

**THE MUTUAL INFLUENCE OF PRINCIPAL LEADERSHIP
AND FACULTY INSTRUCTIONAL
DEVELOPMENT: A
QUALITATIVE
STUDY**

By

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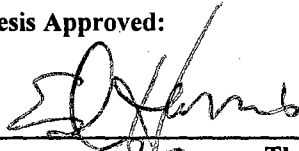
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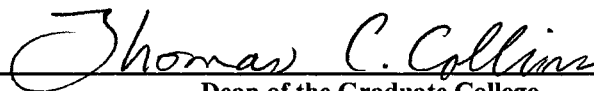
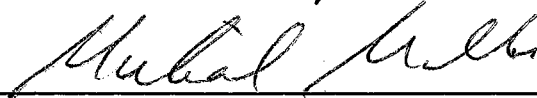
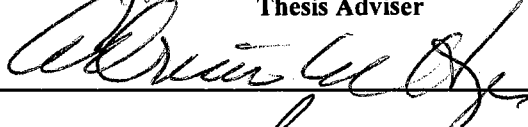
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"Allyson, I'm home again; and I'm ready to go to the zoo, or to a movie or to get an ice-cream cone..."

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CHAPTER I

INTRODUCTION

The challenge of educational leadership through a commitment to teaching and learning has become a focus for successful schools for the 21st century. Schools, for the most part, are not managed like other organizations. They must be organized differently in order to attain goals, to facilitate teacher instruction, and to provide opportunities for successful learning to take place. Furthermore, with the current restructuring of schools, instructional leadership is an evolving, ambiguous concept and takes on new connotation for the 21st century (Leithwood, 1992).

An important consideration in the research and practice of educational leadership is the social environment in which educational activities take place. However, a holistic exploration of school environments can pose problems. Some of the most problematic tasks facing researchers are to describe school environments adequately, to compare them in terms of social constraint upon individual behavior, and to

understand the dynamic interrelationships among culture, leadership, and educational practice (Weick, 1983; Siehl, 1985; Firestone & Wilson, 1985). Social anthropologist, Mary Douglas (1982), provides a typology that enables researchers opportunity to meet the sociological, conceptual and methodological challenges inherent in cultural inquiry. It helps to resolve many problematic tasks by providing criteria to identify and to explain salient features of social environments as well as providing the means for comparing those environments in terms of content and constraint on individual autonomy and behavior (Douglas, 1982).

One of the model's most beneficial aspects is its holistic, comprehensive nature. Through the dimensions of grid and group, the typology is designed to take into account the total social environment and individual member interrelationships within their context. The concept of grid refers to a dimension of individuation and is a means of examining and comparing the degree of individual autonomy in diverse social settings. The group concept deals with the aspect of social incorporation in a culture. Douglas (1982) explains that grid and group allow for the

"cumulative effect of individual choices on the social situation itself; both can interact, the individual and the environment, and either can move because the environment is defined to consist of all the other interacting individuals and their choices" (p. 198).

The typology is suitable for the exploration of leadership and educational practice. Rather than looking at narrow, cause-and-effect correlations, it takes into account the cumulative effects of individual teacher and administrator choices and the particular social context itself. This study explores these choices and interactions with a focus on faculty instructional development.

Statement of the Problem

Given Douglas's (1982) grid and group typology, the question this study seeks to address is: What is the mutual influence of leadership and educational practice in schools?

Purpose of the Study

This study focuses on the mutual influence of principal

leadership and faculty instructional development in two schools that are classified in particular quadrants of Douglas's (1982) typology. This study will utilize this typology to explore the existing relationships among principal leadership, faculty instructional development, and the social context. An inherent aspect of the study will be the explanation of the contextual manifestations of leadership and educational practice in each school setting in terms of the Douglas typology.

In summation, this study involves the use of theory, research and practice. Analyzing two social systems according to the Douglas typology provides the lens or frame of reference from which this study is focused.

In utilizing an analytical perspective on culture and social systems, combined with the practicality of experience found in educational leadership and the cultural interrelationships, one encounters administration as both a science, an art and a "craft" (Blumberg, 1989).

Research Question

1. What are the interrelationships among principal leadership, faculty instructional development and the social

context; and how are they manifested?

Operational Definition of Terms

The following list of operational definitions will serve as a guide for terminology throughout this study:

1. **Culture:** values, belief systems, norms and ways of thinking that are characteristic of people in the organization" (Owens, 1991, p.168). As an important linkage mechanism, culture focuses on symbolism, rites, rituals and heroes (Deal & Kennedy, 1982).

"Culture is the system of publicly and collectively accepted meanings, beliefs, values and assumptions" (Firestone & Wilson, 1984, p.1).
2. **Mary Douglas's Model of a Social Environment (1982):**
a sociological, conceptual typology focusing on two cultural dimensions, grid and group. The four-quadrant typology may be used to identify and to explain features of a social environment based upon individual and collective behaviors as well as the interrelationships among individuals and groups.
 - a. **Grid:** refers to a dimension of individuation in which environmental pressures exert enough

influence on an individual to make individuals conform to behavior through status, roles, and social rules. It focuses on the sorting and constraining of individuals into distinctive roles (Douglas, 1982).

Descriptors of grid include:

1. **Individuality:** refers to the degree of autonomous behavior exercised within a social system.
 2. **Insulation:** relates to the degree of social distinction among members of an organization.
 3. **Minimally defined social roles:** refers to the status of being without role distinction.
 4. **Competition:** relates to the rivalry of roles and relationships within the organization based on social roles, rules and regulations.
- b. **Group:** refers to social incorporation. This dimension defines a collective to which individuals belong within the context of corporate goals and values. Groups are characterized by common behavior and values (Lingenfelter, 1992).

Descriptors of group include:

1. **Corporate group:** defines a collective to which

members belong. It focuses on membership criteria, goals and relationships.

2. **Boundaries:** refers to limitations by which those inside the group are constrained from those outside the group.
 3. **Hierarchical roles:** focus on the delineated roles valued from upper to lower status.
 4. **Support for the group:** focuses on the survival of the entire group.
 5. **Perpetuation for survival:** emphasizes long term whole group survival.
-
2. **Educational Leadership:** involves communicating, coordinating, directing and supporting the work efforts of teachers, staff and students. Leadership fosters the shared norms and values of the organization through the use of symbolic activities, recognition of faculty and students, the promotion of competitive academic activities, and the motivation toward the improvement of teacher instruction and student learning. Leadership encourages staff to acquire and to practice innovative ideas, instructional strategies, and new methodologies.

3. **Faculty Instructional Development:** the formal and informal efforts and activities of administrators and teachers that provide a challenge for continuous improvement in the learning environment, learning sequences, and teaching strategies. Activities include the determining of staff development needs, providing funding for on-going staff development programs, and allowing for teacher release time to attend programs. Faculty instructional development is enhanced through fostered organizational norms, values, and symbolic activities, recognition and reward for students and teachers, and the nourishment of continuous improvement of teacher instruction. Teacher improvement is nurtured through staff development activities, collaborative shared decision-making and collegiality within the organization.
4. **Linkages:** "those mechanisms in schools that serve to coordinate the activity of people who work there" (Firestone & Wilson, 1985, p. 8).
5. **Qualitative Research:** research that assumes there are multiple realities in which beliefs form a basis of process, interpretation of events and extensive field

work in which the researcher is the primary instrument (Yin, 1989).

6. **Explanatory Case Study:** inductive research that examines events and phenomena of a problem. It answers how and why questions and operational links that are traced during an extended length of time (Yin, 1989).
7. **Triangulation:** use of multiple methods - observing, interviewing, documenting artifacts, investigating diaries, looking at historical backgrounds and member checks to determine emerging themes (Merriam, 1988).

Conceptual Framework

Robert Owens (1993) states that when one observes the behavior of an organization, he or she begins to understand the knowledge, beliefs, customs and habits of people. Studying artifacts and technology as well as listening and observing the cultural content daily in the school will aid in discovering and interpreting common themes of everyday events experienced by a common cultural group.

A cultural analysis based on Douglas's (1982) typology will provide the lens through which this research is focused. Douglas depicts a four-quadrant matrix that

characterizes grid and group as the two main dimensions. The matrix focuses on identifying combinations of individual and collective behavior as Individual, Bureaucratic Systemic, Corporate Systemic, and Collective.

The classification of culture based on the Douglas Model will allow opportunity for the study of principal leadership and faculty instructional development. Because this model has been used in Anthropology, it may be used to identify individual and collective social interaction. The Douglas Model provides opportunity to analyze school cultures holistically. It also confirms the use of the sociological approach in analyzing schools as social systems (Harris, 1992). From the interpretation of triangulated data and the analysis of the social order of the school based on Douglas's typology, this study will further define cultural themes that promote faculty instructional development in the organization.

Contents of the Dissertation

This study will contain six major segments or chapters. Chapter I consists of the introduction, a statement of the problem, significance of the study, research questions, conceptual framework and operational definition of terms.

Chapter II provides a review of the literature. Chapter III consists of the methodology and procedures utilized in the study. Chapters IV and V portray thick description of the two schools environments based on interviews, observations and artifacts obtained from administrators, counselors, teachers, parents and students within the two school settings. Chapter VI consists of the analyses and comparison of the two schools. Chapter VII provides the summary, conclusions, and implications for further research based on the researcher's perspective.

CHAPTER II

REVIEW OF THE LITERATURE

Both the potter and the principal need tools in order to work at their craft. Your tools are your head and your hands, for the most part, said the potter. One's head enables one to see and feel how things are turning out, and one's hands function as the means of shaping the work or, perhaps, probing the clay for imperfections in it. The principal's head functions similarly, but his hands are his ability to listen and to use himself in ways that will make the problem he is working on take the shape of the image he had in mind...Both have a nose for the cues that will tell them how things are going; and both have ways of knowing when they have done a good-or not so good-job (Arthur Blumberg, 1989, p. 38).

This review of the literature focuses on the school as a social system, a review of culture and the sociological, conceptual framework of Mary Douglas. A principal has an opportunity to uncover the pathway to his or her successful school. With the analytical use of the Douglas model and an understanding of school culture, the principal/potter may work at his or her craft, along with other cultural members, to obtain the desired image.

Firestone and Wilson (1985) profess, "the most

problematic tasks facing researchers are (1) to identify the nature of school cultures and (2) to develop means for comparing them in terms of content, means of denotation and effectiveness as sources of social constraint on individual behavior" (p. 22). Furthermore, they recommend that the solutions to these problems may be found in using conceptualizations and methodology borrowed from other areas of inquiry that are not usually relied upon in the study of schools (Firestone & Wilson, 1985).

Since this research emphasizes the use of a sociological frame in analyzing unique features of individual and collective behaviors of a social group, it is of value to review the school as a social system.

Schools as Social Systems

It has been established that schools are social systems. Waller (1932) has defined schools as a "unity of interacting personalities," comprised of differentiated, interdependent parts, each with a specialized function (p.6). Clearly, each interdependent part interacts to affect the whole .

Schools, therefore, exist for an exchange of social

interaction (teaching and learning) between their principle players, administrators, teachers and students. As a social unit, schools are "nourished" by the community and are influenced by the larger social, political context. They are characterized by a population with a defined hierarchical, political structure, a network of social interaction and a culture that is considered all its "own" (Waller, 1932, p. 7).

The social interaction within the school is determined by its political order. The teacher, being the dominant individual in the political order, is responsible to the community to teach and provide instruction through social interaction with students. The interaction among faculty members and the relationships that they maintain with their administrators greatly affect the rapport with a teacher and his or her students (Waller, 1932). Since the school is the center of intertwined relationships, "social relationships may be analyzed in terms of the interacting groups in the school" (p. 12).

Organizations are social constructs, symbolically composed and reproduced through interaction (Douglas, 1982; Smirich, 1985). Waller (1932) refers to two kinds of social

relationships: teacher-group and student-group. Each group maintains its own attitudes and moral codes toward members of other groups. As a result of social behavior consisting of conflict, competition, common interest and diverse life activities in the groups, the school assumes a certain social influence and spirit. This cultural process consists of "the sharing of experience and history" by individuals and groups in the organization (p. 13).

Warriner (1920) maintains that an organization consists of social structure, mobility of individuals to conformity of collective behavior as well as the "creation, maintenance, change and dissolution of social structures" (p.17). Consequently, various stakeholders in the hierarchy, management, workers, customers and clients, have varied expertise and interests. This explanation provides that individuals interact with each other within the internal and external boundaries of the social system.

Parsons (1951) further supports this concept in relating that a social system consists of individual actors interacting with each other in circumstances that are motivated toward optimum gratification. He describes a system as an organization that consists of a shared cultural

structure and symbols which are a result of social interaction among personalities of individuals in the organization as they relate to the structure and function of the social system. Hence, the culture is transmitted, learned, shared and may establish "pattern consistency" as it integrates into the system (p. 15). Consequently, roles and social relationships are formed within the social structure which could lead to classifications of individuals within the system.

Warriner (1920) necessitates using a sociological approach in the study of individuals and groups. He states that sociological theory aids in determining the organizational characteristics with emphasis on the populations and their interactions in the organization. In addition, he argues that organizations are entities, systems with a social structure, a history and activities. Warriner (1979) cites a trend toward the creation of a taxonomy or classification of organizations to distinguish between individuals and groups.

Perry (1974) further warrants the use of a sociological approach to research due to the fact that sociology studies the individual within the group as well as the larger group.

"The regulation of social behavior is the function of sanctions, norms and values" (p. 14).

In summary, schools are social systems that have political order. They are comprised of social interactions, social relationships and social behavior among individuals as well as social groups within the organization. Since the culture is shared, learned and integrated into the system individually and collectively, sociologists advocate the use of a sociological frame in the study of school systems. So that we may establish a better understanding of individual-group activity and principal-teacher interaction within the social system, the concept of culture will be examined.

A Review of Culture

A review of the concept of culture helps in acquiring a better understanding of schools as social systems. An on-going debate centers around the different concepts of culture in organizations (Smircich, 1983). Does the leader contribute to the shaping and influencing of culture, or is the concept of culture conceptualized in what the organization is? Smircich (1985) argues that some

individuals believe that organizations are cultures; others maintain that leaders have opportunities to manage and to shape cultures.

In the field of anthropology various views of culture have emerged (Sachman, 1991): the holistic view, the idealist view and the variable view.

The first view is the holistic perspective in which culturalists capture the nature of culture as the unified whole. This view features the culture's historical and evolutionary nature. Sachman (1991) suggests that the culture is conceptualized as what an organization *is* rather than what an organization has (Smircich, 1985). Restated further, organizations are cultures, organizations do not have cultures; consequently, it is difficult to manage or shape these organizations. Consequently, if one considers the school a culture, there is minimal opportunity for the principal to enhance the environment.

The idealist view, according to Sachman (1991), is described as an "organized knowledge...a form of things that people have in their minds," a model of perceiving, integrating and interpreting ideas collectively to make sense of their social reality (p. 21). Within the

organization there is consensus and agreement as to what individuals and members of the organization agree. In this perspective, the leader has opportunity to enhance the social environment with shared norms and values.

The third view, the variable view, envisions culture as that of having variables which can be manipulated. The focus is upon stories, myths, and metaphors (Deal & Kennedy, 1982); rituals and ceremonies (Firestone & Wilson, 1985); facility decor (Peters & Waterman, 1982); and special language and jargon (Edelman, 1977). These symbolic elements within the organization are manifestations for control according to some culturalists. With a variable approach, the principal may enhance the culture with the use of symbolic elements, shared norms and values.

On the other hand, there is a notion of passivity within the underlying culture. This assumes that there are individuals in organizations who act creatively in ways which contradict expected norms and shared values. These contradictions are also characteristic of social systems in our society (Apple, 1982).

Because there is a lack of consensus on what culture is, there are problems posed for the researcher. In

studying culture, the researcher must meet the challenge by following either the variable and idealist approach in focusing on the fragmented parts of the whole or by capturing the totality of the cultural phenomena.

In exploring the culture, one must observe within the organization, talk with its members, note their language and communication, and search for the symbols that divulge the organization's true values, assumptions and shared beliefs. Firestone and Wilson (1985, p. 10) and Pettigrew (1979, p. 574), define culture as:

The system of publicly and collectively accepted meanings, beliefs, values and assumptions that a faculty uses to guide its actions and interpret its surroundings can contribute greatly to a school's effectiveness. It's the school culture that influences teachers' commitments, including their willingness to keep working at the school, their emotional ties to it, and agreement to follow the rules and norms governing behavior. (p. 5) .

Defined further by Deal and Kennedy (1982), culture is the glue that binds a school together. The culture may abet linkage mechanisms in many organizations. Kilman, Saxton and Serpa (1985) describe culture as the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms that knit a community together (p. 5). Kilman (1985) states that all of these

concepts are revealed as an integral part of the environment in the administrators, teachers and students as well as in the problem solving and decision-making networks of the school.

Schein (1992) implies that "there are better or worse cultures, stronger or weaker cultures, and that the 'right' kind of culture will influence how effective organizations are" (p. 3). Consistently, studies on culture reveal the idea that the leader must have an awareness of group behavioral norms and traditions which may influence his or her effectiveness in impacting culture (Smirich, 1985).

Faculty Instructional Development

Faculty instructional development focuses on enhancing the teaching and learning environment within the school. This challenge may be met by creating and improving the instructional program and allowing for organized, on-going staff development within the organization

Improving the instructional program varies from school to school based upon student needs, community input, state and district mandates and resources. It may include developing an appropriate curriculum based upon the

assessment of student needs and include preparation for citizenship in society, vocational training and post-secondary education. Sergiovanni (1990) supports other types of instruction which include ... "self-discipline, leadership skills, social interaction and wholesome living" (p. 110).

On-going staff development activities within the organization assume a growth-oriented role in providing teachers with opportunities to experience and acquire innovative ideas, instructional skills and methodology giving opportunity to expand knowledge and develop new skills. Staff development encourages both individuals and groups to grow professionally (Oliva, 1976).

In summary, the challenge of faculty instructional development may be met by enhancing opportunities for innovative ideas, instructional skills and new methodologies. Allowing for teacher release time and maintaining adequate, innovative staff development programs to allow for optimal growth of staff nourishes the school environment instructionally. In order to allow for instructional enhancement and to promote faculty instructional development as explored through the cultural

lens from which this study is focused, an explanation and understanding of Mary Douglas's (1982) Analysis of Social Order is necessary.

A Model for Analysis of Social Order

Mary Douglas, (1982) has developed a typology for analyzing and comparing culture. She has provided criteria to define, to explain and to establish a means for comparing social environments in terms of their content and constraints upon individual and collective behaviors (Douglas, 1982).

Douglas (1982) has identified two social factors, grid and group, which clearly explain the interaction between individuals and the social environment. Grid refers to a "dimension of individuation" in which environmental pressures exert enough influence on an individual to make individuals conform to behavior through status, roles, and social rules. The concept of grid focuses on the concept of sorting and constraining of individuals into distinctive roles by regulations. Many social distinctions and role categories imply definite expectations, rules, regulations and constraints. These descriptions apply to the high-grid.

Thus, the social environment classified as high-grid typically is signified by an explicit "set of institutionalized classifications that...regulate (individual) interactions, restricting their options" (p.192). Further stated by Lingenfelter (1992):

In high-grid social situations the importance of role is given higher value than any other factor. Individuals are judged on the basis of their role performance and are rewarded for achieving role expectations. The high-grid social environment punished those who refuse to meet role expectations (p.29).

Non-conforming behavior occurs when the individual exercises autonomy and unique values. This is referred to as low-grid. There are few social distinctions among members, except for the ascribed status of male and female and parent and child. Low-grid environments emphasize the value of individuals within an open, competitive environment where one could determine autonomy based upon "how an individual uses his free time, his goods, his clothes..." (Douglas, 1982, p. 202).

The other dimension, group, refers to "social incorporation." This dimension defines a collective to which individuals belong particularly in the context of corporate goals and values. A group distinguishes those who

values occurs in exchange for individualism, there is low group. Douglas (1982) provides descriptions in determining status of the groups. Within the group environment the individual finds his or her position as a center of a network of his or her own creation in which there are no boundaries. He or she may belong to several groups that are clearly bound in establishing who is and is not a member. In determining which group the individual belongs, the researcher must consider how much of the individual's life is assimilated and maintained by group membership (Douglas, 1982).

High-group social environments are characterized by defined criteria in determining group relationships. The individuals within the group continually evaluate his or her personal as well as collective interests of the group. Group survival is the ultimate goal perpetuated through group interaction collectively. Further stated, the group develops a common mode of survival. Douglas (1982), reiterates "...in common residence, shared work, shared resources and recreation, and by inserting control over marriage and kinship" (p. 202).

In low-group social environments, members of groups

focus on activities rather than long-term objectives. Commitment and allegiance to the group is constantly fluctuating (Lingenfelter, 1992). Consequently, those environments which place minimal emphasis on group survival are "individualist" oriented.

From this grid/group analysis of social environments, Douglas has devised a matrix recognizing four social environments. The "individualist" social environment favors autonomy (low-grid), and opposes collective action among individuals (low-group). The collectivist environment promotes corporate activity (high-group), but maintains uniqueness and minimal status (low-grid). The bureaucratic environment focuses on hierarchy, rules and regulation (high-grid); whereas the individuality of the environment provides for individualized groups (low-group). The "corporate environment" emphasizes group identity, cohesion and unity (high group), accompanied by hierarchy, formal specialization, rules and regulations (high grid). The following quadrant offers visual attention to Mary Douglas's analysis of a social organization:

Table 1Types of Social Environments

High Grid	Bureaucratic Systemic	Corporate Systemic
Low Grid	Individualist	Collectivist
	Low Group	High Group

Mary Douglas, 1982, p.208

Douglas (1982) interprets the social context of an organization based upon the following criteria:

Individualist (low-group, low-grid)

1. The social relationships and experiences of the individual are not constrained by group rules or tradition.
2. Role status and rewards are competitive and are contingent on existing, temporal standards.
3. Emphasis on social distinction among individuals is submerged.
4. Little value is placed on long-term group survival.

Bureaucratic Systemic (high-grid, low-group)

1. In the extreme case the individual has no scope for personal transactions.
2. The sphere of individual autonomy is minimal.
3. Individual behavior is fully defined and without ambiguity.
4. Little value is placed on group goals or survival.

Corporate Systemic (high-grid, high-group)

1. Social relationships and experiences are constrained and influenced by boundaries maintained

by the group against outsiders.

2. Individuals identification is heavily derived from group membership.
3. Individual behavior is subject to controls exercised in the name of the group.
4. Roles are hierarchical.
5. The roles at the top of the hierarchy have unique value and power (generally limited to a small number of individuals) and there are many role distinctions at the middle and bottom runs.
6. The perpetuation of traditions and the survival of the group is of utmost importance.

Collectivist (Low-grid, high-group)

1. Social relationships and experiences are constrained and influenced by boundaries maintained by the group against outsiders.
2. Individuals identification is heavily derived from group membership.
3. Individual behavior is subject to controls exercised in the name of the group.
4. There are few social distinctions other than fundamental roles as parent-child or male-female.

5. Role status is competitive, yet because of the strong group influence, rules for status definitions and placement are more stable than in weak group societies.
6. Group survival is highly valued (p.205-208).

In analyzing social organizations, Douglas's model has both strengths and weaknesses. It has the ability to reveal variation and distinction of value orientations among the groups of an organization; yet for the researcher, it lacks the analytical power of capturing the historical and sociocultural diversity of society. Lingenfelter (1992) further notes:

This model is not intended to reduce social and cultural differences to a simple, four variant social matrix, but rather to release participant-observers from the conceptual bondage of their own comparison. The grid, group model provides conceptual glasses through which we may discover new perspectives on the people, the social activities, and the expressed meanings and values that are part of the living and working (p.33).

In review, the Douglas model (1982) offers opportunity for analysis and comparison of the individual and collective behaviors in social organizations. Based on the two dimensions, grid and group, the model features a spectrum depicting four social environments: Individualist,

Bureaucratic Systemic, Corporate Systemic, and Collectivist. Douglas (1982) has established the typology upon specified characteristics revealing variation and values among individual and collective behaviors. Through this lens, students of culture have opportunity to discover new perspectives of individuals, groups, their social interactions and the effects of the social environment within the organization.

Summary

In summary, the reader has opportunity to perceive, to analyze and to interpret an analysis of Mary Douglas's Model of Social Order in determining individual and collective behaviors. It is through a cultural analysis of individual and group interactions within the school that the researcher or leader may be able to analyze his or her environment, determine the cultural content and to envision the contextual value of leadership within his or her organization.

In maintaining the notion that schools are social entities, and in understanding the multiple, social interactions intertwined within the political and social

structure of an organization, this study will establish a foundation to warrant the search for the mutual influence of principal leadership and faculty instructional development and the social context. This quest can become a focal point for the principal/potter as he or she works to influence, to enhance, and to craft the instructional process in the school.

. . .In school, one enters a world in which the action is almost always fast and fragmented; things are rarely tied neatly into small, manageable packages. The principal, of course cannot choose his 'clay.' He must work with whatever raw material presents itself at his door. (Arthur Blumberg, 1989, p.38).

CHAPTER III

METHODOLOGY

This study focuses on the mutual influence of principal leadership and faculty instructional development in two schools that are classified according to the Douglas Model (1982). Analyzing the culture according to Douglas's grid and group criteria enabled the researcher to discover interrelationships among principal leadership, faculty instructional development and the social context.

The methodology used in establishing the research content including the participants, instrumentation, procedures, data analysis and summary are presented.

Purposive Sample

The purposive sample consisted of selected administrators, guidance counselors, faculty members, parents, and students in two schools, West Bayview High School and Seven Oaks Middle School. They are located in the same independent school district. This school district is

located in a metropolitan area in the Midwest of the United States. The study focused on two explanatory case studies. Yin (1989) refers to the case study as a frame for analysis in which the inquiry maintains its "meaningful characteristics of real-life events," as well as "...organizational and managerial processes" (p. 14).

Procedures

A "holistic" approach was used in these two explanatory case studies. Yin (1989) says explanatory case studies focus upon the answering of how and why questions "dealing with links" that need to be analyzed over time (p. 18). Utilizing observations, interviews, an analysis and review of school artifacts provided for trustworthiness. Trustworthiness is composed of credibility, transferability, dependability and confirmability.

Yin (1989) says the case study "examines contemporary events" focusing on "direct observation and systematic interviewing" (p. 19). He advocates the use of "multiple sources of evidence" in focusing on "historical, attitudinal and observational issues" of an inquiry (p. 97). He states that multiple sources of evidence convey accuracy and are more creditable. In sum, Yin argues that "the case study's

strength is in its ability to deal with a full variety of evidence - documents, artifacts, interviews and observations" (Yin, 1989, p. 20). Triangulation and on-going member checks were used to increase the trustworthiness of this inquiry.

A female administrator in the school district for five years, I am currently working as assistant principal at West Bayview High School. Prior to working at the high school, I worked as assistant principal at Seven Oaks Middle School. Yin (1989) advocates the investigator must have an understanding of the issues at hand, be a good listener and be "adaptive and flexible" (p. 62). As a participant-observer in one of the school settings, I had the opportunity to gain access into the organizational events and situations. In the other school setting I was an external observer (Yin, 1989). Concerning the human instrument, Lincoln and Guba (1985) state:

Humans find certain data collection means more congenial than others; they tend toward the use of qualitative methods that 'extend' human senses: seeing, hearing, and tacit 'sixth-sensing' that lead one to observation, interview, documentary analysis, and the like (p. 43).

In providing for ample consistency, the researcher performed structured and unstructured interviews, planned

and candid questions, observed persistently in strategic areas of the school settings, and reviewed historical artifacts as well as other printed data within the organizations.

Procedural Analysis

These case studies were conducted during the 1994-95 school year from October to February in a metropolitan high school and middle school in the Midwest. Much of the collected data is similar due to the superintendent's leadership that focuses on shared decision making, the encouragement of collaborative processes in the district and the district-wide mission, "World Class." To conduct this research in these selected schools, permission was given the researcher by the superintendent, the principals of the schools and the Internal Review Board of Oklahoma State University.

Human resources used for structured and unstructured interviews and observations included the superintendent, principals, assistant principals and the purposely chosen guidance counselors, teachers, parents and students. Individuals were selected based upon their diverse ages, gender and years of experience. Before the inquiry began,

written permission was acquired from respondents who were used in the study. Written explanations and contract copies about the research were given to those participating individuals.

Data included interviews, observations and an analysis of artifacts. Extensive information was gathered, examined and reviewed over an extended length of time. Non-human sources were secured and documented from elements of culture as follows:

1. Symbols - stories about the schools, lesson plans, class content, report cards, mascots.
2. Rituals, ceremonies - day-to-day living experiences to include schedules, routines, assembly programs, Team Meetings, Teachers' Meetings, P.T.A. Meetings, parent-teacher conferences.
3. Communication - newsletters, P. T. A. activities, district memos, yearbooks. district and school memos.

"Documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem" (Merriam, 1988, p. 118).

Data Collection

In collecting data, Yin (1989) advises the use of multiple sources - interviews, observations and a review of documents. Essential to the case study process is the use of the interview. Since most case studies emphasize human affairs, interviews may reveal important insights into a study (Yin, 1989). Interviews were taped and later transcribed by the researcher for further scrutiny and unitization. These were transcribed from actual recorded format and maintained in a three ring binder.

Observations, to include facts and ideas, often were taped by the researcher on a tape recorder when the opportunity availed. The open areas in which the tapes were used included hallways, gymnasiums, classrooms, auditorium and the outdoor patio areas during the school day. These were recorded and maintained in a notebook of collected data.

Notes from observations and interviews were also recorded by the researcher and were maintained in a journal. Interviews with all respondents were scheduled in advance and were conducted within thirty minutes to one hour.

Data Analysis

Qualitative research focuses on understanding the parts that emerge into the whole. Patton (1985) further defines qualitative research:

It is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting-what it means for participants to be in that setting, what their lives are like, what's going on for them what their meanings are, what the world looks like in that particular setting-and in the analysis to be able to communicate that faithfully to others who are interested in that setting....The analysis strives for depth of understanding (p. 1).

Since qualitative research is an on-going process, data analysis began with the first observations, interviews and review of documents in the school setting. Merriam (1988, p. 121) states qualitative research provides an "interactive nature" which involves data collection, analysis and reporting. The "process is inductive" because information is constantly evaluated, interpreted, and merged to form major thematic units (p. 121). As the case study proceeded, a data base of information was formulated and referenced creating a chain of evidence.

With the continuous review of triangulated data to

include interviews, observations, narratives and artifacts, data was unitized. Lincoln and Guba (1985) further define *units* as information that will eventually become the "basis for defining categories" (p. 344).

The data and categories were observed through the lens of the Douglas typology. Based on the criteria the Douglas typology establishes for social categorization, I classified and analyzed each school, determined the grid and group dimension, and I explored how these impact faculty instructional development.

An analysis of the culture of both schools based on Mary Douglas's (1982) social model established the focus of the study. Within the framework of these particular school settings, interpretations of the culture and their individual characteristics were made based upon the observations, interviews and careful analysis of Mary Douglas' Typology.

An ongoing process of analyzing and unitizing collected data was maintained "from the first interview, the first observation and the first document read" (Merriam, 1988, p. 119).

Summary and Final Analysis/Interpretation

The actual writing of the research study comprised the final phase, followed by member checks of those who participated in the research study. An outline was created with a brief description of each category and sub-category to be included in the reporting of the study conducted in the high school and middle school. The method of analysis in reporting was followed from the format of Lightfoot (1983) and Douglas (1982) in an attempt to view the wholeness from the social perspective of the voices of the "school inhabitants" (p. 22).

It is a critical lens for teachers and administrators who rarely have the opportunity to see their schools "whole" because in the immediacy of practice they must inevitably take on the narrow view connected to their roles. In these portraits, they can see themselves (or people and values with whom they can identify) in relation to a broader frame; as individuals within a complex network of personalities, social groups, structures, and cultures (p.22).

Yin (1989) states that a well presented case study can provide information about "phenomenon to many non-specialists" (p. 131). The research reveals real life situations in school, has significance for the practicing administrator, teachers and students and reveals a theoretical frame that would be considered a breakthrough

for those involved in the interdependent, working network of social organizations.

CHAPTER IV

WEST BAYVIEW HIGH SCHOOL: A CASE STUDY

A COLLECTIVIST ENVIRONMENT

Traveling to school on a foggy, October morning along the busy highway that travels east and west throughout the metropolitan area, I note the areas that surround the school district. Located in a heavily, wooded area near a lake and a beautiful park, the school lies on the extreme western side of a large, metropolitan city in the Southwestern section of the school district. Accessibility from this area of the city to neighboring towns and small communities is by interstate, small, two-lane highways and meandering country roads.

It's location gives one a feeling of being in the city, even though the area is only minutes away from a countryside of farm houses, hills, rolling plains and grassy lands populated by cattle, deer, wild turkey, rabbits and antelope. Much of the surrounding area is underdeveloped, leaving the natural habitat of streams, brooks, trees and

wild flowers in their original environment.

Continuing along the thoroughfare toward the school, I observe that the neighborhood is gradually changing from an upper-class environment to include middle and lower-class families. Economic diversity of the school neighborhood is evidenced by a variety of small and large businesses, an assortment of fine restaurants and fast food chains. A few self-service gas stations line the streets of the community.

Many of the thriving businesses have been closed due to lack of financial support, increased crime and population decline. These businesses have relocated into more populated areas in the northern area of the city.

Newly renovated apartment complexes in the area encourage the influx of large numbers of diverse ethnic groups. These ethnic groups are visible along the streets. Many diverse groups of students are seen along the sidewalks, in local restaurants and in the school population. These facts have been evidenced in interviews with teachers, principals, students and parents. These facts have also been made apparent through observations of the community and participation in school activities .

Many of the school personnel have witnessed a decline

in the Caucasian student population. The total student population has declined from 2,000 students for 3 grade levels during the 70's and 80's to a population of less than 1500 for 4 grades in 1995. There has been minimal growth in housing due to lack of land available to build. There is a geographical limit due to the lake on the west side of the neighborhood and another school district on the south. The north side is limited by the airport and on the east side there is no land available.

There are few young parents moving into our district. The older homes are now populated by the elderly and retired, former students and now parents and grandparents of our students. Current population expansion is to the north into neighboring schools in the district.

Along the main road to the school, there are several upper class sub-divisions sprinkled with massive Victorian homes whose appearances are those of small castles interspersed with less affluent middle class and lower class houses. The neighborhood is approximately 25 to 30 years old and is inhabited by many of the same generation who originally built or purchased these homes.

Like its neighborhood, West boasts tradition and

heritage, shared by not only the parents but also their children who currently attend West Bayview High School.

One parent comments, "West is the only school I want my children to attend. This is where I went to school, and I want my kids to graduate from here like I did.

The facility includes the main building, the large, elegant auditorium, gymnasium, the recently added 9th grade west wing, the football practice fields, tennis courts, baseball, softball and track areas. At the front doors of the building, the brass marker proudly boasts that the high school was built in 1967 and housed approximately 1,000 students. Today, due to student population expansion to include the 9th grade, redistricted school attendance areas, and the addition of the 9th grade, the high school boasts a diverse student population of 1547, 93 teachers and 5 administrators, 1 principal and 4 assistant principals.

Ethnically, West provides educational opportunity to approximately 76% Caucasian, 13% Black, 4% American Indian, 4% Asian and 3% Hispanic with emphasis on the idea that "all children can learn" as stated by the school superintendent. Opportunity for all is encouraged in a familial culture with minimal social roles.

The Mission of West

The West Bayview High School mission statement was recently developed by the Site Based Committee with input from faculty and staff. It consists of the following vision and goals:

VISION: To develop our students into a world class work force that is competent academically and technically for entering post-secondary education and the world of work.

GOALS:

1. Every student will enter high school with a career plan of study based upon interest.
2. Plans of study will be reviewed and/or revised annually.
3. High expectations of success will be maintained for all students.
4. All graduating students will have the necessary skills for a smooth transition into post-secondary education and the work force.

West teachers attempt to make a difference in the lives of the students they teach. They focus on preparation for life-long individual skills, decision-making, leadership and

conflict resolution. Emphasis is placed on commitment to the educational process.

An additional teacher says, "School is the place where students have a chance to learn life long skills academically, socially and physically."

Another teacher states, "We provide something for the students to use in their futures, something to make them successful for life."

A special education teacher says, "A lot of their education is to work on initiative, responsibility, judgment, punctuality and just trying to be a productive person."

A math teacher comments, "We teach individualized skills with emphasis on practical experiences and applicability to careers."

Practical experiences are further evidenced in the Vo Tech Training, "School-to-Work" emphasis, DECA classes and college prep. Preparation and encouragement of individuals in diverse curriculum offerings perpetuates the mission of West Bayview.

An experienced teacher says, "We teach children to help them know they can get a decent job. We have different

subjects and areas that help them like foods, clothing, drivers education, family living, home economics, art, woodshop, metal shop - a curriculum that is suited to their needs." Enhancement of the individual voice is encouraged. This is evidenced by individuals in interviews who tell how they are offered opportunity to provide input as to their feelings and concerns in the organization. Listening, communicating and participating are related to the individuality of the mission. For example, the Site-Based Committee, the Discipline Committee and the Block-Scheduling Committee exemplify the concept of individuals having a voice in shared decision making. Peer Mediation, exemplifying individual student participation, is in the "making" to alleviate and discourage student conflict, to allow opportunity for student participation and to enhance the instructional process for both students and teachers.

Some teachers counsel by listening to their students and trying to help them see what their abilities are as they "do what's in the best interest of the kid" through relevance and applicability to real life experiences. The use of hands-on activities provides opportunity to serve many diverse needs of students.

The counselor says, "My primary function appears to be seeing that kids get enrolled, making sound academic selections for courses, helping them with personal problems, decision making skills and getting along well with others."

An 11th grade student responds that "our school prepares kids for life, by getting them ready for college or other schooling."

Another student says, "We learn school is important to us for the rest of our lives."

A teacher adds, "We provide opportunity for students to pursue their interests, yet leave the door open for them if they wish to pursue a degree later on if their interests change."

A teacher further comments, "There is an emphasis on strong commitment to the educational process."

Another respondent says, "We teach the whole range of stages of adolescence as far as the whole person is concerned - physically, socially, emotionally, all rolled up into one ...preparation for life."

Another teacher says, "Everything here at school is based on the individual needs of the kids. Most all teachers look at student needs as they teach in preparation

for life."

"We are providing for diverse interests," building a background, "so that students will be ready for college, occupational training, vo-tech, or to go into the business world in some fashion. We provide schooling so that all can go to work."

A senior girl says, "The mission is to educate the kids and to keep them in school to get ready for college and other careers. School gives a variety of choices for the students to take and it's what you prefer. They don't make you take any certain thing. There's a big choice."

A teacher comments, "The aim is to make all of the students successful and to make sure that their needs are met so that they can be successful in every way."

A counselor adds, "We do all we can to make the teaching and learning processes go forward. If a kid's in a crisis and I have a report due, then the kid comes first. We prioritize in what's in the best interest of the kid."

The mission statement is stressed by the principal in faculty meetings where he has encouraged the use of hands on activities and relevance of instruction. He states in a faculty meeting, "By making the lessons relevant and

applicable to the students, the classroom comes alive with real life experiences."

In summation, the mission of West focuses on preparation of each individual for life through diverse curriculum offerings and promoting individualized instruction. "All children can learn," is the practice at West Bayview.

Principal Leadership

More often than not, a smile is the greeting for students, teachers, parents, staff. During the change of classes Mr. Richards asks a student: "Heather, have you heard anything about Courtney's medical condition since her appendectomy yesterday?"

"Yeah, she's fine," responds Heather.

"I'm going by the hospital to see her after school today," says Mr. Richards. He quickly hugs another student and pats him on the back for winning the Pepsi Cola Scholarship that was announced yesterday.

"Good job, Chance, I'm so proud of you for winning the scholarship," says Mr. Richards.

"John, you need to get those grades up for college next

year," says Mr. Richards as he pats the student on the back.

Many alumni, students and parents come back to visit him during the school year. A student who graduated from West and is now in the military visited Mr. Richards before Christmas holidays:

"I remember my good times here and my long lasting friendships with you and my teachers. I wanted to say good-bye to you, Mr. Richards, before the Navy ships me out to Italy."

Mr. Richards shook hands with the young, militarily dressed boy, exchanged a few words, and hugged him. Then the young boy disappeared down the hall into the crowd.

Having been an assistant principal for 16 years in the school and principal for 4 years, Mr. Richards meets frequently with all committees, department heads and student council groups.

A student responds, "Mr. Richards always comes to our student council meetings and to our senior class meetings. He enjoys watching us plan our activities, and then he comes to whatever we're doing. If we're building floats, he's there. If we are practicing our roles for 'Brigadoon,' he comes there too. He's

playing the role of the elder of the town in

'Brigadoon.' He's a good sport and a good friend."

There is a weekly Friday afternoon "lemonade and cookie party" where teachers, principals and staff meet in the library to socialize. Iced tea, lemonade and cookies are placed on tables in the library. The teachers come into the library at the end of the day, seat themselves at library tables and socialize. One can hear them telling jokes, laughing, discussing student problems, creating instructional strategies and making plans to socialize together during the weekend.

A teacher says to another teacher at lunch, "We have a very caring nurturing place so that kids will feel and know that they are loved."

Mr. Richards provides funding for individuals to attend extra workshops to advance their understanding and knowledge in new areas. Recently, he provided substitutes and release time so that a representative sampling of West teachers might visit neighboring schools to view Block scheduling.

Mr. Richards organized the Learning Strategies Workshop and created opportunity for released scheduled time from the classroom for teachers. Substitutes were paid from Staff

Development Funds. Another example of an in-service program was the Multi-Cultural Awareness Seminar that was held recently to educate all district personnel and administrators about cultural diversity. A recent faculty in-service that welcomed many faculty members was the "School to Work" In-service Program at the vo-tech center.

In February, there was release time provided during the school day to allow teachers opportunity to attend a staff development program on Student Learning Styles. Students were dismissed at 12:00 p.m., the faculty was served a luncheon by PTA and the in-service began promptly at 1:00 ending at 8:30 p.m. Optional programs like this have proven to be helpful for teachers instructionally. Many teachers sign up to attend so that they may learn something new to improve student learning.

"Mr. Richards wants the best for his school, the students and teachers," says a respondent.

Mr. Richards has built a close familial network.

"Treating people like human beings is the primary factor in working with people. I try to establish an atmosphere where kids feel like they want to come to school to learn, and a place where teachers feel like

they want to come to school, too. At times, school is the best place some of these kids go all day long. I want my teachers to realize this and remember this."

An encourager and coach he says on the announcements, "Be the best you can be."

A teacher says, "I have never seen a principal who cares more about kids than Mr. Richards does here. It shows by his presence at everything that goes on here. He's at everything, every ball game, every play, every concert. He takes great pride in the school, staff and students. When this radiates from the principal, it rubs off on others. It rubs off on me."

"We know Mr. Richards care about us by the way he treats us and hugs us in the halls," said a senior girl to me in the bustling 'four corners' area of the hallway."

One can also see kids hugging and greeting in the halls in a shared spirit of camaraderie and admiration.

Public recognition for meaningful work is announced daily in the morning announcements to reward teachers, students and coaches for a job well done.

Mr. Richards announces in the morning, "Today, we want

to recognize Mr. Cuerva, our art teacher, who has received the 'West Teacher of the Year' Award. He will compete in the spring against other teachers in the district for the Pacific Oaks School District Teacher of the Year. So let's give him a pat on the back today."

On the afternoon announcements, Mr. Richards recognized the West Academic Team. "Congratulations to the West Academic Team who competed against the other two high schools in the District Invitational. Our team captured the overall victory."

The next day he announced, "Congratulations to our West Student Council on being elected Secretary of the State Student Council. We will host the State Student Council Convention Meeting next year."

He recognizes a student in November, "Congratulations to Angie Smith. She was selected by the business department to represent West Bayview as a Junior Rotarian. She will have the opportunity to interact with business leaders in the community over the next semester."

Mr. Richards praises the football team in December, "Last night the football team won round one of the state

play-offs, so tomorrow let's get out there and support the team one more time. We'll show them who's number one, one more time."

Later in February he announced, "Congratulations to our two Patriot wrestlers who qualified for the State Wrestling Tournament that takes place this weekend. They are John Jones and Mike Blake. They will wrestle at O. S. U. on Thursday and Friday with qualifiers on Saturday morning. We are certainly proud of our opportunity to participate in the state tournament."

Not only in athletics, but also in academia, Mr. Richards praises and recognizes the staff, teachers and students. On the morning announcements he stated, "Congratulations to Chance Smith on winning the Pepsi Cola Scholarship for his student involvement and academic achievement during his four years here at West."

"West is the best," he says on the announcements often and even during a short speech at a Pep Assembly.

"We are a family, we take care of each other. 'O.J.' (the school spirit that is the pride of West) is here and will always be a part of the family that we love and care about. So let's get out there tonight, win the game and

show the other team who's best," says Mr. Richards referring to the basketball game.

A teacher says, "The school spirit shows in the pep rallies and assemblies. It shows just how much we care about the school. A teacher reminds me, "Remember when Mr. Richards told the legend of O. J., how the team was losing and the crowd started cheering and chanting, 'O.J., O.J.' and the team suddenly turned around a loss and made a big win from the cheering of the crowd?"

The school spirit promotes an atmosphere of healthy competition even among the teachers and students. For instance, the "Patriot Games," is an outdoor field day activity in which students and faculty participate on teams wearing identically colored T-shirts that they purchase. Games among teachers, students and staff and a tug of rope are played. A variety of foods and concessions are available for purchase with all proceeds going to the Cancer Society.

Another competitive attraction is the West Bayview Medieval Faire which is held in the spring. It offers arts and crafts, yarn spinning, competitive jousting, a "Liveman Chess Game," a competitive tumbling exhibition and music and

foods typical of the Medieval Epoch. The teachers and students love the competition and enjoy a variety of educational and social activities at West Bayview.

At times teachers personally compete against each other in an effort to improve their own instruction, to gain a better rapport with their students, to determine who can acquire the most staff development activities for a year or to compete for the title, "Teacher of the Year."

Mr. Richards announces opportunity for students in February, "If you area a senior taking ballet, modern dance or jazz, you may qualify for the State Superintendent's Award for Excellence competition. Come by the counselor's office for further information."

Later in the day, he announced, "This Saturday at West is the State Pom Competition so come by and support our Pom Squad."

The principal facilitates and promotes the Faculty Retreat, a staff development activity which consists of special seminars, workshops and staff interactions. The Annual Faculty Retreat takes place during a weekend at a state park in September. With attendance consisting of 98% staff participation, the event features full faculty

involvement featuring mini sessions on discipline, multi-cultural education, cooperative learning, thinking skills, fun participatory games and skits in which the faculty coordinate and plan the activities. The success of the retreat promotes social relationships through the teacher, staff, administrator interactions and enhances the cultural context through increased opportunity for individuals to communicate, coordinate and commit to faculty instructional development.

Mr. Richards says, "The seriousness and playfulness of teacher attitudes, diversity of individual interests and the social interactions of the people make the retreat a success."

Striving for continuous improvements in the instructional process and curriculum offerings for individuals are among his priorities for teachers and students. He is in classrooms daily, helping teachers to perfect teaching strategies. the school and its cultural context, Mr. Richards allows for the promotion of individuality of students through the vast curriculum course offerings in which students may choose from vo tech options, DECA programs, college prep, foods, sheet metal, and "School

to Work" programs.

"Next year, we will have an SAT and an ACT Exam prep class offered for students. This should raise test scores significantly for us at West. Students should score higher and possibly more students will be able to get into the college of their choice," comments Mr. Richards.

He says, "Our greatest faculty staff need is to continue providing more opportunity and funding for the instructional development of our teachers. There are still problems with some teachers who want to maintain their traditional lectures and excessive homework assignments. We must continue training and encouraging these experienced individuals to determine ways of meeting their needs so that they will be more effective. We must continue making teachers aware of current trends and additional opportunities that will provide challenge in promoting and accommodating their professional growth."

According to the principal, "The teachers make the place what it is. I just provide the support that they need. They make the decisions because they know what's right for their kids."

Faculty Instructional Development

Faculty Instructional Development at West Bayview is an active, on-going process that is incorporated through the promotion of improving the learning environment and instructional services in the school. It's through the use of the on-going conveyance of the school mission, collaboration, collegiality and the promotion of good teaching and learning that faculty instructional development has esteemed its place at West Bayview.

Collaboration, West Style

The school fosters the creation of voluntary collaborative approaches to decision making and teaching evidenced by the formation of various teacher and staff committees, PTA groups and other parent groups at West Bayview. The superintendent and school board encouraged the formation of site-based management and shared decision making in all district schools. Everyone is entitled to an individual voice in determining direction for the school district.

Mr. Richards says, "The teachers who work here must have a share in their own destiny. They make the decisions

here." Hence, voluntary members of committees function to guide West Bayview High School in different areas based upon the school needs. These committees include the Site Based Committee, the Staff Development Committee, the Discipline Committee, the Vo Tech Committee, the Social Committee and the department heads. The department heads and each committee have a different function and are served by volunteers and department heads from the faculty.

A member of the Discipline Committee says, "We discuss policies and teacher ideas in meetings, then we take new ideas to Mr. Richards and the other principals who listen, weigh them out and then talk about a decision with us. We are very active as a committee in this building."

A teacher adds, "The administration listens to the committees who make the decisions for us..."

"The committees work hard to have a better school and people are very complimentary here in the school. If your committee does a good job, you get the compliment and then you do a better job the next time than you did the last. You just get motivated to do the job well and that's what this school is all about. The school promotes good ideas and new things, and we are

receptive to the ideas and wishes of others."

Committee members have minimal defined social roles.

Any teacher, staff member or parent may volunteer and join committees as they wish.

The Site-Based Committee has been working on the Block Schedule for next year. They have recently encouraged input from faculty members as to the kind of scheduling and courses that they wish to schedule and teach next year. Final decision about Block Scheduling will be made by the superintendent and his administrative team in mid March after each high school committee has had opportunity for input at the Administration Building the end of February.

Since all the high schools will go to some hybrid of Block Scheduling next year or the following year, Mr. Richards encouraged the committee comprised of volunteer teachers to talk about it, get suggestions from other faculty and to vote as to the kind of block they want for next year. Then, later at a faculty meeting, the representative of the committee gave out cards, told the staff to write down ideas and return them to her by the end of the week. The final response was split among the faculty. The final outcome for the Site Based Committee's

vote was to go with the AB Block Scheduling for next year.

(The staff are still not sure at this time as to which kind of scheduling will be implemented or when it will be implemented.) The entire faculty at the school site had a vote in its determination.

At a later faculty meeting, the representative of the committee announced, "If we go to Block Scheduling next year, we will be increasing electives. We want ideas from you and from your students as to what kind of electives you would be interested in teaching next year. This is input only."

The Staff Development Committee determines the goals for each school year based upon a needs assessment obtained from the faculty. It is from the faculty's shared input that the committee determines the areas most needed by a large number of teachers. For example, these areas may include cooperative learning, thinking skills, learning strategies or multi-cultural awareness, the four priority areas of the district for the next four years.

Another collaborative group, the PTA, also has its own committee which functions to coordinate fund raiser activities, plan the Christmas Dance and organize the "all

night party" after the Junior-Senior Prom to be held May 13. The PTA fund raiser activities provide income for school activities, dances, some instructional materials, and a college scholarship. Collaborative processes for the PTA have become the shared norm, a practice which is incorporated into the heartbeat of the school.

A teacher says, "Two years ago we picked up the ninth grade at the high school level from the junior high as the junior high became middle school. The Transition Committee worked very hard to help the teachers come through the change." The Transition Committee, now dissolved, worked to formulate activities that would welcome incoming ninth graders and help them to adjust to the high school for the first time. The Transition Committee served its purpose and became inactive this year since there have been minimal problems for the ninth grade in adapting to their new setting.

The West Bayview committees use a collaborative approach that encourages opportunity for individually shared ideas. This approach is exemplified by the administrators, teachers and students in communicating and coordinating activities of the school. Much of the collaborative

approach consists of bringing together the ideas of all individuals to discuss, review, evaluate and carefully provide new procedures that are used in the school. The principal attends the meetings, listens to the input from the teachers, weighs the presented situation with accompanying considerations and discusses how the ideas can be implemented. If the ideas from the committees overlap, they are referred to the appropriate committee for review and consideration.

"Sometimes, Mr. Richards will refer things back to us or tell the committee individuals that he will refer it to a different committee to talk about it. We all have opportunity to decide what we might like to do with the problem," says a Steering Committee member.

"Using the committee approach in shared decision making creates an open environment," says an assistant principal.

Another teacher states, "We are very active as committees in this building. I know this because some of the others in other buildings don't have this opportunity to make decisions. I hear about it from my friends in the other schools."

The collaborative approach not only allows for

individual opportunity of shared ideas, but creates and enhances camaraderie and teacher-administrator professionalism. There are minimal social roles or distinctions at West Bayview High School. Individuality is of utmost importance in all collaborative processes of the organization. With minimal defined roles, one may view the process as bridging the gap between administrators, teachers and staff.

First hand, in viewing a "bridged gap" of the collaborative process, I had the opportunity to represent my district at a local college meeting that focused on determining the validity and content of the student teacher program. Many of the student teachers that we receive are graduates of this college in a neighboring community. Positive school-community relations were promoted for the fourteen of us who met. There were assistant principals, principals and local superintendents who reviewed the student-teacher programs and provided input as to the improvement(s) that would encourage and provide for better teacher preparation at the college.

Collaboration, coordination, communication and collegiality were experienced in this meeting through the

shared ideas, experiences and discussions that were expressed that day. It was a good feeling to be considered a communicative part of the group. It reveals that collaboration minimizes role status and enhances the formation of individual professional development at West. By providing opportunity for individual input, the committees have enhanced teacher esteem and feelings of professionalism.

A teacher voices her professional feelings about the administration:

"It's the administration and the people who work in the school that believe in the principal and the other administrators. It's the force and the push with the force that creates a family network of spirited people. Each area of instruction becomes a family unit. They work together and study together as well. They like what they do in my room and in the working community. Just like this high school, it's a family. We work, play together, make and share decisions together and solve problems together. It's one big working unit."

"The West Bayview committees, PTA groups and individual parent groups meet monthly to review and evaluate school

concerns. They are working units at the school," says the principal.

Much value is placed on long-term whole group survival where individual interactions within each committee perpetuate the life of the collaborative group. The committees function until they have outlived their usefulness. For example, the Transition Committee that welcomed the ninth grade to the high school was dissolved after the ninth grade welcoming activities were completed and the adaptation by students to the high school were made by students and parents. Individuals on the Transition Committee determined their needs and the means by which their needs were to be met through teacher, student, parent and counselor interaction. The ninth grade has successfully adapted to the high school with the help of the Transition Committee.

Another example of collaborative efforts include the parent groups representative of the community. These groups helped the school by raising money for its student activities. Collegial parent groups include not only the PTA, but also the Band Booster, Orchestra, Yearbook and Athletic Clubs that provide financial support for student

groups through the sales of school memorabilia.

There would be minimal functioning of student activities without parental collaboration and small group support to make the school a success. Individual funding to support activities and student groups would otherwise not be available.

All students, teachers, parents, administrators and student groups can benefit from the collaborative efforts of these parental support groups. By using the individuality of volunteers in the collaborative process, there is opportunity for building unity among students, parents and school staff, a feeling of shared ownership, and an opportunity for shared governance in the school.

According to a teacher, " This is a place where social relationships, individuality and autonomy are emphasized."

In conclusion, it's the committees, their interpersonal and social relationships as well as the familial network focused on long term group survival that enhance the collaborative processes and collegiality at the high school.

Collegiality

Collegiality has been inspired through the feelings of

individual commitment and professionalism that resulted from emphasis on faculty instructional development. Individuals who commit to the collaborative process feel more professional, are more apt to commit to change and acquire positive perceptions about their school and social environment. It is from the use of the collaborative process, among some other factors at West, that the strong sentiments of collegiality and camaraderie have originated.

As a result of the well defined, practiced mission, the use of the collaborative processes in reviewing and implementing change and the acquisition of shared family norms, collegiality at West has become the tradition. The valued mission that children are individuals who require provisions based on needs, abilities and differences necessitates that we provide instruction for each child.

Collegiality and camaraderie have a direct impact on faculty instructional development. With the collegiality and administrative support that prevails at West, faculty are enthusiastic and eager to examine new strategies and methods of instruction. This is evidenced among many teachers' self implementation of collegial coaching among teachers. In teacher workrooms, classrooms, department

meetings, hallways, cafeteria and offices, teachers are exchanging ideas, sharing what works, what needs improvement and how he or she might better create improvements tutorially for their students.

There are diverse collegial conversations in the cafeteria at lunch:

A teacher says, " I think cooperative learning groups make learning easier. My kids learn to solve algebraic equations better from each other than they do from my teaching."

Another teacher responds, "My students like music in Spanish, it's my forte. It's a way of promoting active involvement with my students. Whether it's rap or whatever, if you can get them involved through music some way, you've been successful."

A special education teacher shares, " My students like group work and they learn leadership skills by working together. They learn games using play money and vocabulary in groups. We also talk about situations, like how to handle a parking ticket or mail a package to Europe."

The counselor adds, "I just like the kids; this school is where I belong. I want to make a difference in the lives

of the kids."

The applied communications teacher comments, about the Class Recycling Paper Project. "My kids write the reminders and posters that are placed in hallways and are announced daily telling the student body where to put their used paper that can be recycled. Every week we pick up boxes of paper for recycling to complete this project."

With the use of before and after school tutorial sessions and the mentor based "school to work" programs from Vo Tech and the Deca/Vica Programs, teachers and administrators create their own career rewards.

The DECA teacher says, "The DECA Program is my favorite thing to do. I monitor my students' jobs after school. I get out there in the community to visit and see what's going on in the work life of my students. These kids are like a family to me." Teachers and students invariably support each other's work efforts. They not only reinforce each other's teaching and learning situations, but they are actively busy incorporating new instructional strategies "to help kids become successful," as the basketball coach explains:

"I am not only a coach on the basketball court but also

one in the classroom. I have high expectations. Students need to have personal discipline in the classroom and do the best they can possibly do. I feel it's the same for athletes as well as the kids in my classes that I teach. It's the same in basketball. We all have God-given limitations and talents, but just the same, we need to do the very best we can in all walks of what we have. I act as a role model for many of my students. These are my career rewards."

I observed his classroom, watching him demonstrate his instructional knowledge from staff development programs and experiences. His instruction was creative, exploring the use of the scientific method by determining how many seeds there were in a tomato. The biology students planted tomato seedlings on the school grounds the preceding year. This year, his horticulture classes were divided into cooperative learning groups where they used thinking skill strategies, and actually formulated the scientific process by guessing how many seeds were in each differently sized tomato. This classroom observation further exemplified the teacher's use of the district's staff development programs, cooperative learning and thinking skills. The teacher made learning

relevant, practical and individualized for kids. Learning actually came to life for the kids. It was an interesting, individualized learning experience for me as well.

Dedicated to their teaching instructionally, professionally and personally, these West teachers discuss their instruction, exercise together, take vacations together and promote their own collegiality in a "spin off fashion" from each other.

In the hall, a teacher comments to another teacher, "Where are we going for spring break this year? It's in three weeks."

The response, "I don't know, haven't thought much about it, yet. How about skiing, or let's go to your uncle's lake house?"

Good Teaching and Learning - West Style

The processes of good teaching and learning are implemented and reinforced through the communication and application of the mission statement, staff development programs, the collaborative efforts enhanced by the administrator and employed by the staff and the collegiality that bonds the entire school into a family unit. Good

teaching and learning are the grand finale of faculty instructional development!

A student says, "Good teaching is when the teacher likes what they are doing and if they like the kids and what they teach. The students do well if the teacher cares about them."

Good teaching and learning is also defined and explained by the teachers:

"Students need to see how all subject areas fit into the real life world."

"Everybody plays a part in helping kids learn. It filters down from the administration at the top with big expectations of what we are to do."

"We need to be relevant with the work and the jobs that are out there so that students will see a reason for what they are trying to learn."

"Teachers care about their students, determine where their students are in terms of the instruction and then teach what each child needs. Education is a family business."

"This is a big school, but we work hard to find a way to help all kids have opportunity to learn whether it's

vocational education, college prep or practical classes."

"As we go to some kind of Block Schedule, we will have more electives that the kids will find relevant and interesting to appeal to their interests."

"We use every day life things that are affected by math...sales in a store, figuring percents, decorating and painting a house - wallpaper, paint and wood. We even landscaped a yard..."

"Good teaching is promoted through Staff Development Programs - Cooperative Learning, Thinking Skills, Elements of Effective Instruction and mostly the Faculty Retreat."

"Good teaching and learning is promoted through teaching daily life experiences," where "the whole administration is involved in making us work harder to try new things and to make the learning more relevant for the students."

"For good teaching and learning, teachers need to know how to illustrate, to explain, to expand, to explore and to organize learning."

"There's a need to try to get illustrations across to the kids so that learning makes a lot more sense."

"For good teaching and learning, there have been too

many dittos, too many worksheets, too much memorization..."

"We work on everything we do in life, communication, working relations and human relations skills."

One teacher sums it up for all by saying, "Good teaching occurs because we are allowed to do the job."

The counselor finalizes the idea, "The goal of teaching is to help kids learn a love for learning and to teach them how to learn."

Teachers at West Bayview maintain high expectations, teach with relevance and practical everyday life experiences, use hands-on approaches to instruction, cooperative learning groups and are beginning to implement the use of interdisciplinary planning, organizing and teaching at the high school.

Decisions about planning and teaching are left up to the teacher. Most teacher decisions are based upon the students' needs and abilities, where students are monitored with frequent questioning and instructional plans are altered as they needed.

At times there are problems at West Bayview related to instruction, student behavior, at risk students, a need for more staff development and higher salaries, and at times,

poor communication from the counselors' offices.

Related to instruction, the three year veteran Vietnamese French-Spanish teacher had difficulty culturally relating to students in her classes. She did not understand the terminology of their questions, their problems in learning the foreign language or their communication to her in the classroom. Her high expectations of classroom management and her inability to establish and follow through with classroom guidelines and consequences created a cultural gap between her and the students. There were many parental and student complaints that resulted in immediate but unsuccessful attempts to improve her instruction. The results were those of hiring a new teacher to replace her and changing her schedule to teach English as a Second Language the following semester. Admitting that there was much cultural diversity and misunderstanding on her part, she welcomed the schedule change for second semester. At this time, she is happily and successfully working with ESL students in another school.

Another dilemma is that of computer technology in the school district. It has also had some major snags on instruction. There are many computers, computer systems and

diverse programs throughout the district. The maintenance, manpower and knowledge of repair is a continuous problem because there are not enough servicemen to keep pace with the technical breakdown of equipment.

There are also problems in keyboarding and computer programs that focus on the continuous update of programs and computer technology. As soon as the students learn one computer, such as Microsoft Works or Word, they are thrust into the next classroom where they must be familiar with Apple and IBM. The district continues to purchase new equipment, maintaining the older equipment so that all classrooms one day will be equipped with advanced technology. "New technology," according to a student, does have its drawbacks."

Another problem that affects instruction is student discipline. Although most teachers are well prepared instructionally, they must work to maintain a pleasant classroom environment. At times classes are often disrupted by students whose social, emotional, physical and psychological problems warrant teacher and administrator interaction due to student disagreement with their peers, teachers and parents. Students are then taught by teachers

to reflect upon values and student handbook expectations. There are school rules and regulations, even though teachers may process their own expectations in the classroom. Much of the school regulation, today, focuses on safety, such as the implementation of the "No tolerance to weapons, drugs and alcohol." Again, there are minimal rules, minimally defined social roles and opportunities provided for students to analyze their own behavior.

There is also a continuous need for staff development programs, staff development funding and released time for teacher participation during the school day. Staff development continues to be a great need.

The counselor adds, "The failing of my office is that we have not communicated all the programs available to all the students. We want this office to become a resource center for all kinds of information. I want to have a career awareness center where the kids come in and look at brochures and books to help them know what is available out there.

Other problems are expressed by teachers:

According to a teacher, "There is a need for increased salaries to meet higher teacher expectations and simply to

compete with higher national pay level standards."

Another teacher comments, "There are many kids who work and they think it's more important to work than to go to school. Parents alibi for their kids so they don't have to go to school."

A teacher adds, "There are sets of broken home parents who really don't care about their kids and some who do care. We need to work harder so that we can make an impact on the lives of all kids at West."

Even though there are simplistic, unresolved problems that each school within the district must face, West is a caring place, a family place where "good teaching and learning" take place everyday.

**Summary of West Bayview,
A Place Where All Students Can Succeed**

West is a caring place, a family place where students, teachers, counselors and parents know that children can be successful. Focusing on student individuality with minimal rules, West Bayview is a place where students, teachers, counselors and parents know that children can be successful. The high school provides a rich curriculum for all diverse student needs and abilities.

West is a place that is characterized by the collegiality of teachers, students, and parents through the use of collaborative processes and a good teaching and learning environment involving communication, cooperation and commitment to its students. This is the place where students are highly valued for their individuality, differing talents, abilities and needs. It's a place where there are minimal social roles and distinctions.

Focused on the collaborative processes and collegiality in the organization, this school has been analyzed in the Collectivist Environment. There is much promotion for support of the total organization influencing the perpetuation of survival of the organization. Finally, West is the home of a Patriot's pride and school spirit, where the interwoven organizational processes, social interactions and culture are intertwined, magically crafted to make it an artistic masterpiece, a place where seeing is believing.

CHAPTER V

SEVEN OAKS MIDDLE SCHOOL: A CASE STUDY

Collectivist Environment

A Learning Environment for Early Adolescents

Seven Oaks Middle School is located in the northwestern segment of the metropolitan school district. Formerly a junior high school, Seven Oaks has been a middle school for two years. The change from a junior high to the middle school was a district wide implementation that targeted effective teaching and learning of early adolescents. The transition from a junior high to a middle school brought about organizational change that focuses on the enhancement of instruction for the individual adolescent of diverse social and maturational needs.

Seven Oaks Middle School, consisting of 6th, 7th and 8th grades, is comprised of portable buildings, athletic fields offering softball, baseball, soccer and football, and spans nearly a block in length. The school, surrounded by

wooded areas and a cyclone fence, is within walking distance of several nearby neighborhoods, many restaurants, privately owned businesses and small gas stations.

The school is 30 years old and is well supported by the high standards of the north western community of the school district. The brick facility consists of a well-landscaped two story main building, including the cafeteria, band, orchestra and music rooms as well as two gymnasiums. Six T portable buildings, known as T-Buildings in the district have been imported to the backyard to accommodate new teachers added to the new middle school. A new parking lot in front of the main building is currently under construction to provide more ample parking for staff, parents and the community when extracurricular activities take place in the school building. In front of the building stands the large "Viking" marquis, denoting current student activities and the "Students of the Week" representative of each grade level.

Surrounded by attractive neighborhood sub developments, the popular northwest section of the school district has been an area of continuous growth in this large suburb of the metropolitan city. Newly built housing additions within

the attendance area resulted in the creation of the recently redistricted boundaries that alleviated some of this middle school's student population. A new middle school was added to the district last year to accommodate the expanding student population.

The socio-economic diversity of the community is reflected in the middle school population. With a student population of 1303, there are 83% Caucasian, 9% Black, 5% Asian, 2% Indian and 1.5% Hispanic. With the influx of various ethnic groups into recently renovated apartment complexes and the economic diversity of recent transients, there has been a noticeable change from mostly professionals to include upper, middle and lower classes, professional-blue collar workers.

A former large junior high school, Seven Oaks Middle School now houses 95 teachers, the principal and the administrative cohort consisting of the 3 counselors and 2 assistant principals. There are twelve instructional teams, four per 6th, 7th and 8th grades. Each is lead by a team leader who is also a teacher on the team. Each team is comprised of the core curriculum classes: math, English, science and social studies.

The school is clean, graffiti free and freshly painted. Attractive shiny floors adorned with freshly painted blue lockers and glass student display cases are located in hallways free debris. At the front of the building there is a large glass trophy case, displaying creative art work depicting holidays, student achievement and coming events. On the nearby landing of the front staircase is a colorful plaque of the school mascot, a "Viking," symbolizing the outstanding pride, tradition and heritage of past years as well as the recent transition from junior high to middle school.

Along the walls of each hallway, there are large royal blue banners: "Best Students, Best Staff and Best School," "Believe, Achieve and Succeed," and "At Our School, Parents Are Important."

A parent enters the building to pick up her daughter for an orthodontist appointment. She reflects upon her feelings of the school as she enters the office to sign out her child:

"I think these banners signify that the school likes kids. This school works to do the best for kids, and it helps kids to know that they are important. It's also good

to recognize the parents, to let them know that they are wanted."

Seven Oaks Middle School is heavily supported by its parents in the community. As a middle school, it focuses on the enhancement of teaching and learning, based on the individuality of the child. Seven Oaks is a learning community where opportunity for optimal individualized personal growth is provided. It's the home of "Viking" pride, where students are the priority and the concept of teacher teams is the driving force in educating students.

The Transition from Junior High to Middle School

The foundation of the middle school concept promotes the identity of Seven Oaks by emphasizing the individuality of the child. With the implementation of the grade level team concept and with the focus on the enhancement of teaching and learning of children of diverse needs, the middle school concept was implemented district wide in 1993.

In order to educate and to prepare teachers instructionally for the middle school approach, innovative staff development activities were used to increase teacher awareness and understanding. In addition to staff

development activities, there were informative panel discussions and meetings provided for staff, parents, students and community members to promote a smooth transition. Transitional activities included films, slide presentations, brief lectures and question-answer periods to orient the new recipients of the middle school plan. Reluctant feelings have been changed:

"It has been a success," agrees a parent. "For the most part, reluctant parents, teachers and students have altered any negative feelings about middle school. Everybody seems to appreciate the fact that it works in the best interests of the child."

A parent adds, "I like the middle school concept just like it is. I think it focuses on the needs and problems of children of this age."

A parent responds, "We need to continue with the middle school concept. I had a big fear of my children entering the middle school, but I was pleasantly surprised with all of its child focused activities, intramurals, team sports, after school activities and all the other things. I have been very pleased with the school work that my kids do."

In sum, focusing on the enhancement of teaching and

learning for children has been the effort of staff and administration at Seven Oaks Middle School. With the emphasis on teaching and learning, innovative principal leadership, an emphasis on the school mission and the incorporation of the collaborative team processes, the school has made great strides in its first two years. Implementing middle school strategies like the teaming concept and collaborative processes as well as emphasizing child-oriented activities, has brought about significant change for this school community.

The principal says, "It will take several years to effectively become an experienced middle school."

The curriculum of this middle school offers a caring environment where there is a familial orientation for children. The middle school environment provides for optimal growth, maturity and social interaction with a variety of instructional activities in different curriculum areas. Students can explore a variety of instructional areas - music, art, drama, foreign language, keyboarding, mechanical drawing, home economics and P.E. classes within a 6 week or semester frame. The following comments about instruction summarize the relevant, individualized

instruction at Seven Oaks Middle School:

A social studies teacher states, "We do group projects, role playing, assimilations and various activities to meet all kinds of different needs."

"We encourage them (students) to make their own wise decisions by allowing them to determine who they sit by, who they do cooperative learning groups with, who they do projects with and just how they interact among their peers."

"We prepare them by providing for student interaction among all different kinds of kids and their personalities."

"An English teacher and I worked on an integrated unit about Vikings in which she taught the Viking literature and I incorporated the history, geography, tradition, legends and projects on Vikings. It focused on videos, role plays and the Medieval Days. It was relevant because it's the school mascot and I told the kids they needed to learn more about themselves. They were even more eager to learn!"

"I provide students with a good knowledge base so that they can take it from there and find new knowledge and discover cause and effect relationships in various other academic areas such as English, literature, art, music and math."

A home economics teacher says, "I teach home safety, kitchen safety, laundry skills, cooking and sewing. I prepare my students for the place they will be after school. Many of them need some training because their parents are too busy to teach survival at the house. We make boxer shorts and wrap skirts...stuffed animals and belts woven from leather in my class."

"I am responsible for 100 of these kids each day for one period and I help them socially and emotionally each day that I work with them."

"As a teacher, I am responsible that they know my subject well. At times, I'm the mother, the psychologist, the counselor."

"It's from their different behaviors that I learn to change my approach to teaching as it needs to be day by day. It always changes, based on the needs of the kids."

"I put the kids in positions so that they can learn to think on their own and to use the skills in English so that they can communicate effectively and eventually become productive in society. My job is to provide them with the tools to do that."

"In teaching, I have grammar and basic skill levels to

teach for understanding and then we build on that...Then, we put it into a situation so that they see it in everyday life such a reading, writing and speaking skills. Each individual works at his own level so that each one can succeed and feel his or her own success."

"I teach the kids who have been given to me, the curriculum, the behavioral and social roles that they take on in society. I'm an instructor, a facilitator and a mediator between students and parents. I'm a confidante, a mother and a disciplinarian because a child needs guidance."

"I'm a tutor and I feel that I can teach them well. I also provide them with structure and simply become a role model. As a role model for them, they look to me for guidance in all areas of life."

"I try to work and teach the total child. I offer help have trouble. In my classroom, I try to meet the needs of the individual, each one is an individual and they all have different needs and ability levels. By tutoring before and after school, I can touch the lives of many who need extra help. I also make many positive and some negative contacts to parents. We try to get them involved to help their kids do better."

Several students respond:

"We learn responsibility and how to get along well with others..."

"My team took a foreign country theme and studied a lot of different countries. We studied cultures and even decorated a Christmas tree with gingerbread men and snowflakes and other traditional things of foreign countries. We also wore costumes one day, all dressed up like the people of the foreign country. We made clay tree ornaments in art that represented Romania and Czechoslovakia.

"My favorite class is science, where we do lots of labs and hands on activities. For my science project, I did some plant growths that use artificial light. We wanted to see how they turned out if they got strawberry kool-aid, coffee and orange juice for liquid instead of water. The ones that had coffee did well, the ones with kool-aid had leaves that turned red."

The focus on individualism is portrayed in faculty meetings, administrative team meetings and among the 6th, 7th and 8th grade team level meetings where individuals have autonomous behavior in making the decisions. Individually,

a safe and caring environment at Seven Oaks is provided to meet the needs of the child, making real world experiences applicable to learning and emphasizing above all that middle school is a fun and exciting place to be!

The Mission of the "Vikings"

The Seven Oaks Middle School formal mission statement is:

"We, the staff, students, parents, and community are committed to creating a middle school that provides for the unique physical, social, emotional and intellectual needs of early adolescents. We believe that a student's self-esteem and academic growth can best be developed in a challenging, productive, purposeful environment. Working cooperatively with warmth, care and respect, we will prepare students to be productive in an ever-changing world."

The mission emphasizes all phases of educational growth for adolescents. The middle school concept abets the social, emotional and academic opportunities by implementing the theme of "caring for the child and providing for individual needs."

According to Mr. Mason, the principal, "The school works to accommodate the varying needs of students socially, emotionally and academically. In order to work appropriately with students, "The school incorporates a mix

of state and district mandates, community interests and teacher personalities."

Mrs. Martin, a Black female assistant principal says: "School provides an environment where all children can learn to become successful world class citizens. Further defined by her, "World class is the district goal that refers to being the best, extracting from the community and giving a challenging environment to make kids 'tops.' To accomplish this we allow teachers on teams to plan, to make decisions about their team in order to meet the diverse needs of our students. We provide various activities that prepare them for the world class avenue that we follow."

The teachers comment about the mission:

Our mission is "To educate the individual child," says a teacher.

Another teacher says the mission is "Emphasis on a student's individual abilities, talents, needs and interests."

"The mission is to cultivate and produce children who will be productive in the community as adults."

"The mission is to prepare the students to meet the changing needs of the world, geared towards getting them

ready for jobs."

"We try to meet the needs of every child of differing abilities."

"I teach values by modeling the ways in which I think students should learn to act."

"The mission is to prepare them for things in the world, to be able to succeed in the world."

The middle school also focuses on providing a diverse curriculum where the developmental needs of adolescents will have opportunity to be met. The teachers agree:

"I try to teach one on one skills for living in the community and in the home today. My classes are a training place for the future..."

"The mission is to teach creative thinking...I try to teach them to be individuals in the way they work on their projects in class and to think on their own."

"The mission is to teach the whole range of stages of adolescence as far as the whole person is concerned, physically, socially, emotionally and academically, all rolled up into one...prepared for life."

In communicating this mission, the counselor adds, We start the year off with an Open House which is held in

September. We welcome parents to visit all the classes and see what's going on at school. We suggest to them that they come to school often so that they will feel that they are a part of the school. We want them to understand that we all call the shots. This includes the parent, teacher, child, counselor and administrator. All of us work to educate the child.

A parent of an 8th grader says, "The mission is to get the children ready for high school socially and physically adapting to school situations, school work and school schedules."

A 7th grade student responds, "The mission is that we can learn to be prepared for what we face in the future. For example, "If you can't make change, know what money is and how to use it, then you can't do things in life like buying food and other things.. School also teaches us responsibility and how to get along well with others. We have animals in my science class, like fish and gerbils. We have to take care of them ourselves or they will die. It's like taking care of children."

A team leader sums up the school mission: "It's providing for the well rounded person, a person who can work

with tools, who can follow directions, be creative, think well and who can work with a group on a group situation. It's preparation for the future, for life and for jobs after the schooling is over."

The Principal of Seven Oaks Middle School

Mr. Mason has a friendly greeting for the students, teachers, staff and parents that he meets in the school hallways. Dressed in a sports jacket and polo shirt, he adorns a "Viking" lapel pin, symbolic of his school spirit and pride in Seven Oaks Middle School.

A former Director of Special Services, a previous superintendent in a small district and a 12 year veteran elementary principal, Mr. Mason became principal of Seven Oaks Middle School two years ago. His first year as principal of Seven Oaks witnessed the implementation of the middle school concept, housing grades 6, 7 and 8 from the 30 year old junior high school consisting of grades 7, 8 and 9.

Instrumental in creating a middle school environment, Mr. Mason says he is committed to upholding the high standards of middle school philosophy, based on the individuality of the child. With diverse personal,

developmental needs and varying maturational rates of children, Mr. Mason has fostered a "child-centeredness" approach to instruction, enhanced the collaborative teaming processes, created socialization opportunities for children, hired quality, child-oriented staff and communicated effectively with the community.

The Seven Oaks Middle School child-centered approach features minimal role distinctions aside from 6th, 7th and 8th grade levels. All children are treated equally focusing on individual needs and differences. These were priorities for Mr. Mason as he assumed the middle school challenge two years ago. He says, "The environment is created by everyone here."

Mr. Mason emphasizes the team approach, a viable strategy in the middle school concept. He facilitates educational growth for his faculty. This is encouraged by Mr. Mason and is illustrated by teachers discussing their instructional plans, methodologies and strategies about teaching based on their collaborative teams. With the formation of the teaming units, a family network has been fostered through the bonding of the staff, teachers, students and parents. The team approach has also enhanced

the professionalism of teachers.

Working with an increased number of teachers and students in the team network has challenged his ability to create a successful environment. With the formation of the teams and the support from administrators, teachers and staff, there has been a bonding of staff in support of the team approach.

Mr. Mason says, "The team concept is built around strengths, personalities and weaknesses. These characteristics of individuals work together interpersonally to establish the team. This way you get the individual's strength and the team's strength. Together, the teams form a grade level strength that are incorporated to form the school's strength. The synergism of these working together form the improved curriculum."

"My team is like my family," says a 6th grade child. "We spend lots of time together working, learning and playing. The teachers make it fun for us. School is a fun place to be."

To accent the middle school success, Mr. Mason hires well-qualified staff. He interviews and hires staff that are child-oriented, who have a willingness to work

collaboratively and cooperatively in the team approach:

"Hiring the most qualified and child-oriented teachers is really important for the success of the middle school. The characteristics of the teachers must meet the needs of the kids," says Mr. Mason.

Mr. Mason observes his newly hired staff, veteran teachers and students in the classrooms. He visits classes often and participates in the students' activities.

In individual team units, "He watches them draw in art classes and sometimes he goes outside with the students when they have a sports competition in the spring," says a parent.

A parent adds, "The principal and assistant principals are very child-oriented and they care about their kids."

Mr. Mason says, "You have to have an innate ability for team work. We foster those kind of characteristics. Have you ever seen a team of horses work? My dad used to train horses to pull a plow. It's hard to get 4 good horses to pull a plow. One will want to go off alone. You need a lead horse. There's an art to getting teachers to work together as a team. The administrators must be smart enough to get them to pull together."

Not only in academia in the team approach but also in social skills, the principal has created opportunity for the socialization of children. The creation of a social environment for children is exemplified by the extra curricular activity center located in the cafeteria area. This play area consists of foosball, mini-basketball and shuffleboard games that provide opportunity for student competition. Further evidence of student socialization is displayed with the optional outdoor playground equipment, basketball areas, soccer field and colorful benches that provide optional opportunities for social interaction before school and during their lunch time.

The counselor responds, "The kids really like to socialize. They can go out to play real basketball or have play time in the activity center. We have intramurals certain days of the week. The kids play volleyball and basketball against each other competitively. It teaches competition and good sportsmanship like conduct."

In addition to the competitive game activities, Mr. Mason has implemented additional intramural activities for teachers and students. These activities are set up by team teachers to allow for competition among varying student

teams and teachers in corresponding grade levels. These activities further provide a focus for the socialization and competition of children. With an emphasis on children, their individuality, and their need for socialization, children are happier with free time to play. After socialization in the cafeteria, the students return to classes, more accepting of instruction and better able to study. Consequently, teachers can teach and students can learn.

Mr. Mason's ability to communicate with the community, particularly the parents of students in the school, has proven to be an asset in his role as principal. Working collaboratively with the community and staff has created opportunity to allow for shared decision making and the consensus building for the cultural bonding of teachers, parents and students.

Mr. Mason states, "I'm getting the foundation set up. I am working with teachers ,students, and parents to set up the student handbook for next year. We're changing those things that a middle school brings."

His communication of the "The child-centeredness" approach of the middle school with an emphasis on

developmental needs, individuality and socialization of the child has been a foundation for Seven Oaks Middle School and has abetted the framework for Mr. Mason's communicative role.

Mr. Mason announces at the choral concert, "The students here are good kids. They work hard, aim high toward their goals and commit to being successful here. We, as a school and as part of the entire district, are very proud of our students."

In sum, it's the principal's support of the middle school philosophical approach, the implementation of the team concept, the hiring of the "right" staff, and continuous communication with the community that enhance the "Viking" community known as Seven Oaks Middle School. The communicated mission reveals the impact that Seven Oaks Middle School education has on the teaching and learning processes.

Faculty Instructional Development

Faculty Instructional Development at Seven Oaks Middle School has been an on-going two year process that continues to focus on the enhancement of teaching and learning of

early adolescents. With the communication and practice of the middle school mission, emphasizing diverse social, emotional and developmental needs and individualized differences of children, the implementation of the collaborative team processes and shared collegiality among faculty and staff, faculty instructional development has become instrumental in creating the new middle school environment.

Collaboration - The Team Concept

Teachers have a primary role in prioritizing educational plans, discussing student-parent-teacher problems, and in making instructional and maturational decisions related to individual students on their teams. The team concept further allows for team flexibility in scheduling activities, creating interdisciplinary curriculum plans and communicating to parents.

Each 6th, 7th and 8th grade level teams are composed of 5 teachers. They are given the autonomy to devise individual and group teaching, individual student learning and tutoring of their students. Each team teaches approximately the same 125 students daily, maintains a

common team plan time followed by an individual plan time. The collaborative processes derived from the team approach have enhanced faculty instructional development in the middle school.

"Teachers are the professionals, they have a share in making the decisions," says the principal.

The teaming concept at Seven Oaks allows for teacher autonomy:

"We, as a team, talk and discuss the problems and then decide what will be and how things will be done. On a team level, we look at and decide the curriculum with policies on our own," says a teacher.

"Through teacher interaction we can discuss what each one does to help out with a child and then learn what might work from others. There's a lot of interaction among the faculty and given teams."

"The teams make the decisions about instruction, about the curriculum and how and when things will be taught. The principal doesn't make too much by himself. It's always with the input of the team leaders or the administrative team that meets with him weekly. Mr. Mason talks to the kids a lot to get their input about what they think about what's going on in school."

A parent says, "The teachers on the team always call if they see a problem with the kids or if the child needs extra help. Many of them stay late after school to offer tutorial sessions for children who need remediation. In reference to her daughter, she adds,

"Angie's teachers even call me for the good things to compliment her. I think it's good that teachers call for good things."

A parent adds, "The teams know the strengths and weaknesses in each class period. They try to help children realize that they can be successful. The teams work to focus their instruction on the individual needs of each child. The teams also provide incentives like candy and pizza, movies and free passes for different things."

These simple rewards are recognition for children who show academic success, academic improvements and motivation to achieve.

A parent adds, "The teachers on the teams work together like a family. They plan their lessons together and teach whole units that are interesting and educational. They really care about their students and seem to work hard to make the classes fun."

A math teacher says, "Decisions are made here mostly by the teams. I like to know that I am a professional, that I can get pats on the back from time to time and that what we do as a team member is right for kids. My students are my greatest fan club!"

The principal agrees, "As an administrator I see that teachers need reinforcement and support that they are doing a good job." He adds in the hallway, "I try to recognize those individuals as they do an outstanding job in the school."

A social studies teacher comments, "On the team, teachers and parents check to see what the students are doing. We are caring and united together to make a difference in the lives of kids. We work together..."

This evidenced collaborative interaction of individual team members, teachers, parents and students may be exemplified in the student assignment book that is given to students each 9 week grading period. Students are required to record their assignments, and may also get notes from their team teachers that are taken home to parents nightly. Parents are aware that the assignment book provides another avenue of communication from the teacher.

There are problems at times when administrative support is needed to improve communication within the school, to coach a teacher instructionally, to determine testing schedules, homework policies, hallway supervision and the student dress code.

At times, the elective teachers feel that they are on the "outside looking in." They feel that they miss out on communications that occur within the teams during team meetings. They don't feel they have equitable opportunity for involvement in the collaborative team work. This is due to the scheduling of their classes during the team plan times. When the individual teams are meeting during the team plan time, the team's students are taking elective classes. There is minimal involvement with elective the teachers. This is a problem for the elective teachers who are not considered an integral part of the core team.

At times, there are instructional problems with teachers if their lesson plans are too difficult for the level of the class.

The assistant principal refers to an instructional problem with a Spanish teacher. "The teacher was not clear in her instruction and the material went above the kids' heads. They didn't get any of it and there were gaps in the instruction. The students just didn't understand the material, and the instruction was too far ahead of where they really were in the class."

In her effort to help the teacher the assistant

principal says, "I told the teacher to break down the lesson so that the students could understand the material better, to teach the little parts first and then put it together to make the whole. I also suggested that she do some hands-on activities." She further added that the teacher took her suggestions, re-taught and the children then understood the lesson. This instructional issue further exemplifies the need for individualized instructional development to enhance teaching and learning in the classroom.

Another problem that focused on the enhancement of instruction was the 9 weeks test issue. After much controversy from parents a decision was made:

Mr. Mason said, "9 weeks tests for the 6th grade are inappropriate. This decision was based on a 6th grader's individual stress and emotional immaturity." According to the principal, "Many of the teachers thought that his decision was unfair." Still related to testing with too many tests on one day, the principal decided to allow only certain subject areas to test on certain designated days. Mr. Mason says, "Many teachers are still unhappy about these decisions."

Another on-going debate has been the issue of homework.

"Some teachers give too much and some give too little." said the principal. "The idea is to moderate."

Another recent problem has been that of having teachers stand at their doorways during the change of classes.

"Teachers, standing in the hallway during the change of classes, increase adult supervision and visibility, alleviating opportunity for student disagreement and problems," says the principal. "Many teachers have to be reminded to stand at the doorway at the change of class."

The dress code is still another area of discussion for the 6th, 7th and 8th grade teams. "It creates problems for many students and parents. Enjoying the 'sag look,' many parents don't agree with the rule that was formulated by the Administrative Team," says Mr. Mason. It simply states: "The sag look isn't allowed." The parents of those students who can't comply are contacted by the assistant principal and are requested to bring other clothes to the school for their children to wear. Parents are angered that they must leave work, go home and return to school with a change of clothing for the child. Staff and teachers are aware that when children can't portray their desired images, they are easily upset. Recommended procedures have been discussed

and reflected upon by the Administrative Team in an effort to promote better instruction in the classroom. Since many children act as they dress and since sagging clothes have been considered gang related, they detract from the educational atmosphere. Therefore, in focusing on faculty instructional development, a simple dress code is enforced to promote a positive, safe school environment that promotes good teaching and learning.

Each team makes its own decisions based on instructional concerns and individual needs of the students on each grade level team. The principal has final approval of field trips, student conflicts and parental concerns.

A teacher comments, "We deal with everything by ourselves as a team unit. We take care of discipline and any of the other problems that come along. Mr. Mason decides about other things that affect the whole school like field trips and giving tests on assigned subject area days."

Each grade level team meets the same time daily. The 6th, 7th and 8th grade team plan times are during 5th, 2nd and 1st hours respectively. During teacher plan time, the teams' students report to the appropriate elective classes. The 6th grade completes their day earlier than the 7th and

8th grades due to their shorter attention spans and restlessness at the end of the day. Their elective classes provide an outlet for creativity, more academic freedom and physical play. Using collaborative processes during their team plan time, grade level teams communicate and coordinate. A parent says, "It seems to me that the teachers influence their activities. A parent says, "I hear them in the office talking about what they do in their classes:"

"I love to try new things in my room," said the English teacher. I can evaluate my teaching from year to year, see what works and then alter the methods or add to them. Do you do that in your room?" asked the teacher.

"Yes, and I like to use learning groups to let the kids teach each other; they like to work together."

This provides evidence that teaming does enhance the interpersonal and professional relationships as well as the spirit of camaraderie that fosters collegiality at Seven Oaks Middle School.

In the middle school, each grade's teams meet together 56 minutes per day. Their meetings are based on an identified agenda featuring topics of needs and discussions suggested by the team's teachers. The agenda, planned by

the team leader, provides guidelines for each meeting. It constitutes an identified purpose with topics for discussion that include flexible scheduling, interdisciplinary planning, student concerns and discipline problems. Often, team meetings include conferences with parents and students in an effort to communicate parenting skills and to offer solutions to individual student needs and problems.

Each member assumes his or her shared role, providing input and discussion within the team. Teachers communicate and coordinate ideas with other team members based on the needs and concerns of their students, team teachers, elective teachers, such as art, music, home economics and the desires of parents. On each 6th, 7th and 8th grade level teams, the roles of students, parents, teachers, counselors and administrators is to provide input and to analyze student learning situations about individual problems that affect one or all student(s).

In summary, the use of faculty instructional development in the collaborative teaming process fosters opportunity for teacher communication, cooperation and coordination of work efforts with administrators, parents, teams, teachers and students. Providing for teacher

collegiality, the team approach has created shared feelings of professionalism and provide a cultural bond to the familial unit at Seven Oaks Middle School.

Faculty instructional development has also focused on creating learning opportunities for teachers. Provided by the district, these optional mini-course workshops offer in innovative staff development activities and required points for individual/groups. Staff development activities provide for the enhancement of good teaching and learning in the classroom. In the past, staff in-service programs have provided instructional strategies and methodologies such as cooperative learning, learning styles, integrated learning, thinking skills and multi-cultural education. The offerings have enhanced teacher's roles by promoting their ability to learn as a student in the classroom, to teach innovatively,, thereby increasing shared feelings of professionalism.

A teacher adds, "We are focusing on integrated learning so that the core courses can be taught in a variety of ways. It's great to be able to integrate the subject matter so that kids can see first hand relevance in front of them." Teachers have the option of choosing the staff development programs they wish to attend. With optional on-going staff

development offerings and the promoted familial interrelationships of individuals/teams in the social context, professionalism for teachers at Seven Oaks Middle School has been encouraged.

In sum, teaching teams, given autonomous behavior and empowerment in their team meetings, know what's best for the students they teach. With their conscientious efforts in the team approach to instruction, teachers are the professionals and academic success for students is their goal.

A teacher comments, "The administrators trust us in making the decisions about what we will do as a team and how we handle the children within the school guidelines. We can teach what we want to teach as we need to teach it." Focusing on faculty instructional development, collaborative teaming fosters the idea that teachers need to think reflectively about teaching and learning, making student individuality their priority.

According to the principal, "Another group that makes decisions is the Administrative Team." It meets collaboratively with the principal in order to discuss dress codes, school expectations and teacher/administrator school

interests. Consisting of the principal, two assistant principals and the three guidance counselors, the team convenes once a week. "This is new this year," says the principal.

Recently, the team met and discussed the jacket and long watch chains, new trends that the students have adapted this year at school.

"These concerns were discussed and the decision was made to watch and to determine what problems are directly related to the school," said the counselor. "Chains and certain labeled jackets have been gang related. Another issue that the team reviewed," said the counselor, "was that of how to incorporate Spanish classes for the sixth and seventh grades for next year. This year, Spanish classes for the 6th grade met every other day for 56 minutes. The district must determine how this State 1017 mandate will fit into the 7th grade middle school schedule next year. It is possible that we will have to hire several new Spanish teachers for next year to accommodate the state requirement," said the counselor.

According to the principal, "The administrative team reviews day by day what is best for the school. I also meet with the secretaries. That's new this year. We also have staff meetings and there are few times that we are asking for input due to the size of the faculty.

I get input from team meetings with team leaders and secretaries. There's a very few decisions I make by myself. We are influenced by what the district administrators give us. You understand their philosophy, and you provide your support to what they need and want. There are extended spoken and the unspoken ways of doing things. If I have a decision to make, I know the direction the administrators take and I make it based on that direction. If I can change the course of where we're going to go then I consider that. There are directives and non-directives by which I know what they want."

In essence, Mr. Mason sums up the responsibility and flexibility of the teaming approach:

"It goes back to the quality that you hire and the part they play in the overall picture of the school. I need people who are empathetic and sympathetic to the school and the students. I must have a feel for that when I hire people. You have to have an innate ability for team work. We foster those kinds of characteristics."

In sum, the collaborative process at Seven Oaks Middle School has been established through the team concept. Team activities include communicating, decision making, planning integrated units, participating in staff development programs and enhancing interpersonal/professional relationships. It's with the autonomous sharing of ideas of individuals collectively in a team approach to grade level

instruction that has provided an avenue toward shared collegiality.

Collegiality - The Middle School Way

Collegiality is exemplified among teachers working together in the building on Saturday to get their lessons plans completed, hanging wall paper in the home ec room or painting a classroom to give it a cleaner look. This extra work is done on their own free weekend time.

Working in their rooms before the school day begins and working past dark has become routine at the middle school. Practicing and restructuring to create hands-on activities, learned from district staff development activities has increased individual teacher competition among each other. Teachers want to try new things, take risks and want to be better than the teacher next door.

Their informal gatherings and individualized coaching in the teacher's work room, the sign in room, the hallways and classrooms add to the effectiveness of faculty instructional development. A conversation among English and history teachers as they share their plans and ideas:

"I know that my kids can learn vocabulary words faster

in a spelling bee than writing them down during a lesson."

"Then, maybe I should introduce my vocabulary words in a spelling bee," responded the other English teacher.

"Have you ever had your students mark longitude and latitude degrees on a map as you teach it?" asked a history teacher to his colleague.

"No, but I bet the students can learn it faster that way," was the response from the other history teacher.

In another conversation I overheard teachers laughing about solving an equation in cooperative learning groups:

"My students do a better job teaching each other algebraic equations in factoring, than when I work it out for them," said the math teacher. "They seem to have more self-confidence and stamina when they work together in a small group than if I have them work independently." As evidenced, teachers are tackling new risks on their own. They do their own classroom research daily to determine what works and what doesn't work with their students. They are truly professionals, enjoying their students, performing day to day classroom research and discussing findings with their colleagues.

The principal has fostered good teaching, learning and

collegiality that exists in the middle school. The principal has created opportunities for staff development breakfasts, PTA luncheons throughout the year and informal gatherings in teachers' homes featuring hay rides, swimming, cookouts and horseback riding. In sum, faculty instructional development has stimulated good teaching and learning, encouraged teachers to identify with shared norms, engaged teachers in the collaborative processes and abetted the collegial activities that have been created at the middle school. The shared norms of collegiality have abetted the interpersonal relationships among team members, leaders counselors, principals and other middle school staff.

In summary, collegiality has been created and enhanced through the cultural belief system, the collaborative teaming efforts, the camaraderie and the interpersonal relationships that have developed throughout the restructuring process from a junior high to the middle school approach. The success from the emphasis of the collaborative processes, the fostering of teacher development and the sense of professionalism among the faculty has created this shared avenue to collegiality.

Summary of Seven Oaks Middle School,
A Community Where All Children Can Learn

Seven Oaks Middle School is a familial community where individuality based on student needs and differences is reinforced through the practice of the communicated mission statement. In providing for individualized differences, the middle school offers a diverse, explorative curriculum where students are encouraged to sample courses in a 6 week or semester block.

The "Viking" community avidly supports and encourages the emotional, physical and social growth of its students within the 6th, 7th and 8th grade team networks where there is shared communication, cooperation and coordination of work efforts based upon the autonomous input of teachers, counselors, administrators, parents and students. In sum, the 30 year old school is a loving, caring community. It's a place where middle school philosophies are enhanced, where the Seven Oaks teams and community effectively "shape and craft" personalized, individualized instruction designed with the middle school child in mind.

CHAPTER VI

ANALYSES OF WEST BAYVIEW HIGH SCHOOL AND

SEVEN OAKS MIDDLE SCHOOL

This chapter will review the research findings and provide analyses of principal leadership and faculty instructional development within the social contexts of West Bayview and Seven Oaks Middle School. I will review findings from the two schools emphasizing the Collectivist Environment, low grid and high group of Mary Douglas's Typology.

The analytical review will include findings to describe the low grid and high group indicators, the Collectivist Environment, principal leadership, collaborative processes and collegiality in the two social systems. It is of value for the principal to understand the social context of the two systems and be able to explore Mary Douglas' Analysis of a Social Environment in determining the characteristics and quadrant to which the school environment belongs.

West Bayview High School,
An Analysis of Mary Douglas's Typology

Low Grid

East Bayview High School is classified as low-grid due to descriptors that define its low-grid enhancement: individuality, emphasis on a competitive environment, minimally defined social roles and no insulation. A review of the mission statement, principal leadership, collaborative processes and collegiality will reveal support for low grid descriptors.

In support of individuality, West Bayview is a place where individuals in the student body are recognized for their diverse academic interests, talents, and abilities where teaching is individualized and learning is made applicable and relevant to everyday life experiences. Role distinctions are irrelevant in this high school. It's a place where individual student choices and academic successes are celebrated so that all students will be committed to the individualized mission at West, the place where "all students can learn."

The formal vision focuses on individuality, "To develop

students into a 'World Class' work force that is competent academically and technically for entering post-secondary education and the world of work," has been created to parallel with the superintendent's mission for the district, "World Class." It has become a major focus for the school, a shared norm, a value and a belief that is relevant to all West individuals.

Teachers, utilizing the values of the mission at West Bayview, are committed to making a difference in the lives of the students they serve. Focusing on preparation of individualized life-long skills and values, conflict resolution, the decision-making process and practical experiences, each teacher assumes a professional, autonomous role in planning, teaching and modeling basic values that are inherent in the organization. Teachers, given autonomy, prepare, plan and instruct students academically, socially and physically for college, vo tech, business colleges or a school to work job encounter after graduation from high school. The organizational shared norm and continued communication of individual worth in the mission statement has created a bonded meaning for administrators, teachers, counselors, students and parents who are committed to the

West culture.

Principal leadership includes emphasizing individualized educational practice to teachers through communicating and modeling the shared meaning of the mission statement, promoting autonomous behavior of teachers, parents and students in collaborative processes, and recognizing and encouraging student, staff and teacher competition among individuals.

Mr. Richards, a caring principal, is a motivator, an encourager and coach. He encourages his teachers to teach students life-long skills, values and responsibility through emphasis on practical experiences and relevance to individualized careers. Encouraging and motivating students, he adheres to a major proponent of the mission statement, "All graduating students will have the necessary skills for a smooth transition into post-secondary education and the work force."

In relating to individualized careers, a teacher says, "Everything here at school is based on the individual needs of kids. Most all teachers look at student needs as they teach in preparation for life."

Mr. Richards encourages individual voice in

collaborative processes so that all teachers, students and parents have opportunity for shared decision making within the organization. Faculty form committees, are encouraged to provide input and to participate voluntarily to provide input relating to school concerns

Mr. Richards encourages competition at West Bayview. Teachers, staff and students receive school-wide recognition for their input on collaborative committees, personal and academic honors and awards in an encouraged, competitive environment. On the morning announcements he acknowledges individual recognition and awards for teachers and students who have been involved competitively. He congratulated the "West Teacher of the Year," the West Academic Team on winning 1st place at the District Invitational and students for winning scholarships. He also congratulated the football team for making it to the state final playoffs.

In a competitive environment, Mr. Richards created "Patriot Games," an outdoor field day consisting of competitive sports and games among faculty, students and parents. Proceeds from this fund-raiser are donated by West Bayview to the American Cancer Society. Mr. Richards' encouragement to students to contribute to the fund proved

effective with the generous amount that was donated to the Cancer Society. This year's proceeds netted \$12,000.00

The principal models his coach-like quality by encouraging teachers individually, to select staff development programs. He also provides release time for teachers to attend educational meetings. Mr. Richards encourages teachers to continue their education, to broaden their innovative instructional strategies and to improve their curriculum offerings.

The principal comments: "Treating people like human beings is the primary factor in working with people. I try to establish an atmosphere where kids feel like they want to come to school to learn, and a place where teachers feel like they want to come to school, too.

The principal knows his school culture and exercises exemplary leadership to promote a positive teaching and learning environment for students. One of his major abilities is being able to communicate the school mission, "World Class," which emphasizes long term success of all students after high school. He grants autonomous power in decision making to teachers, students and parents, encourages the individual in participating in staff

development programs, and abets the volunteering for collaborative committees. These activities have enhanced the established shared norms and values among the staff at West.

West has a low grid environment. It has minimally defined social roles and no insulation among cultural members. The principal has enhanced a cultural environment rich in professionalism, camaraderie and collegial relationships where education at West Bayview emphasizes the pursuit of student individuality.

High Group

Douglas' high group indicators include: perpetuation of norms and tradition and group allegiance and life support for individual members. High group indicators will be featured in the emphasis on tradition, the collaborative processes and collegiality.

West Bayview High School is a school with strong heritage and proud tradition. A parent says: "West is where I went to school, and this is the only school I want my children to attend. I want my kids to graduate from here like I did." Culturally, beliefs, values and group support

for the school have been carried from generation to generation, and many of today's students are grand children of former graduates. The grandparents and parents, former graduates, are committed to the preservation of tradition and heritage of the "Patriots." At West Bayview, the perpetuation of norms are focused on the survival of the whole school. There is much life support and allegiance to the West Bayview Patriot heritage.

Mr. Richards encourages and supports the collaborative processes. This is evidenced by the many collaborative committees that have been formed. Evaluating the interests of the group, the well-supported committees meet regularly, discuss policies, school-wide concerns, and determine decisions. Having its own criteria, each collaborative group is composed of individuals who work to perpetuate the life of the school. Committees, guided by school concerns, are bonded in commitment to the organization. Providing their support for collaborative groups in the culture, teachers are the professionals, sharing in the ownership of the organization.

Mr. Richards says, "The teachers who work here must have a say in their own destiny. They make the decisions

here."

Parental collaborative groups also provide a share in the decision making process. They offer financial support for instructional materials. Parents are active in determining instructional needs of teachers and in promoting fund-raiser activities to accommodate teacher classroom and departmental needs at West. The P.T.A. and other student activity groups also provide funding to support school and student activities.. Parent collaborative groups provide continuous support of all school endeavors at West Bayview.

The use of collaborative processes in shared decision making among teachers, staff, parents and students at West Bayview has nourished and created opportunities for individual and group input. It has also enhanced the camaraderie, increased shared teacher-administrator professionalism, and allowed for collegiality. This is due to the enhancing and building of interpersonal relations within the social context.

Collegiality and camaraderie, emphasizing collaborative interpersonal relations, have abetted the building of a cultural familial network that is focused on the survival of the entire group. Teachers and staff have

acquired shared feelings of professionalism provided from staff social interactions and intertwined collegial relationships within the social system. Collectively, a bridged gap between the administrators, teachers, staff and parents has allowed for the positive building of norms, values and meanings within the social context.

Social interaction, enhanced by the use of collaborative processes, collegiality, and camaraderie. have encouraged the building and formation of the bonded familial culture.

Faculty Instructional Development

The principals' activities at West Bayview provide an illustration of possible linkages between leadership and faculty instructional development. Firestone and Wilson (1989) posit that enhancing cultural linkages between leadership and instruction is the primary way of influencing the educational environment. There are some identifiable linkages that effect the educational system at West Bayview.

Using symbolic activities to enhance instruction at West Bayview, Mr. Richards communicates and supports the ceremonies, rituals and stories in order to promote the

faculty's shared norms and values within the organization. Members of the group constantly evaluate their interests collectively, avidly supporting the symbolic elements and perpetuating the survival of the activities in the organization. As a result of exploring and fostering the shared norms and values at West, the principal has enhanced the use of cultural linkages in the organization (Firestone & Wilson, 1985).

In examining these mechanisms that link activities to faculty instructional development at West, there are shared understandings of the communicated mission, autonomous behavior in collaborative processes and the nourishment of collective, collegial interactions that promote good teaching and learning. With the continued "crafting and molding" (Blumberg, 1989) of cultural symbolic values and the enhancement of familial social interactions within the social context, the bonding of faculty collegially has promoted dynamic instruction at West Bayview.

A teacher comments, "We provide something for the students to use in their futures, something to make each of them successful for life."

Mr. Richards is a caring leader, an encourager to

students and teachers. He avidly models and promotes the mission statement, collaborative processes, and enhances collegial relationships. In enhancing the educational environment he encourages good teaching and learning by providing for active participation in staff development programs.

Mr. Richards comments, "We must continue to educate our teachers. Staff development programs are our most important issue in school." With minimally defined roles, Mr. Richards supports instructional development for everyone at West.

Based on his cultural knowledge of the organization, Mr. Richards enhances the utility of symbolic activities with rituals, ceremonies, and stories. These activities have enhanced faculty instructional development. Rituals include "Student of the Week," and "Teacher of the Month." They provide enhanced recognition for teachers and students as well as opportunity for competition among individuals in the organization. Individuals want an opportunity to acquire recognition or to participate competitively in the organization. Hence, teachers become more committed to the organization more dedicated to developing their talents and

skills to improve instructionally. Teachers want their students to achieve, enjoy their students' successes and support their instructional efforts in the classroom.

An important symbolic activity, the West Bayview Annual Weekend Faculty Retreat is a weekend instructional development program that instructionally nurtures staff. It is a collaborative interaction that is created and guided by the West faculty. Teachers are given autonomous power to organize, to plan and to make the decisions about the content of retreat activities. As a result of their recognized professionalism in planning and participating in the retreat, these teachers acquire raised self-esteem and develop collegial relationships. Not only is the emphasis on long term whole group survival for the school, but also is focused singly on the improvement of teacher instruction. Some of this year's mini sessions focused on how to use cooperative learning groups, learning styles and strategies, multi cultural ed and discipline. Competitively, teachers want to improve instruction so that their students will learn more and become more committed to their career paths.

In referring to the retreat, the principal says, "The seriousness and playfulness of teacher attitudes, diversity

of individual interests and the social interactions of the people make the retreat a success." Entertwined relationships are formed by individuals in collaborative planning of and participating in activities occur. Frequent social interactions and personal interrelationships within the organized learning groups enhance cultural norms. Collegiality becomes the norm, as professionalism and raised self esteem enhance the feelings of those faculty members who planned, organized, and participated on the retreat.

Mr. Richards also promotes school norms and beliefs by his telling of stories in assemblies. He relates the "O.J." story, a commonly known one at West. The football team was losing at the end of the game, and the crowd began to chant repeatedly, "O.J.," "O.J." The team made a big turn around and won the game in the last few minutes.

Mr. Richards also reminds students in the Pep Rally: "We, at West are a family and we take care of each other. Let's come out to the game tonight and support our football team." He promotes school spirit that affects not only the students, but also the family-oriented faculty. Being motivated professionally and receiving recognition from the principal, in assemblies and pep rallies greatly enhances

dedicated to doing a good job and students want to achieve academically at West Bayview.

Faculty instructional development has been nurtured by the enhanced utility of symbolic elements, the use of collaborative processes and shared collegiality within the organization. The collaborative process at West has encouraged the formation of collaborative groups, volunteers who make the decisions through spoken individual feelings and opinions. Supportive membership for these sub-groups enhances the perpetuation of the entire group.

In summary, it's with the established organizational norms, beliefs, rituals, ceremonies and principal stories that faculty instructional development at West Bayview has been enhanced. Instructionally, the principal has fostered a bonded environment characterized by communication of the mission, the formation of collaborative interaction, and collegiality that has produced good teaching and learning at West.

Seven Oaks Middle School,
An Analysis of Mary Douglas' Typology

Low Grid

Low grid characteristics featuring individualism, minimally defined roles, no insulation and a competitive environment will be depicted through findings from Seven Oaks Middle School. The review will include the mission statement, enhanced principal leadership. Within the social context at Seven Oaks Middle School a bonded familial culture has been "crafted."

The mission of Seven Oaks has been created and communicated in an effort to educate youngsters of diverse maturational, emotional, physical and social needs. One of the purposes of the middle school is the educational enhancement of individuality. Children at Seven Oaks are educated based on their individual needs and abilities as determined by their grade level teachers. Aside from 6th, 7th, and 8th grade designations in the school, there are minimally defined roles except for male and female. Emphasis on individuality is portrayed through the well-communicated mission where teachers assume individual

identities as they teach and model their values to students.

A parent comments, "I like the middle school concept just like it is. I think it focuses on the needs and problems of children of this age."

Mrs. Martin, an assistant principal comments: "Our school provides an environment where all children can learn to become successful.. We provide various activities that prepare them for the 'world class' avenue that we follow."

Reflecting the individualized mission at Seven Oaks, students maintain their own individuality, are encouraged to participate in student activities socially and competitively, Students are given opportunity to select their own 9 week or semester classes so that they may sample the varied course selections.

Another teacher adds: "It's providing for the well-rounded person,...who can work with tools, who can follow directions, be creative, think well and who can work with a group on a group situation. It's preparation for the future, for life and for jobs after the schooling is over."

The mission is greatly influenced by the principal's child-oriented leadership. Through active role modeling and communicating the mission, Mr. Mason has nourished the

embedded shared norms in the organization. He has focused on individualizing instruction for children by communicating the mission to teachers and encouraging their instructional and professional growth academically. Student preparation for the next school level, the high school, is significantly influenced by teachers' day to day instructional plans, input from team meetings and informative parent-teacher conferences. The principal supports a child-oriented middle school.

Mr. Mason, is an experienced caring, charismatic, leader. Having 10 years experience as an elementary principal, he assumed the middle school principalship challenge 2 years ago. Familiar with elementary curriculum, methodology and strategies of instruction, his personal commitment and educational challenge has been that of building and enhancing the teaching and learning environment of middle school children.

Mr. Mason has provided for instructional development of the Seven Oaks teachers by providing release time and paying for substitutes from Staff Development funds. Teacher are encouraged to attend state and local meeting. Meetings include Cooperative Learning, Learning Styles, Element of

Effective Instruction, Multi-Cultural Ed and Middle School Approaches to Instruction. Everyone can benefit from knowledge gained from staff development activities. Mr. Mason encourages individual and group teacher staff development presentations at faculty meetings based on programs that individuals have attended.

In addition to emphasizing individuality of the mission, Mr. Mason has enhanced the competition and socialization of children. In creating a diverse game center in the school cafeteria, children have optional time for competitive individualized activities. The middle school youngsters are happy with competitive playtime that allows opportunity for peer interaction. Consequently, teachers can teach and students can learn more effectively after competitive play and socialization. The principal believes in to promoting effective instruction based on each child's individual needs.

In working and coordinating efforts with the community, Mr. Mason has enhanced a school-community relationship. The parents in the community have worked to plan and provide for the construction of a parking lot to accommodate large school functions. In summary, based on the low grid sector

of the Douglas Model, Seven Oaks Middle School has focused on the individuality of the mission statement. All children, assigned to autonomous instructional grade level teams, are treated equitably based on individual differences.

Concerned for individual student growth, Mr. Mason has created a competitive, socialized environment for children exemplifying that Seven Oaks is truly a child-oriented environment, a place where learning and playing together are fun. With his constant focus on individuality of the "Vikings" and with his ability to impact the middle school instructionally and collaboratively, Mr. Mason has laid the foundation of the middle school concept at Seven Oaks.

High Group

High group indicators include the perpetuation of norms and traditions and group allegiance and life support for individual members within the whole group. Findings include the emphasis on "Viking" tradition, the collaborative teaming concept and collegiality.

The "Viking" tradition, an old symbol of school spirit and pride, has been a shared belief at the school for thirty

years. It symbolizes pride and dedication to hearty work. Viking students on grade level teams work diligently to maintain their individual identities which focus on diverse developmental needs. Focused on maintaining tradition in the school setting, parents, teachers, students and the community avidly support the middle school and its heritage academically, athletically and financially. A famous "Viking" artifact symbolizing tradition of the middle school hangs appropriately on the landing of the stairwell.

With the implementation of the middle school concept, Mr. Mason has fostered the growth of shared decision making from collaborative processes in teacher teaming, the Administrative Team and the PTA Council.

Committed to the collaborative process used in the middle school program, Mr. Mason created teacher grade level teams for 6th, 7th and 8th grades. Allowing and encouraging autonomy of all teachers, staff and students, he has fostered shared decision-making for all grade level teachers and teams. Teachers have been given equitable opportunity to formulate guidelines, to establish their own curriculum, and to assess their students academically, socially and developmentally. There are team communicative meetings

comprised of principals, parents and teachers who daily with parents to discuss individual, maturational, social and academic problems of students based on varied student needs. Members of each grade level teams focus on perpetuation of survival of the entire group.

Encouraging support for the team-parent communication is a necessary, integral part of the team concept. In using the team approach there is opportunity to encourage parental support and commitment to the school. Parental commitment to education enhances teachers' positive attitudes toward instruction and improves opportunity of educational outcomes for children.

In establishing his instructional teams, Mr. Mason says his priority continues to be hiring quality middle school oriented staff that will form successful, collaborative teams. On the teaching teams there is no insulation, and there are minimally defined social roles.

The principal says: "Hiring the most qualified and child-oriented teachers is really important for the success of the middle school. The characteristics of individual teachers must meet the needs of the kids...This way you get the individual's strength and the team's strength.

Together, the teams form a grade level strength that is incorporated to form the school's strength. The synergism of these working together form the improved curriculum.

Mr. Mason also created the Administrative Team which is comprised of counselors and assistant principals. The collaborative group meets weekly to discuss and determine school-wide concerns and policy that reflect student, parent and teacher problems. The Administrative Team cares and provides support for its teachers and students. Teachers, students and parents feel the affects of the Administrative Team's decisions.

Another organization that provides input is the PTA Council. They promote fund-raisers with large financial reserve that provides additional instructional revenue and resources to middle school teachers.

The success of these collaborative groups in shared decision-making has enhanced the professionalism and self esteem of many teachers, staff and parents at Seven Oaks Middle School. There is much membership support for the entire school through the work of collaborative groups where members of the groups determine decisions based on school interests and concerns. Collectively, the success of each

collaborative group has enhanced teachers' feelings of professionalism, pride and self-worth. These shared feelings have successfully embedded the collegial norm that has enhanced the middle school the "Viking way." Teachers feel encouragement and have become more committed to making a difference in the lives of students they teach.

Shared collegiality from decision-making and the commitment to the middle school team process have provided shared understandings in the organization. Teachers are motivated, dedicated and challenged in teaching their students. They are allowed autonomy in collaborative teaming and shared decision making. They have acquired a sense of professionalism and raised self esteem from being able to make their own team decisions.

A teacher comments, "We, as a team, talk and discuss the problems and then decide what will be and how things will be done. On a team level, we look at and decide the curriculum with policies on our own."

Teachers on all grade level teams are the professionals. The team evaluates the interests and ideas of their collaborative group, and they make the personal and professional decisions based on their personal perceptions

and professional expertise. Perpetuation of the team approach is maintained school-wide to preserve the identity of the middle school concept.

The principal affirms, "Teachers are the professionals, they have a share in making the decisions. The teaming approach has allowed for the familial bonding of teachers and students within the social context.

A student comments: "My team is like my family. We spend lots of time together working, learning and playing. The teachers make it fun for us. School is a fun place to be."

In summary, there is much opportunity for input in shared decision-making through the collaborative efforts of the 6th, 7th and 8th grade instructional teams, Administrative Team and the PTA. Collaborative efforts have been utilized through communication, coordination and commitment to the educational process at Seven Oaks Middle School. Emphasis is placed on the enhancement of good teaching and learning so that all students have maximized opportunity to learn. With the familial orientation resulting from teacher social interactions, teachers have acquired shared organizational norms and values.

Enhanced by collaborative interactions and collegiality, teachers have become more focused on attending staff development programs to improve instructionally, are researching their own instructional strategies, and are sharing ideas with each other about what works and what doesn't work in the classroom. They avidly support the interests of the group and maintain collegial support for the organization with an emphasis placed on survival of the whole group. They want to make a difference in the lives of the children they teach!

Faculty Instructional Development

In promoting faculty instructional development, the principal has fostered the norms and values of the Seven Oaks culture. By influencing the educational environment, Mr. Mason has encouraged the formation of certain linkages between leadership and faculty instructional development that have affected the educational process at the middle school.

In his effort to nourish the environment, Mr. Mason has encouraged the formation and practice of certain symbolic activities - ceremonies, rituals and logos that have

reinforced the communication and enactment of the mission, enhanced collaborative groups, and fostered collegiality within the organization. The utility of these symbolic elements within the system has promoted the good teaching and learning at Seven Oaks Middle School.

In establishing the norms focused on faculty instructional development in the environment, Mr. Mason recognized and promoted certain rituals in the student culture that have become a tradition. These include the Spring Fling, the Year Book Signing Party, grade level dances, an Outdoor Field Day, and motivational assemblies.

Mr. Mason has allowed for the annual Spring Fling for students to provide them with reward and recognition in completion of the school year. Recognition makes children more motivated to study and to achieve academically in the classroom.

The Yearbook Signing Party has become a traditional ritual among students. This is considered a reward at the end of the school year on Yearbook Day. When students at Seven Oaks look forward to a social activity, they are more easily motivated to work harder in the classroom. With love and care, students seem to learn faster and teachers are

pleased with their teaching and learning activities.

An Outdoor Field Day focusing on socialization and competition of all students is held annually. Teams determine and develop schedules for varied games and class competitions. These competitive activities are a grand finale celebration for students and teachers at the end of the year. These activities communicate the "We care" attitude, a common norm at school. Teachers are motivated and determined to make a difference in the lives of the kids they teach.

There are dances hosted by radio station D.J.'s. and motivational assemblies that communicate organizational values directed toward drug prevention, safety and caring for others. The assemblies are looked upon by the students as special and informative occasions. These are rituals communicating cultural values and organizational beliefs that denote a caring middle school environment.

The Seven Oaks Middle School "Teacher of the Year," is an annual ritual that promotes and nourished effective instruction for teachers. Teachers vote on the "Teacher of the Year." This instructional competition creates opportunity for teacher improvement with the hope that

another deserving teacher will receive the honor next year. An encouraging reward that creates motivation for faculty. Each teacher strives to be more effective and successful instructionally. Each one would like it be chosen "Teacher of the Year."

Mr. Mason also enhances educational practice with ceremonies such as the Awards Assembly held during the school day with all grade levels in attendance. Students are recognized for attendance, academics and athletics. Students are rewarded for outstanding work and for "The Most Improved Student."

Ceremonies include: band, orchestra and music concerts are held several times each year. These focus on faculty instructional development because they recognize and reward teacher instruction and student participation. Parents attend to enjoy the talents and success of their children. Teachers are complimented by parents and are thus further motivated to teach and perform better for the next concert.

Logos, another symbolic element in the culture, stand out at Seven Oaks Middle School. The principal ordered big blue banners that communicate shared norms and values of the organization. These depict sayings like "Parents are

Important." The banners further motivate students to achieve academically and to let them know that they are cared about in the environment.

Mr. Mason, a caring principal, communicates the mission, by referring to the child-oriented atmosphere and communicating to his faculty the need for understanding the individuality of the child of diverse needs. His beliefs are supported by his encouraged teachers who participate in staff development activities that will educate them in diverse areas: Cooperative Learning, Multi-cultural Ed, Thinking Skills, Integrated Learning and Learning Styles and Strategies. Based upon their individual needs and desires, teachers choose the staff development programs that are pertinent to their needs.

Assuming a professional role in determining their own instructional needs, teachers conduct their own action research about teaching, gather their own data to improve instruction and strive to make educational improvements. Evaluating the interests of their own grade level teams instructionally, teachers make their own decisions based on their research, prior theoretical knowledge and practice.

Collaboratively, Mr. Mason works with teachers,

extending a principal-teacher partnership, creating a bond between himself and the teachers. Together, he and the team teachers analyze, interpret and assess individual students, determine student needs, design instructional goals and objectives, create diverse learning strategies and activities as well as evaluate student instructional progress. Mr. Mason has enhanced faculty instructional development with the teacher-principal partnership relationship by extending an open-door communication policy to the teachers. By encouraging the sharing of instructional ideas at faculty meetings, and by creating social opportunities for teachers such as outdoor cookouts, hayrides, and school breakfasts on staff work days, Mr. Mason has encouraged collegiality in his school setting.

In sum, Mr. Mason has fostered a commonly shared bond of family unity among his faculty and staff. Utilizing enhanced rituals, ceremonies and logos in the cultural context, he has communicated shared values of the organizational mission. The principal has enriched the organization with the collaborative process and nourished collegiality among faculty members. Members of the school family actively support the organization, always evaluating

themselves to perpetuate the survival of the whole school. The principal-teacher partnership, the sharing of teacher ideas, the socialization process, and the teacher-principal conversations in hallways have "crafted" and enhanced the Seven Oaks Middle School family.

**Comparison of West Bayview High School
and Seven Oaks Middle School**

Collectivist Environment-Low Grid, High Group

With emphasis on "World Class," the district-wide mission statement, there are many similarities and only basic differences in the educational foundation of the two schools. The similarities include the importance of the individuality of the student in the mission, the caring principal leadership influence focused on the enhancement of cultural symbolism, the use of collaborative processes and the building of collegiality.

On the contrary, there are a few differences between the two schools that are primarily due to the contrast of high school and middle school aged students. This includes the long-term focus on the school mission, the curriculum offerings and an emphasis on varied cultural elements, the

collaborative processes as well as collegial activities.

Focusing on the enhancement of good teaching and learning of middle school children, the Seven Oaks mission emphasizes the individuality of the child. Middle school teachers who comprise the 6th, 7th and 8th grade teams, avidly support the interests of their teams which promote the survival of the entire school. They strive to meet the diverse physical, social, emotional, intellectual and maturational needs of all children so that they will be prepared for an ever-changing world in a competitive environment. A competitive culture is encouraged in intramurals, outdoor sports and the game center. Emphasis is placed on the individual.

A generally understood cultural assumption at Seven Oaks is the theme of "caring for the child and providing for individual needs." The teaching of values, skills for living in the community, preparation for life, and preparation for the next level of education, the high school, are the priorities.

Middle school prepares students for high school career path. Using the team concept, teachers identify student needs, address individual diversity and teach daily based on

their own knowledge founded on daily action research.

Teachers constantly evaluate student interests, instruction and research focused on the survival of the whole school.

In contrast ,the high school mission focuses on preparation for life-long skills academically, socially and physically. Furthermore, preparation of high school students is individualized with minimally defined roles as evidenced by the fact that any student can participate in any program he or she desires. In addition, high expectations for career-oriented success are maintained for students emphasizing practical experiences and applicability to careers in the future. The DECA Program and the "School to Work" Program exemplify educational experiences that relate to on the job application and training for the future. Equally important to the destiny of their educational plan are the students who must evaluate their programs, vest in the educational process and create a personal commitment to their program of study. The student's commitment becomes a part of the student's own belief system.

The focus of the mission on high school instructional skills includes emphasis on decision making, leadership and

conflict resolution so that students can achieve a smooth transition into post secondary education and the work force after school. In contrast, the middle school, focusing on practical life skills, prepares children for high school. At the high school. The curriculum at the high school provides for individuality where diverse course offerings, vo-tech, sheet metal, shop, engines, food service, basic and advanced core classes in English, history, math and science can accommodate student interests, abilities, talents and needs. In middle school, curriculum is created for 6 to 9 week mini courses for exposure to foreign language, computer, art, music and mechanical drawing.

Similarly, students from both schools concur:

"School prepares kids for life..."

Students with personal educational plans at the high school evaluate their courses, teachers, and individual curriculum plans for the future. They take advantage of the opportunity to get their education based on their career paths, preferences and talents. In essence, they are perpetuating the life of the high school curriculum within the organization.

On the other hand, students at the middle school learn

basic skills with minimal exposure to mini courses. Based on psychological, social and emotional needs,. middle school youngsters are being prepared for high school and for life skills after high school.

The principal leadership of both West Bayview and Seven Oaks nourishes children and staffs with a loving, caring environment. Mr. Richards, a coach, a motivator, and story teller, reminds students, "We are a family, we take care of each other. Also, he tells the story of 'O.J.' (the school spirit of West) is here and will always be a part of the family that we love and care about.. He encourages a competitive athletic and academic environment for students and teachers.

In an effort to provide for improvement instructionally, Mr. Richards and Mr. Mason observe classes, and are visible in hallways. They motivate students to learn, to apply for scholarships or to run for a class office. Competitively and socially, Mr. Richards encouraged the formation of the "Liveman Chess Game," for the annual Medieval Faire and encouraged the "Patriot Games," a fundraiser for the Cancer Society. This year, the school raised about \$12,000.00 for the Cancer Society. At the middle

school, Mr. Mason encourages competition and socialization in the game center, attending dances and athletic events.

Mr. Richards says, "Next year we will have an SAT and an ACT Exam Prep class offered. Students should score higher and possibly more students will be able to attend the college of their choice," said Mr. Richards.

Mr. Mason says that he will add French and Spanish to the 6th grade curriculum next year.

Both Mr. Richards and Mr. Mason have examined the cultural context of their schools and enhanced the educational environments with symbolic elements for students and teachers. "Student of the Week," and "Teacher of the Month. "At the middle school, there are displayed banners that communicate the shared cultural norms.

Relating to staff development, Mr. Richards and Mr. Mason provide resources and funding to allow for several large staff development programs throughout the school year.

Mr. Richards adds, "Our greatest staff need is to continue providing more opportunities and funding for the instructional development of our teachers...We must accommodate teachers' professional growth."

Similarly, the leadership in both schools focuses on

the individualistic, student-centered approach to instruction and is enhanced by the collaborative process. Both principals extend an open systems approach in communicating with the environment. Communicating to the public and establishing a middle school foundation that meets community expectations has been Mr. Mason's forte.

Furthermore, Mr. Mason is a communicator. He avidly supports the desires of the community and works to promote a positive school-community relationship. He emphasizes that his hiring the right staff, individuals who are dedicated to middle school, has the most important impact on good teaching and learning.

Both principals know their school culture well. They have fostered family environments by enhancing the shared norms and values in the organization. The environments are rich in symbolism, rituals, ceremonies, logos artifacts and stories.

Differing in organizational structure and grade levels, the collaborative processes of Seven Oaks provide opportunity for teacher, parent, staff and student shared decision-making. There is much autonomy where teachers individually and collectively meet to determine plans and

share ideas at Seven Oaks.

On the other hand at West Bayview, there are no grade level instructional teams. Collaboratively, teachers volunteer for shared decision-making and input on school committees. They discuss concerns, make recommendations and determine decisions with the principal. Similarly, the teachers on the Seven Oaks instructional teams make decisions about their students based on social, emotional, and instructional needs. All teams handle agendas in a professional way. The teachers are considered the professionals, knowledge experts in their own fields.

Parent organizations are valuable in both schools. In These include the PTA, Athletic and Parent Clubs work closely to establish fund raiser activities and to acquire provisional resources for teacher instructional materials. The parent clubs actively support the needs of the organizations.

In sum, the collaborative efforts of middle school, grade level teams, collaborative groups, Administrative Team, PTA organizations and the high school committees and parent groups provide for teacher shared decision-making processes which enhance collegiality in both schools.

From the collaborative social interaction in both school cultures, collegiality and camaraderie are exhibited. Teachers in both schools socialize, discuss instructional strategies, exercise together, take fall and spring vacations together, participate in staff development together, and attend school social events such as hayrides, barbecues, horseback riding, and school-wide Friday lemonade parties. They assume a familial bonding that is exemplified within the social contexts of both schools.

With collaborative interaction and the promoting of collegial relationships, shared norms and values are established within both school environments. In both schools, teachers perform action research, discuss their findings with each other and share newly acquired instructional strategies.

Good teaching and learning have become the educational priority in both schools. It is from the shared meaning of the communicated mission statement, the collaborative processes, the collegiality and camaraderie that good teaching and learning have been "crafted" and practiced at West Bayview and Seven Oaks Middle School. With the enhancement of values and norms that are applicable and relevant to instruction in each social environment,

principals and teachers share their knowledge with students in order to enhance educational practice for "World Class" citizens of the future.

CHAPTER VII

CONCLUSIONS, COMMENTS AND IMPLICATIONS

FOR FURTHER RESEARCH

Conclusions

The purpose of this qualitative study was to explore the existing relationships among principal leadership and faculty instructional development in two schools that are classified according to particular quadrants of Douglas's (1982) typology. West Bayview High School and Seven Oaks Middle School were chosen as observation sites for these two case studies so that leadership and faculty instructional development in the high school and middle school cultures could be examined, interpreted and compared using Mary Douglas' typology.

The conceptual frame, Mary Douglas's Model of a Social Environment, 1982, provides researchers opportunity to meet

the sociological challenge in analyzing data inherent in cultural inquiry. It has proven to be an exemplary typology due to its ability to examine, to analyze, to interpret and to determine the nature of the social context based on two dimensions, grid and group. Because both schools are in the same school district, they are enhanced equally by district guidelines, expectations of leadership behavior, similar behavioral norms and cultural beliefs. Principals are given autonomy to make decisions and effect change based upon their expertise, cultural knowledge, and site-base management in their schools.

As depicted, the similarities in the two social systems are due partially to the influence of the superintendent's communication of high expectations and the "World Class" mission. With two different school levels, the middle school, grades 6 through 8 and the high school, grades 9 through 12, there is diverse principal leadership. The principals have utilized their past experience in examining and interpreting school cultures, hiring staff, communicating to parent groups and in enhancing the instructional environments.

Comments

West Bayview and Seven Oaks Middle School are enhanced by principal leadership that nourishes faculty instructional development. Both principals have focused on the preservation of traditional values, the communication and modeling of the mission, the collaborative process and collegiality.

In fostering tradition, students, faculty and parents are loyal to West Bayview. Throughout the years parent groups have maintained allegiance focused on the maintenance and survival of the organization. There are many parents, students and teachers who support the needs of the school with shared interests and financial resources. The principal has solicited support from these parent groups and encouraged their preservation in the organization. Enhancing faculty instructional development, the principal reaffirms his support for the teachers. The teachers then become more dedicated to the instructional process.

In this way teacher instruction is enhanced, teachers feel more professional and may share new instructional materials collegially.

Through coaching, supporting, and modeling cultural expectations in the mission, principal leadership in both schools has encouraged faculty instructional development. Principals motivate and encourage their teachers to model and support student individuality in both schools.

In the high school, students are appreciated and nurtured to foster career growth through developing their students' diverse interests, talents and abilities. This is exemplified by high school students who are provided varied curriculum offerings, "School to Work" programs, college prep, or Vo Tech career paths. High school students are preparing for their immediate future.

In the middle school, emphasis is placed on the communication and practice of individuality. Middle school aims to prepare children for high school. The mission is to provide educational opportunity for all children of diverse maturational, social, physical and developmental stages. In Communicating and modeling the mission abets faculty instructional development. Cultural beliefs have been established so that teachers are inspired productively instructing their students. Both principals and teachers maintain high expectations for academic performance of

students and instructional expertise from teachers. These culturally shared norms focused on good teaching and learning provide opportunity for student and teacher socialization and competition in both environments. Faculty instructional development has been enhanced. Both teacher and students are motivated to compete against each other academically and instructionally.

With the continuous internalizing and reinforcing of values based upon the mission in both schools, principals, teachers and students reinforce organizational norms. Behavioral norms reveal that reflective teachers and conscientious students are self-directed. Teachers want to teach well and students want to learn. Again, principal leadership has focused on faculty instructional development by creating opportunity for the open, communicative environment focused on self-directed, self-motivated behavior from teachers and students.

Principal leadership has also focused on faculty instructional development by empowering teachers and students in the collaborative processes in both schools. Encouraging autonomous behavior, the high school supports shared decision-making with department heads and various

committees. Department heads and voluntary shared-decision making committees for teachers have been established. The middle school is managed with input from the Administrative Team and grade level teams. Teachers attain increased self-esteem, acquire a sense of professionalism and are more committed to the organizational norms and values.

Strengthening and incorporating this valued collaborative process in both schools has nurtured and enhanced faculty instructional development.

Teachers have acquired their own shared assumptions and learned new instructional strategies. They want to learn new educational practices, select their own staff development programs based on their own needs, and conduct their own daily research in their classes. Teachers' beliefs and assumptions guide behavioral norms in both schools. These collaborative norms have enhanced collegiality, an encouraged organizational norm. Principal leadership has enhanced collegiality, a shared norm consistent with the behavior patterns in both schools. At the high school teachers meet collaboratively, plan and devise curriculum, discuss instructional strategies, socialize, take vacations, work out, and participate in

school activities together. At the middle school, they work collaboratively in teams, share instructional strategies, plan integrated units, curriculum, and field trips.

Socially, they participate in hayrides, horseback riding, swim parties, outdoor barbecues, and personal vacations.

Principals have encouraged faculty instructional development collegially by encouraging the collaborative process consistent with the behavioral norms. By participating in these activities and in creating more activities of their own, teachers reaffirm positive cultural values and shared collegial norms at the high school and the middle school.

In summary, it is of value that the principal be able to examine, analyze and interpret his or her school's environment, the cultural content - rituals, ceremonies, stories, logos, and artifacts, and determine linkages that effect instruction. With this knowledge and understanding of the school culture and being able to "craft," mold and enhance the cultural linkages in the social context, faculty instructional development may be enhanced.

IMPLICATIONS FOR FURTHER RESEARCH

Based on findings from these case studies focused on faculty instructional development, I suggest the following implications as a guide to further research:

1. What are the effects of faculty instructional development on student achievement?
2. Explore the relationship between principal leadership and specific cultural elements: stories, rituals, ceremonies, and logos that affect faculty instructional development.
3. Determine the specific factors within the social context that have a direct effect on faculty instructional development.
4. Examine the influence of principal leadership and collaborative processes on faculty instructional development.
5. Examine the influence of principal leadership and collegiality on faculty instructional development.
6. How does teacher empowerment affect faculty instructional development?

Theory

The Douglas Typology provides opportunity for exploration into four social environments based upon grid and group dimensions. In observing and analyzing the social context, there are individual and group interactions that may be explored by examining the amount of autonomy an individual has or the amount of time an individual spends in group activity. The Douglas Model provides descriptors featuring four defined quadrants that focus upon behaviors and interrelationships within a social system. A challenge awaits theorists in utilizing this sociological model which may be applied to schools. It rests in one's ability to know the school culture, to analyze, to interpret and to apply the Douglas typology to a particular organization or social system.

The Douglas typology closely parallels the structure of social systems theory. There is organizational structure and mobility of individuals to conform to individual/collective behaviors. In addition, a social system consists of a shared culture, symbolism and individual interactions (Parsons, 1951). The culture,

therefore, is acquired, learned and transmitted throughout the organization. Since social systems focuses on social interactions and interdependent parts forming a whole, Perry and Perry (1974) warrant a sociological approach to research. Because sociology studies the individual within a group as well as collective interaction within the framework of a larger group, a sociological theory may be utilized. Consequently, knowing the cultural content of the organization, and analyzing social interactions among individuals and groups, the researcher may apply the Douglas typology.

Research

The Douglas typology enhances the use of social systems theory by providing 4 diverse quadrants of social behavior. Based upon grid and group descriptors, the model provides an exploration in examining organizational interaction, interdependency and interrelationships within a culture. With the use of this model, the principal may be able to uncover the cultural linkages (Firestone & Wilson, 1989) that are necessary to "craft" and enhance educational

practice in schools (Blumberg, 1989).

The use of the Douglas typology in these case studies further replicates the ability of the model's utility diagnostically in the school setting. Also, school leaders can better understand the sorting and constraining of individuals and collective activities within the social context. Clearly, the Douglas Model provides a "lens" through which an organization may be observed, analyzed and interpreted.

Practice

Implication for educational practice in schools is closely aligned with theory and research. The Douglas typology provides a diverse perspective in which school principals may analyze and interpret the social environments in their schools. With the continuous need for improved instruction that promotes good teaching and learning in the schools, additional studies that focus on culture, faculty instructional development and principal leadership are necessary to provide informative background for principals and district personnel. Perhaps, with additional research

and an opportunity to apply findings to educational practice in their schools, principals may enhance school environments.

Summary

Because school culture is a perplexing phenomena and there is a lack of material in this area, there is a need for additional research. In determining the school culture, Douglas's Model of a Social Environment offers opportunity to explore the interdependence and interrelationships among individuals and groups in the social context. This is exemplified in interactions between students, teachers and cultural influences that enhance educational practice.

Using a holistic, analytical approach, the Douglas Model offers utility to other settings and transferability to similar organizations. By examining the interplay of the cultural context, people interactions and interrelationships within the environment, an analysis based on the Douglas typology may be used.

We can apply individual and group analyses based upon the Douglas Typology to school environments. The following tables two (p.181) and three (p.182) provide a review of

grid/group indicators based upon the study conducted at West Bayview High School and Seven Oaks Middle School. This study may continue to hold explorable substance for educators as research on school cultures, principal leadership and educational life in schools is unfolded.

Table 2

Seven Oaks Middle School - (Low Grid, High Group)	
Tradition:	Community, parents, teachers, students perpetuate the survival of heritage and tradition.
Mission:	The school mission focuses on individuality of students. Preparation is focused on the next school level, the high school, leading to life skills as an adult. Perpetuation and support of the mission enhance educational practice.
Leadership:	Leadership enhances child-centered instruction, collaborative processes and collegiality. There is an emphasis upon hiring the best staff to support collaborative instructional teams.
Collaboration:	Autonomous behavior featuring shared decision making has been created for grade level teams, the Administrative Team, the PTA Council and parent groups. Teachers, staff, parents and students support the grade level teams.
Collegiality:	Familial relationships have been encouraged through the enhancement of organizational symbolic elements. These activities affect interpersonal relationships in the social system.

Table 3

West Bayview High School - (Low Grid, High Group)	
Tradition:	Parents, students, PTA, parent groups and alumnae support tradition and heritage of the high school.
Mission:	The mission focuses on individualized instruction based on student abilities, talents, interests, career paths, vo tech school to work programs and adult life.
Leadership:	The principal is an encourager, a role model and coach. The principal believes and is symbolic of institutional commitment. He enacts and communicates the mission, encourages collaborative processes and collegiality within the organization. He fosters socialization and competition among teachers and students. A "bridged gap" has resulted from communication, coordination of work efforts and commitment to the social system.
Collaboration:	Teachers are encouraged to volunteer and support committee membership. Committees discuss ideas, formulate plans and implement decisions based on shared input. The collaborative process promotes collegiality.
Collegiality:	A familial unit that focuses on teaching and learning has been established. Teachers are empowered, feel professional and have raised self-esteem. Teachers actively participate in social activities and acquire close interpersonal relationships.

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APPENDIX A

COVER LETTER /PERMISSION FOR RESEARCH FROM THE

SUPERINTENDENT

Putnam City West Senior High School

OFFICE OF THE PRINCIPAL

8500 N.W. 23RD — TELEPHONE 787-1140

Oklahoma City, Oklahoma 73127

JERRY RICKERTS
PRINCIPAL

ASSISTANT PRINCIPALS
DON FAUBION
SUSAN MUNN
BERT RICKNER
JOE SHIRLEY

Dr. Randy Dewar, Superintendent
Putnam City Schools
5401 North West 40 Street
Oklahoma City, Oklahoma 73127

Dear Dr. Dewar,

As I complete dissertation requirements for my Doctoral degree in Education Administration at Oklahoma State University, I would like to conduct my research in two schools in the Putnam City School District - Hefner Middle School and Putnam City West High School.

My qualitative research focuses on the cultural context of the school. It will consist of observations of artifacts within the two buildings, classes, hallways, cafeteria, assemblies etc., interviews with selected administrators, counselors, teachers, parents and students as well as narratives from selected participants.

The study will be conducted in these school settings during the months of October, November, December and January, 1994-95 in hopes of research completion by May 1995. I will obtain written permission from the participants before I begin the study. Participants will be told that their responses and identity will remain anonymous and that they may withdraw without penalty at any time during the research process.

I hope that this study will provide additional research that will enable principals, counselors and teachers opportunity to understand the cultural context of their schools. The ultimate goal is that "Every child can learn in a world class school!"

Thank you for your consideration in allowing me to conduct my research in your school district.

Sincerely,



Susan J. Munn, Assistant Principal
Putnam City West High School

CONSENT FORM

I agree to allow Susan J. Munn, Assistant Principal, P.C. West High School, opportunity to conduct her dissertation research in the following schools: P.C. West High School and Hefner Middle School. I understand that she will obtain permission from the principals of both schools in the Putnam City School District before the research process begins. Participants will be informed about the study. They will sign consent forms stating that they may withdraw from the research at any time without penalty.

Dr. Randy Dewar, Superintendent

Putnam City Schools

Date:

12-25-94

Randy L. Dewar

APPENDIX B

COVER LETTER/ PERMISSION FOR RESEARCH FROM THE WEST BAYVIEW

PRINCIPAL

Putnam City West Senior High School

OFFICE OF THE PRINCIPAL

8500 N.W. 23RD — TELEPHONE 787-1140

Oklahoma City, Oklahoma 73127

JERRY RICKERTS
PRINCIPAL

ASSISTANT PRINCIPALS
DON FAUBION
SUSAN MUNN
BERT RICKNER
JOE SHIRLEY

Mr. Jerry Rickerts, Principal
Putnam City West High School
8500 North West 23rd Street
Oklahoma City, Oklahoma 73127

Dear Mr. Rickerts,

As I complete dissertation requirements for my Doctoral degree in Education Administration at Oklahoma State University, I would like to conduct my research in two schools in the Putnam City School District - Hefner Middle School and Putnam City West High School.

My qualitative research focuses on the cultural context of the school. It will consist of observations of artifacts within the two buildings, classes, hallways, cafeteria, assemblies etc., interviews with selected administrators, counselors, teachers, parents and students as well as narratives from selected participants.

The study will be conducted in these school settings during the months of October, November, December and January, 1994-95 in hopes of research completion by May 1995. I will obtain written permission from the participants before I begin the study. Participants will be told that their responses and identity will remain anonymous and that they may withdraw without penalty at any time during the research process.

I hope that this study will provide additional research that will enable principals, counselors and teachers opportunity to understand the cultural context of their schools. The ultimate goal is that "Every child can learn in a world class school!"

Thank you for your consideration in allowing me to conduct my research in your school.

Sincerely,



Susan J. Munn, Assistant Principal
Putnam City West High School

CONSENT FORM

I agree to allow Susan J. Munn, Assistant Principal, P.C. West High School, opportunity to conduct her dissertation research at P.C. West High School.

I understand that she has obtained permission from the superintendent of Putnam City Schools, Dr. Randy Dewar, before the research process begins. Participants will be informed about the study. They will sign consent forms stating that they may withdraw from the research at any time without penalty.

Mr. Jerry Rickerts, Principal

P.C. West High School

Date 10-28-94

APPENDIX C

COVER LETTER/PERMISSION FOR RESEARCH FROM THE SEVEN OAKS

PRINCIPAL

Putnam City West Senior High School

OFFICE OF THE PRINCIPAL

8500 N.W. 23RD — TELEPHONE 787-1140

Oklahoma City, Oklahoma 73127

JERRY RICKERTS
PRINCIPAL

ASSISTANT PRINCIPALS
DON FAUBION
SUSAN MUNN
BERT RICKNER
JOE SHIRLEY

Mr. Buster Meeks, Principal
Hefner Middle School
8400 North MacArthur
Oklahoma City, Oklahoma 73132

Dear Mr. Meeks,

As I complete dissertation requirements for my Doctoral degree in Education Administration at Oklahoma State University, I would like to conduct my research in two schools in the Putnam City School District - Hefner Middle School and Putnam City West High School.

My qualitative research focuses on the cultural context of the school. It will consist of observations of artifacts within the two buildings, classes, hallways, cafeteria, assemblies etc., interviews with selected administrators, counselors, teachers, parents and students as well as narratives from selected participants.

The study will be conducted in these school settings during the months of October, November, December and January, 1994-95 in hopes of research completion by May 1995. I will obtain written permission from the participants before I begin the study. Participants will be told that their responses and identity will remain anonymous and that they may withdraw without penalty at any time during the research process.

I hope that this study will provide additional research that will enable principals, counselors and teachers opportunity to understand the cultural context of their schools. The ultimate goal is that "Every child can learn in a world class school!"

Thank you for your consideration in allowing me to conduct my research in your school.

Sincerely,



Susan J. Munn, Assistant Principal
Putnam City West High School

CONSENT FORM

I agree to allow Susan J. Munn, Assistant Principal, P.C. West High School, opportunity to conduct her dissertation research at Hefner Middle School.

I understand that she has obtained permission from the superintendent of Putnam City Schools, Dr. Randy Dewar, before the research process begins. Participants will be informed about the study. They will sign consent forms stating that they may withdraw from the research at any time without penalty.

Mr. Buster Meeks, Principal.

Buster Meeks

Date 10-28-94

2
VITA

Susan J. Munn

Candidate for the Degree of
Doctor of Education

Thesis: THE MUTUAL INFLUENCE OF PRINCIPAL LEADERSHIP
AND FACULTY INSTRUCTIONAL DEVELOPMENT: A
QUALITATIVE STUDY

Major Field: Educational Administration

Biographical:

Personal Data: Born in Columbia, South Carolina, On
November 19, 1946.

Education: Graduated from A. C. Flora High School,
Columbia, South Carolina, in June 1965; received
Bachelor of Arts degree in Spanish from Winthrop
College, Rock Hill, South Carolina in December
1968; received Master of Education degree from the
University of South Carolina, Columbia, South
Carolina, in August 1987; Completed the
requirements for the Doctor of Education degree at
Oklahoma State University in July 1995.

Professional Experience: Spanish, Social Studies
Teacher, Columbia, South Carolina, 1968-72;
Spanish Teacher, Duncan, South Carolina, 1977-
1980;; Substitute Teacher, Teacher, Irmo, South
Carolina, 1984-86; Spanish Teacher, Administrative
Intern, Cayce, South Carolina, 1986-1987; Spanish
Teacher, Columbia, South Carolina, 1988-1990;
Assistant Principal, Oklahoma City, Oklahoma,

February 1990-June 1990; Assistant Principal,
Putnam City Schools, Oklahoma City, Oklahoma,
1990-present.

Professional Memberships and Awards: National
Association of Secondary School Principals,
Association of Secondary Curriculum and
Development, Oklahoma Association of Secondary
School Principals, 1988-1989 South Carolina
Principal for Apprenticeship, 1991 Putnam City
Schools Keynote Speaker, Multi-cultural Ed. Putnam
City Schools 1992 Keynote Speaker for State Bus
Driver's Association, Recipient of 1994 Oklahoma
State University Jungers Scholarship, 1995 Summer
Candidate for Oklahoma Principal's Academy.

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 08-01-94

IRB#: ED-95-007

Proposal Title: THE SEARCH FOR CULTURAL LINKAGES: A QUALITATIVE STUDY

Principal Investigator(s): Ed Harris, Susan Munn

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

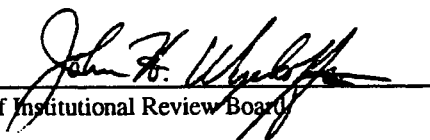
APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

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

Signature:


Chair of Institutional Review Board

Date: October 27, 1994

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