to consider or entertain new assumptions.

Daily the teachers confronted and processed new information in various arenas such as in team plans, faculty meetings, before, during, and after school informal conversations, thus allowing them to disconnect from old assumptions and consider new ones. This process led to the formation of new concepts of delivering instruction to all students and ultimately changed their perceptions and behaviors. The opportunity for conversations allowed the teachers to gather new information and pose questions that caused disequilibrium between the beliefs they held and the new information that was being reconceptualized or in the redesigning of their ideas in question.

These processes that involved discussion and interrelationships helped the teachers to focus on the construction of the meaning of inclusion, by combining and recombining their ideas, they could make sense of the change to inclusion. This "making

sense" or constructing meaning, began the process that allowed the teachers to agree on –

or at least to understand—the interpretations that they were making about inclusion and

helped them create a common agreement of teaching in an inclusive environment.

The teachers stated that the process of change was never complete. They

continually established new criteria, planned different approaches, identified emerging

goals or objectives, implemented new actions, evaluated progress, and redesigned or

reframed action in response to the effectiveness and/or additional information that was

generated by the process. These specific actions came from the leadership, the patterns

of relationships created, and breaking with old assumptions that emerged from

conversations. Once again this was a continual spiraling process that evolved and built

on each other and then circled back upon themselves. New actions became the means

through which other potentials were evoked, new information was generated, and deeper

meanings were constructed about the change to inclusion at MMS. A true collegiality or

family developed between the faculty at MMS which became larger than the sum of their

various departments and classrooms. The teacher dynamics which came from the

opportunities from joint conversation, work, and action created a by-product of true

collegiality or family as the teachers at MMS referred to. Ms. Rightguard, a veteran

teacher summed it up by saying,

> I think my people trusted me. . . . department people were dynamic forces. We
>
> always trusted them the most for being honest, for being, you know, not being
>
> yes people and the teachers knew that. So there is a certain amount of trust that
>
> is built into those, with those people. (2-3-98, 61)

Summary

There was no data that suggested that it was the exploits of one individual who made the change to inclusion possible. The data seemed to suggest that change occurred because of a collaborative effort by all the staff at MMS. There was a reciprocal process that enabled all the participants at MMS to construct a mutual meaning of the change process to inclusion. The staff together created and engaged in the experience and collectively made a meaningful change.

Change at Metropolis Middle School appeared to be demonstrated by a process of meaning-making as constructivism. There was a schedule change that allowed time for teachers to engage in a reciprocal process that enabled all the participants at MMS to construct meaning of the change process, all members of the MMS staff, not segregated leaders or followers. At any given time, roles or behavior shifted among the participants based upon their various interests, expertise, experience, or responsibility. This allowed for the MMS staff to integrate and transcend their roles to make the change to inclusion. The staff together created and engaged in experiences that were saturated with meaning, meaning that was informed by common experiences and also by their own personal organization. The above examples of the leadership, patterns of relationships, inquiry and the role of information, and breaking set with old assumptions of the MMS staff working through a process for creating common work agreements to make a meaningful change to inclusion was illustrated. A motion was created by the MMS staff by negotiating experiences together, which gave force and purposeful direction to their efforts to create a change of inclusion.

To what degree does an individual's participation at a site contribute to

meaningful change as established by Fullan (1991)? Teachers will not talk about who is responsible for creating meaningful change without always prefacing that the principal is the one who makes it possible. An individual's participation, especially the principals, as reflected by the teachers is significant but with exceptions. First, the principal has the authority to: (1) gather an audience of her staff individually or collectively in order to articulate a vision, (2) produce schedules to create opportunities for evolutionary planning, (3) empower and allow staff members to take initiatives, (4) provide staff development and assistance, (5) provide monitoring and problem-coping, (6) implement structural change to enhance restructuring, or to do one of these activities, a few, or none at all. Second, even though the principal may have the authority to implement or not implement activities, teachers have the influence with their peers to make or break a principal's efforts to do these activities. Each teacher felt intrinsically he or she had been a significant leader or change agent in the process.

How does the participation of teachers follow or not follow the four perspectives that Lambert et al. (1995) contend are essential to the understanding of a constructivist approach to change? The teachers gave themselves credit as the leader and as the change agent but always with the additional validation of the principal's leadership. This might be teacher rhetoric. Which came first? Was change possible because the principal preformed six activities or did teachers lead the efforts of change through their acceptance? Why will teachers not take credit for change efforts without always giving credit to the principal?

The inquiring and the role of information was apparent and a necessary link in the teachers efforts to construct change in their school. Patterns of relationships were

created that were not present before the process. I do not believe a clear break with old assumptions occurred. It was more of a loosening of their old assumptions.

In fact, the findings of this study would indicate neither. The process of change can not be achieved by one person's authority, nor by a group of individuals seeking change within a school site. It takes an orchestrated effort of both principal and teachers working in concert to create common work agreements to make a meaningful change to inclusion.

Chapter V will present the summary, conclusions, recommendations and implications, and a commentary of this study.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

AND IMPLICATIONS, AND COMMENTARY

This chapter includes a summary of the study, conclusions, recommendations and

implications, and a commentary derived from the data collected at Metropolis Middle

School in this explanatory case study.

Summary

The purpose of this explanatory case study was to examine an educational context

in which meaningful change has occurred and document the realities described. This

purpose was accomplished by:

- Data collection from Metropolis Middle School using the sources of long

  interview, direct observation, and document review.

- Data presentation into (1) perceptions, (2) processes, and (3) outcomes from

  the individual long interviews and then collectively.

- The analysis of the data against the conceptual frame of Fullan (1991) and

  Lambert et al. (1995).

Data Needs

Data from the individuals associated with the change to inclusion were needed to

achieve the purpose of this study. Requirements to accomplish this purpose were to

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interview eight MMS teachers and to observe MMS teachers in varied context through out the school setting to gather their perceptions and actions associated with the change to inclusion.

Data Sources

A total of eight teachers from a single middle school within an urban public school district were used as data sources. Six teachers taught regular education and two were special education teachers. Additional sources included input and observations from teacher teams and faculty meetings. All participants perceived a successful change to inclusion had occurred and were willing, even enthusiastic, to participate in the study.

Data Collection

This explanatory case study used three methodological procedures to gather evidence: interviews, observations added by participants, and document review. The interviews were conducted to elicit participants' perceptions of meaningful change to inclusion and the individual or individuals responsible for the change that led to their success. Documents reviewed were the site's records, faculty inservice agendas, and other relevant information.

Data Presentation

Before the collection of data began, a review of the literature was completed. The themes that emerged from the data were then compared to the literature. Continuous comparison of information occurred until no other themes emerged (Erlandson, Harris, Skipper, & Allen, 1993). Through this process, three data categories emerged: (1) perceptions, (2) processes, and (3) outcomes.

Perceptions. Perceptions were the belief system of the participants: views of

regular and special education teachers about what happened and who was responsible for what happened at their site.

The participants noted that a reciprocal process enabled all the staff, not one individual, to be actively involved in creating a meaningful change to inclusion (Guzman 1995). Not only did the teachers look favorably upon their principal's leadership but, they believed the principal fostered the involvement of teachers at all levels. This finding was supported in the research by Lashway (1995).

The hierarchy remained intact, but the principal used her authority to support professional give-and-take. It could be noted that the participants believed the whole process thrived on their daily informal negotiations and communication. Initiative came from different sources, but when it came to implementation "power sharing" became crucial. This confirms the research noted in Dunlap and Goldman (1990), and Louis & Miles (1990).

Processes. The respondents discussed what changes were implemented, what planning was done and what support was given for the program's implementation and follow-through. The process described for implementation of the change to inclusion from each respondent was similar.

Each teacher agreed that the decision was made by the principal to implement the change to inclusion, but whether there would be change was in the hands of the teachers. The principal was merely the facilitator of the decision-making in an effort to support the development of a cooperative group to create the change. In this effort there emerged multiple leaders and followers which were reciprocal and multi-directional. These

reciprocal and multi-directional strategies support findings by Guzman (1995), and Lambert et al. (1995).

The common theme from the teachers about the change to inclusion was that the principal was a motivator. The principal had knowledge of the professional and the organizational development skills to arrange the schedules, teams, department groups and meeting times necessary to make the change possible. Many believed that this directly facilitated the critical components of building strong interpersonal and communication skills in each of them. These findings were also supported in the literature (Hill, 1995).

Outcomes. Outcomes involved what the participants in this study thought actually happened at MMS. The participants gave their opinion of what was successful about their program, what role they thought planning, implementation, and on-going support played in the success of the change process.

The process itself was an outcome. Reciprocal communication, teaming and enhanced student behavior and achievement were benefits resulting from the change process. Participants saw their change to inclusion as successful and positive for the staff. Teachers talked about unity and the whole school staff becoming a team. They believed that the strong leadership and an expectation of the principal contributed to the many changes that took place. This reality of principals who empower teachers to achieve a cooperative environment and a collaborative role was noted in the research of Prestine (1993). Participants stated that a strong person to lead the change process was necessary, but that successful change could not take place if the faculty did not consent. The staff had to be a part of the on-going decision-making of the change process to make or break the success of the change.

The teachers as a whole, mentioned that the principal let go of control and increased belief in her staff. This allowed the teachers to work independently within a common framework of expectations of the principal. These strategies support findings by Conley and Goldman (1994).

Analysis

Data were compared to the six components Fullan (1991) believes are necessary for any successful change: have and articulate a vision, provide evolutionary planning, take and allow initiative and empowerment, provide staff development and assistance, provide monitoring and problem-coping, and bring about restructuring. Then, the data were compared to the four perspectives Lambert et al. (1995) contends are essential to the understanding of a constructivist approach to change: (1) leadership, (2) patterns of relationships, (3) inquiry and the role of information, and (4) breaking with old assumptions.

Findings

This analysis resulted in the following findings:

1. Principals are not the main agents of change, but rather facilitate the organizational conditions necessary for change to inclusion.

2. Teachers accept or reject the activities that principals engage in that directly impact change.

3. Teachers facilitate the change to inclusion by having and articulating the vision, taking initiative and empowerment, providing staff development and assistance, and providing monitoring and problem coping.

4. Teachers create and engage in common experiences through leadership, patterns of

relationships, inquiry and the role of information, and break set with old assumptions in order to give purposeful direction to their efforts to change to inclusion.

5. Reciprocal communication, webs or relationships, and informed common experiences appear to have brought these middle school teachers together as a whole to give force and purposeful direction to their efforts to create a change to inclusion.

Conclusions

The conclusions drawn from the findings center around answers to the research questions developed to guide the study.

Who creates change? An individual? Or a group of individuals?

I concluded given the findings of this explanatory case study, the principal contributed notably to facilitate the change to inclusion at the middle school. The principal did have and articulate a vision, provide evolutionary planning, take and allow initiative and empowerment, provide staff development and assistance, provide monitoring and problem coping and brought about restructuring (Fullan, 1991). However, the principal may facilitate the change process, but the teachers, through acceptance or rejection, make the change possible. Why?

The data indicate that the middle school teachers did know and understand the vision the principal articulated. In fact, the teachers were instrumental in repeatedly communicating the expectations of the principal to fellow teachers. They became committed to the change through communicating it. They understood the vision and took ownership of the new program.

The teachers, however, believe they made the collaborative effort to make the

change happen. Collectively teachers led and broaden the expectations, together they created and engaged in the experience to create the change to inclusion. It could be noted that none of the participants gave sole credit of the change to one individual. It was always spoken of in the context of a collaborative effort.

The data also indicate that the majority of middle school teachers fully participated in the change to inclusion by becoming leaders and change agents. The process brought the middle school teaching staff together as a whole and they focused on the work of self-organizing the system at their site. Different webs of relationships developed throughout the middle school and perpetuated the expectations through reciprocal communication. They did appear to know and understand the leadership, patterns of relationships, inquiry and the role of information, and breaking set with old assumptions needed to successfully create change (Lambert et. al, 1995).

Whom or what else facilitates this change process?

I concluded in this study, many individuals were instrumental in the implementation of change to inclusion. There was an on-going reciprocal process that enabled all the participants to lead or follow, not one significant individual. All the teachers were involved in the implementation of change to inclusion through informed common experiences but no one individual accomplished the change.

It should be noted the importance of reciprocal communication in the process context of this study. Each participant felt they were given time to communicate in a trusting environment. This communication process was utilized by all the staff and spiraled up and down, back and forth through regularly scheduled meetings and inservice held throughout the course of the school year. The data indicate that these reciprocal

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processes enabled participants to construct a common meaning which led toward a common purpose about changing to inclusion.

The data also suggested that the facilitation for the change to inclusion was accomplished by those who at any given time, shifted their roles or behaviors based upon their various interests, expertise, experience, or responsibility in order to achieve the change. These teachers understood what was necessary to integrate and transcend their roles together as a team to make the change to inclusion. The teachers created a common work agreement to make a meaningful change to inclusion fostered by leadership, patterns of relationships, inquiry and the role of information, and breaking set with old assumptions (Lambert et. al, 1995).

Summary

The teacher's perceptions in this explanatory case study were opposing. On the one hand they expressed that their principal did indeed perform the six activities Fullan (1991) believes are essential for successful change while simultaneously not giving total credit to their principal for implementing or enacting those activities alone. On the other hand the teachers took credit as a leader or change agent but not without validating the principal's leadership activities.

It was very evident though that a foundation was laid for reciprocal communication to take place which helped this faculty make-meaning together collaboratively on what they wanted to change. They did become "like a family." They created a culture of peers that felt very comfortable in expressing and exchanging ideas.

Implications and Recommendations

This research was designed to meet three criteria: (1) to build upon existing

knowledge, (2) impact practice, and (3) to clarify or add to existing theory (Erlandson et al, 1993).

Research

The findings of this explanatory case study added to the knowledge base of the roles and responsibilities of all individuals in a learning community regarding implementation of change by documenting perceptions, processes and outcomes associated with the change process to inclusion. We also now know that it is not only the six activities of a principal that cause the conditions for change to occur (Fullan, 1991), but that anyone in the educational community can engage in leadership actions (Lambert et al., 1995). In addition, multiple lenses must be used to see the multiple complexities of change.

With the noted knowledge of reciprocal communication, webs of relationships that promote interdependence, and informed common experiences and the success, future research might examine specific strategies for creating the participation that creates the meaning and the understanding to which teachers then commit themselves. Without these participatory opportunities, commitment is not possible, only obedience. What new vision will emerge? Does a new vision have to emerge to keep interest? Also, additional research might examine the context in terms of why we continue to believe in administrative leadership expertise rather than the collective collaborative teacher expertise. In conjunction with this, future research might examine what it is to lead and who leads? Will the process stay the same if the principal or teachers change? Or if webs of relationships change?

Practice

Upon examining the current practices of each of these teachers, the change was not described or defined in exactly the same terms by each, yet distinct similarities were prevalent. The building level principal took an active facilitative role in the change process to inclusion while the teachers fully participated and embraced the process with a sense of responsibility and notable ownership. While at the same time, the processes of reciprocal communication, roles and behavior shifts, and common experiences by the site staff were creating common work agreements to make a meaningful change to inclusion.

Recommendations for practice are the need to understand the reciprocal communication process in terms of teachers being able to interpret new information together, enabling them to strive toward a common goal for themselves to whatever the context of change will mean. Also, there is a need to understand how people can look past perceived defined parameters and redefine them to serve emerging goals rather than limited by them. Will there be enough ownership of the process by the teachers to do this on their own to keep the change process alive? Without reciprocal communication can change be created?

Theory

Fullan's Change Theory (1991) is based on the concept that principals are the main agents (or blockers) of change and they are the person most likely to be in a position to shape the organizational conditions necessary for change. From his perspective, the principal is central, especially to changes in the culture of the school. Lambert et. al (1995) believe that anyone in the educational community – teachers,

administrators, parents and students – can engage in leadership actions necessary for change.

Therefore, future research should examine the different strategies needed to foster the success of individual or group participation in the change process, possibly with a sociogram. Are Lambert's et. al (1995) perspectives for an educational community as effective when implementing a change as they are for an individual's (principal) efforts in implementing change?

<center>Commentary</center>

When I began this study my real interest was in whom facilitates a change process. I believed that the principal facilitated that change and was the essential link between the implementation and success of the change. I now see different issues and concerns. The change process at a building site is much more complex. I now believe that the collaborative effort of an entire staff is the key link. Lambert et al. (1995) link change to the leaders ability to incorporate criteria that involve all adults in the learning and leading processes, create a culture in which reflective and interactive learning can take place, involve structures that allow for conversations from which meaning and knowledge can be constructed, and encourage professionals to seek collective meaning and collective purpose grounded in practice.

First, from this research, and now learned through these findings, was the realization of the importance of reciprocal communication. Building principals must be open to different views and perspectives and retain a core of well-regarded and capable teachers to keep synthesizing and articulating the evolving view of the change.

Reciprocal communication thus broadens the number of people aware of and perpetuates commitment to the change.

Second, as much as possible teachers must have direct experiences with the elements of the change and not be passive observers. Structures must be put into place that allow for conversations so that meaning and knowledge can be constructed. Teacher's daily instructional practices then become grounded in their collective meaning and collective purpose. Teacher's full participation in the change process means they are leaders and they are change agents, not the principal alone. Teachers create the momentum and naturally take the initiative to make the change possible.

Third, I realize the importance of patterns of relationships. These relationship patterns are the electrical current through which meaning and knowledge are constructed and are the basis through which teachers integrate emotion, identity, and cognition. At this building site the various patterns of relationships created and sustained an interdependence around the goal of change to inclusion. These relationships naturally sustained the teachers through an investigative process which served as a forum for constructivist learning. The teachers taught and learned about the change from each other in these patterns of relationships with an added payoff, because ultimately the new knowledge interrelated with other school endeavors.

In sum, this explanatory case study was completed at a single school site with all teachers participating in the change to inclusion. The perspective held by those teachers was similar in nature. The yielded results from each teacher reflected more of a constructivist leadership rather than one individual's leadership.

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APPENDIX

APPENDIX A

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

Each participant in this explanatory case study was asked to respond to the following questions and statements. Eight participants were interviewed at Metropolis Middle School.

1. What has happened here?

2. What was it like before?

3. What was it like after?

4. How did your school decide to make this implementation of inclusion?

5. Describe the procedures your school took in making the change to inclusion.

6. Who or what else facilitated the change process at your school?

APPENDIX B

CONSENT FORMS FOR STUDY PARTICIPANTS

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), re-interviewed if needed, about the process of changing from a traditional delivery of education to an inclusive educational setting.

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 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 dissertation advisor may review these transcripts. Notes will be taken by the doctoral student during observations. The dissertation advisor may also review these notes. Any documents or artifacts shared may be reviewed by the dissertation advisor. All tapes, transcripts, notes, and documents 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 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, observations, and documents. 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 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., School of Educational Studies, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078, telephone (405) 744-7245, 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: _____   TIME:_____(A.M./P.M.)

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 provide the subject with a copy of this form.

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

SIGNED: _____
          (Signature of Doctoral Student)

FILED:

    INITIALS OF INSTRUCTOR _____   DATE: _____

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APPENDIX C

INSTITUTIONAL REVIEW BOARD APPROVAL FORM

Date: January 29, 1998   IRB #: ED-98-065

Proposal Title: AN EXPLANATORY CASE STUDY IN CHANGE

Principal Investigator(s): Adrienne Hyle, Penny Kay

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT
NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE
APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR
PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE
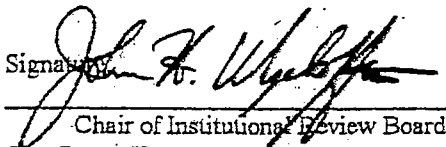SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:
Please add Gay Clarkson's name to the consent form.

Signature   Date: January 30, 1998

Chair of Institutional Review Board
Cc: Penny Kay

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VITA

Penny Anne Kay

Candidate for the Degree of

Doctor of Education

Thesis: MIDDLE SCHOOL TEACHERS' PERCEPTION OF WHO CREATE
CHANGE: AN EXPLANATORY CASE STUDY

Major Field: Educational Administration

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, on March 26, 1956

Education: Graduated from Midwest City High School, Midwest City, Oklahoma in
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of Oklahoma, Norman, Oklahoma in May 1979; received a Master of Education
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major in Educational Administration at Oklahoma State University in July 2000.

Experience: Employed as a special education teacher by Harrah Public Schools,
May 1979 to May 1982; and Tulsa Public Schools, December 1987 to 1990;
Special Education Counselor 1990 to 1994; currently employed as Training and
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Coordinator, 1994 to present.

Professional Memberships: Member of Oklahoma Directors of Special Services