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UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN EXAMINATION OF PROJECT TEAM LIFE: TWO CASE STUDIES

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

In partial fulfillment of the requirements for the

Degree of

Doctor of Education

By

Diane Marie Kirby Lewis
Norman, Oklahoma
2003

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AN EXAMINATION OF PROJECT TEAM LIFE: TWO CASE STUDIES

A Dissertation APPROVED FOR THE
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY

Dr. Michael Langenbach

Dr. Gregg Garn

Dr. Jeffrey Maiden

Dr. Frank McQuarrie

Dr. Courtney Vaughn

ACKNOWLEDGMENTS

The completion of my dissertation is the result of the support and caring by many people. These words show a tiny glimpse of my appreciation and the gratitude I feel for each individual.

Kevin Lewis, my son, showed interest in my work and pride in each rung I climbed toward this goal. I treasure him and cherish his love.

Ryta Kirby, my mother, cheered me as I worked even when the struggle appeared endless. I am amazed by her strength.

Christine Stockton, Monty Kirby, and Julie Halcomb, my siblings, reminded me that the spirit of determination can dissolve any roadblocks that the journey of life put in my path. I admire their accomplishments in all phases of life.

Nora White and Evelyn Gatewood, my dear friends, made this dissertation into a reality by challenging me regularly and walking beside me on every step of this adventure. I am forever indebted to them for this generous gift and their love.

Dr. Grady Blackwood, my friend and advisor, helped me recognize new horizons, which are now available, and pestered me until I finished. I am grateful for his guidance.

Dr. Michael Langenbach, my co-chair, skillfully mentored me in the doctoral program with wisdom and patience by honoring my thinking, style, and pace. I believe that I finished because the path was revealed by his light.

Dr. Gregg Garn, my co-chair, coached me through the dissertation process by refining my thinking and focusing my writing. I found much needed reassurance and support from him.

Dr. Jeffrey Maiden, committee member, shared the "math thinker" with me that made me feel comfortable. I am grateful for his support with projects over the years.

Dr. Frank McQuarrie, committee member constantly encouraged my doctoral pursuit and appreciated my challenges. I gather strength from his faith in me.

Dr. Courtney Vaughn, committee member, inspired me to think deeper and wider with every conversation we had. I am indebted for her encouragement.

DEDICATION

To the Memory of My Father

Joel Kirby

1928-1992

My father blessed me with many gifts. His love and his caring surrounded me. He taught me how to think and do math in my head. My abilities to spell and to cry easily were also skills that he claimed as his. He was proud of my accomplishments, admired my ambition, and respected my courage. Daddy anchored me with the strength of wisdom and perseverance, which remains with me to this day.

I honor his memory with this dissertation

and

I can see Daddy smiling down at me.

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ABSTRACT

The influence of culture touches many arenas including policy decisions in education. Schools play a vital role in conveying cultural meanings to children and in preparing therfor the future. The interdependent nature of the curriculum and culture focuses attention on the outcome of children who are knowledgeable, responsible, and caring in a rapidly changing world. Looking at curriculum with a particular cultural-orientation lens should help educators and the community in general to understand the powerful commitment to change which will influence the shaping of curriculum as well as the importance of this shaping.

This study explored the implementation of one instance of curriculum for character education in two schools. The multiple-case study design focused on two cases. Selection of Prairieland Middle School and Southville Elementary School as the subjects of the case studies was based on the combined average gain in student achievement from pre-test to post-test on the Project Team Life organ and tissue donation knowledge and attitude instruments as used in a federal grant program. The pilot students were given the knowledge and attitude pre-tests to assess baseline understanding and beliefs about organ and tissue donation and transplantation. The pilot teachers presented at least five lessons from the donation curriculum. Post-testing of students on the knowledge and attitude instruments occurred at the conclusion of the direct instruction.

The study involved two extreme cases (the school with greatest gain and the school with least gain). The precision of the organ and tissue donation knowledge and

attitude instruments was lacking and the instruments measured only verbal/linguistic skills.

Examination of the two cases revealed factors that influenced the implementation of the curriculum. Culture, curriculum, change, and the organizational structure were preliminary constructs which guided this study. The data analyses disclosed the emerging themes of social and emotional learning, professional development, resources, and attitudes about donation.

The study revealed little difference in the curriculum development schemes between the two cases. Implementation occurred in both cases and was achieved in different ways. Of all the themes, the resources theme was found to have the greatest discrepancy between the two schools.

Recommendations were made for future efforts in practice, policy, and research. Future practice recommendations included considerations for assessing teacher readiness, continued refinement and marketing of donation materials, and work by "agents of fit". Future policy recommendations addressed policy decisions utilizing poverty research, analysis of dropout trends, and a partnership with governmental agency to increase awareness about donation. Future research recommendations suggested work such as revisiting schools in the study in five years, comparison of a school which refused to participate in the federal study and a school which did participate, and investigation of two schools with predominately minority populations.

AN EXAMINATION OF PROJECT TEAM LIFE: TWO CASE STUDIES

Chapter I

Introduction

> "Schools are not mere buildings. They are contexts that impart important socialization messages to children."
>
> (Elias, et al., 1997, p. 90)

Schools play a vital role in preparing our children for their future. What should schools be doing? How do schools help students achieve in all facets of their lives? The answers lie in the culture itself. The interdependent nature of the curriculum and culture focuses attention on the outcomes-children who are knowledgeable, responsible, caring. Many factors and people affect this process and careful consideration should be given to each factor and individual involved.

The Program Description

A federal grant from the U.S. Department of Health and Human Services was awarded for Project Team Life to the consortium of the Oklahoma Organ Sharing Network, the Oklahoma Donor Coalition, and the University of Oklahoma Educational Services Research Bureau. Project Team Life involves the development and distribution of curriculum kits on organ and tissue donation and transplantation to Oklahoma elementary and secondary schools. The kits consist of a comprehensive curriculum guide with teaching material for grades K-12, videotapes, an interactive computer program, story books, transparencies, a music CD and hands-on material such as

anatomy aprons and corneal blindness glasses (see Appendixes A, B, C and D). The materials were created in a way to serve as a resource for the teaching of the State Department of Education Priority Academic Student Skills (PASS) which is the mandated curriculum in Oklahoma.

The grant also provided funds in the first year for the study of a sample group of Oklahoma students' attitudes toward and knowledge about organ and tissue donation and transplantation at 4th, 7th, and 10th grades. Teachers who were involved in the pilot project participated in a two-hour inservice about the materials and study guidelines. A pre-test was given to students in five selected school districts in Oklahoma. Then, after the curriculum materials were presented to the students in a classroom setting, they were given a post-test to measure any changes in their knowledge and attitudes on the issues. Students in five matching cohort school districts were tested as the control group. The goal was to provide accurate information about organ and tissue donation and transplantation to all Oklahoma school children, but the project was also about teaching decision-making and problem-solving skils. The belief that Oklahoma children should have the opportunity to make an informed decision about becoming a donor based on the facts about organ and tissue donation and transplantation is a key underpinning of this project.

Statement of the Problem

When one recognizes the link between curriculum and culture as well as the link between curriculum and cultural agents of fit, the process of shaping the curriculum can be explored with a new perspective. What major aspects of culture are influencing curricular decisions in schools today? How is change accomplished? Finally, most

important of all, what is the impact on students? This study explored these ideas in order to gain greater understanding of the connections and the processes involved.

Significance of the Study

The reality that education is political by nature reminds one that schooling is subject to change in order to respond to the new political alignments. Schools are political arenas where cultural agents compete to get their conceptions into the curriculum. Examining the shaping of curriculum at the macro and micro-levels is important for educators and agents alike. Exploring the concept of fit between curriculum and culture will be productive because of the examination of the interplay of policies and pressures from local, state, and federal interests while focusing on the particular types of curriculum fits pursued by agents at each level. Investigating the usual practices of educators and the modifications that they can and do make to incorporate the curriculum shaping should prove useful to those interested in influencing educator behaviors. "We can never know enough about the cultural roots of curriculum, who is attached to these roots, and to what ends, if any, the elements of curriculum will relate" (Peshkin, 1992, p. 263).

Research Questions

1. What factors influence the implementation of an instance of curriculum for character education in two schools?
    - Does the organizational structure of the district/school influence implementation? If so, how?
    - What educational personnel roles are key to implementation?
    - Are there levels of use (CBAM) of curriculum that can be discerned or discovered that will provide some utility to understand better the original question?
2. What factors appear to affect student achievement?
    - What curriculum components are necessary for social and emotional learning to occur?

Chapter II

Review of Literature

The relationship of culture, curriculum, and change is intriguing. A deeper understanding of these terms will assist in the exploration of this relationship within the organizational structure of schools. Looking at curriculum with a particular cultural-orientation lens might help educators and the community in general to understand the powerful commitment to change which will influence the shaping of curriculum as well as the importance of this shaping. After all, schools are contexts that impart important socialization messages to children.

Culture

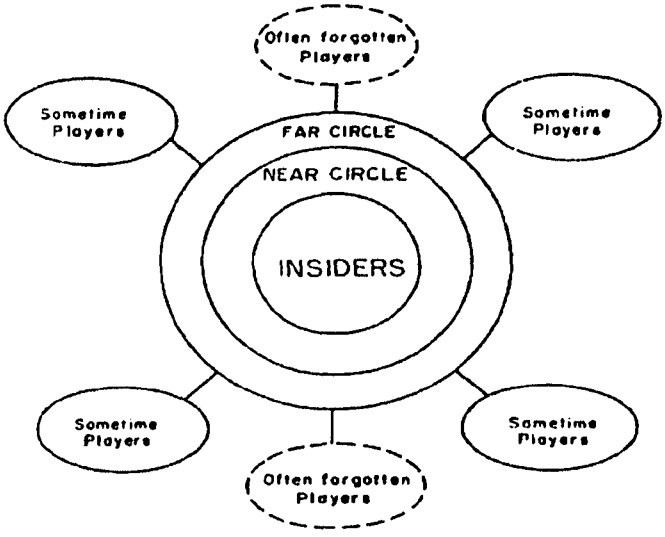
Culture has a multitude of definitions. Cazden and Mehan (1989) said culture is "the normal way of perceiving, thinking, and behaving in large groups" (p. 49). Goodenough (1982) depicted culture as "whatever one has to know or believe in order to operate in a manner acceptable to its members" (quoted in Peshkin, 1992, p. 249). Erickson (1986) expanded culture to include the subculture factor as "the learned and shared standards for ways of thinking, feeling, and acting" (p. 117).

The influence of culture touches many arenas including policy decisions in education. Curriculum policy decisions are greatly affected by cultural influences and pressures. Marshall, Mitchell, and Wirt (1989) studied culture and education policy in the United States and found important aspects one should consider in a policy study. A key element is the assessment of "assumptive worlds" defined as "the understandings of the rules among those who participate in state education policy making" (Marshall et al.,

1989, p. 10). Full comprehension of this concept is vital to those who desire to influence the process.

Another key element is the nature of the subculture functioning among education policy makers. These subcultures range from insiders (the most influential group) to the near circle (the professionals who make it a full-time occupation and have high influence) to the far circle (policy groups which are influential but not crucial in policymaking) to sometime players (groups who are formally involved but less influential) to forgotten players (such as courts, federal statutes, and non-education groups which have the least influence). (See Table 1.) These designations for policy makers vary from state to state. In some states, policy actors (the governor, state school officer, individual legislators, legislature as a whole, etc.) have different influence and power bases, thus they have varying subculture designations based on their own particular influence and power base.

Table 1: A Model of Power and Influence in Education Policym aking



(Marshall et al., 1989, p. 19)

When assessing the assumptive world, one should give careful consideration to the position of each of the policy actors in these circles of influences. The closer to the center of the diagram in Table 1 that the actor is, the greater the impact made by this actor on policy decisions. Obtaining support from these dominant actors is key to successfully influencing the ultimate policy decisions.

In a study of six states, Marshall et al. (1989) looked at four domains of the policy makers' assumptive worlds. These domains were viewed as action guides which policy actors considered when attempting to influence the policy formation process (see Table 2). The effects of the assumptive worlds in this study were viewed as maintaining predictability and building coalition (Marshall et al., 1989, p. 49). Maintaining predictability is seen as stable and satisfactory control over the policy environment in which the order in society is achieved. This process also serves to enhance existing powers as well. In the policy which builds cohesion, the policy actors from differing groups and with varying personal values arrive at an agreement on a policy choice. Policy choices are more restricted due to common understandings, which facilitate the process through common biases. According to Marshall et al., these assumptive worlds are used as value-translators (Marshall et al., 1989, p. 51). Values and preferences of those involved in the policy cultures need to be identified, utilized, and acknowledged in the policy arena. Thus policies are designed to fit within the assumptive worlds.

Table 2: Functions of the Operational Principles of Assumptive Worlds

Action guide domains and Operational principles	*Maintain power and predictability*	*Promote cohesion*
Who has the right and responsibility to initiate?		
The prescription for the CSSO* role	X	
The prescription for the SDE** role	X	
Legislative – SBE*** boundaries	X	
What policy ideas are deemed unacceptable?		
Policies that trample on powerful interests		X
Policies that lead to open defiance		X
Policies that defy tradition and dominant interests		X
Policy debates that diverge from the prevailing value		X
Untested 'unworkable' policy		X
What uses of power in policy-making activities are appropriate?		
Know your place and cooperate with the powerful	X	
Something for everyone	X	
Observe proprieties and boundaries	X	
Bet on the winner	X	
Limit social relationships	X	
Staffers' constraints	X	
Work with constraints and tricks		X
Policy issue network sponsorship		X
Limit experimentation		X
What special state conditions affect policy-making?		
Cultural characteristics		X
Geographical demographic characteristics		X

* Chief State School Officer
** State Department of Education
*** State Board of Education

(Marshall et al., 1989, p. 49)

As Table 2 indicates, awareness of the action guide domains and operational principles is a useful tool for those who wish to shape policy and influence policy decisions. Ascertaining a proposed policy's perceived position on the chart would be beneficial as this contributes to the further understanding of possible barriers and/or resistance which one might face in trying to assist or prevent policy approval.

During the culture study by Marshall et al. (1989), the researchers used a system for classifying policy initiatives which was centered on the basic control mechanisms utilized by state-level policy-makers. Policies were assigned in a taxonomy which reflected seven different classification categories "that were simultaneously exhaustive (covering all elements) and mutually exclusive (allowing particular policies to be classified as belonging to one and only one category)" (Marshall et al., 1989, p. 59). The seven basic policy mechanisms in education were:

1) School finance;
2) School personnel training and certification;
3) Student testing and assessment;
4) School program definition;
5) School organization and governance;
6) Curriculum materials;
7) School buildings and facilities.

(Marshall et al., 1989, p. 60)

The details on the curriculum materials mechanism included controlling the development and/or selection of textbooks and other instructional materials. In this particular study, it received a ranking of low priority by policy makers or elites. Very few policy elites generally reported that they were familiar with curriculum materials policies. Over 20% indicated that more state-level action should be given to curriculum materials. Personnel training needed more state-level action according to 36% of policy maker respondents as the highest mechanism needing the most attention from state-level action. Student testing ranked the lowest at 4% suggesting more state-level action

(Marshall et al., 1989, p. 63). Trends of using statewide standardized testing for accountability purposes seem to be illustrated by this study.

A system of values is a key feature of any culture – perhaps the most important distinguishing feature. This system provides members of the culture with similar ways of perceiving objects, individuals, and events. In addition, members of the culture can communicate these perceptions across cultural boundaries. According to Marshall et al. (1989), the American culture is based on four values: quality; equity; efficiency; and choice (p. 89). These core social values mold policy maker behavior. Quality is seen in policy action by the ability to enhance the quality of life for citizens. Equity is often reactive in nature and is presented in policy by the ways in which the remedy for an inequity after the inequity has been recognized. Efficiency is tied to policies, which perpetuate the orderly, predictable, and controlled environments. Finally, choice or liberty is viewed as the most basic of all American public values and is defined by policies, which preserve freedom of choice for its citizens (Marshall et al., 1989). The examination of these four values and the curriculum materials domain provided useful findings. A state mandate for local curriculum usage (approach selected by equity-oriented states) was rejected by the choice visionaries. Special materials development, an opportunity for quality enhancement, is viewed as a hindrance to efficiency. Those with efficiency orientation find a range of specialized material is not needed and lacks cost-effectiveness (Marshall et al., 1989).

Culture can be viewed as both the process and product. Culture creates values and choices and it is created by values and choices. Understanding the role of culture in policy development helps one better understand the complexities faced by policy

makers. This cultural context connection is the core of Elazar's (1984) work, which explored political cultures of states. Elazar defined political culture as "the particular pattern of orientation to political action in which each political system is embedded" (quoted in Marshall et al., 1989, p. 109).

Three related factors comprised Elazar's cultural orientation.

1) The set of perceptions of what politics is and what can be expected from government, held by both the general public and the politicians;
2) The kinds of people who become active in government and politics, as holders of elective office, members of the bureaucracy, and active political workers; and
3) The actual way in which the art of government is practiced by citizens, politicians, and public officials in the light of their perceptions.

(quoted in Marshall et al., 1989, p. 112)

Core beliefs based upon the values of people are at the center of political cultures. Elazar (1984) presented three major political cultures: traditionalistic, moralistic, and individualistic. A traditionalistic political culture would expect government to protect the existing social order-maintaining the existing order. The moralistic political culture expects government to help the community to enjoy a better life – serving as a commonwealth, which is the means to achieve the good community through positive action. The third political culture, individualistic, wants government to help individuals to succeed-serving as a marketplace, which is the means to respond

efficiently to demands (Marshall et al, 1989). Examining the state's political culture should provide important insights to policy actors. Accurate assessment of the political culture enhances one's ability to access and influence the process of policy development and implementation.

Curriculum

When considering the meaning of the term curriculum, one might look at the simplistic version which defines curriculum as the formal designation of what is taught in school. However, a closer examination of what students experience in school leads one to seek a richer definition for curriculum such as the curriculum context described by Peshkin (1992). According to Peshkin, the curriculum manifestations in schools are explicit, implicit, and null (p. 250). The "explicit" manifest is the formal expression of a curriculum such as that found in a plan book. The "implicit" manifest refers to the latent, informal expression of the curriculum which is often called the hidden curriculum. Finally, the "null" manifest addresses that which is untaught or not learned in school.

Goodlad and Su (1992) defined curriculum with the following broad categories:

1) The curriculum is a design or plan of institutionalized education.
2) The curriculum consists of the actual learning opportunities provided at a given time and place.
3) The curriculum is an instrument for bringing about behavioral changes in learners as a result of their activities in an educational institution.
4) The curriculum is all the educational experiences that a learner has under the guidance of the school. (Goodlad & Su, 1992, p. 328)

According to Goodlad and Su (1992), the organization of the curriculum may be based on major themes, subject disciplines, students' interests and development, major social issues, or a hybrid of several or all.

Many curriculum definitions include the term culture in order to explain what happens in schools. Curriculum is "a mediation or a bridge between the learner's experiences and the processes, forms, and substances of contemporary culture" according to Reynolds and Skilbeck (1976, p. 100), for one example. Other definitions address more directly the relationship of curriculum and culture such as Smith, Stanley, and Shores (1950) who purported that "curriculum is always a reflection of what people think, feel, believe, and do" (p. 4).

Peshkin (1992) spoke about the considerations of fit in examining the relationship of curriculum and culture. Fit can be defined as what element of culture goes with what element of curriculum. Discussions about considerations of fit arise from the concerns of agents of both the culture and the subculture. Who are the agents of fit? They may come from the academic world such as principals, superintendents, professional ranks of higher education, or centralized bureaucracies (e.g., state departments of education). They may come from organizations or patriotic clubs such as the American Legion; or business oriented groups like the Chamber of Commerce; or labor unions such as the AFL-CIO; or nonprofit agencies like the American Cancer Society. The common thread is that these organizations have ideas embodying values that they deem worthy of dissemination and their agents are seen as conscious activists.

Agents appear as conscious activists because culture is "understanding both what is and what ought to be" (Metz, 1986, p. 54). Therefore *if* the agent desires that

something be introduced, improved, or sustained (the "if" term comes from the agent's cultural orientation), *then* the school should do something (the "then" term comes from the agent's perception of curriculum) (Peshkin, 1992). According to Peshkin, agents can also be teachers, students, and parents who may not be acting in conscious ways but their behavior still "makes" curriculum based on cultural orientation. In fact, their actions may contribute more than other groups to the null curriculum. (Null refers to what is untaught and therefore unlearned at school.)

Examination of curriculum policy research reveals the many components involved in decisions about curriculum. Elmore and Sykes (1992) define curriculum policy as "the formal body of law and regulation that pertains to what should be taught in schools" (p.186).

Sources of curriculum policy influence are widely varied. Governments (federal, state, and local) influence curriculum in direct ways such as laws and regulations. Indirect ways of governmental influence include sponsoring research and development, supporting curriculum ideas of a professional group, and influencing policies in related areas such as teacher preparation and testing (Elmore & Sykes, 1992). Other sources include professional organizations, teachers themselves, and higher education institutions. Elmore and Sykes contended "policy includes not just the intentions of policy makers embodied in law and regulations but the stream of actions that follow those intentions" (p.188).

McDonnell and Elmore (1987) reviewed the policy instruments that present major policy goals. Policy instruments are mechanisms that convert major policy goals (such as increased student achievement or improved teacher performance) into concrete

actions. McDonnell and Elmore (1987) defined the following classes of policy instruments which are forms of government action.

- *Mandates* are rules governing the actions of individuals and agencies and are intended to produce compliance;
- *Inducements* transfer money to individuals or agencies in return for certain actions;
- *Capacity-building* is the transfer of money for the purpose of investment in material, intellectual, or human resources; and
- *System-changing* transfers official authority among individuals and agencies in order to alter the system by which public goods and services are delivered.

(McDonnell & Elmore, 1987, p.134)

Exploring the "fit" between the forms of government action and the problems that curriculum policy makers face provides an interesting arena for students of curriculum policy research. Another key connection is the policy-practice connection. Curriculum policy by design is intended to change teaching practice. The influence of educational policy on classroom practice varies greatly according to policy analysts (Elmore & Sykes, 1992).

Four traditions of inquiry in the field of curriculum are presented by Elmore and Sykes (1992). The oldest, mainstream tradition treats curriculum as worthwhile knowledge and emphasizes which particular knowledge is valued most within a society, in order to set the guidelines for developing a curriculum. A second tradition perceives curriculum as a rational system, which is used to achieve collective social ends and to accomplish improvements beyond individual efforts. The third tradition contends curriculum is a control, which is a product of interactions of political stakeholders in

response to pressing social problems. Another view of curriculum as a control is based on the idea that curriculum is an expression of the dominant interests in a society and of the basic values such interests use to ascertain the dispersal of knowledge. The fourth tradition presents curriculum as capital, which makes curriculum a commodity in a credentials market. In this market, curriculum is treated as an economic system and participation can bring benefits to the individual and to society.

A review of curriculum policy research leads one to consider the policy's intent and the resulting actions of key actors. McDonnell and Elmore (1987) contend policy makers look at how a policy problem is defined and the resources and constraints policy makers face when they determine which policy instrument should be used. (These instruments were previously outlined.) The definition of the policy problem consists of multiple parts such as a basic set of facts that most people can agree upon, determining relevant indicators which describe the state of the policy system, and establishing a standard for comparisons to be made. Once a problem has been determined, the investigation for causes and possible solutions is undertaken. The analysis of the research-based information provides an analytical evaluation. The more normative dimension of the investigation comes from causal statements about assumed relationships among key components of the policy system and from a set of intentional beliefs about how the system ought to work (McDonnell & Elmore, 1987). Six types of resources and constraints are important in the choice of a policy instrument according to McDonnell and Elmore.

1) *Institutional context* is a multi-dimensional factor, which includes a set of characteristics-the allocation of formal and informal authority

among policy actors, and the structure and function of existing agencies. It is manifested in the implementation and enactment of a policy.

2) *Government capacity* is both the ability of the initiating level to implement a policy and the ability of the target to meet the policy's requirements. Capacity-level is one dimension; the other is the distribution of capacity across targets.

3) *Fiscal resources* must be considered because opportunity costs of enacting new policies can be a significant constraint for policy makers.

4) *Political support* and opposition must be considered since policy makers rarely act autonomously. Preferences of other policy makers, organized interests, and constituents provide a potential resource or constraint.

5) *Information* comes in three types: a) political intelligence-about what is preferred by other policy makers, organized interests, and constituents; b) strategic information-about the target, its capacity to implement and probable response to various instruments; and, c) analytical information-about the technical requirements of various instruments and which are likely to work under different conditions.

6) *Past policy choices* have a cumulative effect on choice of policy instruments. Past choices may influence what the people want from

government and how they expect those goals to be achieved. Fiscal resources may be limited by previous administrations.

(McDonnell & Elmore, 1987, pp. 146-149)

Policy Implementation

Policy implementation is a complex and intense process. In fact, the impact of a policy is very dependent upon the success of the implementation efforts. Implementation, according to Fowler (2000), is "the stage of the policy process in which a policy formally adopted by a governmental body is put into practice" (p. 270). Implementers are the major actors in the implementation process. Implementers may be formal implementers (government staff who have legal authority to determine if a new policy is in place) or intermediaries (those to whom the responsibility to assist with the implementation has been delegated by the formal implementers) (Fowler, 2000). The levels of the policy making body and the targeted group help determine the implementation roles participants will play during the process. Motivation and abilities/skills of the intermediaries are keys to the success of the implementation. Fowler (2000) refers to these characteristics as the will and capacity of the intermediaries. Will is the motivation for cooperating with the policy implementation and capacity is the ability to do what the policy requires (Fowler, 2000).

In a study of educational policy implementation in six states, Fuhrman, Clune, and Elmore (1988, p. 254) found two factors more important to successful implementation with strong compliance and minimal resistance. First, compliance was based heavily on the extent to which the technical knowledge existed and the school personnel felt competent to make the change. Second, the district (local) context (the

extent to which policies fit with local goals and capacity) was very important to the implementation success.

Research into policy implementation has revealed the following key findings:

1) Implementation is difficult.
2) Often intermediaries don't have necessary knowledge and abilities to successfully implement policy.
3) Implementation is not a mechanical process.
4) Mutual adaptation occurred in successful implementation.

(Fowler, 2000, pp. 273-277)

The process of mutual adaptation involves changes in both the implementers' behavior and adjustments to the policy so that it fits the context in which it is being implemented. There are changes to the policy but the original goal and intent of the policy are central to the implementation.

The most important step in implementation is mobilization (Fowler, 2000). Mobilization consists of three components: 1) policy adoption; 2) planning; and, 3) gathering resources. The following questions must be addressed by implementers:

1) *Policy Adoption*: Do we have good reasons for adopting a new policy? Is this policy appropriate for our school or district? Does the policy we are considering have sufficient support among key stakeholders?
2) *Planning*: Who should participate in planning? How do we identify needs when implementation occurs?

3) *Gathering Resources*: What amount of money will be needed? What time will be required? What will be personnel needs? What space will be required? What equipment and materials are needed?

(Fowler, 2000, pp. 278-286)

Policy makers are concerned with successful implementation of their decisions (policies). They are interested in the change in organizational behavior which will reflect the intent of the policy. Research has shown that three key factors are good indicators to the ultimate outcome. These factors include: 1) a rough start; 2) pressure by leaders to pursue the new policy; and, 3) ongoing assistance in a variety of forms (Fowler, 2000). This can be seen as the careful balance of pressure and support toward achieving the desired goal of the policy.

What is needed for successful policy implementation? Three features have been found to be present from start to finish of the implementation process (Fowler, 2000). First, monitoring and feedback provide the opportunity to be proactive in resolving problems. Second, ongoing assistance means providing varied, timely, appropriate help to do the job of policy implementation. Third, problem coping is dealing realistically with the difficulties that arise during the implementation. Methods for coping can involve technical strategies (careful analysis of the problem and targeted resources); political strategies (use power to influence people to act appropriately); or, cultural strategies (emphasis on shared beliefs, values, and symbols that are central to the problem) (Fowler, 2000).

The final stage of implementation is called institutionalization which happens when a policy has been seamlessly integrated into the routine practices of the school

(Fowler, 2000). Institutionalization occurs due to the deliberate efforts to adjust current practice to incorporate a new policy and it usually doesn't occur throughout the organization all at the same time.

Another consideration for policy implementers is resistance. Needless to say, this aspect can be daunting to policy implementers. Persuasion can be tried or perhaps the modification of the policy to deal with some of the objections in order to show good faith in the challenging task of implementation will help. The final step may even require moving strong opponents out of the implementation process itself. Repercussions from using this strategy must be carefully weighed before this action is taken.

Policy implementation remains a challenge for stakeholders regardless of the arena. Garn (1999) presented a case study of the Arizona charter school in which key policy makers concentrated on four major features of policy implementation. These features were communication, financial resources, implementer attitudes, and bureaucratic structure. Focusing on these key aspects enabled the policy makers to decrease implementation slippage. Effective policy makers assessed the stakeholders' willingness to implement policy and their ability or capacity to do so. In some situations, the desire or willingness to implement was present but the ability to enact appropriate actions fell short of the level necessary to be effective. Successful implementation required the presence of adequate levels of will and capacity. In Garn's study, deliberate efforts to communicate effectively to stakeholders, to provide adequate financial resources, to assess implementer attitudes, and to limit external bureaucratic

controls for charter schools greatly enhanced the likelihood that the intent of the charter school policy as envisioned by legislative action would continue in practice.

Curriculum Implementation

Research efforts in curriculum implementation since the 1970s have focused primarily on three approaches (Snyder, Bolin, & Zumwalt, 1992). These approaches are the fidelity perspective, the mutual adaptation perspective, and the curriculum enactment perspective.

The fidelity perspective measures the degree to which a particular innovation was implemented as planned and identifies the factors which assisted or prevented the planned implementation. The Concerns-Based Adoption Model (CBAM) and Levels of Use Chart (LoU) were developed at the Research and Development Center for Teacher Education at the University of Texas in the 1970s and have been used to assess the adoption and implementation of innovations in schools according to Snyder, Bolin, and Zumwalt, (1992). (CBAM and LoU details are found below in the "Change" section of this document.) Eventually, a third dimension of CBAM was developed which was called the Innovation Configuration (I-C). The I-C instrument was used to measure the forms and patterns of the innovations because users had different ideas of what using the innovation actually meant (Hall & Loucks, 1981). In the fidelity perspective, Huberman (1983) looked at successful administrative behaviors. These behaviors were outlined in four descriptions showing decreasing effectiveness.

1) *Enforcers*: Administrators apply strong and continuous pressure on teachers to adopt the curriculum innovation but also provide ample, ongoing assistance. If curriculum is high caliber, the teachers are won over.

2) *Overachievers*: Teachers enlist the help of career motivated administrators to adopt a particular program. The adoption is in response to a local problem as understood by teachers. Temporary success happens but institutionalization rarely occurs.

3) *Program Blunting or Downsizing*: Program is pushed by administration but teachers make adjustments as individuals. Program is unbundled and change is minimized.

4) *Indifference and Discouragement*: The forced change is based on administrative demands and threats. Teachers resist and the commitment to implementation is weak. The necessary innovation elements are poorly implemented and the innovation shrinks away.

(Huberman, 1983, pp. 23-27)

The second approach to research efforts in curriculum implementation is the mutual adaptation perspective which is the process whereby adjustments in a curriculum are made by curriculum developers and those who actually use it in the school or classroom context (Snyder, Bolin, & Zumwalt, 1992). The Rand Change Agent Study of federal programs from 1973-1977 looked at a large number of educational innovations and documented the "mutation phenomenon" (Berman, 1981, p. 263). Researchers found that implementation dominated the change process and its outcomes and that successful implementation is characterized by a process of mutual adaptation.

When analyzing the change process in light of the mutual adaptation perspective, several factors which affect curriculum implementation are related to the characteristics of change according to Snyder, Bolin, and Zumwalt, (1992). The need and the relevance of change refer to the perceived need on the part of the implementers. The greater the recognized need for change, the greater the degree of implementation will occur. Good understanding of the goals and the means of an innovation by the users indicates clarity. The greater the clarity of goals and what will be gained from their adoption, the greater

the degree of implementation will be. Complexity means the difficulty and extent of change required of the users. As the complexity in innovations with differentiated components incrementally introduced increases, the degree of implementation increases. Quality and practicality of programs refers to the quality and availability of materials. When users perceive the materials are going to meet important needs as well as be practical and usable, the implementation of curriculum is increased. (Snyder, Bolin, & Zumwalt, 1992)

Additional factors affecting curriculum implementation are characteristics at the school district level according to Fullan (1982). The school district's history of innovation attempts is important because the more positive the history, the greater the implementation of curriculum. The adoption process is vital since the higher the quality of planning to meet the problems, the greater the degree of implementation which will result. The stronger the "real" district-level administrative support present, the higher the degree of implementation. Staff development and participation is vital because the greater the quality and quantity of sustained interaction and staff development, the better the implementation becomes. Time-line and information systems (evaluation) affect implementation levels. When the timing of events is guided by the understanding of implementation, the degree of implementation will be improved. Strong linkages between the evaluation data and the improvement needs enhance the curriculum implementation. The greater the board and community interest and support without controversy, the greater the degree of implementation (Fullan (1982) quoted in Snyder, Bolin, & Zumwalt, 1992).

Snyder, Bolin, & Zumwalt, (1992) found curriculum implementation was affected by several school-level factors. The greater the active support of the principal, better the degree of implementation which will occur. The more collegiality, trust, support, interaction, and open communication between teachers, the greater the degree of implementation achieved. Teacher characteristics and orientation are important because a strong sense of teacher efficacy increases the degree of implementation of curriculum (Snyder, Bolin, & Zumwalt, 1992).

Curriculum implementation is also affected by external environment factors according to Snyder, Bolin, & Zumwalt (1992). Government agencies are an example of these factors. When the congruence between the local needs and the reform and the awareness of subjective realities is strong, the degree of curriculum implementation is higher. The integration of the external assistance with the local district increases the degree of implementation which will occur (Snyder, Bolin, & Zumwalt, 1992).

The curriculum enactment perspective is the third approach to research efforts in curriculum implementation. In this approach, curriculum is viewed as the educational experience jointly created by student and teacher (Snyder, Bolin, & Zumwalt, 1992). Major issues in this perspective include the following questions. "(1) What are enacted experiences and how do students and teacher create them? (2) What effect do outside factors (e.g., curricular materials, school/district/state/ federal policies, and student and teacher characteristics) have on the curriculum as enacted? (3) What are the effects on students of the curriculum as actually enacted?" (Snyder, Bolin, & Zumwalt, 1992, p. 418).

In this curriculum enactment perspective, curriculum knowledge is seen as a personal construct which must answer to both personal and external standards. Change is viewed as a personal developmental process, both for the teacher and student. Therefore, successful implementation (the personal developmental change process) requires understanding and acceptance of the subjective realities of those involved in the change process (Snyder, Bolin, & Zumwalt, 1992).

In summary, the three perspectives to curriculum implementation have distinctive ideas about curriculum knowledge, curriculum change, and the role of the teacher. In the fidelity perspective, curriculum knowledge is a product which is primarily created outside the classroom by curriculum experts for teachers to implement in the way the experts have decided is best. In the mutual adaptation view, curriculum knowledge is based on the combination of external sources and practitioners as a group or as individuals. For the curriculum enactment perspective, the curriculum knowledge is neither a product nor an event but an ongoing process. Curriculum change is viewed in the fidelity perspective as a rational, systematic, linear change process. For those with the mutual adaptation perspective, change is a more unpredictable, less linear process with a more active "consumer" at the end of the process. For the enactment perspective, change is a growth process for the teacher and students. The role of the teacher varies from a consumer who follows directions and implements curriculum as a designer intended for the fidelity perspective, to a more active role of shaping curriculum to meet the demands of the local context in the mutual adaptation view, to the teacher's role which is integral to the process where the teacher and the students create the curriculum that is worthy of study for the enactment perspective.

Social and Emotional Learning

The Collaborative for Advancement of Social and Emotional Learning (CASEL) was established in 1994 and offers support to schools and families in their attempts to educate knowledgeable, responsible, caring young people who will be members of a productive workforce and serve as contributing citizens in the 21st century. Knowledgeable is defined as ready and motivated to learn, capable of integrating new information into their lives. Responsible is defined as able to understand risks and opportunities, and be motivated to choose actions and behaviors that serve not only their own interests but those of others as well. Caring is defined as seeing beyond self and appreciating the concerns of others (Elias, et al., 1997).

Schools have been fertile grounds for youth development efforts in the last few decades which have aimed at building students' competence and to deal with social and health dilemmas.

Among these are initiatives in the following areas:

- AIDS education
- career education
- character education
- civic education
- delinquency prevention
- dropout prevention
- law-related education
- moral education
- multicultural education
- nutrition education
- physical injury prevention
- positive peer bonding
- family-life education
- truancy prevention
- health education
- violence prevention
- drug education

(Elias, et al., 1997, p. vii)

Research has shown that the systematic, ongoing education to nurture the social and emotional skills of children provides a firm foundation for their successful cognitive and behavioral development. Responsible educators should acknowledge this evidence and the implications for quality, comprehensive schooling as they make future curricular decisions.

In 1994, the Consortium on the School-Based Promotion of Social Competence identified the key structural elements of successful social and emotional learning programs. These structural elements generally fall into two categories—curriculum and instructional issues and implementation and evaluation issues. The curriculum and instructional issues are numerous. Successful social and emotional learning (SEL) programs are built on a clear theoretical framework and are culturally and developmentally appropriate for the students. The comprehensive approach incorporates cognitive, affective, and behavioral dimensions and the successful SEL programs are integrated with the general curriculum. Coordinated partnerships are involved as well as active instructional techniques. Generalizations are promoted and a supportive climate is created with successful SEL programs. Also, engaging instructional materials are used (Elias, et al., 1997).

Successful social and emotional learning programs also have structural elements which address the implementation and evaluation issues. These programs are selected based on needs and are guided by planning and management framework. Key environments with safe, caring climates are the focus of successful SEL programs and personnel have clear roles. Adequate preparation and ongoing support are provided and sufficient resources and time are allocated. Successful SEL programs are systematically monitored and evaluated. Finally, the SEL programs are disseminated to relevant constituents (Elias, et al., 1997).

The community (culture) is also vital to the effort to nurture the social and emotional skills of children. The community (culture) of which the child is a member has to be interactive, participatory, supporting, and challenging while stressing

interdependence and mutual responsibility. This is the very essence of "It takes a village to raise a child." An examination of the ethos (culture) of schools would serve to assist educators in understanding the institutional pervasiveness of character education.

Organizations

Barnard (1968) maintained that all large formal organizations are really comprised of numbers of small organizations. In his view, the basic organization, if measured by the number of people who simultaneously contribute to it, is usually small (from two to fifteen or twenty people) and likely not to have an average of more than ten people. Therefore, one should see schools as complex organizations. In schools, the small organization could be a grade level team in an elementary school or a department of content specialist teachers in a secondary school. Communication is often tied to the small organization pattern utilized. Necessity for communication is one of the essential structural characteristics to determine how a school or any other group is organized. The system of communication is a primary or essential continuing problem of formal organizations according to Barnard (1968).

Deal (1992) suggested that organizational culture has undergone a modern revival in three distinct clusters. The purists (such as Smircich, Erickson, and Bates) were traditional in their approach to culture and its role in organization. They saw culture as what an organization has not what an organization is. They also saw culture as knowledge-chinks of information generated by a group. The empiricists (such as Beck, Moore and O'Reilly) believed that culture can be defined and measured operationally. Work with the cultural gap survey by Kilmann and Saxon (1983) is an example. It looked at the discrepancies in what is and what ought to be in four areas: 1)

task support; 2) task innovation; 3) social innovation; and 4) personal freedom (Kilmann, 1985). The survey instrument identified where the cultural gaps were most acute across the organizations. The pragmatists (such as Schien, Wilson and Pfeffer) presented the idea that the emerging concept of organizational culture offered opportunities to improve the intention and performance of organizations. According to Deal (1992), their primary objective was to put symbolic concepts to use in leadership and management strategies and practices (p. 950). These concepts included language, symbolism, and rituals.

Morgan (1997) saw culture as generally meaning that different people have different ways of life. Culture is self-organizing and always evolving according to him. Morgan concluded that many of the major cultural similarities and differences in the world today are occupational rather than national. Similarities and differences are related to being a secretary, a plumber, an accountant, or a city employee and not in what country you reside. Therefore, one can understand how culture shapes the character of an organization.

Culture has shaped management in the United States as illustrated by the ethic of competitive individualism (Morgan, 1997). Businesses and schools are intent and preoccupied with the desire to be "winners". Performance, be it economic, academic, or athletic, is a game which is to be played to the limit. Morgan (1997) also presented culture as the development which occurs throughout the course of social interactions. He also saw organizations as "socially constructed realities that are as much in the minds of their members as they are in concrete structures, rules, and relations" (p. 142). This realization illustrates the importance of shared values, shared beliefs, shared meaning,

shared understanding, and shared sense making which are all different ways of describing culture. This understanding is also vital to school improvement efforts.

Efforts to improve schools have wavered between organizational structure and organizational climate as the central focus. School improvement needs to be considered in terms of three overlapping symbolic domains: 1) history; 2) current cultural values and patterns expressed in heroes, and heroines, ritual, ceremony, and stories; and 3) a vision of what a school might become (Deal, 1992, p. 951). Effective school leaders should incorporate all three domains in order to maximize school improvement efforts.

Organizational theory has moved from the classical paradigm which established bureaucracy as the basic structure for studying organizations to the neo-orthodox perspective that fostered the development of a science of administration within a bureaucratic framework. Currently, challenges to the orthodox findings in organizational studies can be found in non-orthodox observations about organizations. Summaries by Schwartz and Ogilvy (1979), Weick (1985), Clark (1985), and Mitroff (1988) illustrated changes in the social sciences generally and organizational studies in particular (Clark & Astuto, 1992, p. 960). These findings speak to the contention that what once seemed to represent modality in characterizing organizational behavior no longer seems to be so. However, the contemporary practice, research, and theory in school organization is surprisingly powerful. Existence of this concept is evidenced by: (a) the most popular metaphor for school organization is the machine; (b) the most widely used technologies of management are mechanistic is nature; (c) the discourse in the field (e.g. "the buck stops here") affects the classical period in relatively pure form (Clark & Astuto, 1992, p. 957).

Restructuring schools requires a close look at the structure which is defined as a system of interlocking rules that mandates what teachers may or may not do in their classrooms. The bureaucratic structure, which is found in most school districts, requires a hierarchy of decision-making, written approvals for actions, and strict conformity to policy. Roots of restructuring can be found to have two major contemporary rationales for considering the structure of schooling. The economic rationale focuses on the necessity for American industrial workers to be trained not only in basic skills but in the capacity to think on the job, to be responsive to change, and to take the initiative in improving productivity in order to compete in a global economy. The social-political rationale contends that school is the primary force for formation of political consciousness among the young. Restructuring fosters democratizing educational institutions, empowering organizational members, and sharing decision-making power as important facets of the education of students. These ideals provide excellent opportunities to demonstrate this political consciousness.

According to Foster (1992), restructuring affects the schooling process in four fundamental ways. First, administrative authority is redefined. The principal becomes more of a facilitator of the democratic process rather than a manager or director. Second, the teaching role is changed. Teachers are responsible for creating, manipulating, or modifying the curriculum; they are the source of the curriculum. Third, parents and community are more actively involved in the schooling and a school should be responsive to its particular community's needs. Fourth, the role of central office or district administration is substantially altered. The central office administration works to aid individual efforts rather than to control them.

Restructuring differs from previous approaches to reform in two ways. It is driven by challenging goals for student learning, and it takes on the entire system rather than just isolating one component. Previous reform efforts were directed at mandates for procedures educators should follow; restructuring shifts the focus to the results that their actions produce. Restructuring demands a new set of operating principles for the entire system-a shift from the rigid, lock-step rules and compliance-driven system to a more responsive, decentralized system that can be flexible and adaptive to continuous change.

In a study of the impact of the National Curriculum on primary schools in the United Kingdom, Littledyke (1997) presented an analysis based on the three major perspectives in the literature concerning educational change: political, technological, and cultural. The political perspective includes the examination of ideological underpinnings and focuses on ways in which the innovation is modified through conflicts and compromises of assorted interest groups. The technological perspective emphasizes how the innovation is implemented. The cultural perspective concentrates on meanings and understanding developed by participants in a designated situation (Littledyke, 1997).

In effective schools research, one of the five key factors which characterized effective schools was about the school principal. Specifically, this key factor was a principal who is a strong programmatic leader and who sets high standards, observes classrooms frequently, maintains student discipline, and creates incentives for learning (Boosert, 1992). Principals can affect teaching and learning with numerous direct and indirect strategies. As instructional leaders, principals serve as mentors to staffs to

influence instructional improvements. Some take an active role in the classroom while others nurture growth in instructional practice from behind the scenes.

Leadership is a fundamental underpinning of the role of the principal. Recent research about educational leadership points to the need for exploration of issues and developments at the core of leadership and leadership inquiry. What does democratic and participatory leadership really mean? Is the focus on a leader behaving democratically good for the group rather than for individual or special interests? What are the concerted, long-term processes involved in valuable leadership training? How can accumulating knowledge about leadership, skill development programs in situations and broader professional preparation help sensitize, inform and develop critical skills for leaders? (Immegart, 1992)

Developments in practice such as networking, matrix organizations, teacher improvement, site-based planning and management, teacher leaders, mentoring, and quality circles have possibilities in the leadership arena, but they still need to be assessed and studied rigorously according to Immegart. Results may be affected by the amount of attention given to these issues.

Leadership behaviors are related to organizational variables, but they also vary among reference groups as do perceptions of these behaviors. The general findings from leadership behavioral studies include the following: (a) Task-oriented leadership is necessary in all work groups; (b) Acceptance of task-oriented leadership requires feedback; (c) Socio-emotionally-oriented leadership is needed where groups are not engaged in satisfying or ego-involved tasks; (d) Groups requiring both types of leader behaviors are performed by one person; (e) When leadership roles are differentiated,

groups are most effective if those assuming the roles are supportive and not in conflict; and, (f) When formally appointed leaders fail to perform required behaviors, informal leaders emerge if success is desired by the group (Immegart, 1992).

Collegiality was a new way to define instructional leadership according to Hoerr (1996). For a principal to create a sense of collegiality in a school, five factors must be kept in mind. First, time is our most precious resource. Adequate time must be designated for collegiality. Second, an invitation is better than a command. The change is viewed as a series of concentric circles, begin with an invitation for everyone to participate. The small group of innovators will emerge and everyone will receive information about the innovation. Third, power shared is power multiplied. If teachers are expected to contribute time and energy, they should be able to make significant, meaningful contributions to both the process and the product in issues appropriate for collegial decisions. Fourth, people practice what they value. If a principal delegates decisions and supports the importance of the task, teachers understand the value of the practice. Fifth, focus on an important issue. Investing in a task which has meaning to the teachers builds an understanding that the principal is interested in authentic collegiality (Hoerr, 1996).

Change

Change is an intriguing and complex phenomenon which is a part of everyone's life on a daily basis regardless of age, gender, or occupation. Sometimes the origination of change is based on decisions that are internal and personal in nature. On other occasions, change occurs because of external forces and environmental pressures. Change in the educational setting, such as innovations in instructional practices provides

a provocative arena for exploration. Several key questions surface and should be explored. What exactly is change? How do organizations change? Why does change happen or, even more importantly, why does change not happen? What factors affect change in instructional practices? How can principals influence change? What is the principal's role in the change process? Does professional development have an impact on change in instructional practices? What role does supervision play? How is change assessed and monitored? What are the barriers to change?

The Concept of Change

When considering change theory in the educational setting, several factors should be examined. The Concerns-Based Adoption Model (CBAM) is based on the following assumptions: (a) change is a process, not an event; (b) change is accomplished by individuals; (c) change is a highly personal experience; (d) change involves developmental growth; (e) change is best understood in operational terms; (f) the focus of facilitation should be on individuals, innovations, and the context (Hord, Rutherford, Huling, Austin, & Hall, 1987). These factors are amplified in an educational setting where the organization is often large and complex and the stakeholders are generally diverse in personal experiences and goals.

Fullan (1991) contended that educational change (innovation) is multidimensional. Not only can the change vary within groups, it can vary within the same person. Secondly, some changes are substantial because people's basic conceptions of education and skills are involved with their occupational identity, their sense of competence, and their self-concept. Fullan's third point is change involves the dynamic interrelationship of the three dimensions of change (use of new material, use of

new teaching approaches, and the possible alteration of beliefs).

Harvey (1990) reviewed the background for change. He outlined what he called Twelve Pieces of Folk Wisdom about Change. "The grass is always greener on *this* side of the fence." "Guess what! Not everyone is like me." "Stress is fertile ground for success." "You can't make it if you believe you are faking it." "If they haven't bought it, they aren't going to keep it." "Push me and I'll push you back." "If you want change, have a party." "100-Proof Change, Like 100-Proof Whiskey, is hard to stomach." "Change is loss." "You learn to walk only by taking baby steps." "Too err is not only human but divine." "Risk is not Russian Roulette." (Harvey, 1990, p.28)

The twelve ideas of folk wisdom are important ideas for change agents to consider as they try to affect individual and organizational behaviors. These ideas help establish the context which influences people to adopt, resist, or ignore change. Understanding these generalized ideas will help the change agents anticipate the necessary groundwork which is required to support future change endeavors.

Organizational Change

Research in organizational change has determined some key factors affecting change in educational organizations: (a) the characteristics of the innovations; (b) the internal context of the school and the school district; (c) the external context of the school/school district; and (d) the change process (Louis, 1992, p. 944). Characteristics of the innovation include the centrality, quality, scope, complexity, and mutual adaptation of the innovation. The internal context of the school and the school district includes instances of organizational pressure, culture, and structures. The external context of the school and school district includes crisis, social and community support,

community infrastructures, and broader values. The change process has three broad phases according to Fullan (1992). Phase I-called initiation, mobilization, or adoption-is the part of the process that leads up to and includes the decision to change. Phase II-implementation-consists of the first attempts at putting the change into place. Phase III-continuation, incorporation, routinization, or institutionalization-refers to whether the change becomes an ongoing part of the system or vanishes by way of a decision to abandon it or through attrition. The essential features of the change process listed by Louis (1992) are the following: (a) planning; (b) participation; (c) leadership factor; and (d) assistance and support (p. 945).

When whole-school change is being planned, Wasley, Hampel, and Clark (1997) found seven clues that help illuminate whole-school change. Clue 1: Schools able to use re-visioning as a continuous activity are more likely to move forward. Clue 2: Schools with a coherent sense of their ongoing efforts at reform are better equipped to achieve their goals. Clue 3: Schools able to deal directly with difficult and often controversial issues are more likely to involve the whole community. Clue 4: Schools regularly able to receive and act on good critical feedback from external sources made more progress than those who worked autonomously. Clue 5: A faculty's ability to develop skills in rigorous self-analysis that focused on student gains was a critical tool to broaden and deepen teachers' efforts. Clue 6: Staff members who can attend simultaneously to multiple aspects of school redesign – curriculum, pedagogy, assessment, and school culture-are more likely to see the kinds of results for which they hope. Clue 7: Schools that involve parents in substantive ways in their efforts to change are better able to gain the support they need to continue (Wasley, Hampel, & Clark, 1997).

Role of Principal

The principal's role in change leads to numerous behaviors as a change facilitator that can be classified as interventions. Key interventions by change facilitators were classified by Hord, Rutherford, Huling-Austin, and Hall (1987) into the following six categories: (a) developing supportive organizational arrangements; (b) training; (c) consultation and reinforcement; (d) monitoring; (e) external communication; and, (f) dissemination (p. 75). When the principal operates as a change facilitator, he or she must keep the individual and the innovation in mind. In other words, the concerns and use of the staff generally evolve over the course of a school improvement project.

Leadership and management are both essential to principals in order to bring about change. Fullan (1992) presented leadership as relating the mission, direction, and inspiration. He presented management as designing and carrying out plans, getting things done, and working effectively with people. Both these functions are crucial when implementing specific innovations or even more holistic reforms. According to research, effective principals show an active interest by talking with teachers, planning, getting teachers together, and are knowledgeable about what is happening (Fullan, 1992).

Leaders of change efforts can choose to act as transitional objects in order to help people explore their situations and the options they face. Effective leaders build shared visions, create and test models, balance inquiry and advocacy, see interrelationships, defuse defensive routines, and focus on areas of high leverage.

Professional Development

Generally speaking, two different approaches to professional development are being utilized. The first approach is deficit training which views teaching as technical work and seeks to improve it by training teachers in a set of techniques and discrete behavior. This approach has been the most prominent one. The second approach is growth and practice which defines teachers as professionals, views them as having the essential knowledge to act on behalf of their students, and seeks to develop structures to enable them to collaborate with colleagues and participate in their schools (Lieberman & Miller, 1992). Obviously the growth and practice approach to professional development facilitates the change process much more successfully.

Research about professional development helps principals recognize the most effective strategy for facilitating change in schools. In order to maximize the implementation and institutionalization of an innovation, principals should include a presentation of the theory and information, demonstration, practice with low-risk feedback, and coaching and follow-up over time (Bradshaw, 1997).

Professional development should also take into consideration the teachers' concerns about change. The Concerns-Based Adoption Model (CBAM) (Hord, Rutherford, Huling-Austin, & Hall, 1987) acknowledges that the implementation of a new skill or program is both individual and developmental. Effective change agents recognize that they must assess the readiness and abilities of participants in order to influence the implementation of an innovation. CBAM can help identify the special needs of individual users and assist the change agent to provide important support with targeted assistance (Hord, Rutherford, Huling-Austin, & Hall, 1987). The Stages of

Concerns Chart found in Table 3 is one component of CBAM. Stages of Concerns is a primary diagnostic tool which focuses on the "concerns" that teachers experience during change efforts. These concerns range from early self-concerns to task concerns and ultimately affect concerns about change. These seven Stages reflect the developmental and interactive nature of concerns which is real and cannot be ignored (Hord, Rutherford, Huling-Austin, & Hall, 1987).

Table 3: Stages of Concern: Typical Expressions of Concern about the Innovation

	Stages of Concern	Expressions of Concern
I M P A C T	6 Refocusing	I have some ideas about something that would work even better.
	5 Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
	4 Consequence	How is my use affecting kids?
T A S K	3 Management	I seem to be spending all my time getting material.
S E L F	2 Personal	How will using it affect me?
	1 Informational	I would like to know more about it.
	0 Awareness	I am not concerned about it (the innovation)

Excerpted from: Taking Charge of Change. Austin, TX: Southwest Educational Development Laboratory, 1987.

The key to CBAM is the focus on personal concerns as legitimate. Therefore, the vital key to effective facilitation is to personalize the interventions by concentrating efforts on the concerns of those engaged in the change process and accepting those concerns as legitimate reflections of change in progress. When principals use CBAM

tools to assess where teachers are, the strategies for change can be more effectively targeted. The understanding offered by CBAM concepts provides a tool for gauging progress and providing encouragement and stimulation. The recognition of the connection between school context and social construction of work is a powerful influence on professional development.

Professional development and teacher concerns research has several implications for principals according to Bradshaw (1997). The following strategies should sustain innovations and institutionalize these changes into the classroom: (a) Establish organizational structures to provide a context of support for relevant professional development, including a shared vision for innovation in schools and an evolving long-range plan; (b) Provide access to the innovation; (c) Provide time--time for practice, time to work together, and time for planning; (d) Design professional development activities that include opportunities to practice the new skills and receive feedback; (e) Develop school and district structures for follow-up support after the staff development activity; (f) Acknowledge different levels of teachers' concern and work with them; (g) Consider incentives that reward mastery of the innovation but allow teachers a variety of learning options from traditional workshops to independent study; and, (h) Let teachers play with the innovation (Bradshaw, 1997).

When considering professional development as culture building, principals recognize the connection between developing new professional norms in a school and programmatic professional development efforts. Norms of collegiality, experimentation, and risk-taking replace norms of isolation, conservatism, privacy, and constraint when successful professional development programs provide collegial work conditions

(Lieberman & Miller, 1992). Collegial working conditions offer open discussion of issues, shared understanding, and a common vocabulary because of the professional development opportunities. The current themes of professionalism in teaching, student learning, the knowledge base for teaching, and teacher leadership influence how professional development is designed, constructed, and delivered.

Supervision

One of the key elements of change in an organization is effective supervision. Supervision is defined as feedback on performance designed to result in higher performance. The cognitive coaching model by Costa and Garmston focused on expanding the understanding and autonomy of teachers by appealing to their intelligence and rationality. Cognitive coaching is based on four assumptions: (a) All behavior is determined and affected by our perceptions; (b) Teaching is really decision making - decisions before, during, and after instruction; (c) Changing behavior requires a modification or transformation of the mind; and, (d) Human beings can continue to grow in their intellectual abilities throughout their lives (Pajak, 1993). The accomplishment of the three interrelated supervisory goals is possible with cognitive coaching: (a) the creation and management of trust; (b) the facilitation of teacher learning; and, (c) the development of teacher autonomy (Pajak, 1993).

Another recent research effort focused on collegial supervision which uses teachers to coach each other in using instructional strategies. The key to collegial supervision is that the feedback was performed by peers and is not used in evaluations. If teachers' abilities to make changes in themselves are enhanced, the ultimate purpose of supervision has been achieved.

As schools move toward learner-centered practices, teachers can use information from self-assessment and reflection tools to identify-in a safe context – the kind of changes in practice that are needed to assist all students in learning. For teachers to successfully implement innovations that enhance student learning and improve achievement, they must: (a) believe in the need for the change; (b) be willing and able to modify their practice; (c) have opportunities to see models of the required change; (d) have an administration and school that supports the change; (e) be held accountable for maintaining practices consistent with current views of learning; and, (f) be provided with instructional guidance. (McComb, 1997)

Ways supervisors can prepare for change include the following: (a) Face change openly and publicly; (b) Provide data; and, (c) Use the Pareto Principle: Spend 80% of energy on 20% of the faculty who make the difference (Calabrese & Zepeda, 1997). In advocating for change, supervisors should use the following steps: (1) Keep the change process open. (2) Ask for help. (3) Form focus groups. (4) Link efforts and resources to the change. (5) Conduct assessment of the change process by establishing a series of benchmarks (Calabrese & Zepeda, 1997, pp. 122-123).

Assessment and Monitoring of Change

Assessment and monitoring of change should be multi-faceted and an ongoing process. The Levels of Concern instrument is helpful as an assessment tool at several points in the change process. Another diagnostic dimension of CBAM (in addition to Levels of Concern) is Levels of Use of an innovation (LoU) in which eight different levels of innovation use have been identified and operationally defined. (See Table 4.) This tool shows how teachers and others work with innovations or new school

improvement practices. LoU focuses on the behaviors that are or are not taking place in relation to the innovation. In LoU, each level represents a different behavioral approach. The progression through the levels is not locked into step by step, however, generally people move in sequence (Hall & Hord, 1987).

Table 4: Levels of Use of the Innovation

VI RENEWAL: State in which the user reevaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.

V INTEGRATION: State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.

IVB REFINEMENT: State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short and long-term consequences for clients.

IVA ROUTINE: Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.

III MECHANICAL USE: State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.

II PREPARATION: State in which the user is preparing for first use of the innovation.

I ORIENTATION: State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system.

0 NONUSE: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.

Excerpted from: The LoU Chart: Operational Definitions of Levels of Use of the Innovation. Austin, TX: Research and Development Center for Teacher Education, The University of Texas, 1975.

LoU can identify those teachers who are actually using the innovations

efficiently, those who are still experimenting with them, and those who have not yet begun to use them. In order to have the highest reliability, Levels of Use should be assessed using an intensive direct observational approach because it is a behaviorally defined variable with a large number of indicators and categorical descriptors which cannot be assessed by traditional written questionnaires. The use of a focused interview with several branches has been determined by CBAM experts as being accurate in determining the LoU.

Barriers to Change

Understanding the concept of change includes assessing the sources of resistance to change. Effective school leaders are proactive about predicting possible sources of resistance and they strive to implement strategies to prevent the negativity from ever developing. Harvey (1990) listed the following sources of resistance to change and the antidotes for each.

Cause	Antidote
Lack of ownership	Involvement
Lack of benefits	Payoff
Increased burdens	Lighten load
Lack of top brass support	Top brass support
Loneliness	Collegiality
Insecurity	Security
Norm-incongruence	Norm-congruence
Boredom	Fun
Chaos	Control
Superiority	Empathy
Differential knowledge	Equal information
Lack of recognition	Involvement
Sudden, wholesale change	Gradualism
Failure	Affirmation
Unique sources	Unique solutions

(Harvey, 1990, p. 45)

The benefits of a list of sources of resistance and antidotes such as this one from Harvey are numerous. First, it officially acknowledges the presence of resistance which is inevitable in any change process. Second, the list outlines options available to diffuse and possibly dissolve the resistance by isolating the specific source and responding to it in a targeted, specific manner. A third benefit is the use of antidotes in a proactive manner by making sure that the antidotes are in place before any "resistance behavior" is presented to disrupt the change process.

Creating change is not the end of the process. Keeping the change in place is the institutionalization of change which Harvey (1990) defined as the integration of change effort into the mainstream of the organization so that its continuance is at least as certain as that of any other activity in the organization. This integration is important for supporting the original change effort. Educational change often lacks the maintenance efforts necessary to sustain change. The resistors think that they can just "ride this one out" rather than work at incorporating the new instructional practices. All too often, this is where change efforts fail.

Schools seem to be inundated with change which can be very disconcerting to the staff. As soon as some educators advocate the necessity of an innovation, others are pointing out the flaws in that same innovation. Alexander, Murphy, and Woods (1996) contended that these results are based on the following premises. First, "Doing What We Know" deals with the human tendency to tackle an issue (e.g., behavior) that is more readily apparent or easily communicated, even if it is not the issue that is most fundamental or central to the problem of learning. "Knowing About What We Do," the second premise, pertains to the simple but potent explanation of limited knowledge.

Many in the educational circles who devise, translate, or implement these very innovations either: (a) do not have a rich understanding of those innovations, leading to superficial solutions or implementation; or, (b) do not have an extensive knowledge of the literature or research that underlie these innovations resulting in the reinvention or recycling of old movements under new labels (Alexander, Murphy, & Woods, 1996).

Trends (distinguishable patterns of events) in teaching and learning generally fall into three categories: incremental, stationary, and iterative (Alexander, Murphy, & Woods, 1996). Incremental trends are those in which events undergo a systematic but non-cyclical development. Stationary trends, by contrast, are those in which conditions in question continue over time in a relatively stable state. Iterative trends, the third distinguished pattern, are essentially repetitive occurrences that assume somewhat varied but recognizable forms. Most of the energies in educational development or reform have been consumed by these iterative trends, whereas relatively little purposeful effort has been directed toward narrowing the gap between incremental and stationary trends according to Alexander, Murphy, and Woods (1996).

Morris (1997) argued that the solutions offered by Alexander, Murphy, and Woods make the most sense from a systems perspective in that the selection, adoption, and abandonment of innovations are the functions of a reform process that operates within institutionalized organizations. Morris (1997) defined innovations in the broadest sense as the applications or attempted applications of technologies to problems or processes where technologies may be regarded simply as tools and knowledge that mediate between inputs and outputs (p. 22). Administrative technologies are prescriptions for designing organizational structures and cultures. Instructional

technologies are prescriptions for designing instructional programs and procedures. Morris saw one effect of the technological ambiguity and uncertain control over outcomes as restricting the creativity in the selection of instructional innovations. Within a reform movement, innovations serve a function and that function is to maintain and prolong support for the current reform. The basic concept underlying the systems theory is the idea of the interdependence of the part---the idea that changing a part affects many or all other related parts. This is central to the concept of a system. The reason the system is so resistant to change is that it is made up of institutional organizations.

Harvey (1990) stated that good management is less a science than an art form. This position demonstrates his emphasis on the people rather than the technical aspects. Understanding the humans involved in the change process is the key to Harvey. He concluded with three caveats of change artisanship.

- Change requires a bias for action.
- Change is more often a process than a result.
- You can't be a good leader unless you've been a failure.

(Harvey, 1990, p. 138)

Synergy is a very important underpinning of any change effort. The process of change usually takes much longer than people would like it to take. A thoroughly well-planned and carefully executed change process helps invest people in the success of the innovation while investing people in each other. Focusing on the individual investments and contributions of people is motivating to all who are involved, and this motivation helps sustain people through the trying times. This accomplishment reaps rewards on

both personal and professional levels for all the stakeholders.

Among the challenges schools face today is the need to juggle the idea of empowering students and teachers while contending with the forces that are demanding increased parental and teacher control. Also, the increased demands for accountability have fostered standardizing pressures while alternative forms of school are increasing in size and number. This seems to be asking schools to become more similar and more unique simultaneously. The fluid, dynamic environment of schools is reflected in the ongoing refinement of the social and emotional learning curriculum.

In our rapidly changing world, the critical issues faced by students continue to evolve. Many people see a need to change the conceptualization of schools to respond to the dramatic economic and demographic changes in our society. The direction of change in schools remains greatly influenced by the interdependent nature of culture and curriculum. Striving to satisfy both individual and societal needs remains a daunting undertaking for schools.

Chapter III

Research Methodology

Case Study Design

The case study design is appropriate for this particular study for several reasons. This study examined a process which included monitoring and causal explanation (Merriam, 1999). The examination of this unique instance of character education should offer the reader the opportunity to gain greater understanding about the phenomenon of the relationship between curriculum and culture. This particular case study in education also explored theory and techniques from sociology.

Stake (1995) presented the definition of case study as "the particularity and complexity of a single case, coming to understand its activity within important circumstances" (p. xi). A case study which is used to do more than provide understanding about this particular case is called an instrumental case study. Instrumental case studies are designed to give an insight into a research question, a puzzlement, or a need to understand. Stake (1995) contended that case studies do serve as a poor basis for generalizations. His position was that seldom are new understandings (generalizations) realized with case studies, but a refinement of understandings is reached through case study research.

Yin (1994) defined case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). Yin's case study

definition is summarized as "a research strategy which comprises an all-encompassing method—with the logic of design incorporating specific approaches to data collection and to data analysis" (p. 13).

The case study inquiry is based on multiple sources of evidence which must be centered in a triangulating fashion. Triangulation is defined as "the development of converging lines of inquiry" (Yin, 1994, p. 93). One form is data source triangulation which explores data to see if the phenomenon, which is being observed and reported, conveys the same meaning when examined under different circumstances (Stake, 1995). Another form is methodological triangulation. Methods in case studies generally refer to observing, interviewing, and reviewing documents (Stake, 1995). The researcher observes an event such as a science lesson in a classroom. The researcher then interviews the teacher or students to determine what they saw. Examination of materials such as the teacher's lesson plans and/or student written work is done for the document review component.

The multiple-case study design is applicable and appropriate for those studies that utilize multiple cases such as several teachers or several schools which are the subjects in individual case studies, and the overall study combines these into a multiple-case study. Yin (1994) stated that the logic of the multiple-case study must be the same as single case studies. "Each case must be carefully selected so thatit either (a) predicts similar results (a literal replication) or (b) produces contrasting results but for predictable reasons (a theoretical replication)" (Yin, 1994, p. 46). Stake's term for combining cases into one study is collective case study (1995). A collective case study looks at several cases which are instrumental to learning about the same research

question and has important coordination between the individual studies according to Stake (1995). Selection of cases for a collective case study is based on criterion such as the specificcases which maximize what can be learned and those caseswhich offer particularization—understanding the case itself and its uniqueness.

The project began with the identification and selection of Oklahoma public school districts to participate in the study which had received federal funding. Each district was required to agree to have at least one classroom with approximately 20 to 25 students at each grade for 4th, 7th, and 10th grades. (More than one class per grade could participate but each grade had a minimum of one class in the study.)

The Oklahoma State Department of Education school directory and the Oklahoma Educational Indicators Program, which is published by the Office of Accountability, were reviewed to identify possible school district candidates for the study. Criteria include school district size, geographic location, knowledge of and familiarity with administrative personnel, general student population characteristics (such as ethnicity, numbers on free/reduced lunch, etc.) and informal perceptions of the Project Team Life director for the school district's receptivity to curriculum innovation.

Six school districts were contacted and site visits to these districts were made by the Project Team Life staff to explain the project, to outline the study, and to show the school personnel the donation curriculum materials which would be used. Information packets were prepared for these visits and materials were left with the school staff pending their decisions. At these site visits, superintendents often invited other staff (an assistant superintendent, a principal, and/or other curriculum staff) to join them for this presentation. Five schools elected to participate as pilot districts in the study. In these

five districts, two superintendents requested that the Project Team Life staff repeat the awareness presentation which outlined the project, explained the study, and demonstrated the resource materials for the school principals after the superintendent had agreed to have the district participate in the study.

The pilot teacher inservice was conducted by the Project Team Life staff at each participating school district and the two-hour inservice outlined the pilot curriculum and each participant's responsibilities. Agenda topics included details about organ and tissue donation and transplantation, brain-based instructional strategies, available curriculum resource materials, and the federal grant specifics and requirements. Among the required teacher documentation were lesson plans with Priority Academic Student Skills (PASS) (Oklahoma's state-mandated curriculum) objectives identified, formal teacher feedback sheet, student feedback sheet, and parent/interview form.

The instruments that were used to measure the students' knowledge of and attitudes toward organ and tissue donation and transplantation were developed by the study's principal evaluator. The instruments measured verbal/linguistic skills. The elementary (4th grade) instruments (see Appendixes G and H) and the secondary (7th and 10th grades) instruments (see Appendixes I and J) were developed for each instrument type (knowledge and attitudes). These instruments were then field-tested at each of the three specified grades in a school district which was not designated to be a part of the study group. The instruments were refined based on teacher and student feedback following the field-testing.

The 4th grade knowledge instrument had 13 items which were multiple choice, matching, and true/false questions. The 4th grade attitude instrument was comprised of

nine statements with a three point Likert scale (Disagree, Not Sure, and Agree). The 7th grade knowledge test had 20 items which were multiple choice, matching, and true/false questions. The 7th grade attitude instrument was comprised of nine statements with a five point Likert scale (Strongly Disagree, Disagree, Not Sure, Agree, and Strongly Agree.).

The pilot students were given the knowledge and attitude pre-tests to assess baseline understanding and beliefs about organ and tissue donation and transplantation. The pilot teachers presented at least five lessons from the donation curriculum. These lessons included an activity in which students interviewed their parents about parental views on donation and students recorded these responses on interview forms. Teachers documented the lessons taught and materials utilized. Classroom observations of a sampling of the donation lessons were done by the Project Team Life staff in order to view actual student interaction with the materials and to observe teacher behavior. Post-testing of students on the knowledge and attitude instruments occurred at the conclusion of the direct instruction. Students and teachers also completed feedback forms for the study.

The multiple-case study design focused on two cases. Both cases were selected from the fifteen participating pilot schools (except for two schools whose teachers had resigned) as the subjects of the case studies based on the combined growth in student achievement from pre-test to post-test on the Project Team Life donation knowledge and attitude instruments. The pilot students were given the knowledge and attitude pre-tests to assess baseline understanding and beliefs about organ and tissue donation and transplantation. The pilot teachers presented at least five lessons from the donation

curriculum. Post-testing of students on the knowledge and attitude instruments occurred at the conclusion of the direct instruction.

When these cases had been identified, semi- structured interviews were done with the pilot classroom teacher, the school principal, and the central office administrator who was involved with Project Team Life (see Appendixes K and L). These interviews were audio-taped and transcribed in addition to note taking during the interviews. These interview transcriptions were coded independently by two raters to identify content categories which began with preliminary constructs and generated emergent themes (see Appendix M). Check-coding to increase reliability was conducted as outlined by Miles and Huberman (1994). For Southville, two lifelong community members were interviewed to enhance the community context. Additional documents which were reviewed and analyzed included teacher lesson plans, teacher and student feedback sheets, parent interview forms, inservice and classroom observation field notes, and the district mission statements, organizational charts, and curriculum documents for each school. District profile reports and school report cards from the Oklahoma Office of Accountability were reviewed. Community documents from the local Chambers of Commerce and the municipal governments were also examined. The study used methodological triangulation for data analyses.

When the chapters of the case descriptions were completed, they were given to two individuals to review for reliability purposes. One individual was a retired University of Oklahoma College of Education professor who had served as the principal evaluator on the Project Team Life federal study. At the time of his retirement, he was the director of the Research Bureau of the College of Education. The other individual

was a member of the original Project Team Life development group with an extensive background in the donation field. He had participated in the site meetings with school district administrators and presented at the teacher inservices at both Prairieland and Southville.

Identification of the researcher is a fundamental step for the reader. The researcher was a twenty-eight year educator with a local school district. She had been a classroom teacher, a gifted classroom resource teacher, a middle school assistant principal, and, for the last nine years of her tenure, district director of gifted and testing for a district with 12,000 students. She has elementary classroom teacher, elementary administrator, and superintendent certifications. In 1993, she underwent a liver transplant and since that time she has been active in the donation community at the local, state, and national levels. In a consultant role, she chaired the committee that developed the Project Team Life materials and she co-wrote the grant that received federal funding. As a result of this federal funding, she has spent the last three years working fulltime for the federally designated organ procurement organization as the Director of Project Team Life. In the study, the researcher was an active participant in most of the activities and an invested observer in other activities. On the participant-observation continuum (Glense & Peskins, 1992), her position is closer to mostly participant. Her training and experience as a teacher and an administrator were critical to this study.

Limitations

Limitations of the study which should be acknowledged include the following items. Both cases in this study were selected from a pool of schools which had volunteered to participate in the Project Team Life federal study. The entire pool of

participating schools was generally positive about the topic of donation. The individuals in each school showed varying degrees of support for topic of donation and a curriculum which taught students about donation. The pilot teachers, principals, and central office administrators were receptive to the concept of donation and supported the idea of donation as a character education topic before the cases were identified.

The limited ability to make generalizations from case study research is evident especially with the limited number of people available for the staff interview pool (three in each case). The time frame required by the school calendars made the interview portion of the study occur much later than the classroom teaching had occurred. Recollection of project details might have been diminished or even altered due to elapsed time.

For the federal study, teachers were allowed to select from a wide range of activities or even to create their own activities. Because of that flexibility, the competence of the practitioners greatly affects the success of the implementation and of the curriculum itself. Also the number of lessons taught could be determined by the teacher as long as the required minimum of five lessons was met.

Student data were limited to written documentation (student feedback and pilot teacher remarks about student reactions) and two observations of each classroom done by the researcher. Parent data were limited to written documents (parent interview form and pilot teacher remarks about parent comments). Including some student and/parent interviews also would have enriched the data set.

As mentioned, the fact that the researcher was serving simultaneously as both an observer and a participant in some events might influence perceptions based on the

observer/participant continuum. Serving in both roles also may hamper complete data collection in some instances and might affect data analyses as well.

Statistical and instrumentation limitations should be noted. The range of the sample size among participating schools was from three students to 136 students per school. Utilizing different instruments when comparing students is problematic. The knowledge instruments were constructed so that the secondary (7th and 10th grades) version was built on the content covered on the elementary (4th grade) version. Both versions of the attitudes instruments used the same nine statements with a simple Likert scale (three points) for the elementary version and a more complex Likert scale (five points) for the secondary version. The difference in the number of combined test items (22 for 4th grade and 29 for 7th and 10th grades) is a limitation of this study. These limitations are the reason that the case selections were based on the combined average growth from pre-test to post-test on both the knowledge and the attitude instruments. In addition, the instruments were limited to only measuring verbal/linguistic skills.

Comparing students from two different grades (especially for two grades that are as far apart as 4th and 7th grades) is a concern when one considers the differences in learners based on cognitive ability, maturation, and developmental levels. Recognizing age-appropriate differences in dealing with curriculum on sensitive topics such as donation is necessary when analyzing the two cases.

In summary, the discrepancy in sample sizes of the two cases made the analyses more complicated. The difference in the grade levels of the cases added to the complexity of the analyses because of differences in the cognitive ability, maturation, and developmental level of the learners. The lack of precision of the Project Team Life

attitude and knowledge instruments made the selection of the cases more difficult and may have affected the results. Also, the difference in the number of items on the 4th grade and 7th grade instruments introduced problems in pursuing statistical comparisons. The role of the researcher as both participant and observer brought bias to the analyses. Finally, the data set for students and parents lacked the interview feature which had been utilized with the other stakeholders.

Chapter IV

Case Study A-Prairieland

Prairieland Middle School is located in a community of 26,000 people in north central Oklahoma. Glimpses of the community, school district, middle school, students and school district staff involved in the Project Team Life study are presented in this chapter. The preliminary constructs and emerging themes revealed in the documentation will also be discussed. The researcher used pseudo names for the community and individuals involved.

View of the Community

The history of the Prairieland community began on September 21, 1893, just four days after the Oklahoma Land Run. This run had resulted from the Cherokee Strip being opened for settlement by pioneers. B. S. Barnes selected a site for his city, Prairieland, which was viewed as a prime settlement location because of its proximity to the Arkansas River and a fresh water spring. Barnes organized his town site company to sell certificates for city lots at $2.00 each to Kansas residents. These certificates were good for one business or two residential lots with the location to be determined by a "drawing." These certificates were used to give the holder a prior claim to the lots, and after the title had been vested in the claimants of the quarter sections of the new city, deeds were issued at a reasonable cost. Thus Prairieland is believed to be the first city being started with a town lot drawing. (Community Profile, Chamber of Commerce)

During the 1930s, a local philanthropist, whose fortune came from the oil business, wanted to provide a place for children to swim and enjoy outdoor activities for

generations of children to come. To that end, he built a golf course, a camp, and an Olympic size swimming pool that he later donated to the city. The camp is located in a beautiful wooded area between a lake and golf course. Campers may use the cabins or motor home park. Facilities also feature a large dining hall. Activities include swimming, volleyball, softball, or horseshoes. Nature hikes are a favorite adventure in this wooded region as well.

In the 21st Century, Prairieland is still deeply connected to its rich pioneer past as three museums commemorate this spirit of the hardy, fearless people who risked their lives for a new land, a new world, a new hope. Two of these museums were originally the homes of an oilman who became an Oklahoma state legislator and eventually Governor of Oklahoma. The first home currently serves as a cultural center and the second home is a 55-room mansion, which is open to the public.

Culture is supported throughout the community with an art center housed in the stately mansion of yet another community leader. Activities at the center include artists' exhibits, art classes, workshops, and an annual Fine Arts Festival. The original community theater has recently undergone extensive renovations to accommodate the performing arts. The elegant interior, exquisite ceilings and a beautiful stained glass window make the atmospheric theater a pleasant environment in which to present fine feature films and live performances. Annually scheduled community activities include Iris Festival, Fine Arts Festival, Lake Family Fest, Grand National Moto-Cross, Rodeo, American Indian Pow Wow, Golf Charity Tournament, Oktoberfest, County Harvest Craft Festival, and Festival of Angels.

Recognition of the art and traditions of six American Indian Nations: Kaw, Osage, Otoe-Missouria, Pawnee, Ponca, and Tonkawa who made their homes in and around Prairieland is shown by honoring these contributions. An American Indian Memorial Park has a 22 foot bronze statue of a tribal chief and other symbols of American Indian culture. Additional attractions include lakes, a garden center, a public library, murals in the post office, and a water park, "Where the Twenties Still Roar."

Transportation into or out of Prairieland can be done via road (car, truck, or bus), rail, air, or water. Communications for Prairieland include cable television, radio, daily newspaper, a public television channel, telephone provider, and Internet service. Also, fifty-nine churches operate in Prairieland.

The municipal government in Prairieland uses a commission-manager form of government. The mayor and four commissioners are elected at large for three-year terms. The professional city manager is appointed by the mayor with the approval of the commission and serves as the Chief of Operations. The police force consists of 55 officers and the fire department employees 64 personnel. The ambulance service is operated by the fire department. Other municipal services include airport operations, water, sewer, and electrical utilities, cultural and recreational facilities. The municipal government's website features Prairieland's participation as a Character First! community. Character First! Education is developed by the Character Training Institute, which is based in Oklahoma City. This program is based on the joint efforts of the community/school partnership in order to help educate productive, responsible citizens. (More details about this program are given later in this chapter.)

Prairieland has an active YMCA, country club, and a United Way program that serves 17 community-based organizations and has an annual budget in excess of $650,000.00. The regional medical center and urgent care clinic provide medical services for the entire county and surrounding area. Six home health agencies assist in meeting the medical needs of the community.

Breakdown by Age (1990 Census)

Under 5	7.6%
5-17	18.0%
18-34	27.0%
35-49	15.0%
50-64	16.8%
65+	15.6%

Breakdown by Ethnicity (1990 Census)

White	90%
Amer. Indian	6%
Black	3%
Other	1%

The community of Prairieland works at being "pro-business." Major industrial employers include a company that produces petroleum and related products (1800); grocery distribution and warehouse (629); computer software support company (525); steel fabrication company (501); and a meat processing plant (500). Other major employers include the public school system (850); the City of Prairieland (452); and the regional medical center (397). In 1993, citizens of Prairieland approved a ½ cent sales tax dedicated to economic development of the community.

Examples of why Prairieland is considered "pro-business" are the fully certified Industrial Park and two designated Enterprise Zone Districts. To become a certified Industrial Park, an application must be made to the Oklahoma Department of Commerce

and several minimum requirements must be met. This certification by the state of Oklahoma entitles park owners the opportunity to apply for up to $6,000,000 in loans from the Oklahoma Linked Deposit program through the State Treasurer's Office. The site must be zoned for industrial use and utilities must be reasonably accessible to the site. The community must have an Industrial Board to oversee the park development and a preliminary plat approved by the local board must be available. Also, the site must be a minimum of five acres and have a paved all-weather access road to the site. Endorsements to sponsor the park from at least two governmental or economic development organizations must be obtained.

According to the Oklahoma Department of Commerce, enterprise zones can be designated in disadvantaged counties, cities, or portions of cities. These zones provide extra incentives for business. Businesses located within an Enterprise Zone and incentive district may qualify for the state matches of local sales tax exemptions and ad valorem tax exemptions.

The community of Prairieland has educational opportunities for all ages. For pre-kindergarten through 12th grades, there are several options available which include the public school system and several private and parochial schools. (The public school system is discussed in a later section.) The Learning Center and Sunrise Day School are private schools which offer only pre-school and kindergarten grades as does the Prairieland Head Start. The First Baptist Church Day School, Miss Betty's Christian School, and First Presbyterian Church Discovery Time School are parochial schools which offer only pre-school and kindergarten grades. The Prairieland Christian Academy and the Lutheran School serve students from three year-olds through 8th grade.

The Catholic School provides programs from preschool through 8th grade. The Capstone Christian Academy serves students from 1st through 12th grades.

For high school and adult students as well as business and industry clients, the area Technology Center has served the community since 1973. It provides career and professional opportunities for 600 full-time students and approximately 7,500 students in the adult short-term training courses (Educational Opportunities Pamphlet). Fifteen full-time career training courses are offered and over 120 short-term classes are available. The Business and Industry Services division tailors training and education to help local business and industry clients maximize their resources.

Higher education opportunities are available at a community college in a neighboring town and a university learning center which is located in Prairieland. The community college offers eight academic divisions with 52 program areas which result in an associate of arts, associate of science or associate of applied science degree. The university learning center offers opportunities for Bachelor, Master, and Doctoral level degrees via "distance learning" through live interactive television broadcasts of instruction from the originating campus. The university learning center also offers a computer center which is open to the public and is staffed with people to assist students with operating and troubleshooting the equipment.

In summary, Prairieland is a community which supports education, nurtures businesses, and values the arts. The culture of Prairieland emphasizes the link between the public school system and business sector which makes a stronger bond. Today's leaders of Prairieland understand that they need to treasure Prairieland's past and to envision Prairieland's future while dealing with the present.

View of the Prairieland Public Schools District

In the 1999-2000 school year, the Prairieland Public Schools offered early childhood (pre-kindergarten) through 12th grade. There were eight elementary schools (early childhood-5th grade), one middle school (6th-7th grades), one mid high (8th grade), and one high school (9th-12th grades). The Prairieland Public Schools District had an enrollment of approximately 5,700 students and an annual budget of $30 million. The school district covered 237 square miles, with 24.1 students per square mile. The district had 46 buildings with a combined footage of 1,018,294 square feet.

The Oklahoma Educational Indicators Program Profiles 2000 District Report (Tables 5 and 6) provide information about the Prairieland School District in three major categories: 1) community and environmental information; 2) educational program and process information; and, 3) student performance information. The Community Characteristics category was based on demographic data for persons residing within the public school district boundaries as of April, 1990. Communities were placed into one of ten groups (based on socioeconomic factors and the number of students the district serves). This grouping methodology structured the report to compare a district with other districts that served similar communities as well as to the state average.

In the Prairieland School District Community Characteristics section, key socioeconomic data are listed which compare the district community data to the state average for that factor. Some examples are population, income level, unemployment rate, and poverty rate which are based on 1990 Census data. For the population per square mile, the Prairieland school district's community group average was 129.1 people compared to 41.0 people for the state average. The average household income level for

the Prairieland's community group was $27,071 compared to the state average of $24,088. The unemployment rate for Prairieland school district's community group was 5% compared to 7% for the state average. The poverty rate for Prairieland school district's community group was 11% compared to 17% for the state average. The percentage of residents with a college degree for Prairieland school district's community group was 21% while the state average was 17%. Prairieland school district's community group also had fewer residents with less than a high school diploma at 20% than the state average of 24%. In summary, the Prairieland school district's community group had a denser population, a higher household income, fewer people unemployed, fewer people at the poverty level, and more people with a college degree than the state average.

The District Educational Process category outlined the program and process information that showed how each school district provided education for its students. In this category, the Prairieland School District enrollment was 5,701.7 (Average Daily Membership) which compared to 6,409.1 for the community group average and 1,145.3 for the state average. In the Student Program section, the Prairieland District reports 10.1% of its students are in the gifted program and 12.8% of its students are in the special education program. The community group averages 13.3% in gifted and 11.4% in special education while the state average is 12.1% and 13.3%, respectively. The class size for a regular classroom teacher in Prairieland was 17.6 students per teacher compared to 18.4 for the community group average and 17.1 for the state average. The sources of the revenues for the Prairieland District were local and county sources-41.3%; state source-50.3%; and, federal source-8.4%. For the community group average,

revenue sources were local and county-41.6%; state-52.6%; and, federal-5.8%. The state averages were local and county-32.8 %; state-57.3%; and, federal-10.0 %. The Prairieland School District expenditure per student was $4,977 with the community group average at $4,809 per student, and the state average at $5, 316 per student.

In summary, the Prairieland School District had an enrollment of about four times the state average; the district had fewer students in both the gifted program and in special education than the state averages. Accordingly, the district expenditure per student was less than the state average, with the local/county source providing over 41% of the revenues used in Prairieland.

The Student Performance category (Table 6) displayed a variety of student performance information. In this section, the Prairieland fifth grade students scored slightly lower than the community group students and slightly higher than the state average on the 5th grade Oklahoma Core Curriculum Tests. At the eighth grade, Prairieland students scored the same or slightly higher than the community group students on all tests except geography. Prairieland students scored better than the state average on all tests. The graduation rate for Prairieland was 79.3% with the community group average at 84.8% and the state average at 74.3%. The report of high school graduates who completed the regents' college-bound curriculum (the 15 units required for admission to Oklahoma public colleges and universities) was 43.3% for the Prairieland graduates, 51.0% for the community group average, and 67.0% for the state average. In summary, Prairieland students generally scored like the other community group students and better than the state average; the graduation rate for Prairieland was better than the state average but lower than the community group average; and, fewer

Prairieland graduates completed the college-bound curriculum than the number of graduates in the community group or than the state average.

Table 5: Profiles 2000 District Report for Prairieland Public Schools

Profiles 2000 District Report

Community Characteristics

Community Group: *RV C1*

Socioeconomic Data

	District	Community	State Average
District Population (1990)	30,606		5,862
Population per Square Mile (1990)	129.1		41.0
Ethnic Makeup Based upon Fall Enrollment (1999)			
Caucasian	74%		66%
Black	5%		11%
Asian	1%		1%
Hispanic	4%		5%
Native American	15%		16%
Average Household Income (1990)	$27,071		$24,088
Average Property Valuation per Student (2001)	$29,335		$23,789
Unemployment Rate (1990)	5%		7%
Poverty Rate (1990)	11%		17%
Teen Mothers w/o HS Diploma (1990)	8%		8%
Single-Parent Families (1990)	18%		23%
Population Age 55 and Above (1990)	23%		22%
Highest Educational Level for Adults Age 20+ (1990)			
College Degree	21%		17%
H.S. Diploma w/o College Degree	59%		59%
Less than 12th Grade Education	20%		24%
Students Eligible for Free/Reduced Lunch (2000)	44.1%		48.2%

Preparation, Motivation and Parental Support

1st Graders that Attended a Pre-K Program	66.2%	68.4%
Parents Attending at least 1 Parent/Teacher Conf.	56.8%	67.3%
Average Number of Days Absent per Student	11.2	10.6
One out of every __ students were suspended .		
for 10 days or less	17.4	17.3
for more than 10 days	105.8	143.3

1999-2000 Juvenile Offenders & Offenses (OJA)

One out of every __students was charged	50.9	56.0
Of those charged, each averaged __offense(s).	2.6	1.9
Of those charged, __were alleged gang members	6	0.5

Symbols Used on this Report:

ADM = Average Daily Membership (Average Enrollment)
FTE = Full Time Equivalent
NA = Not Applicable
***** = Data Protected by Privacy Laws (Small Number of Students)***
FTR = School/District Failed to Respond to Survey
DNA = Data Not Available from Providing Agency
RV = Revised Methodology

Office of Accountability
3033 N. Walnut Avenue, Suite 103 E
Oklahoma City, OK 73105-2833
(405) 522-4578 Fax (405) 522-4581
Web Address: www.SchoolReportCard.org

District Educational Process

Grade Organization, Area & Enrollment

This district offered grades EC-12 in school year 1999-2000. It was comprised of 8 Elementary School(s), 2 MS/JHS, and 1 High School(s). The district covered 237 square miles, with 24.1 students per square mile.

	District	Community Group Avg.	State Avg.
1998/99 Average Enrollment (ADM)	5,663.1	6,419.4	1,140.4
1999/2000 Average Enrollment (ADM)	5,701.7	6,409.1	1,145.3
Difference from 1998/99 to 1999/2000	38.7 (0.7%)	-10.3	4.9

Student Programs

Students in Gifted/Talented	10.1%	13.3%	12.1%
Students in Special Education	12.8%	11.4%	13.3%
Advanced Placement (AP) Courses in which students were tested (2000 Seniors)	17.0	11.7	1.9

Classroom Teachers & Professional Support (FTE)

Regular Classroom Teachers	323.4	347.7	66.7
Students per Regular Classroom Teacher	17.6	18.4	17.1
Avg. Salary (w/ Fringe) of Reg. Clrm. Teachers	$30,967	$31,025	$31,015
Regular Clrm. Teachers w/ Advanced Degree(s)	24.8%	29.8%	30.2%
Avg. Years of Experience - Reg. Clrm. Teachers	11.4	12.2	12.2
Special Education Teachers	39.0	41.6	8.0
Other Professional Staff	32.1	34.5	5.6
Teacher Assistants	88.4	60.2	10.9

School & District Administration (FTE)

School & District Administrators	27.0	26.2	5.6
Average Salary of Administrators	$56,408	$55,316	$54,035
Teachers per Administrator	13.4	14.9	13.4

1999-2000 District Revenues (ALL FUNDS)

Local & County	41.3%	41.6%	32.9%
State	50.3%	52.6%	57.3%
Federal	8.4%	5.8%	10.0%

1999-2000 District Expenditures (ALL FUNDS)

	District		Community Group Avg.		State Average	
	%	$/ADM	%	$/ADM	%	$/ADM
Instruction	58.5%	$2,912	56.4%	$2,713	56.6%	$3,006
Student Support	5.5%	$272	7.0%	$337	5.9%	$311
Instructional Support	3.4%	$171	3.7%	$176	3.1%	$167
District Administration	2.7%	$135	2.7%	$130	3.2%	$169
School Administration	5.5%	$275	5.3%	$253	5.4%	$288
District Support	15.5%	$772	17.2%	$828	17.7%	$942
Other	8.9%	$441	7.7%	$372	8.1%	$432
Total	100.0%	$4,977	100.0%	$4,809	100.0%	$5,316
Debt Service in Addition to Above		$452		$520		$321

Average '99-'00 HS Curriculum (Units Offered in Selected Subject Areas)

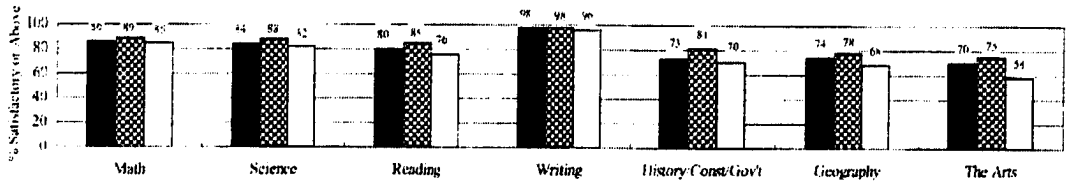
	District	Community Group Avg.	State Average
Language Arts	11.5	12.2	7.7
Science	13.5	8.6	5.8
Math	11.0	8.8	6.2
Social Studies	6.0	6.4	5.4
Fine Arts	14.5	8.0	5.0
Languages (non-English)	11.0	8.9	3.3
Total	67.5	52.9	33.3

Table 6: Student Performance Category
Profiles 2000 District Report for Prairieland Public Schools

Student Performance

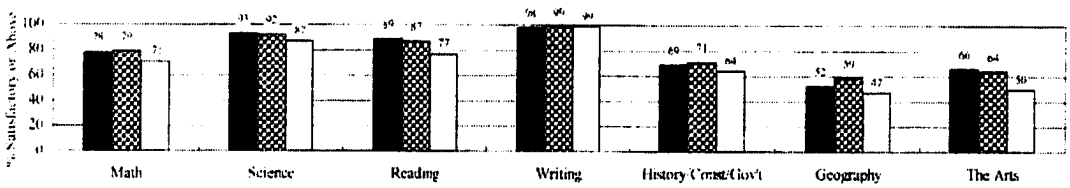
5th Grade Oklahoma Core Curriculum Test

% Tested as "Regular Education": Not Available from State Department of Education



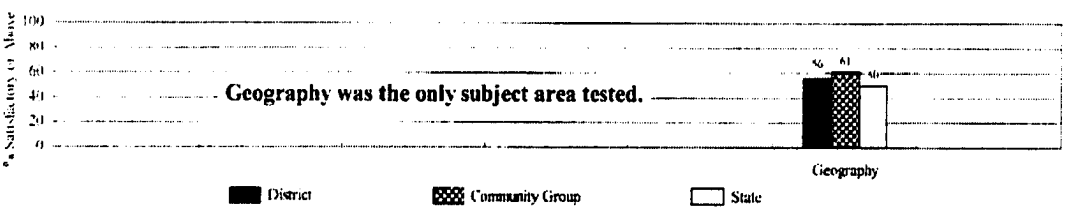
8th Grade Oklahoma Core Curriculum Test

% Tested as "Regular Education": Not Available from State Department of Education



11th Grade Oklahoma Core Curriculum Test

% Tested as "Regular Education": Not Available from State Department of Education



* * TESTING PROGRAM IN TRANSITION * *

Oklahoma's school testing program is in transition. The statewide 3rd and 7th grade norm-referenced tests have been discontinued. In 3rd grade, norm-referenced tests for Reading, Language Arts, and Math are scheduled to be re-introduced in the 2000/01 school year. The 11th grade criterion-referenced tests will be replaced, in part, by end-of-course tests. End-of-course tests in English II and U.S. History are scheduled to begin in the 2000/01 school year. End-of-course tests in Biology I and Algebra I are scheduled to begin in the 2002/03 school year. Also, if funding is available, in the 2002/03 school year the 3rd grade tests will become criterion-referenced and 4th grade norm-referenced tests in Reading, Language Arts, and Math will be instituted.

Additional High School Performance Measures

	District	Community Group Average	State Average
Dropout Rate	6.6%	4.0%	5.2%
Graduation Rate	79.3%	84.8%	74.3%
Average GPA of HS Seniors (2000 Seniors)	3.0	3.1	3.0
Advanced Placement (AP) Participation Rate (2000 Seniors)	7.8%	10.8%	7.2%
AP Tests Scoring College Credit (2000 Seniors)	77.8%	71.8%	61.1%
Vo-Tech Occupationally-Specific Program Participation Rate (Class of '98-'00)	38.2%	33.1%	40.1%
Vo-Tech Occupationally-Specific Program Completion Rate (Class of '98-'00)	82.5%	83.7%	82.8%
ACT Participation Rate (Class of 2000)	60.4%	68.6%	64.5%
Average ACT Score (Class of 2000)	21.5	22.2	20.9
HS Graduates Completing Regents' College-Bound Curriculum	43.3%	51.0%	67.0%
Out-of-State College-Going Rate (this district's graduates)	2.2%	7.4%	8.0%
Oklahoma College-Going Rate ('97-'99)	58.6%	59.9%	51.8%
Oklahoma College Freshmen taking at least one remedial course in Math, English, Science, or Reading ('97-'99)	33.7%	28.9%	37.5%
Oklahoma College Freshmen with GPA 2.0 or Above ('97-'99)	75.5%	77.7%	72.9%
Oklahoma College Completion Rate ('91-'93)	46.0%	38.3%	34.3%

The Prairieland Board of Education is the governing board for the Prairieland School District. (See Table 7.) The general functions of the board are those powers and duties as delegated by the State Legislature. This board consists of seven members who are each elected to represent wards within the district. (Most Oklahoma school districts have five members on their board and are elected by voters district-wide.) The board members serve the entire community-not just the ward that elected them. The term for board members is four years and the positions are staggered so that at least one member is elected each year. The board sets policy for the operation of the district. The chief executive officer is the superintendent of schools and he performs duties as directed by the board.

The regular monthly school board meetings are held on the third Monday of each month at the Administrative Center. Special meetings are scheduled as needed. Meetings are open to the public and most are shown on the local cable television station. The exception to public access is when the board goes into an executive session in accordance with the Oklahoma state statutes. Visitors are allowed to comment on agenda items during the public comments section of the agenda. Patrons may also request that an item be placed on a future agenda by contacting the superintendent by noon on the Tuesday preceding the regular board meeting.

Others employed by the Prairieland Board of Education include the independent auditor, the attorney, the board clerk, and the treasurer. The auditor conducts the annual audit of the financial records for Prairieland School District according to the generally accepted auditing standards set by the American Institute of Certified Public Accountants. The annual audit is both a financial audit and a compliance audit of all

funds of the school district, including the records of all student activity funds. The audit report is presented in writing to the board and the auditor conducts the final exit interview at a meeting of the board. (Oklahoma Public School Audit Law, 70-22-101)

The attorney serves at the pleasure of the board. He represents the board and the school district in all litigation and renders other legal services to the board upon its request. The attorney also counsels and advises the board and the superintendent with respect to legal questions relating to school matters upon their request and provides advice on how to proceed on policy matters. He attends all meetings of the board when reasonably possible.

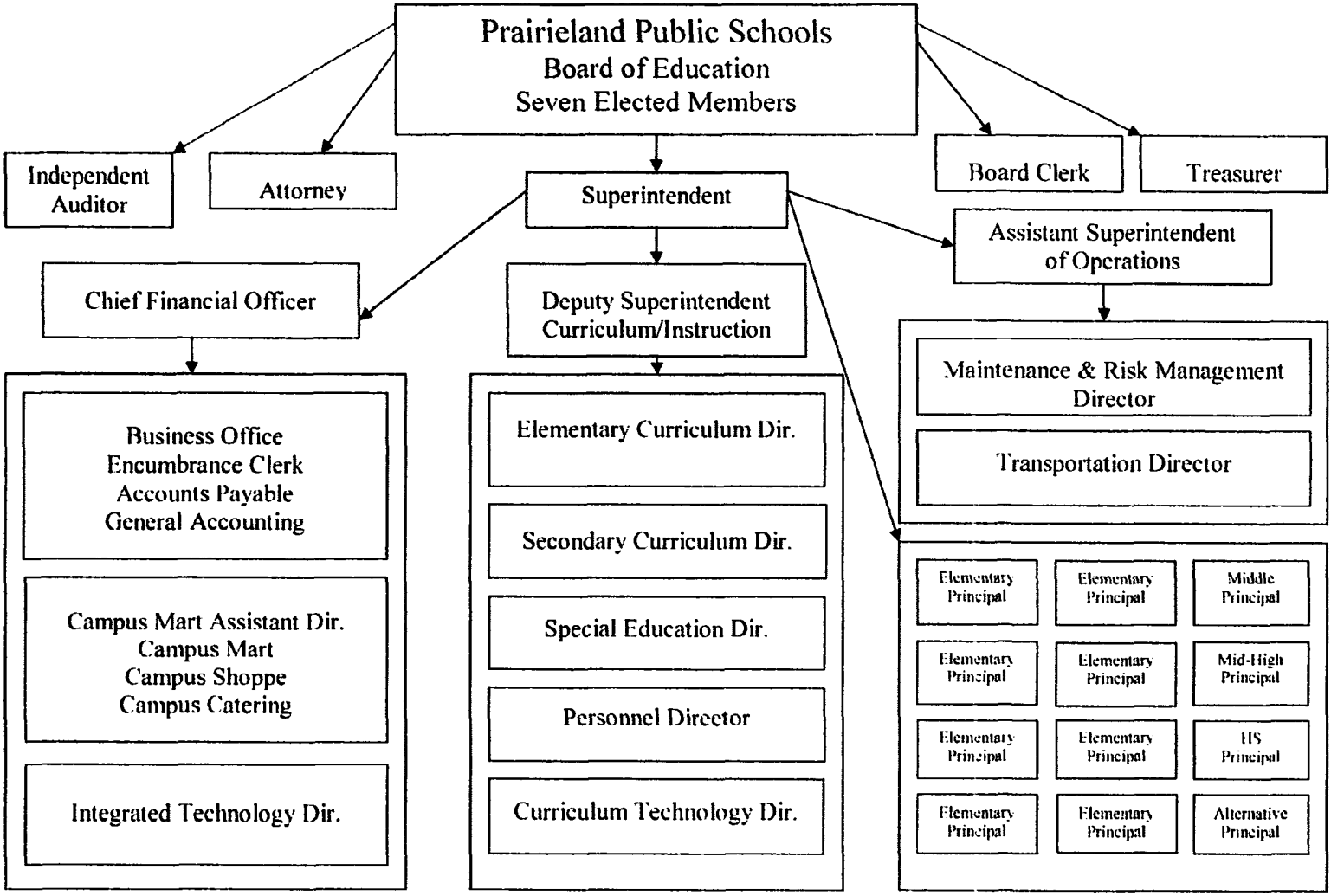
The board clerk serves as encumbrance clerk and minutes clerk. She provides clerical assistance to the board and records minutes for the meeting. It is also the duty of the clerk to countersign all warrants for school monies drawn upon the treasurer by the board.

The treasurer deposits, invests, and pays out all monies of the district in accordance with state law. She prepares and submits in writing a monthly report of the finances of the district and other reports as required by the board or by law and keeps ledgers as prescribed by law.

The organizational structure of the Prairieland administrators included 27 school and district administrators. (See Table 7.) The superintendent (chief executive officer) is the administrative head of the school system and is supported by three main departments. The deputy superintendent for curriculum and instruction supervises the elementary and secondary curriculum directors, the special education director, the personnel director, and the curriculum technology director. The chief financial officer

heads the business office staff which includes the encumbrance clerk, accounts payable, general accounting, campus mart, campus shoppe, campus catering, and integrated technology staffs. The third department is operations and the assistant superintendent of operations leads this department. This group includes the maintenance and risk management director and the transportation director. The principals of the twelve school sites report directly to the superintendent and the assistant principals at the school sites report to their own principals.

Table 7: Prairieland School District Organizational Chart



View of the Prairieland Middle School

Prairieland Middle School was the designated school for a portion of the sixth grade students and all of the 7th grade students in the Prairieland School District. The building which housed the middle school in 1999-2000 was originally designed to house the second junior high school in Prairieland. The property utilized for this school contained 20 acres. The construction on the junior high school building was begun in 1959, and classes were first held in the building in August, 1961. The first floor had 88,352 square feet and the second floor had 20,828 square feet. The trapezoidal auditorium had a 3,000 square feet balcony and the circular fine arts center was met at the main entrance with a glass two-story stairwell. The basement was used as a tornado shelter for both students and the community. Because of the outside entrances, the gymnasium, the Circle Building, auditorium, and cafeteria could be used independently of the rest of the building. Activities could be restricted to any one of these areas and access to the rest of the building could be restricted. The original building had 38 teaching stations. The sick clinic suite had a reception area, four rooms, and two toilets. Originally extensive use of floor-to-ceiling windows was a prominent feature of the structure. When air conditioning was added during the 1970s, the windows were removed during remodeling work due to the energy crisis.

During the 1999-2000 school year, a construction project was in progress to add a new cafeteria to the school due to increasing student enrollment. The school had no elevator and the library was housed on the second floor. Access to a tornado shelter was provided to the general public during "off-school" hours by individuals who lived near the school and had been issued shelter keys.

The 7th grade science classroom in which the Project Team Life study occurred was located on the second floor on the east side of the building. The room had one door and two narrow floor-to-ceiling windows. The room was organized with the traditional format of five rows of 6 student chair/desk units for seating for 30. Additional individual workstations of chair and tables were available for students who need to relocate to work. Tables for storage were arranged against the walls around the room. The teacher demonstration science desk was located at the front of the room. The teacher's desk was located on the opposite wall and was situated to give a view of the backs of the students. File cabinets provided storage and there were no built-in storage cabinets in the room which seemed unusual particularly for a science classroom. Bulletin boards were neatly decorated with pertinent information about student activities, schedules, and posters with science topics. A paper cut-out of a nearby college's mascot was displayed on one bulletin board. Two computers were located near the teacher's desk. The room was orderly, clean, and well-maintained. The asphalt tile flooring, painted cement block walls, fluorescent lighting, and acoustical tile ceiling were typical of school environments.

Prairieland Middle School had one 6th grade team (approximately 120 students and six teachers) and four 7th grade teams (approximately 110 students and 5 teachers for each team). (Originally the school had been a junior high for 7th-9th grades but in 1999, the school was reorganized by the school board to house the sixth graders from two elementary schools and all 7th graders.) During the 1999-2000 school year, the enrollment was 573 with about 450 7th graders. Administration at the school included one principal and one assistant principal.

Special opportunities for students and parents included free after-school tutoring, available 4:00-6:00 p.m. every Monday through Thursday. Transportation was provided to the location where homework help and enrichment activities were available. The ParentConnect software program allowed parents to use the Internet to monitor their student's grades, attendance, discipline, and assignments. This program allowed parents to modify settings so that the system would notify them when an assignment had either a failing grade or was not turned in, the student had a discipline incident, or the student was absent or tardy. (The Homework Hotline was used by parents to check on what assignments were given in each class.) Student agendas were used on Mondays by students to get the weekly assignments for each class. These agendas also contained student policies and procedures. The school recognized students each week for outstanding achievement via the "Student On A Roll" (SOAR) Program. The SOAR Program was a student recognition program which allowed advisory teachers to nominate one student each week for qualities displayed at school (not necessarily academics). The nominated students and their parents were invited to a special weekly breakfast where the honored students were recognized and presented with certificates celebrating their contributions.

Prairieland Middle School Report Card

The Prairieland Middle School Report Card (Table 8) had Community Characteristics that were covered in the previous discussion about the Prairieland School District in Table 5. In the School Educational Process section, the Prairieland Middle School was accredited with no deficiencies. As indicated in Table 8, the enrollment at the Prairieland Middle School was 573 compared to 387.1 for the state average for

middle school/junior high school level. The number of regular classroom teachers at Prairieland Middle School was 36.6 compared to 21.9 for the state average for middle school/junior high school level. No state assessments were given at the Prairieland Middle School during the 1999-2000 school year.

Table 8: Prairieland Middle School Report Card

Grades: 6-7

Community Characteristics

Socioeconomic Data

	District	State Average
District Population (1990)	30,606	5,861 9
Population per Square Mile (1990)	129.1	41 0
Ethnic Makeup Based upon Fall Enrollment (1999)		
Caucasian	74%	66%
Black	5%	11%
Asian	1%	1%
Hispanic	4%	5%
Native American	15%	16%
Average Household Income (1990)	$27,071	$24,088
Average Property Valuation per Student (2001)	$29,335	$23,789
Teen Mothers w/o HS Diploma (1990)	8%	8%
Single-Parent Families (1990)	18%	23%
Population Age 55 and Above (1990)	25%	22%
Highest Educational Level for Adults Age 204 (1990)		
College Degree	21%	17%
H S Diploma w/o College Degree	59%	59%
Less than 12th Grade Education	20%	24%
Students Eligible for Free/Reduced Lunch (2000)	44%	48%

Preparation, Motivation and Parental Support

1st Graders that Attended a Pre-K Program	66%	68%
Parents Attending at least 1 Parent/Teacher Conference	57%	67%
Average Number of Days Absent per Student	11 2	10.6
One out of every__ students were suspended		
for 10 days or less	17 4	17 3
for more than 10 days	105 8	143 3

1999-2000 Juvenile Offenders & Offenses (Office of Juvenile Affairs)

Juvenile crime statistics are provided as another indicator of the environment in which schools must operate. In most cases the offenses reported were not committed at school.

One out of every ___ students was charged	50 9	56 0
Of those charged, each averaged __ offense(s)	2 6	1 9
Of those charged, __were alleged gang members	6	0 5

Symbols Used on this Report Card:

ADM = Average Daily Membership (Average Enrollment)
FTE = Full Time Equivalent
NA = Not Applicable
***** = Data Protected by Privacy Laws (Small Number of Students)***
FTR = School/District Failed to Respond to Survey
DNA = Data Not Available from Providing Agency
RM = Revised Methodology

Office of Accountability

3033 N Walnut Avenue, Suite 103 E
Oklahoma City, OK 73105-2833
(405) 522-4578 Fax (405) 522-4581
Web Address: www SchoolReportCard org

1999-2000 School Educational Process

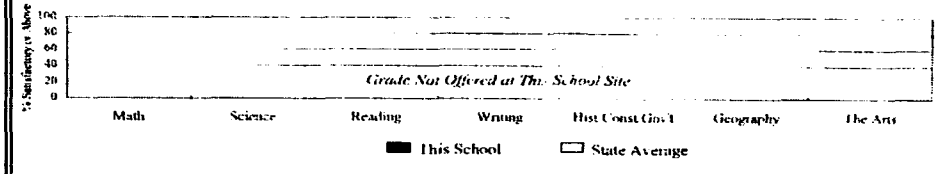
Accreditation: Your school was accredited with no deficiencies.

Classroom & Administration Characteristics

	This School	District Total (All Schools)	MS/HS State Average
Student Enrollment (Fall 1999)	573.0	5,756 9	387 1
Regular Classroom Teachers (FTE)	36 5	323 4	21 9
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	$30,400	$30,967	$30,892
Regular Classroom Teachers with Advanced Degree(s) (FTE)	28 2%	24 8%	29 1%
Average Years of Experience - Regular Classroom Teachers (FTE)	10 1	11 4	11 7
Special Education Teachers (FTE)	4 3	39 0	2 9
Other Professional Staff (FTE)	3 0	32 1	1 9
Teacher Assistants (FTE)	9 9	88 4	2 2
Administrators (FTE)	2 0	27 0	1 4

1999-2000 Student Performance

8th Grade Oklahoma Core Curriculum Test



View of the Prairieland Pilot Students

The 7th grade students who were involved in the Project Team Life pilot were on the Lion Team which is one of the four 7th grade teams at the Prairieland Middle School. These students had the same teachers for geography, math, reading, English, and science. Project Team Life lessons were presented during the regularly scheduled science class. Approximately 125 students were on the Lion Team and 72 students participated in both the pilot pre-testing and post-testing.

View of the Prairieland Pilot Personnel

The Prairieland school personnel who were heavily involved with the Project Team Life study included the deputy superintendent, the middle school principal, and the 7th grade science teacher who taught the Project Team Life curriculum (see Appendix E). (Other personnel who were involved only in the initial site visit included the elementary and secondary curriculum directors, an elementary principal, and the high school principal. They assisted with the district's collaborative process to reach the decision to participate in the study.)

The deputy superintendent, Frank, had a bachelor's of science degree in elementary education, a master's degree in education, and a doctoral degree in educational administration. His certifications included elementary classroom teaching, elementary administration, and superintendent. Frank's work experience included being an elementary classroom teacher, an elementary principal, central office administrator (director of elementary education), superintendent, assistant superintendent, and deputy superintendent. He had been in his current position of deputy superintendent for five years.

The middle school principal, Elaine, had a bachelor's of science degree in special education and a master's degree in education. She had a certificate in teaching special education and another for secondary administration. Elaine's work experience included 17 years teaching in special education (particularly with learning disabled and emotionally disturbed students), developing a vocational program for high school multi-handicapped students ranging in age from 14-21, assistant principal for the middle school and mid high school, and middle school principal. She had been in her current position of middle school principal for six years.

The pilot teacher, David, was identified by the principal to be involved with the project and he taught 7th grade science for the Lion Team. He had approximately 125 students a day in seven heterogeneously grouped science classes. David had a bachelor's of science degree in secondary science education and his certification was for teaching secondary science. David was currently in his fifth year at Prairieland Middle School—his only teaching assignment since completing college.

View of the Prairieland Data

The Prairieland study included data from semi-structured interviews with the deputy superintendent, the middle school principal, and the pilot teacher, pilot teacher lesson plans and project feedback, student feedback sheet, parent interview forms, and district policy documents. The major themes which emerged from the analyses of the Prairieland data included the following: culture, change, curriculum, social and emotional learning, professional development, resources, and organizational structure.

The theme of culture was reflected in the topics of community/culture, outside influences, the Oklahoma State Department of Education, and state and federal

mandates. The community/cultural collaboration was spotlighted by Elaine, the middle school principal.

> (Character education) is probably a new goal for our district. Each site has been provided materials and training has been made available to us. Through Great Expectations, we get lots of these characteristics included into the curriculum – we have a monthly focus within the district and that monthly focus is coordinated with the city of Prairieland. We have Character First! and it gives us the tools to teach character education. Since both of the large employers in the town used it, we thought the schools needed to have the same focus so that we were all talking about the same character quality they would hear at home and here at school. I think it really makes a big difference for the kids. We're able to involve those themes as the focus in social studies and science, reading, English, and if we take those opportunities to show the kids how the focus on any characteristic and let them see that in the curriculum we teach, it's a good quality and it really makes them internalize that and see where it all fits together, but I think character education has an important place because it's not taught in the home.

The community collaboration also was done with parents as partners in the curriculum with family activities in the home which were a part of student work. In Project Team Life, the parent interview form provided some insight into the parents' thinking and ideas about donation. The parent interview form was structured so that the students would generate five questions which were then answered by their parent (or other adult). Many students asked about the adult's view on donation and the majority supported the idea of donation. Numerous students asked if the adult knew any recipients, candidates, or donors, and many responded with names of people in the community. One even listed a family member (a parent's sister) who had received a bone transplant in her ear. Very few adults mentioned an aversion to the topic of donation. Some mentioned never thinking about donation while one was concerned about "people cutting me up" even though she supported donation. One mother said

she approved of donation but she said that she would not become a recipient "because God gave me these parts and I guess he wants me to die with them." Many adults cited blood donation as a method of donation in which they had already participated. Some of the interviews mentioned the need to have a family discussion about donation while others talked about already having a family donation discussion. A few discussed how hard the decision to donate would be if their student were to die while many more adults talked about saving lives with donation.

The theme of change was found in coding of the topics of change in general, barriers of change, Concerns-Based-Adoption-Model, and curriculum change. Elaine outlined how the Prairieland School District made changes in the curriculum a community investment from her principal's perspective.

> Usually, we start with training of the teachers and provide them the tools that the teachers really need first. If it's something that's really new, we involve the community. We have community meetings where we give the community - parents an opportunity to look at the materials that will be taught. There are videos available that if they have time they can come watch those videos and have a question and answer session. Then it's presented to the students and assessment is done always at the end of the material, if it's new material especially, as an evaluation tool. We want to see what we thought we were teaching and what was actually done, so we can make any adjustments that are needed.

The view of change from the classroom teacher was portrayed by the pilot teacher David's comments.

> The changing of the curriculum would generally come from the board. I know since I've been here, the curriculum has pretty much stayed the same. The only slight change is we got new textbooks, and that year in our building, the teachers, as far as the science department is concerned, pretty much were allowed to teach what they're stronger at as far as the textbook and content.

The theme of curriculum was found in the topics of curriculum in general, standards, curriculum change, curriculum implementation, curriculum integration, curriculum policy, evaluation, and assessment. Frank, the deputy superintendent, discussed curriculum implementation.

> If you're referring to the process of implementing as to when the concept is introduced and then brought up and involve each of the different committees -academic council or curriculum review or district curriculum review or board curriculum review, those are processes that involve staff, community, and the board of education. Of course, lately, many of our curriculum movements have been legislated. Some of those pieces of legislation are in areas related to literacy, such as the emphasis when they go for driver's license testing with the state and national emphasis on literacy, much of that has come from the outside and our board has bought into that and set some priorities and asked us to develop some goals in certain curricular areas, so we've used our process of working with academic councils to develop processes and procedures to use in the professional development to help orchestrate that.

The curriculum in Project Team Life was reviewed by the pilot teacher and students. David, the pilot teacher, found the following to be the most important or significant aspect of Project Team Life.

> I think basically, breaking misconceptions of students about the overall idea of what organ donation is, what organ transplantation is. I think just giving the students information that they probably had never heard, and basically the truth about what it is. I'd say that's probably most important.

Student comments on Project Team Life were diverse. Some students wanted more direct contact with "the real stuff" such as seeing actual organs and transplant surgeries. Some found the slides of the organs of a four-year-old donor to be too graphic. Many students found the best part of the lessons was the visit by the two organ recipients and the transplant coordinator who shared the slides of the organs of a four-year-old donor. Some students suggested having other people come to speak to the class

would be helpful. Suggestions included a child recipient, a donor family, or their own parents to discuss the donation topic with the class and the teacher.

The social and emotional learning theme included character education and was presented in discussions of programs such as Project Team Life, Great Expectations, and Character First! Education. (Great Expectations is outlined in the professional development theme section.) Student comments on Project Team Life were revealing about the social and emotional learning aspect of the curriculum. One student said, "It made me think about when I die. Why not save someone else's life so they don't die?" Another student said, "I liked how I learned about organs and tissue donation and I feel more confident that organ and tissue transplants do save lives." For another student, the learning was much more personal. The student said, "I liked the way they really talked about it instead of beating around the bush. They said stuff that I felt. Like my mom needs a liver transplant and I'm afraid that she might die." One student didn't like that he had not heard about this topic in school before the 7th grade. His words were "We had never been told about these in school earlier than this year...Start it at an earlier age."

The Character Training Institute offers Character First! Education, a character curriculum and faculty training for elementary and secondary schools. The Character Training Institute, which is based in Oklahoma City, has as its mission to encourage true success in businesses, schools, communities, and other organizations (Character First, 2003). Character First! Education was first piloted in 1997 in schools in four states-Oklahoma, Texas, Arkansas, and California. The school activities include classroom lessons, a character assembly, daily applications of character quality, and volunteer

mentoring. The classroom lessons build a "character language" which enables students to understand the meaningful definitions of each character quality and practical application of that quality. Examples of the 45 character qualities include attentiveness, responsibility, tolerance, diligence, enthusiasm, and determination. The school assembly is utilized as a kick-off event for the new character quality and its definition. This information is incorporated into a skit or story to build the audience's interest and understanding. Daily applications provide opportunities for teachers to integrate the character quality into other content. Examples are writing about how a character quality makes a difference at school or home or writing a song with a character message. Volunteer mentoring provides training for community members to share their personal experiences about the character quality with students. The teacher training guides teachers in leadership modeling, character correction, and daily reinforcement practice. Benefits of these efforts as listed by Character First! include increased student cooperation, improved school safety, fewer discipline problems, positive learning environment, improved academic achievement, increased staff unity, and better family harmony.

The theme of professional development was found in Literacy First, Great Expectations, Character First!, teacher preparation, supervision, leadership, job history and educational background. The Literacy First program is a professional development program in which educators develop, implement, and sustain a strategic plan for a comprehensive and balanced school-wide literacy program, which incorporates phonics and whole language in an active, problem-solving manner (Literacy First, 2003). The

goal of Literacy First is to have 85-90% of students reading at grade level by the end of the 3rd grade.

Great Expectations is a professional development program that assists educators in creating a school atmosphere in which students are inspired to pursue academic excellence. The Great Expectations Foundation was founded in 1991 by Charles Hollar, a retired insurance executive from Ponca City (Great Expectations, 2003). The first summer institute training session was held in 1991 at Northeastern State University in Tahlequah, Oklahoma. The focus of the program is based on the belief that all students can learn. The Great Expectations methodology concentrates on the learning climate and the "how" of teaching. Key aspects of Great Expectations include building student self-esteem, setting high expectations for students, and inspiring and motivating students to strive toward these high goals in an atmosphere of mutual trust.

The resources theme was linked to funding sources. In her principal role, Elaine presented her view on resources.

> We have the flexibility to look at many different programs. When we look through a program, we want to see if there's really something that benefits kids. We do have a curriculum committee that reviews the materials and they do make the recommendation whether to implement this to the district or to make the decision that we're not going to do this, if they feel like this curriculum is not strong enough for the students in the classroom. Then the curriculum committee makes the recommendation to the Board of Education and the Board of Education has to approve that.

Frank discussed outside funding sources from the deputy superintendent's viewpoint.

> To some extent, we have had community groups that have had a major influence because of their willingness - Friends of Education in Prairieland, they've contributed, in the last four years, in excess of $200,000 dollars in professional development and leadership training and Great Expectations of

> training for teachers. Friends of Education is a foundation, but it is not a public school foundation. We have two Education Foundations. The Friends of Education is really more driven in training and professional development.

The organizational structure theme is covered in the organizational role/position, the role of principal, and supervision. Frank described the function of the organizational structure for curriculum decision making in the following way.

> We use our committee structure – we have a district curriculum review committee. When proposals come to us for new curriculum or curriculum changes – depending on where it's coming from – if it's coming up from the elementary level and there's a program we need to look at, a site can make a proposal for a change or adaptation, and that comes up through the curriculum department to the district curriculum review committee. Our board operates under a committee structure and we have a board curriculum committee. Three of our board members serve on that committee. A presentation is then made to the board curriculum committee with recommendations coming from that district committee, and if they do something that needs board action on, we have at least three board members that we have presented the foundation of the proposal to and try to answer their questions and the way our board committee operates within the structure - they provide monthly reports and the board packets before taking action - in this case the curriculum committee; they all function the same. These recommendations come up through those committees and the director of elementary curriculum and the director of secondary curriculum then work with advisory groups. Most of our curriculum work is vertical work, for example, as we are working with a lot of the math proposals and options that we can make available to ensure that students are leaving the eighth grade prepared to enter our high school with the appropriate level of math, the math chair at the high school may be the chair of the district committee, but working with the secondary curriculum director and representatives from a middle level advisory group.

In summary, the community of Prairieland has a culture which emphasizes collaboration with the public school system to improve education and the public school system has a culture which emphasizes collaboration with the community to improve education. Education, including decisions about curriculum, change in programs, and professional development for school staff,

is an important interest to the people of Prairieland and is viewed as a community obligation. This is reflected in the interest in character education for all ages and the investment directed at the public schools in both fiscal resources and participant support.

Chapter V

Case Study B-Southville

Southville Elementary School is located in a community of 6,500 people east of Oklahoma City. Glimpses of the community, school district, elementary school, students, and school district staff involved in the Project Team Life study are presented in this chapter. The preliminary constructs and emerging themes revealed in the documentation will also be discussed. The researcher used pseudo names for the community and individuals involved.

View of the Community

The history of Southville began in 1893 as the village of Ladmore when the Seminole Nation established the Mekasukey Academy, an Indian mission for boys. Shipments of freight to the mission were billed to a Mr. Ladmore. In 1895, the Chicago, Oklahoma, and Gulf Railroad built a line through the Seminole Nation that passed the present site of Southville. The first three establishments in Southville were a bank, a general store, and a pool hall. Very soon a cotton gin and barber shop followed. Southville was the name given to the settlement by the Post Office Department in 1906. Southville was incorporated as a city on December 26, 1924. During the first 20 years of the settlement's existence, Southville grew very slowly as new businesses came to town and houses were built. As was common in territorial settlements, the business district and residential areas focused on the depot. Residents of the town and surrounding farming region relied on Southville for goods and services. The first census of Southville, taken in 1907, showed a population of 206. The 1920 census listed the

population at 854 and Southville was perceived to remain a small country town. (Welsh et al., 1981)

In 1926, one of the greatest oil pools in history was tapped and overnight Southville became an oil boom town. The draw of oil brought thousands of people to Southville. At the height of the boom, more than 100,000 people received their mail at the Southville Post Office. In fact, the local freight depot did more business than any other city on the Rock Island Railroad line with the exception of Chicago. Southville soon became known as a center for oil field supplies and services and many businesses in Southville today are still connected to the oil industry.

The oil boom period for Southville began in 1926 and was largely over by 1935. During this time population which had been 854 in 1920 census rose to 11,459 in 1930. For the next 30 years, the population of Southville remained around 11,500. The 1970 census showed a decrease to 7,878 people followed by 8,590 in 1980; 7,071 in 1990; and 6,899 in 2000. The early 1980s showed an increase in oil business but by the 1990s that activity had diminished again.

Following the boom, Southville has continued to be the largest municipality in the county. This has been made possible by its diversification which was the result of insightful civic leaders who worked to attract other forms of industry to their community.

In its modern era, Southville has paved its streets, installed the necessary utilities, built a school system which included a junior college, and built housing developments to fulfill the needs of permanent residents. Southville's historic past is captured in a mural on the wall of a bank. A small marker denotes the location of the first major oil well

site. One of its museums provides visitors with insights into the region's rich history and links the past, present, and future for the area. Another museum specializes in exhibits for children that are educational through self-discovery activities. The museum's director is a former Southville elementary school teacher who understands how to make interactive exhibits which maximize learning among all museum visitors.

The municipal government in Southville uses a council-manager form of government. The mayor is elected at large and town council members are elected from each of four wards. The appointive officers of the city are a city manager, a fire chief, a police chief, a city clerk, a city treasurer, and a city attorney.

The city manager is nominated by the mayor and must be elected by at least six of the eight City Council members. The city manager is the chief administrative officer and is head of the administrative branch of the city government. The police force consists of 14 full-time police officers, plus 10 reserve officers. The Southville fire department has 14 full-time personnel and 6 volunteer fire persons. The city also has an ambulance service. Other municipal services include airport operations, water, sewer, and electrical utilities, cultural and recreational facilities.

Transportation is available via road (car, truck, or bus) or air. Water transportation is 100 miles away from Southville. Communications for Southville includes cable television, radio, a daily newspaper, telephone provider, and Internet service. The medical center has 32 beds and is a state-of-the-art facility which was built in 1999. It is owned by the city and managed by a private group. The medical center serves the entire county. Also, there is a new mental health facility, one chiropractic clinic, four dentists, and three optometrists.

Breakdown by Age (2000 Census)	
Under 18	26.5%
18 – 65	54.4%
Over 65	19.1%

Breakdown by Race (2000 Census)	
White	73.42%
Amer. Indian	16.38%
Black	3.97%
Other	.62%

The residents of Southville are interested in industrial development and the community leaders began working for diversification in the 1930s. Southville has two certified industrial parks. To become a certified Industrial Park, an application must be made to the Oklahoma Department of Commerce and several minimum requirements must be met. This certification by the state of Oklahoma entitles park owners the opportunity to apply for up to $6,000,000 in loans from the Oklahoma Linked Deposit program through the State Treasurer's Office. The site must be zoned for industrial use and utilities must be reasonably accessible to the site. The community must have an Industrial Board to oversee the park development and a preliminary plat approved by the local board must be available. Also, the site must be a minimum of five acres and have a paved all-weather access road to the site. Endorsements to sponsor the park from at least two governmental or economic development organizations must be obtained.

Southville has also been re-certified as a Certified City. The Certified Cities Program functions under the umbrella of the Oklahoma State Chamber of Commerce and the Oklahoma Department of Commerce. The program is used as a means of community evaluation which allow citizens to identify their city's strengths and

weaknesses and helps them develop a plan to emphasize strong points and bolster weak areas.

Another selection for Southville is a Capital Improvements Planning City. This designation is made by the Office of Community Development and the Central Oklahoma Economic Development District. The program assists communities in preparing a thorough inventory of their assets. The Capital Improvements Planning program requires communities to create strategic plans for addressing the needs identified in the inventories of their assets. This capital budget needs prioritization helps a community be better prepared to meet the financial requirements for enhancing the local infrastructure in order to facilitate future community and economic growth and stability. (Oklahoma Department of Commerce, 2003)

Southville recently was designated as a Storm Ready Community by the National Weather Service. The Storm Ready Community Program has six guidelines which must be met in varying degrees based on population. The action plan must address these guidelines which include communication, meteorological monitoring, warning dissemination, and community preparedness.

The citizens of Southville have access to 12 parks, 24 public tennis courts, one swimming pool, one golf course, six lighted baseball and softball parks, numerous baseball diamonds, soccer fields, and basketball courts are found. There is also a private tennis club with six courts in Southville. An equestrian trail covers 1,850 acres and has 20 miles of wooded and marked trails which are open year round. Through a city grant, twelve overnight campsites were built with water and electric hook-ups as well as a concrete bath with showers.

Southville's Sportsman Lake is located 10 minutes out of the city and is owned and operated by the city. It has over 1400 acres of refuge with a 350 acre lake. Activities include boating, overnight camping, hook-ups for travel trailers, picnicking, grills, tables, and a playground area. Two other lakes are near Southville and they offer similar recreational activities.

The educational opportunities of Southville are available to all ages. Southville Public Schools has pre-kindergarten through 12th grade. Three vocational technical schools provide services to the community. Southville State College is a two-year community college and 2 private four-year colleges are 15 minutes away. Less than 50 miles away are 2 four-year state colleges.

Major employers in Southville include a clothing company (1200), the public schools (165), state college (150), Indian casino (500), City of Southville (110), discount retail chain (125), and Southville Medical Center (110).

In summary, Southville was founded in the early 1900s and the discovery of oil in the region in 1926 created an immediate population boom. The oil business has been at the core of Southville's existence ever since the first well was drilled. The economic trends in Southville have been greatly influenced by the fluctuations of the oil business for decades. This pattern continues into the twenty-first century despite efforts by community leaders to encourage diversification of industrial development. The current declining population trend reflects the economic strain faced by Southville.

In order to reveal a richer mosaic of the culture of Southville, the researcher contacted and interviewed two lifetime residents of Southville. Charles was recommended by the retired Corner/Southville Elementary School Principal as an active

civic leader who has deep understandings of the community's history and development. Jackie was known by the researcher and she had also assisted the Project Team Life staff in persuading the Southville Superintendent to participate in the pilot study. Jackie is an active civic leader who is well respected in her hometown of Southville and she has keen insights about the Southville community.

Charles has been a lifetime Southville resident who has lived in the community for 76 of his 79 years. During his three years away, he was in college at the University of Oklahoma in Norman and in the military service. When Charles returned to Southville, he became an insurance agent and he sold insurance for 42 years. He and his wife, who also was from Southville, raised their four daughters in their hometown. Charles has been involved in community activities throughout his life. These activities have included being an active member of the Chamber of Commerce and the Lions Club. Charles was a founding board member of the Southville Industrial Foundation which was started in 1956 and is still functioning. He was a member of the Southville School Board for 7½ years and was in office while Southville Elementary School was being built. For his daughters, Charles was Camp Fire leader and band club parent. Charles served as a member of the community library board and recently was appointed to the Southville City Council to complete the unexpired term of a council member who had resigned. Charles is active in his church as a deacon and served as the song leader for thirty years.

Charles described Southville as a small town with good people and good services for a very reasonable tax rate. According to him, the strengths of Southville include the junior college; city services with an outstanding city staff; quality hospital facility;

airport; world-class children's museum; golf course; tennis courts; and, the close proximity to larger cities when more complex services or diverse goods are needed. From Charles's perspective, the strong volunteer base (regardless of the community event) reflects the "Let's do it!" atmosphere of Southville.

Charles sees the challenges faced by Southville as being those facets which are related to economic difficulties. His perception is that the community is recovering from economic blight but some problems remain. The lack of desirable, affordable housing has caused problems for community development for the last 25 years. The industrial land currently available in the city is becoming limited so the city council is exploring possible expansion opportunities to maximize the opportunity to attract new businesses and new jobs to Southville.

Current positive steps include an apartment complex which is under construction, expansion of facilities at the junior college, and the possibility of an assisted living center for seniors in the works. Charles still points out the need for "sprucing up Main Street" and the need for attracting more industry which is not tied to the oil fields. Charles stated that there was a strong combined effort among a consortium of community groups (school/chamber/junior college people) during the 1950s and then the effort seemed to have faded. This strong joint commitment seems to have begun to resurface in recent times.

Charles describes the community support for the Southville School District as being strong. He cited the fact that only one school bond issue has failed since 1931. (The failed bond issue was a transportation bond issue to buy buses and it was eventually passed by the community.) Charles reported that there are 11 school districts

in the county in which the Southville School District exists. He suggested that several of the smaller districts should be consolidated in order to improve the education for students involved and to reduce the cost to taxpayers. Southville's support of the junior college was demonstrated by the passage of a city sales tax designated to benefit the junior college.

When asked about the community's reaction to the Corner School explosion, Charles said there was overwhelming relief that no one had been seriously injured. He also reported that school officials continued to do the same routine safety/maintenance checks on the other buildings as they had done before the school was destroyed. In Charles's view, the biggest challenge faced by the community at that time was where to build the new school. Charles described the process of making the location decision as "a real fight." For Charles, the decision to make Southville Elementary School a totally electric facility had more to do with the lack of gas service to the designated property than because of any overriding anxiety about the fact that leaking gas had caused the Corner School's explosion.

Charles observed that the Seminoles, the dominant American Indian tribe in the area, have been active and influential in the county activities but not in the Southville community or the Southville School District activities. However, the tribe has changed to become more a part of the community in the last twenty years.

Jackie, a liver recipient, has lived in Southville all of her 58 years. As an African American woman, she has seen Southville from a different perspective than Charles, a Caucasian man. Jackie worked in the Southville Hospital, in a hospital in Norman, and for a clothing manufacturer in Southville for 33 years until 2002. When she retired last

year, she was the company's quality assurance director for the state of Oklahoma. The company had plants in three cities in Oklahoma.

Jackie and her husband raised their two daughters in her hometown. As a community volunteer, Jackie serves as a reading tutor at one of the elementary schools, as the Sunday School Director for her Sunday School class, and as a member of the church choir. She has served on Housing and Urban Development Action Committees and on the board of directors for Southville's children's museum.

Jackie describes Southville as "a wonderful town which still gives the small town atmosphere." She said that people who do move away often return to Southville. (Jackie had opportunities for promotions in her career that she declined to accept them because they would have required her to relocate to another state. As an only child, Jackie chose to stay near her aging parents.)

The strengths of Southville, according to Jackie, include "the community focus on youth" and the wonderful programs for any and all youth in the community; basic services and shopping needs can be satisfied in Southville; good health care at the medical center; twomuseums; and, the only movie theater in the county.

Jackie lists Southville's biggest challenge as the weak economy which has resulted in downsizing as in many other cities across the country. She sees Southville as supportive of the local school district. Her example of this effort is a prom for the Southville High School students which is organized and prepared by adults (including the fund raising to provide this event). Strong community support can also be seen in attendance by the public at school activities such as concerts, plays, and ballgames.

In Jackie's life, a major event occurred in the late 1950s when integration reached Southville. Jackie had attended the all black high school and she also remembers African Americans were first allowed to live anywhere in the community they want. As a child, Jackie's mother had stressed the importance of voting because so many people had died to gain the right for Jackie and others to vote. Even today, Jackie's mother works for the Southville Election Board. Jackie continues to vote regularly even if she must use an absentee ballet due to her travel schedule.

When asked about the explosion of the Corner School, Jackie reported that her daughter was in the 3rd grade in the Ranger School, the adjacent building, when the explosion occurred. Jackie's mother lived across the street from the school so she called Jackie at work to report the explosion. Jackie arrived at the school within five minutes and she described the scene as clusters of teachers and students who were reasonably calm and well-controlled. The scene got more hectic and frantic as parents arrived from all over town. Jackie said her daughter's memory of the event was "it was exciting."

Charles and Jackie share the deep commitment that Southville is a desirable place to raise a family. They see the economic challenges faced by Southville as similar to those faced by many other communities throughout the state and the nation. In their view of culture, Southville is about neighbors knowing and caring about neighbors.

View of the Southville Public Schools District

In the 1999-2000 school year, the Southville Public Schools offered early childhood (pre-kindergarten) through 12th grade. There were three elementary schools (early childhood-5th grade), one middle school (6th-8th grades), and one high school (9th-12th grades). The Southville Public Schools District had an enrollment of

approximately 1450 students and an annual budget of $7.4 million. The school district covered 20 square miles, with 72.6 students per square mile. The Oklahoma Educational Indicators Program Profiles 2000 District Report (Tables 9 and 10) provide information about the Southville School District in three major categories: 1) community and environmental information; 2) educational program and process information; and, 3) student performance information. The Community Characteristics category was based on demographic data for persons residing within the public school district boundaries as of April, 1990. Communities were placed into one of ten groups (based on socioeconomic factors and the number of students the district serves). This grouping methodology structured the report to compare a district with other districts that served similar communities as well as to the state average.

In the Southville School District Community Characteristics section, key socioeconomic data are listed which compare the district community data to the state average for that factor. Some examples are population, income level, unemployment rate, and poverty rate which are based on 1990 Census data. For the population per square mile, the Southville school district's community group average was 370.7 people compared to 41.0 people for the state average. The average household income level for the Southville school district's community group was $17,588 compared to the state average of $24,088. The unemployment rate for Southville school district's community group was 7% compared to 7% for the state average. The poverty rate for Southville school district's community group was 20% compared to 17% for the state average. The percentage of residents with a college

degree for Southville school district's community group was 11% while the state average was 17%. Southville school district's community group had more residents with less than a high school diploma at 34% than the state average of 24%. In summary, the Southville school district's community group had a denser population, a lower household income, the same percentage of people unemployed, more people at the poverty level, fewer people with a college degree, and more people without a high school diploma than the state average.

The District Educational Process category outlined the program and process information that showed how each school district provided education for its students. In this category, the Southville School District enrollment was 1451.9 (Average Daily Membership) which compared to 1,391.1 for the community group average and 1,145.3 for the state average. In the Student Program section, the Southville District reports 16.3% of its students are in the gifted program and 13.2% of its students are in the special education program. The community group averages 12.0 % in gifted and 13.7% in special education while the state average is 12.1% and 13.3%, respectively. The class size for a regular classroom teacher in Southville was 17.6 students per teacher compared to 16.7 for the community group average and 17.1 for the state average. The sources of the revenues for the Southville District were local and county sources-23.5%; state source-67.3%; and, federal source-9.2%. For the community group average, revenue sources were local and county-23.4%; state-64.5%; and, federal-12.2%. The state averages were local and county 32.8 %; state-57.3%; and, federal-10.0 %. The Southville School District expenditure per

student was $5,074 with the community group average at $5,437 per student, and the state average at $5, 316 per student.

In summary, the Southville School District had an enrollment of about 300 students more the state average of 1,145; the district had more students in the gifted program and fewer in special education than the state averages. Accordingly, the district expenditure per student was less than the state average, with the local/county source providing over 23.5% of the revenues used in Southville.

The Student Performance category (Table 10) displayed a variety of student performance information. In this section, the Southville fifth grade students scored slightly lower than the community group students and lower than the state average on the 5^{h} grade Oklahoma Core Curriculum Tests. At the eighth grade, Southville students scored almost the same or slightly higher than the community group students on all tests except the arts. Southville students scored near the state average on all tests. The graduation rate for Southville was 72.8% with the community group average at 73.5 and the state average at 74.3%. The report of high school graduates who completed the regents' college-bound curriculum (the 15 units required for admission to Oklahoma public colleges and universities) was 49.4% for the Southville graduates, 63.9% for the community group average, and 67.0% for the state average. In summary, Southville students generally scored close to the other community group students and the state average; the graduation rate for Southville was lower than the community group and state averages; and, fewer Southville graduates completed the college-bound curriculum than the number of graduates in the community group or than the state average.

Table 9: Profiles 2000 District Report for Southville Public Schools

Profiles 2000 District Report

Community Characteristics

Community Group: E2

Socioeconomic Data

	District	Community	State Average
District Population (1990)		7,414	5,862
Population per Square Mile (1990)		370.7	41.0
Ethnic Makeup Based upon Fall Enrollment (1999):			
Caucasian		64%	66%
Black		6%	11%
Asian		0%	1%
Hispanic		2%	5%
Native American		28%	16%
Average Household Income (1990)		$17,588	$24,088
Average Property Valuation per Student (2001)		$14,847	$23,789
Unemployment Rate (1990)		7%	7%
Poverty Rate (1990)		20%	17%
Teen Mothers w/o HS Diploma (1990)		8%	8%
Single-Parent Families (1990)		24%	23%
Population Age 55 and Above (1990)		33%	22%
Highest Educational Level for Adults Age 20+ (1990):			
College Degree		11%	17%
H.S. Diploma w/o College Degree		55%	59%
Less than 12th Grade Education		34%	24%
Students Eligible for Free/Reduced Lunch (2000)		56.3%	48.2%

Preparation, Motivation and Parental Support

1st Graders that Attended a Pre-K Program	0.0%	68.4%
Parents Attending at least 1 Parent/Teacher Conf.	71.8%	67.3%
Average Number of Days Absent per Student	13.2	10.6
One out of every__ students were suspended:		
for 10 days or less	32.2	17.3
for more than 10 days	1,256.0	143.3

1999-2000 Juvenile Offenders & Offenses (OJA)

One out of every__students was charged	28.1	56.0
Of those charged, each averaged__offense(s).	2.1	1.9
Of those charged, __ were alleged gang members	1	0.5

Symbols Used on this Report:

ADM = Average Daily Membership (Average Enrollment)
FTE = Full Time Equivalent
N/A = Not Applicable
***** = Data Protected by Privacy Laws (Small Number of Students)***
FTR = School/District Failed to Respond to Survey
DNA = Data Not Available from Providing Agency
RM = Revised Methodology

Office of Accountability
3033 N. Walnut Avenue, Suite 101 E
Oklahoma City, OK 73105-2833
(405) 522-4578 Fax: (405) 522-4581
Web Address: www.SchoolReportCard.org

District Educational Process

Grade Organization, Area & Enrollment

This district offered grades EC-12 in school year 1999-2000. It was comprised of 3 Elementary School(s), 1 MS/JHS, and 1 High School(s). The district covered 20 square miles, with 72.6 students per square mile.

	District	Community Group Avg.	State Avg.
1998/99 Average Enrollment (ADM)	1,458.3	1,390.3	1,140.4
1999/2000 Average Enrollment (ADM)	1,451.9	1,391.1	1,145.3
Difference from 1998/99 to 1999/2000	-6.3 (-0.4%)	0.8	4.9

Student Programs

Students in Gifted/Talented	16.3%	12.6%	12.1%
Students in Special Education	13.2%	13.7%	13.3%
Advanced Placement (AP) Courses in which students were tested (2000 Seniors)	3.0	1.7	1.0

Classroom Teachers & Professional Support (FTE)

Regular Classroom Teachers	82.1	83.1	66.7
Students per Regular Classroom Teacher	17.6	16.7	17.1
Avg. Salary (w/ Fringe) of Reg. Clrm. Teachers	$30,660	$30,627	$31,015
Regular Clrm. Teachers w. Advanced Degree(s)	30.2%	29.7%	30.2%
Avg. Years of Experience - Reg. Clrm. Teachers	13.6	12.7	12.2
Special Education Teachers	5.6	9.2	8.0
Other Professional Staff	9.0	7.0	5.6
Teacher Assistants	14.6	13.2	10.9

School & District Administration (FTE)

School & District Administrators	8.7	7.2	5.6
Average Salary of Administrators	$56,226	$53,690	$54,035
Teachers per Administrator	10.0	12.8	13.4

1999-2000 District Revenues (ALL FUNDS)

Local & County	23.5%	23.4%	32.8%
State	67.3%	64.5%	57.3%
Federal	9.2%	12.2%	10.0%

1999-2000 District Expenditures (ALL FUNDS)

	District		Community Group Avg.		State Average	
	%	$/ADM	%	$/ADM	%	$/ADM
Instruction	56.6%	$2,869	57.6%	$3,132	56.6%	$3,006
Student Support	5.5%	$280	5.5%	$300	5.9%	$311
Instructional Support	4.7%	$239	3.0%	$163	3.1%	$167
District Administration	3.1%	$156	3.5%	$188	3.2%	$169
School Administration	7.6%	$386	5.5%	$298	5.4%	$288
District Support	15.0%	$762	16.2%	$880	17.7%	$942
Other	7.5%	$382	8.8%	$476	8.1%	$432
Total	100.0%	$5,074	100.0%	$5,437	100.0%	$5,316
Debt Service in Addition to Above		$201		$127		$321

Average '99-'00 HS Curriculum (Units Offered in Selected Subject Areas)

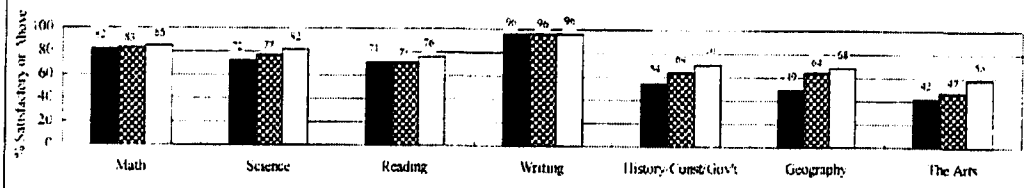
	District	Community Group Avg.	State Average
Language Arts	9.5	9.1	7.7
Science	7.0	6.7	5.8
Math	8.0	7.3	6.2
Social Studies	4.5	5.7	5.4
Fine Arts	6.0	7.1	5.0
Languages (non-English)	5.0	2.7	3.3
Total	40.0	38.6	33.3

Table 10: Student Performance Category Profiles 2000 District Report for Southville Public Schools

Student Performance

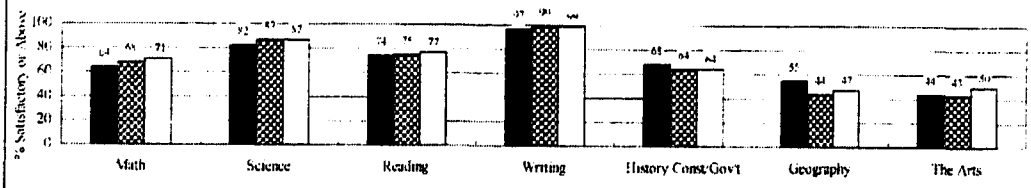
5th Grade Oklahoma Core Curriculum Test

% Tested as "Regular Education": Not Available from State Department of Education



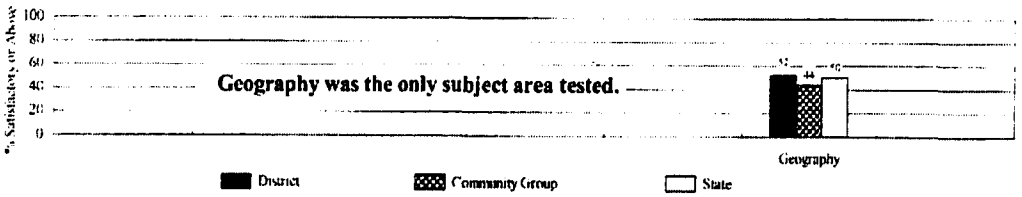
8th Grade Oklahoma Core Curriculum Test

% Tested as "Regular Education": Not Available from State Department of Education



11th Grade Oklahoma Core Curriculum Test

% Tested as "Regular Education": Not Available from State Department of Education



*** * TESTING PROGRAM IN TRANSITION * ***

Oklahoma's school testing program is in transition. The statewide 3rd and 7th grade norm-referenced tests have been discontinued. In 3rd grade, norm-referenced tests for Reading, Language Arts, and Math are scheduled to be re-introduced in the 2000/01 school year. The 11th grade criterion-referenced tests will be replaced, in part, by end-of-course tests. End-of-course tests in English II and U.S. History are scheduled to begin in the 2000/01 school year. End-of-course tests in Biology I and Algebra I are scheduled to begin in the 2002/03 school year. Also, if funding is available, in the 2002/03 school year the 3rd grade tests will become criterion-referenced and 4th grade norm-referenced tests in Reading, Language Arts, and Math will be instituted.

Additional High School Performance Measures

	District	Community Group Average	State Average
Dropout Rate	14.7%	4.8%	5.2%
Graduation Rate	72.8%	73.5%	74.3%
Average GPA of HS Seniors (2000 Seniors)	2.9	2.9	3.0
Advanced Placement (AP) Participation Rate (2000 Seniors)	7.0%	4.5%	7.2%
AP Tests Scoring College Credit (2000 Seniors)	75.0%	39.7%	61.3%
Vo-Tech Occupationally-Specific Program Participation Rate (Class of '98-'00)	14.4%	43.7%	40.1%
Vo-Tech Occupationally-Specific Program Completion Rate (Class of '98-'00)	72.5%	82.6%	82.8%
ACT Participation Rate (Class of 2000)	61.2%	61.2%	64.5%
Average ACT Score (Class of 2000)	21.9	19.9	20.9
HS Graduates Completing Regents College-Bound Curriculum	49.4%	63.9%	67.0%
Out-of-State College-Going Rate (this district's graduates)	4.7%	6.7%	8.0%
Oklahoma College-Going Rate ('97-'99)	55.2%	46.9%	51.8%
Oklahoma College Freshmen taking at least one remedial course in Math, English, Science, or Reading ('97-'99)	31.6%	40.1%	37.5%
Oklahoma College Freshmen with GPA 2.0 or Above ('97-'99)	71.6%	73.7%	72.9%
Oklahoma College Completion Rate ('91-'93)	44.4%	34.4%	34.3%

The Southville Board of Education is the governing board for the Southville School District. (See Table 11.) The general functions of the board are those powers and duties as delegated by the State Legislature. This board consists of five members who are each elected to represent wards within the district. The board members serve the entire community—not just the ward that elected them. The term for board members is five years and the positions are staggered so that one member is elected each year. The board sets policy for the operation of the district. The chief executive officer is the superintendent of schools and he performs duties as directed by the board.

The regular monthly school board meetings are held on the second Monday of each month at the middle school library. Special meetings are scheduled as needed. Meetings are open to the public with the exception to public access being when the board goes into an executive session in accordance with the Oklahoma state statutes. Visitors are allowed to comment on agenda items during the public comments section of the agenda. Patrons may also request that an item be placed on a future agenda by contacting the superintendent by 10:00 AM on the Wednesday preceding the regularly scheduled Monday night meeting.

Others employed by the Southville Board of Education include the independent auditor, the attorney, the board clerk, and the treasurer. The auditor conducts the annual audit of the financial records for Southville School District according to the generally accepted auditing standards set by the American Institute of Certified Public Accountants. The annual audit is both a financial audit and a compliance audit of all funds of the school district, including the records of all student activity funds. The audit

report is presented in writing to the board and the auditor conducts the final exit interview at a meeting of the board. (Oklahoma Public School Audit Law, 70-22-101)

The attorney serves at the pleasure of the board. He represents the board and the school district in all litigation and renders other legal services to the board upon its request. The attorney also counsels and advises the board and the superintendent with respect to legal questions relating to school matters upon their request and provides advice on how to proceed on policy matters. He attends all meetings of the board when reasonably possible.

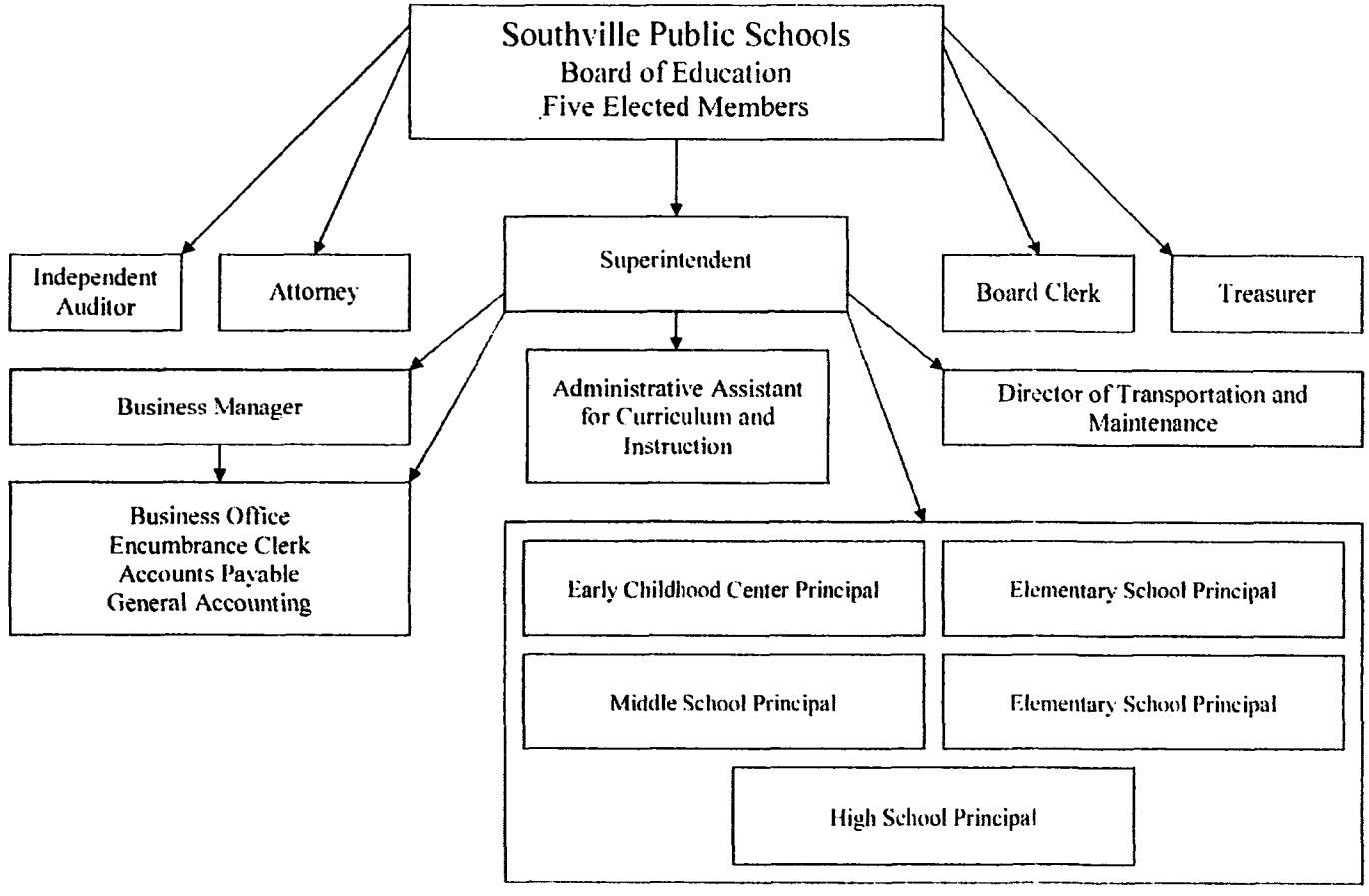
The board clerk serves as encumbrance clerk and minutes clerk. He provides clerical assistance to the board and records minutes for the meeting. It is also the duty of the clerk to countersign all warrants for school monies drawn upon the treasurer by the board.

The treasurer deposits, invests, and pays out all monies of the district in accordance with state law. She prepares and submits in writing a monthly report of the finances of the district and other reports as required by the board or by law and keeps ledgers as prescribed by law.

The organizational structure of the Southville administrators included eight school and district administrators. (See Table 11.) The superintendent (chief executive officer) is the administrative head of the school system and is supported by three main departments. The administrative assistant for curriculum and instruction supervises the development and monitoring of curriculum for the district. She works with principals and teacher committees to accomplish this. The business manager heads the business office staff which includes the encumbrance clerk, accounts payable, and general

accounting staff. The third department is operations and the director of maintenance and transportation leads this department. This group includes the maintenance staff, the custodians, and the bus drivers. The principals of the five school sites report directly to the superintendent and the assistant principal at the high school site reports to the high school principal.

Table 11: Southville School District Organizational Chart



View of Southville Elementary School

Southville Elementary School was the designated school for 4th-6th grade students in the Southville School District. (One of the other elementary schools housed the pre-kindergarten and kindergarten students and the third elementary school housed the transitional 1st through 3rd grade students.) The Southville Elementary School opened in August, 1977. This school was built to replace the Corner School, an elementary school which was built in 1929 and destroyed in 1975 by a natural gas explosion.

The researcher contacted and interviewed the man who had been the Corner School principal and who was named principal of the Southville Elementary School when the school opened. Newspaper articles of the event were also reviewed.

The explosion happened at 9:45 a.m. on Thursday, December 5, 1975, a school day. The gas leak had been detected by a teacher who notified the principal and janitors. Students and teachers had just evacuated the building when the janitor flipped the light switch to turn off the lights. This sparked an explosion which blew out the southeast and southwest brick walls and caused the roof to collapse. Only one fireman was injured and a janitor was shaken in the incident. Approximately 175 seventh grade students and 10 teachers who had been evacuated 1½ minutes before the explosion were uninjured. School was dismissed on Friday and on Monday students began attending classes in the basement of a local church. The Ranger School, the school building for 4th-7th graders and adjacent to the one which exploded, was also damaged. Repairs to the Ranger School included adding poles to brace the ceilings and roof. The Corner School was a total loss. The third building on the property (the cafeteria) was undamaged.

The community of Southville faced a challenge in replacing the destroyed facility. The district currently had $300,000 in bond indebtedness and under state law, was limited to $800,000. The expected cost to relocate the school was close to one million dollars. The school superintendent asked the city to purchase land for a new school and deed it to the schools. (The original school site had only 4.8 acres of land and the national school building code recommended 25 acres of land for a school the size of Corner School.) The location sparked heated debate among city leaders. Following much discussion, the school board selected the remote property which had no nearby housing developments at that point. In exchange for the property for the new elementary school site, the school district deeded the Corner/Ranger School site to the city. (The Corner/Ranger site now has public tennis courts, a water tower, and a senior citizen's center.) The city obtained a federal grant from the Department of Tourism to buy land for an adjoining park. This park now has playground equipment, a walking track, baseball field, softball field, soccer field, and concession stand.

The school district was able to pass a bond issue for Southville Elementary School's main building in 1976 and construction began during the 1976-1977 school year. The property was located where no gas line was available so the new school was built as totally electric and remains so today. The building design was very distinctive and unique for a public school facility. The exterior was brick and very few windows were used. Inside the building, vertical space was creatively used throughout. The ceiling height in classrooms was 15 feet which helped expand the sense of classroom space. This allowed for ledges to be incorporated in some classrooms which teachers

used to display items and to add visual interest. Hallways on the first floor had vaulted ceilings because of the two story design.

Community support helped finish projects in the school that the district could not afford. The front entrance had a wide landing with steps which were constructed by the school district superintendent and four of the board members. The sinks and vanities in every classroom were purchased with money from community fund raising. Teachers helped move their own classrooms from the temporary school at the church to the new building.

When Southville Elementary was first opened, approximately 400 students in grades four through seven attended the school. In addition to the regular grade level classrooms, there were three special education classes (two for Educably Mentally Handicapped and one for Learning Disability Lab), one gifted class, and a reading lab.

During the first year, students were taken back to the cafeteria at the Ranger School for lunch. In 1978, a gymnasium was added and food was brought in for students to eat lunch in the gymnasium. In 1983, the cafeteria was added to complete the construction at Southville Elementary School.

The retired Corner/Southville Elementary principal reported that Southville Elementary had the first networked computer lab in the state with Radio Shack TRS 80 computers. Southville Elementary was a pilot school for a Title I after-school tutoring program, and it had been given over $150,000 in software grants from an Oklahoma City software company. Televisions and video cassette recorders (VCRs) for each classroom had also been purchased by community fund raising money. These televisions provided students with foreign language instruction via satellite television.

In the 1999-2000 school year, the building still had a striking and remarkable design for a public school-especially for a building which had been in use for over 20 years. It was in excellent condition and had been well maintained. The first floor had 23 classrooms, the gym, cafeteria, teachers' lounge, and administrative offices for total of 10,040 square feet. The second floor had the library/media center, gifted education classroom, counselor's office, computer lab, and three classrooms for a total of 4,480 square feet.

The classroom of Ann, the pilot teacher, was a colorful, inviting elementary classroom environment. The 25 student desks were designed to hold student books and supplies. Desks were arranged in clusters of four to six desks to make solid rectangular shapes around the room. Along the back of the room were a small table with chairs, two study carrels, and a computer work station. The teacher's desk and file cabinet were positioned in one corner of the room near limited closed storage cabinets. Chalkboards filled one wall and bulletin boards filled the opposite wall. The bulletin boards were filled with student-made posters about organ and tissue donation and transplantation. Small groups of students worked together on the posters and they were used as visual aids during the group oral reports to the class. Other displays in the room also had a traditional academic focus.

Southville Elementary School Report Card

The Southville Elementary School Report Card (Table 12) had Community Characteristics that were covered in the previous discussion about the Southville School District in Table 9. In the School Educational Process section, the Southville Elementary School was accredited with no deficiencies. As indicated in Table 12, the

enrollment at the Southville Elementary School was 354 compared to 328.3 for the state average for elementary school level. The number of regular classroom teachers at Southville Elementary School was 19.1 compared to 18.8 for the state average for elementary school level. On the state assessments during the 1999-2000 school year, the Southville 5th grade students scored slightly lower than the state average on the 5th grade Oklahoma Core Curriculum Tests except for geography and the arts on which Southville students scored much lower than the state average.

Table 12: Southville Elementary School Report Card

Grades: 2-6

Community Characteristics

Socioeconomic Data

	District	State Average
District Population (1990)	7,414	5,861.9
Population per Square Mile (1990)	370.7	41.0
Ethnic Makeup Based upon Fall Enrollment (1999):		
Caucasian	64%	66%
Black	6%	11%
Asian	0%	1%
Hispanic	2%	5%
Native American	28%	16%
Average Household Income (1990)	$17,588	$24,088
Average Property Valuation per Student (2001)	$14,847	$23,789
Teen Mothers w/o HS Diploma (1990)	8%	8%
Single-Parent Families (1990)	24%	23%
Population Age 55 and Above (1990)	33%	22%
Highest Educational Level for Adults Age 20+ (1990):		
College Degree	11%	17%
H.S. Diploma w/o College Degree	55%	59%
Less than 12th Grade Education	34%	24%
Students Eligible for Free/Reduced Lunch (2000)	56%	48%

Preparation, Motivation and Parental Support

1st Graders that Attended a Pre-K Program	0%	68%
Parents Attending at least 1 Parent/Teacher Conference	72%	67%
Average Number of Days Absent per Student	13.2	10.6
One out of every ___ students were suspended		
for 10 days or less	32.2	17.3
for more than 10 days	1,256.0	143.3

1999-2000 Juvenile Offenders & Offenses (Office of Juvenile Affairs)

Juvenile crime statistics are provided as another indicator of the environment in which schools must operate. In most cases the offenses reported were not committed at school.

One out of every ___ students was charged.	28.1	56.0
Of those charged, each averaged ___ offense(s)	2.1	1.9
Of those charged, ___were alleged gang members	1	0.5

Symbols Used on this Report

ADM = Average Daily Membership (Average Enrollment)
FTE = Full Time Equivalent
NA = Not Applicable
***** = Data Protected by Privacy Laws (Small Number of Students)***
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1999-2000 School Educational Process

Accreditation: Your school was accredited with no deficiencies.

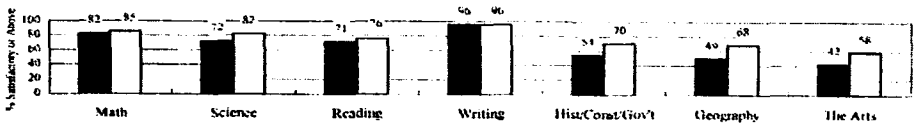
Classroom & Administration Characteristics

	This School	District Total (All Schools)	Elem. School State Average
Student Enrollment (Fall 1999)	354.0	1,461.0	328.3
Regular Classroom Teachers (FTE)	19.1	82.1	18.8
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	$31,473	$30,660	$30,762
Regular Classroom Teachers with Advanced Degree(s) (FTE)	36.6%	30.2%	29.4%
Average Years of Experience - Regular Classroom Teachers (FTE)	15.6	13.6	12.2
Special Education Teachers (FTE)	1.0	5.6	2.1
Other Professional Staff (FTE)	2.0	9.0	1.1
Teacher Assistants (FTE)	3.5	14.6	4.1
Administrators (FTE)	1.0	8.7	1.0

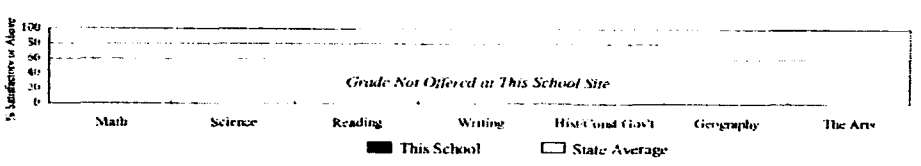
1999-2000 Student Performance

5th Grade Oklahoma Core Curriculum Test

% Tested as "Regular Education": Not Available from State Dept. of Ed.



8th Grade Oklahoma Core Curriculum Test



View of the Southville Pilot Students

The 4th grade students who were involved in the Project Team Life pilot were in Ann's classroom, one of the four 4th grade classrooms at Southville Elementary School. Homogeneous reading groups of 4th graders would travel to the appropriate teacher for reading. The other subjects were taught in a heterogeneous group in Ann's classroom. For music and physical education, students went to the music and physical education teachers. Project Team Life lessons were taught as part of the health curriculum. Activities were often used as transition work when students were changing from recess to afternoon classes or before going home or going to lunch. Approximately 25 students were in Ann's class and 15 students participated in both the pilot pre-testing and post-testing.

View of Southville Pilot Personnel

The Southville school personnel who were heavily involved with the Project Team Life study included the administrative assistant to the superintendent (who is also the district director of curriculum and instruction), the elementary principal and one 4th grade teacher who taught the Project Team Life curriculum (see Appendix F). Other personnel who were involved in the process were the superintendent, who participated in the initial site visit, and the middle school and high school principals, who reviewed the materials at a second site visit. Another participant in the initial site visit with the superintendent was Jackie, a Southville community leader, who is a liver recipient. She was invited to participate in the meeting by the Project Team Life staff. Jackie was also invited by the Southville school staff to tell her story at the community meeting held to introduce the program to the community.

The administrative assistant to the superintendent in charge of curriculum and instruction, Camille, had a bachelor's of science degree in elementary education, and a master's of science degree in guidance and counseling. Her certifications included elementary classroom teaching, counseling, and elementary administration. Camille's work experience included being an elementary classroom teacher, an elementary counselor, an elementary principal, and an administrative assistant to the superintendent. She had been in her current position for seven years.

The elementary principal, Beverly, had a bachelor's of science degree in guidance and counseling. She had certificates for elementary classroom teaching, counseling, and elementary administration. Beverly had worked as an elementary regular classroom teacher, gifted classroom teacher, gifted coordinator for 7th and 8th grades, counselor, and elementary principal. She had been in her current position for six years.

The pilot teacher, Ann, was identified by the superintendent to be involved with the project and she taught 4th grade at Southville Elementary School. (Ann was the wife of the superintendent.) Ann had approximately twenty-five students in her heterogeneously grouped classroom. Ann had a bachelor's of science degree in elementary education and her certification was in regular elementary classroom teaching. Ann's work experience was teaching secondary social studies, 4th and 5th grades in a private school, 3rd grade, 6th grade, physical education, reading, 7th and 8th grade English, 5th grade, 4th and 5th grade, reading and social studies for 4th, 5th, and 6th grades, language lab, 2nd grade and 4th grade. She had been in 10 different schools over her career and she had been in her current position of teaching 4th grade for four years.

View of the Southville Data

The Southville study included data from semi-structured interviews with the administrative assistant to the superintendent, the elementary principal, and the pilot teacher, pilot teacher lesson plans and project feedback, student feedback sheets, parent interview forms, and district policy documents. The major themes which emerged from the analyses of the Southville data included the following: culture, change, curriculum, social and emotional learning, professional development, resources, and organizational structure.

The theme of culture was reflected in the topics of community/culture, outside influences, and state and federal mandates. The community/cultural collaboration was reflected by comments from Beverly, the elementary principal about how Project Team Life provided families with the opportunity to connect with community members and to facilitate family discussions on donation.

> I thought it (Project Team Life) was worthwhile for my own two children in the fact that it was a subject we had never discussed. Then May Lester, our staff member, who is a very good friend, donated a kidney to her grandson, then it opened up a discussion. Then when they went through the curriculum themselves in high school there was more discussion, but up to that point we hadn't even talked about it. I feel pretty safe in saying many houses hadn't discussed it unless they've known someone.

The community collaboration also was done with parents as partners in the curriculum with family activities in the home which were a part of student work. In Project Team Life, the parent interview form provided some insight into the parents' thinking and ideas about donation. The parent interview form was structured so that the students would generate five questions which were then answered by their parent (or other adult). A number of the students asked questions about basic donation facts.

Examples are: "What organs or tissues can be donated?" "What organ can you donate while you are still alive?" "What would you do if you wanted to donate an organ?"

Most students asked if their parent was a donor and generally the answer was positive in nature. One parent said that she could not be a donor because she is diabetic. (The truth is that diabetes is not an automatic rule out for donation except for the pancreas and possibly the kidneys.) Another parent said that he wouldn't donate because his "Indian beliefs are that when we die if our body isn't whole that our soul doesn't rest." This parent also said that he would "just not get an organ" if he ever needed one. One student's grandmother said that she had "mixed emotions about general donor donations" but she also stated, "If someone chooses to be an organ donor, I think that's fine." One mother said that she didn't want to be an organ donor because she wanted "to keep all her organs when she died" at the first of the interview. On the last question of the interview, she said she would be willing to donate to someone in her family. Another mother's statement showed how one family has been touched by donation. She said, "We have experienced organ donation. We have a friend (who) has received a heart transplant. He's had a big impact on our lives. We have also had a friend die who didn't receive a heart."

One student asked her father if he "had ever known any donators or recipients." He responded that he knew a student and Jackie, the community leader who participated in introducing Project Team Life to the community. He said "Jackie is a friend of ours who received a liver. Now she is back on track and singing in the choir."

The theme of change was found in coding of the topic of change in general, Concerns-Based-Adoption-Model, and curriculum change. Camille, administrative

assistant to the superintendent, saw curriculum change in the Southville Public Schools in the following way.

> Most of the time the changes that we do try to implement come about through things that our people have heard about at some kind of in-service or meeting they've been to and then we take a look at that. If it's something that's going to affect the district, all the district, we take a look at it from that standpoint. If it's something more by site then they usually handle that themselves and see whether or not it's something we really want to go for. We have curriculum committees, district-wide curriculum committees that we work through on those issues.

The theme of curriculum was found in the topics of curriculum in general, curriculum change, curriculum implementation, curriculum policy, evaluation, and assessment. Beverly, the elementary principal, saw the development of curriculum policy in the following manner.

> Usually, a new concept, depending on where it's originated, is introduced through our administrative assistant, our curriculum director and through the individual site principals, and then it trickles down into staff through discussion.

The curriculum in Project Team Life was reviewed by the pilot teacher and students. The pilot teacher Ann found the Project Team Life materials interdisciplinary in nature.

> Last week in reviewing the year's spelling words, one assignment was to use a set of given words in sentences. One student used info from organ and tissue donation and transplantation lessons in his spelling lesson. This shows me that the lessons we learned are far reaching.

Student comments on Project Team Life were diverse. Some students wanted more direct contact with "the real stuff" such as seeing actual organs and some mentioned wanting to dissect an eyeball. Meeting a recipient or someone who had been a donor was mentioned by several students. Using a mannequin to learn about body

parts was suggested by four students. One student said, "Explain things more freely and really get us filled in." Watching more films and doing more projects were also recommended.

The social and emotional learning theme included character education and was presented in discussions of programs such as Project Team Life and Great Expectations. (Great Expectations is outlined in the professional development theme section.) Beverly, the elementary principal, presented this description of Southville's efforts in this area.

> We have addressed character education, probably, in a number of ways. We have been involved in the Great Expectations program now for about four years which does a lot with character education, classroom management, and through that program we have – we've had the word of the week, which is life principles, and we have really strengthened that in teaching the different classes and we can tell a real difference with children. Then each individual classroom teacher also does some different things with character education.

From her central office job as administrative assistant to the superintendent, Camille outlined the district-wide view.

> In our elementary, our school counselors do programs within the classroom to promote that character development and other issues too, but that's how it's done with our elementary and continues that way – just not as, what's the word.... intense, I guess, at middle school. The counselor still does that at the elementary; it's a weekly thing. It may not be weekly at the middle school and then at the high school we have counselors that do what they can. They're just so busy with other issues that we bring in speakers and sometimes even parents to work with that and our family and consumer science education program does quite a bit in that area at the high school.

Camille also addressed the long-range goals for the social and emotional learning done with curriculum like Project Team Life.

> Our philosophy is to provide for the students anything that is going to help them to be better members of society, etc., in the future and our philosophy, or

> mission statement, has that information in it. That is what we're trying to do, so this particular project (Project Team Life), as I see it, fits that.

The theme of professional development was found in Literacy First, Great Expectations, teacher preparation, job history and educational background. The Literacy First program is a professional development program in which educators develop, implement, and sustain a strategic plan for a comprehensive and balanced school-wide literacy program, which incorporates phonics and whole language in an active, problem-solving manner (Literacy First, 2003). The goal of Literacy First is to have 85-90% of students reading at grade level by the end of the 3rd grade.

Great Expectations is a professional development program that assists educators in creating a school atmosphere in which students are inspired to pursue academic excellence. The Great Expectations Foundation was founded in 1991 by Charles Hollar, a retired insurance executive from Ponca City (Great Expectations, 2003). The first summer institute training session was held in 1991 at Northeastern State University in Tahlequah, Oklahoma. The focus of the program is based on the belief that all students can learn. The Great Expectations methodology concentrates on the learning climate and the "how" of teaching. Key aspects of Great Expectations include building student self-esteem, setting high expectations for students, and inspiring and motivating students to strive toward these high goals in an atmosphere of mutual trust.

The resources theme was linked to discussions of the Project Team Life materials. Beverly's thoughts as a principal were the following.

> I think the strengths were, of course, the personnel involved from Project Team Life; that they are supportive. I think the materials were easily taught and administered and well written and worked well with the PASS objectives in the science area.

Ann described the flexibility she had as a teacher to use the resource of the Project Team Life materials in a variety of ways.

> I like that I can change it. I don't have to just do an organ unit. I can pull out what I want to and really you could do the Lisa Landry thing (video), do the other one that has little kids in it. You listen to the Hawaiian music CD - we do that and they don't even know what it is. I mean we just put that in and listen to it and then (I) go, "Oh, this is about..." Then they cry, so we just listen to it. The apron, the glasses, the – let me think – the glasses, the corneal blindness glasses....

The organizational structure theme was covered in the organizational role/position and the role of principal. Camille described the function of the organizational structure for curriculum decision making in the following way.

> Some things are brought about by state mandates having to do with curriculum. Other things that we ourselves choose to do; it's kind of like what I mentioned earlier. Unless it's just a state mandate which says you're going to do this. If it's something we're going to do, we work through the curriculum committee – the district committee particularly, as I said before, if it relates to something that's going to affect the entire district. If it's not going to affect the entire district, sometimes it affects two sites, so then we take the curriculum committee people in those two sites and work through the implementation of whatever it is. We have some, particularly in the middle school and high school, some vertical teaming that goes on continually in regard to the curriculum that would be English and math. We're working toward getting that in some of the other areas as well. We're not there yet.

In summary, the community of Southville has a culture that emphasizes supporting its citizens including its youth. The public school system invites community participation in decision making about items such as selecting a school site and in raising funds to improve the school facilities and to provide activities for students. Decisions about curriculum and instruction are generally seen by the community as being the responsibility of the school staff. The school personnel are keenly aware of community expectations which are determined via formal and

informal channels. These expectations are reflected in the programs and professional development supported by the school district. The economic strain faced by the area has placed constraints on resources for the school district and the community alike. The schools (including the junior college) appear to serve as the focal point for community activity which is common in small Oklahoma communities. This cultural sense of a strong school-community connection is built on the fundamental trust brought about by years of collaboration.

Chapter VI

Findings and Analysis

At the beginning of this study, the researcher formulated preliminary constructs to guide the examination of the cases. These constructs included culture, curriculum, change, and organizational structure regarding the two cases of implementation of an instance of curriculum for character education. This chapter will examine the findings in these areas and will also explore the emergent themes revealed during the data analyses.

Triangulation was accomplished through multiple data sources. Data sources included the District Profiles 2000 Report and School Report Card from the Oklahoma Office of Accountability; community information from the local Chambers of Commerce and municipal governments; the semi-structured interviews with pilot teachers, principals, and central office personnel who worked with the Project Team Life study and with community members; observations during the Project Team Life inservice; the pilot teacher lesson plans and project feedback sheets; observations of the pilot teachers' classes during Project Team Life lessons; student feedback sheets; parent interview forms; and district curriculum policy documents.

Selection of Prairieland Middle School and Southville Elementary School as the subjects of the case studies was based on the combined growth in student achievement from pre-test to post-test on the Project Team Life donation knowledge and attitude instruments. The pilot students were given the knowledge and attitude pre-tests to assess baseline understanding and beliefs about organ and tissue donation and

transplantation. The pilot teachers presented at least five lessons from the donation curriculum. Post-testing of students on the knowledge and attitude instruments occurred at the conclusion of the direct instruction.

The 4th grade knowledge instrument had 13 items which were multiple choice, matching, and true/false questions (see Appendix G). The 4th grade attitude instrument was comprised of nine statements with a three point Likert scale (Disagree, Not Sure, and Agree) (see Appendix H). The 7th grade knowledge test had 20 items which were multiple choice, matching, and true/false questions (see Appendix I). The 7th grade attitude instrument was comprised of nine statements with a five point Likert scale (Strongly Disagree, Disagree, Not Sure, Agree, and Strongly Agree) (see Appendix J).

The Prairieland 7th grade students showed the greatest average growth among the available schools. (Two of the fifteen original schools were not available for the case study due to the resignations of the pilot teachers.) The Prairieland 7th grade sample size was 72 students. The Southville 4th grade students had the lowest average growth among available schools and had sample size of 15 students.

Preliminary Constructs

This examination disclosed factors that influenced the implementation of the curriculum. Culture, curriculum, change, and the organizational structure were preliminary constructs which guided this examination. The data analyses revealed the emerging themes of social and emotional learning, professional development, resources, and attitudes about donation.

Culture Construct

In the Culture Construct, the researcher examined the Oklahoma Office of Accountability Profiles 2000 District Reports and School Report Cards; school board policy documents; and, the semi-structured interviews with the pilot teachers, the principals, and the central office personnel who worked with the Project Team Life study.

The Oklahoma Office of Accountability Profiles 2000 District Reports for Prairieland and Southville illustrate key community differences. (Appendix N has summary tables.) Review of these data reveals key indicators. The Prairieland school district was in a community four times the size of the Southville community. The average income for the Prairieland's district community group was nearly $10,000 more than the average income for the Southville's district community group and was 154% of the average income for Southville's group. The average income in Southville's district community group ($17,588) was only 73% of the state average income of $24,088. More than half (56.3%) of Southville's district community group qualified for free or reduced lunches while only 44.1% of the Prairieland's district community group qualified.

The education level information showed Prairieland's district community group with almost double the percentage of people with college degrees as the Southville community group, which was 6% less than the state average of 17 %. Prairieland school district's community group also had fewer residents with less than a high school diploma at 20% while Southville school district's community group had more residents at 34% than the state average of 24%. This means that 1 in 5 residents in Prairieland and 1 in 3

residents in Southville do not have a high school diploma while 1 in 4 Oklahomans is without a high school diploma. This indicator should be considered because of the research on education level and attitude about donation. A positive correlation between attitude about donation and the education level of the individual was found in the 1993 Gallup Poll of the American Public's Attitude toward Organ Donation and Transplantation.

Enrollment numbers for Prairieland were about four times those for Southville. The number of regular classroom teachers for Prairieland was also about four times Southville's number. The number of administrators for Prairieland was only about 3.3 times that of Southville. In revenues, Southville received more state funds than Prairieland and the per pupil expenditures at Prairieland were about $100 less than Southville which were about $242 below the state average of $5,316.

In the student performance section, Southville's dropout rate was more than double Prairieland's rate and was almost triple the state average. Dropout rates were linked to poverty rates. Southville's graduation rate was below the state average and almost 7% less than Prairieland. Almost 50% of Southville graduates took college-bound curriculum while only 43% of Prairieland's graduates did this. The state average was 67%. Both districts were far below the state average. It was also surprising that Southville had a higher percentage of students taking college-bound curriculum than Prairieland especially since Prairieland had double the percentage of college graduates that Southville had. Perhaps the higher percentage of students taking college-bound curriculum is linked to Southville's high dropout rate. The remaining students in Southville's school may have had a stronger academic focus. Another possibility is that

the Prairieland school district kept more struggling students in school than Southville even though they were not taking college preparation courses.

On core curriculum tests at the 5th, 8th, and 11th grades, the Prairieland percentage of students with satisfactory and above scores generally was higher than the state average and generally lower than the community group average. On core curriculum tests at the 5th, 8th, and 11th grades, the Southville percentage of students with satisfactory and above scores was less than both the state average and the community group average.

When comparing schools, one found Prairieland Middle School had about 220 more students and almost twice as many regular classroom teachers as Southville Elementary School has. A higher percent of Southville teachers had advanced degrees and they average more years of teaching experience by more than five years. Perhaps the difference in sample size (323 teachers for Prairieland and 82 teachers for Southville) contributed to this factor.

School board policies often disclose aspects of the culture that the school districts intend to undertake in their schools. The policies also reflect the assumptive worlds of the policy makers. These assumptive worlds are values translators according to Marshall et al. (1989).

The Prairieland board policy addressed the culture aspect in the following manner:

Vision of the Prairieland Public Schools

The vision of the Prairieland Public Schools is to be a community of learners building futures.

Mission Statement

Our mission is to ensure that all individuals have the opportunity and environment to demonstrate the attitudes, skills and knowledge essential for lifelong learning and responsible living.

Belief Statements

In the Prairieland Public Schools, we believe:

1. Our students must learn; our teachers must teach; and it is the responsibility of the school community that both happen.
2. Our students can achieve beyond expectations.
3. Students learn and achieve at different rates and in different ways.
4. All students have value and a natural desire to learn.
5. Self-esteem and performance are interdependent.
6. "Parental" involvement is vital in the education of children.
7. The entire school community must model life-long learning, open communication, high standards, and ethical behavior.
8. Prairieland Public Schools must teach discipline and respect in a safe, challenging, nurturing climate that maintains high standards of achievement for all learners.

In the Southville school board policy under the Authorized Services Section, the Southville Public Schools' Purposes and Objectives statement was found:

Purposes and Objectives of the Southville Public Schools

The Purpose of Southville Public Schools is to help all persons develop their capacities to the highest degree possible, to the end that each may become an effective member of society. This means that the schools are responsible for assisting children, youth, and adults in finding their place in the world's work, in achieving those attitudes, understandings, and skills essential to the discharge of their responsibilities as citizens, members of homes, producers, and consumers; and in developing those values which promote the physical, mental, and moral welfare of all.

The attainment of these purposes necessitates full cooperation of the schools with all agencies in community life, particularly the home, which share responsibility for the welfare and development of children and youth.

Both policies presented the same message with regard to intent to develop well-rounded, responsible citizens. This message was reflective of the assumptive worlds of the local policy makers as described by Marshall et al. (1989) and they were used as value-translators. Both policies were concerned with life-long learning and helping students become effective members of society. Both policies stressed collaboration with school, community, and home. High standards for all learners were recommended in both statements also. There was no difference in schooling vision and purpose between the two cases.

The community/cultural collaboration was spotlighted by Elaine, the Prairieland Middle School principal.

> (Character education) is probably a new goal for our district. Each site has been provided materials and training has been made available to us. Through Great Expectations, we get lots of these characteristics included into the curriculum – we have a monthly focus within the district and that monthly focus is coordinated with the city of Prairieland. We have Character First! and it gives us the tools to teach character education. Since both of the large employers in the town used it, we thought the schools needed to have the same focus so that we were all talking about the same character quality they would hear at home and here at school. I think it really makes a big difference for the kids. We're able to involve those themes as the focus in social studies and science, reading, English, and if we take those opportunities to show the kids how the focus on any characteristic and let them see that in the curriculum we teach, it's a good quality and it really makes them internalize that and see where it all fits together, but I think character education has an important place because it's not taught in the home.

The community/cultural collaboration was reflected by comments from Beverly, the Southville Elementary School principal, about how Project Team Life provided families with the opportunity to connect with community members and to facilitate family discussions on donation.

> I thought it was worthwhile for my own two children in the fact that it was a subject we had never discussed. Then May Lester, our staff member, who is a very good friend, donated a kidney to her grandson, then it opened up a discussion. Then when they went through the curriculum themselves in high school there was more discussion, but up to that point we hadn't even talked about it. I feel pretty safe in saying many houses hadn't discussed it unless they've known someone.

Camille, administrative assistant to the Southville superintendent, made the cultural link supporting Project Team Life as part of the Southville curriculum.

> Our philosophy is to provide for the students anything that's going to help them to be a better member of society, etc., in the future and our philosophy, or mission statement, has that information in it. That is what we're trying to do, so this particular project, as I see it, fits that.

In summary, Prairieland was a larger community with a higher average income, lower poverty rate, higher percentage of people with a college degree and fewer people without a high school diploma than Southville. Both school districts had school board policy statements that support educating all individuals in order for them to maximize their potential but both districts had higher dropout rates than the state average. (In fact, Southville's dropout rate was more than double Prairieland's dropout rate.) Both districts also had fewer students in college bound curriculum than the state average. Each district wanted students to become effective members of society and, to this end, both districts sought to partner with parents (or guardians) and the community to assist in meeting the needs of the children and youth.

One key consideration for every school district is decision making about curriculum. The next construct reviewed facets of curriculum. These included curriculum policy and curriculum implementation.

Curriculum Construct

In the Curriculum Construct, the researcher reviewed district curriculum documents; made observations of the pilot teachers' classes during Project Team Life lessons; examined pilot teacher lesson plans for Project Team Life; reviewed pilot teacher feedback sheets; conducted the semi-structured interviews with the pilot teachers, the principals, and the central office personnel who worked with the Project Team Life study; and, examined the student feedback sheets.

The review of school district documents for curriculum policy illustrated differences in the Prairieland and Southville cases. Prairieland had two district documents for curriculum-a school board policy section and a curriculum governance document. Southville's school board policy had nothing in its Table of Contents entitled "Curriculum". Explanations about curriculum were found under different headings. No other district documents for curriculum policy in Southville were presented to the researcher. This is a reflection of the Southville's informal organizational structure in which communication is generally verbal and the documentation of policies and practices is limited.

Prairieland had a curriculum section in the school board policy which addresses curriculum development; curriculum adoption; teaching about drugs, alcohol, and tobacco; selection of instructional media criteria materials; guidelines for movies shown in the classroom; and, AIDS curriculum. The curriculum development section outlined information about resources, personnel, research, and pilot projects. The curriculum adoption section addressed the board's authority and responsibilities in alteration of the curriculum and courses of study-including the elimination or addition of a "basic course

of study." Board approval was required for these actions to occur and board approval was also required before "any sharp alteration or reduction of a course of study be made."

Prairieland also had a document entitled "Prairieland Public Schools Curriculum Governancy Document." This document defined the two phases of curriculum work as curriculum development and curriculum monitoring. These phases were outlined with multiple steps for each. The roles and responsibilities for each phase were provided for the board of education; superintendent; deputy superintendent of curriculum and instruction; superintendent's cabinet; curriculum review committee; classroom teachers; principals and assistant principals; content area committees; and, citizens, parents, and students. The descriptions of the roles and responsibilities established the outline for the decision-making processes and the procedures involved in curriculum development and curriculum monitoring. This document provided policy underpinnings which formalized the curriculum work done in Prairieland.

The success of the Prairieland approach is dependent on commitment and compliance by teachers and principals. Prairieland's pilot teacher David's comments indicated more teacher flexibility than the board policy and governance document describe.

> The changing of the curriculum would generally come from the board. I know since I've been here, the curriculum has pretty much stayed the same. The only slight change is we got new textbooks, and that year in our building, the teachers, as far as the science department is concerned, pretty much were allowed to teach what they're stronger at as far as the textbook and content.

Elaine, who was David's principal at Prairieland Middle School, was expected "to evaluate and supervise the instruction and curriculum at the site" according to the Prairieland curriculum governance document. She saw curriculum change in the following light.

> Usually we look at the test data, the criterion referenced test, and the Iowa test. As that changes, the state's guidelines change, we change the curriculum to meet those needs. We have to also look at the needs of our students and decide where-what information we need to present to our students to best prepare them for high school and then on to college. The majority of it is driven by state assessment we have in this district.

The difference in these statements may be in part based on teacher/principal role differences or perhaps in part based on experience differences (David's five years and Elaine's 24 years). Training may also play into this difference (David's bachelor's degree and teaching certificate and Elaine's master's degree and administrator certificate). The view of reality (David's) and the view of the ideal (Elaine's) could also be descriptors for these statements. These views may be based more on the perceptual field differences or "how they see the world". Regardless, both David and Elaine demonstrated unwavering commitment to student achievement as the focus of Prairieville Middle School throughout Project Team Life activities and interviews.

Fullan (1982) indicated that the school district's history of innovation attempts is important because the more positive the history, the greater the implementation of curriculum. Prairieland had a history of successful implementations according to the staff. This should increase the opportunity for strong and quality implementation of new programs.

In the Southville school board policy, "Curriculum" is not listed as a topic in the Table of Contents. In the Pupil's Organization and Routine section of the Southville school board policy, the subjects of reading, spelling, and writing are addressed.

Reading, Spelling, and Writing

> Special emphasis should be given to reading, spelling, and writing in all grades. Teachers are to recognize that they have responsibility in these areas regardless of the subject taught. It is "your job" to do so.

The AIDS Prevention Education for students and the Policy Statement and Procedures for the Gifted Education sections also make references to curriculum topics as well. The citations which have been listed are the only formal district curriculum policy statements for Southville.

Beverly, the Southville elementary principal, sees the development of curriculum policy in the following manner.

> Usually, a new concept, depending on where it's originated, is introduced through our administrative assistant, our curriculum director and through the individual site principals, and then it trickles down into staff through discussion.

Having such an informal process for curriculum policy is seen by this researcher as problematic for a school district. This practice leaves a great deal of room for interpretation by teachers and principals. Certainly different understandings of the intended policy and implementation expectations might lead to a large variance in what gets implemented and how this implementation occurs. Motivation level must be considered as well. What happens with the teacher who has limited skills or the teacher who is poorly motivated or the teacher who is both? Principals would have trouble challenging (and confronting) ineffective teachers and, as a result, students would suffer.

The researcher wonders how Peshkin's definitions for curriculum manifestations in schools would be enacted in Southville. The "explicit" manifest is the formal expression of a curriculum such as that found in a plan book and in Southville, one would expect to find great variation from one plan book to the next even for the same subject at the same grade level. The "implicit" manifest refers to the latent, informal expression of the curriculum which is often called the hidden curriculum, and in Southville, one would expect to find great variation from classroom to classroom. Finally, the "null" manifest addresses that which is untaught or not learned in school and in Southville, one might find wide variation from one group of students to another. Perhaps Southville is not unique in these variations but the Prairieland administration presented a much more cohesive plan for curriculum than the Southville staff described.

During the classroom observation at Prairieland Middle School, David's 7th grade science classes were quiet, orderly, and academically focused. When students arrived in class, they found their seats and began writing notes from the chalkboard. David handled the routine of starting class calmly and efficiently with a businesslike manner. Students were expected to be attentive and they were readily focused on beginning the day's Project Team life lesson. Students demonstrated active interest through their questions and body language. They seemed relaxed and eager to discuss donation. David anchored students with content review comments about the materials in order to set context for the guest speakers. Clearly established classroom routines maximized the learning environment established by David. A good knowledge of his students, their academic levels, their activities, and their personal lives was evident by David's interactions with students and his comments made privately to the observer.

During the classroom observation at Southville Elementary School, Ann's 4th grade students were excited to have guests in the classroom. Ann's teaching style was relaxed and casual. She was warm and caring with students and they responded in kind. The students were working in groups to share the information that they learned about the organ they had been assigned. Ann shared that one of her students had a grandmother waiting for a heart transplant. This student had been originally assigned to the heart group but was switched to another group when Ann realized the difficulty this could present. Ann described the lessons as "We played with the stuff." Her role in the class was as a guide for student learning because she said from the beginning that she did not know this content. When her students presented the information they had learned, some inaccurate points of information were given without any correction or clarification by Ann and she appeared to not notice the mistakes. Ann modeled an interest in the topic and demonstrated curiosity about the material. She also presented great sensitivity with the stories about children. Her students talked about their emotions openly in a safe, caring environment.

For the Project Team Life study, pilot teachers were asked to do at least five lessons. The lesson plan form included the following sections: Activity Title; Priority Academic Student Skills (PASS) Objectives Taught; Description of Lesson; Student Reactions/Comments; Suggestions for Improvement; and Other Comments. The teachers were asked to attach any worksheets or other supplemental materials that they used which were not provided in the Project Team Life materials.

At Prairieland, David chose to do seven lessons. He taught PASS objectives from health/safety, information literacy, language arts, reading, and science. On Day

One, he began with a class discussion and he had the students record the unit goals. Then he administered "Rumor Has It", the unit's inventory followed by a class discussion of the topics on the pre-assessment (see Appendix D). He ended the lesson with a donation video. Activities using the corneal blindness glasses, introducing vocabulary terms, and working with donation scenarios in which students role played situations were other lessons used by David. Utilizing the provided content materials, he created a worksheet to facilitate a discussion on donation. Other videos, worksheets, and guest speakers (twdiver recipients and a procurement coordinator) were also activities used by David. When students asked him questions he could not answer, David e-mailed them to the Project Team Life director for answers and additional information. The unit was concluded with a test and student feedback sheet.

In the Student Reactions/Comments section of David's lesson plans, he reported, "The students enjoyed discussing 'truths' and 'misconceptions'." "From the beginning, the students seemed very interested in the topic of organ donation." On the teacher feedback sheet for reviewing the curriculum in Project Team Life, David asked for video worksheets to help students focus on content while they watched the video.

In Southville, Ann's lessons were done on March 9, 10, 27, 28, 29, April 3, 17, and 19 so they were scattered over about six weeks. Ann taught PASS objectives in art, health, language arts, literature, reading, science, and technology. Some activities took more than one day. She began by showing a donation video with discussion and making a poster on healthy living. The next activity was a study of body parts and was done as a project in small groups which lasted three days. These body parts were organs or tissues, which are transplanted. Students used books and the Internet for information

about organ disease and disease prevention. Students were to "draw posters showing the organ, place in the body; list diseases of; and interesting facts (about the body part)."

For the lesson of reading news stories about Oklahoma youth who had been involved in donation or transplantation, Ann reported "Wow! Very interesting discussions." Ann stated that some of her students' parents remembered these stories indicating that students were talking about the content of the lesson at home. The SomeBody anatomy game and the anatomy apron were also used as a lesson by Ann. In fact, she contacted the Project Team Life staff to get resource ordering information so she could purchase additional copies of the anatomy game and anatomy apron for her classroom. Ann wanted them to use with the donation unit and as a resource for rainy day activities.

In the Student Reactions/Comments section of Ann's lesson plans, she reported, "Most were very receptive. Also, given the recent death of (Dallas Cowboys Coach) Tom Landry, many were very sad and wanted to talk about him." "Lots of fun" was listed for the activity of SomeBody game and anatomy apron. On her teacher feedback sheet, Ann said that she wanted to look for more donation stories. She also asked for help in knowing how to involve "traditional Native Americans." Ann found the Project Team Life materials interdisciplinary in nature.

> Last week in reviewing the year's spelling words, one assignment was to use a set of given words in sentences. One student used info from organ and tissue donation and transplantation lessons in his spelling lesson. This shows me that the lessons we learned are far reaching.

The comparison of lesson plans reflected each pilot teacher's style. David's plans for Prairieland Middle School were complete with technical information and a visible

scope and sequence over a week and a half. He started with students recording the unit goals. Activities included guest speakers (two recipients and a procurement coordinator) which a majority of his students listed as their favorite part of the unit. David's content specialty preparation as a secondary science teacher appeared to be a good fit for the Project Team Life curriculum.

At Southville Elementary School, Ann used a wider variety of activities and designed lessons for the multiple intelligences. She used art projects, small group work, and the music CD in her lessons. She scattered her lessons over several weeks which may have reduced the amount of content that students learned and retained. Her lessons were more general than David's and the researcher saw this as a result of using the Project Team Life as "transitional work" rather than approaching it as a unit as David did. Part of the work was linked with healthy living but this was not a consistent approach. Ann's preparation as a general elementary teacher left her unfamiliar with the content and she openly admitted that she did not know the material. The researcher saw this honesty as positive but recognized that effective teachers who are working with new concepts must study the materials. Ann appeared to learn with her students about the topic of donation.

During the interview, David, the Prairieland pilot teacher, found the following to be the most important or significant aspect of Project Team Life.

> I think basically, breaking misconceptions of students about the overall idea of what organ donation is, what organ transplantation is. I think just giving the students information that they probably had never heard, and basically the truth about what it is. I'd say that's probably most important.

During the interview, Ann, the Southville pilot teacher, described the flexibility she has as a teacher to use the resource of the Project Team Life materials in a variety of ways.

> I like that I can change it. I don't have to just do an organ unit. I can pull out what I want to and really you could do the Lisa Landry thing (video), do the other one that has little kids in it. You listen to the Hawaiian music CD - we do that and they don't even know what it is. I mean we just put that in and listen to it and then (I) go, "Oh, this is about..." Then they cry, so we just listen to it. The apron, the glasses, the – let me think – the glasses, the corneal blindness glasses....

Prairieland student comments on Project Team Life were diverse. Some students wanted more direct contact with "the real stuff" such as seeing actual organs and transplant surgeries. Some found the slides of the organs of a four-year-old donor to be too graphic. Many students found the best part of the lessons was the visit by the two organ recipients and the transplant coordinator who shared the slides of the organs of a four-year-old donor. Some students suggested having other people come to speak to the class would be helpful. Suggestions included a child recipient, a donor family, or their own parents to discuss the donation topic with the class and the teacher.

Southville student comments on Project Team Life were also diverse. Some students wanted more direct contact such as seeing actual organs and some mentioned wanting to dissect an eyeball. Meeting a recipient or someone who had been a donor was mentioned by several Southville students. Using a mannequin to learn about body parts was suggested by four students. One student said, "Explain things more freely and really get us filled in." Watching more films and doing more projects were also recommended.

In summary, Prairieland has a more formalized process and official district documents that guide curriculum development and monitoring than Southville has. The Prairieland pilot teacher taught more of the Project Team Life "technical" materials (vocabulary, statistics, etc.). Prairieland students made the greatest gain on the attitude instrument of any pilot group in the federal study. Their gain on the knowledge test was less dramatic because their pre-test average was the third highest among all groups of 7th and 10th graders. This demonstrated a strong knowledge base was present before the unit was taught. David's students sustained their performance on the post-test. Another contributing factor may be that David had his students prepared for testing because he gave a unit exam himself.

The Southville pilot teacher used more art, healthy living, and compassion aspects of the curriculum. Southville students had the next to the lowest gain on the attitude instrument of all the pilot groups in the federal study. Their group averages on the attitude and knowledge pre-tests were the second highest among the 4th grade groups in the federal study.

Students in Prairieland liked meeting transplant recipients and students in Southville wanted to meet someone who had received a transplant. Both groups of students wanted more "real stuff" such as seeing real organs such as a heart or dissecting body parts such as an eyeball.

The dynamic nature of curriculum development leads to the examination of change in the school environment. Understanding how change occurs may be a key to the successful implementation of new policy and practices.

Change Construct

In the Change Construct, the researcher conducted the semi-structured interviews with pilot teachers, principals, and central office personnel who worked with the Project Team Life study; assessed the Levels of Use from the Concerns-Based Adoption Model; and reviewed teacher lesson plans for recommendations.

Camille, administrative assistant to the superintendent, saw curriculum change in the Southville Public Schools in the following way.

> Most of the time the changes that we do try to implement come about through things that our people have heard about at some kind of in-service or meeting they've been to and then we take a look at that. If it's something that's going to affect the district, all the district, we take a look at it from that standpoint. If it's something more by site then they usually handle that themselves and see whether or not it's something we really want to go for. We have curriculum committees, district-wide curriculum committees that we work through on those issues.

As Southville's pilot teacher, Ann viewed change in the following way:

> As long as we're getting the job done and we're getting our objectives taught we're pretty free. For anything that would come out of the school like Team Life must first go through our curriculum director to get the okay on that. Ask the curriculum director and then we're pretty well free. However, Team Life is the only thing I've really done different so I don't know how everything is, but that was my feeling.

In the Prairieland School District, Frank, deputy superintendent, outlined reasons for change in his district.

> I think the standards have definitely had an influence on the literacy movement and now, as we are looking at assessment in math and end-of-course assessment at the state level, I see this as outside energies that have impacted. Luckily, we have our mechanism in place where we are doing a lot of curriculum alignment and curriculum mapping in our high school where we have a trimester and our students taking five courses up per trimester and getting 15 credits in a year has caused us to rethink our delivery and pay attention. It's just made mandatory so that we have a better understanding of our vertical as well as our horizontal curriculum for the

future. Another area that would - I don't know if this would really apply as a outside interest group - but we serve a large Native American population and a growing Hispanic population that the requirements for multi-cultural education, an outside piece of legislation from the State Department of Education is requiring us to go further into what is multi-cultural education.

In Prairieland, David's teacher role gave this perspective to change.

I think the policy...I think that the district encourages new programs such as this (Project Team Life). From what I understand they're looking for programs like this that they can bring in and they're interested in trying new things and bringing new things in. That's from what I see in here, so I think the district policy would be glad to have something in here and looking forward to working with the project like this.

The Concerns-Based Adoption Model (CBAM) was used to assess the implementation level of Project Team Life. During the pilot teacher interviews, both teachers were at the Level of Use IVB Refinement level which is defined by Hall and Hord (1984) as "state in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients"(p. 84).

Ann's response about her plans to use the Project of Team Life materials was the following.

I don't know about anyone else; I'll be working on it in January when I get to that part of my curriculum--health. I hope so. That's my plan, not that I'm sticking to it, but that's my plan right now--January or February. You know February would be a good time to talk about hearts and love and everything, Valentines...

David's plans were to use the Project Team Life materials as a part of the anatomy unit.

I can only speak for myself on this, but I plan to use pieces of it in the upcoming weeks as we wind down our anatomy unit. I plan to show at least one of the videos, and I'll have to go back and look at this because it's been...and I definitely plan on using some of the background information,

> some of the statistics...things like that. I think that's important as long as those statistics are kept current, you know, I think that's important for the students.

David indicated that he would rely on the Project Team Life staff to provide him with any different activities or materials.

> If any changes, it would come, I guess, from the new guts (notebook contents) as you call it, but other than that I plan on pretty much using what I have – what videos were given to me and what vocabulary, if necessary, I mean, I know part of that was some vocabulary terms... extracting some of those out there that we discussed.

For the pilot teachers to move to the next level of LoU (Integration), they must make a commitment to use the innovation with other teachers. There were no indications from either pilot teacher that they were interested in collaborating with other teachers in using Project Team Life. The central office staff and the principals had little information about the status of Project Team Life after the formal pilot phase had been completed. Each expressed interest in the continued use of these materials and acknowledged the need for including the topic of donation in the curriculum. Each administrator expressed interest in doing further investigation or assessment to monitor progress and/or use of Project Team Life.

Change in curriculum was described during interviews. For Prairieland, change occurred as part of a district-driven function. The view of change from the Prairieland classroom teacher was portrayed by the pilot teacher David's comments.

> The changing of the curriculum would generally come from the board. I know since I've been here, the curriculum has pretty much stayed the same. The only slight change is we got new textbooks, and that year in our building, the teachers, as far as the science department is concerned, pretty much were allowed to teach what they're stronger at as far as the textbook and content.

For Southville, the process of change appeared to be less formal in nature. Southville personnel outline change in the following ways. Ann gave this example.

> I think somebody finds something that works better and they share it and we go with it. And then, also, quite a large number of our teachers have gone through Great Expectations and Literacy First, so we're trying to incorporate those things in.

Camille, administrative assistant to the superintendent, had this recollection of change.

> In the past, I do remember there were some parents of our gifted students who felt like there was a change that needed to be made in how some of the curriculum was administered at the elementary level and we kind of went through our same process of talking about it, deciding whether or not we felt like that change would be helpful to us, and did over time implement it. We didn't immediately do something that – some of the ideas had been brought forth there and they have worked out fine. Since that time, the pendulum has swung back the other way and it's not being done that way as we did then.

Both cases illustrate that change occurs and is seen from different perspectives. In Prairieland, the pilot teacher saw curriculum change as driven from the top down. The principal saw curriculum change as driven by assessment. The deputy superintendent depicted curriculum change as a collaborative process in which numerous stakeholders participate in order to provide careful analysis and decision making.

In Southville, the pilot teacher saw change as "somebody finds something that works better and they share it and we go with it." Ann saw change as an individual process. The principal viewed curriculum change as a process that involved teacher input, lots of discussion, and always the PASS objectives. The administrative assistant to the superintendent outlined the combination of workshop experience and committee work to make curriculum changes.

Prairieland's formal change process seemed more cohesive and deliberate in nature than Southville's informal one to this researcher. Prairieland is probably more likely to sustain desired changes than Southville. Individuals in Southville may be able to make faster steps toward change than those in Prairieland but the questions regarding coordination and full implementation are more likely to arise in Southville.

Change in both school districts is likely tied to the functions of the organizational structure of each district. The organizational structure also affects curriculum implementation. Examining the organizational structure leads one to carefully consider the concept that organizations are really socially constructed realities that are as much in the minds of their members as they are in concrete structures, rules, and relations as purported by Morgan (1997).

Organizational Structure Construct

For the Organizational Structure Construct, the researcher examined the district organizational chart for each school district and conducted the semi-structured interviews with the pilot teachers, the principals, and the central office personnel who worked with the Project Team Life study.

The organizational structure differences between Prairieland and Southville are probably related to the difference in student enrollment. Prairieland had approximately four times the enrollment of Southville. Prairieland listed 27 administrators and Southville had eight administrators. The Prairieland School District had eight elementary schools, one middle school, one mid-high, and one high school. The Southville district had three elementary schools, one middle school, and one high school.

Frank, deputy superintendent, described the function of the Prairieland School District organizational structure for curriculum decision making in the following way.

> We use our committee structure – we have a district curriculum review committee. When proposals come to us for new curriculum or curriculum changes – depending on where it's coming from – if it's coming up from the elementary level and there's a program we need to look at, a site can make a proposal for a change or adaptation, and that comes up through the curriculum department to the district curriculum review committee. Our board operates under a committee structure and we have a board curriculum committee. Three of our board members serve on that committee. A presentation is then made to the board curriculum committee with recommendations coming from that district committee, and if they do something that needs board action on, we have at least three board members that we have presented the foundation of the proposal to and try to answer their questions and the way our board committee operates within the structure - they provide monthly reports and the board packets before taking action - in this case the curriculum committee; they all function the same. These recommendations come up through those committees and the director of elementary curriculum and the director of secondary curriculum then work with advisory groups. Most of our curriculum work is vertical work, for example, as we are working with a lot of the math proposals and options that we can make available to ensure that students are leaving the eighth grade prepared to enter our high school with the appropriate level of math, the math chair at the high school may be the chair of the district committee, but working with the secondary curriculum director and representatives from a middle level advisory group.

Camille, assistant to the superintendent, described the function of the Southville organizational structure for curriculum decision making.

> Some things are brought about by state mandates having to do with curriculum. Other things that we ourselves choose to do; it's kind of like what I mentioned earlier. Unless it's just a state mandate which says you're going to do this. If it's something we're going to do, we work through the curriculum committee – the district committee particularly, as I said before, if it relates to something that's going to affect the entire district. If it's not going to affect the entire district, sometimes it affects two sites, so then we take the curriculum committee people in those two sites and work through the implementation of whatever it is. We have some, particularly in the middle school and high school, some vertical teaming that goes on continually in regard to the curriculum that would be English and math. We're working toward getting that in some of the other areas as well. We're not there yet.

In Prairieland, Frank, deputy superintendent, discussed how the organizational structure facilitated curriculum implementation.

> Well, because of the committee structures and the way in which they operate, we believe that we have to have the involvement of teachers, so our teachers, our administrators, our community representatives as well as parents who work in these committees help us process and examine strengths and weaknesses. What we know is that our community does not want to write curriculum; our parent organizations are not interested in writing and (dictating) curriculum, but they want to be well informed about what it is that we are teaching and how their students are going to be measured and what the outcomes are going to be and we have found that this collaborative process of working with this particular review structure and teacher committees helps us facilitate those internal and external communications. Using this process, and keeping our board informed, working with our media and using press releases for what opportunities are available, (all have) facilitated a sense of collaboration and community support.

The Organizational Structure Construct illustrates the difference in the school district size and the layers of administration that exist. (Prairieland's organizational chart is found on Table 7 and Southville's organizational chart is found on Table 11.) Prairieland has more layers of administration to deal with the complexity and coordination of multiple sites. Southville has multiple sites but it has all of its students in one grade at only one school so that horizontal coordination is much simpler. The curriculum work in Prairieland is coordinated by four central office administrators and 12 principals. The curriculum work in Southville is coordinated by one central office administrator and five principals.

Emergent Themes

At the beginning of this study, the researcher started with the preliminary constructs of culture, curriculum, change, and organizational structure. During the process of data analyses, themes emerged which resulted in a refinement of the

preliminary constructs. The emergent themes which were identified are social and emotional learning, professional development, resources, and attitudes about donation.

Social and Emotional Learning Theme

Social and emotional learning was one component of the Curriculum Construct. Elias, et al. (1997) found that social and emotional skills were similar to other academic skills with regard to building over time and with practice. Successful social and emotional learning programs have curriculum components to teach the following skill domains: 1) life skills and social competence; 2) health-promotion and problem-prevention skills; 3) coping skills and social support for transitions and crises; 4) positive, contributive service (Elias, et al., 1997). Life skills and social competence are general life, health, citizenship, and workplace skills. Health-promotion and problem-prevention are strategies and behaviors which promote healthy living and assertive positive behavior. Coping skills and social support for transitions and crises assist students with the capacity to deal with stressful life events. Positive, contributive service is detailed in positive civic involvement for the betterment of the community.

Understanding the concept of poverty may illuminate the resources needed by students to leave poverty. Payne's list of resources need to overcome poverty are interdependent on these social and emotional learning components. According to Payne (1998), the ability to leave poverty is more dependent upon the following resources than financial resources: emotional resources; mental resources; spiritual resources; physical resources; a support system; relationships/role models; and knowledge of the hidden rules. One can see the overlap of these resources and the four social and emotional skill domains listed above.

This focus was evident in both Prairieland and Southville and the participation in the Great Expectations program is one example of this. Prairieland was also a Character First! Community which links content in the schools to designed enhanced awareness of character qualities in the community. When the researcher reviewed the semi-structured interviews with the pilot teachers, the principals, and the central office personnel who worked with the Project Team Life study; the pilot teacher lesson plans and project feedback sheets; observations of the pilot teachers' classes during Project Team Life lessons; student feedback sheets; parent interview forms; and, district curriculum policy documents, it was evident that social and emotional learning was a fundamental component of the school's purpose and curriculum in both cases.

Beverly, the Southville elementary principal, presented this description of Southville's efforts in this area.

> We have addressed character education, probably, in a number of ways. We have been involved in the Great Expectations program now for about four years which does a lot with character education, classroom management, and through that program we have – we've had the word of the week, which is life principles, and we have really strengthened that in teaching the different classes and we can tell a real difference with children. Then each individual classroom teacher also does some different things with character education.

From her Southville central office job as administrative assistant to the superintendent, Camille outlined the district-wide view.

> In our elementary, our school counselors do programs within the classroom to promote that character development and other issues too, but that's how it's done with our elementary and continues that way-just not as, what's the word....intense, I guess, at middle school. The counselor still does that at the elementary; it's a weekly thing. It may not be weekly at the middle school and then at the high school we have counselors that do what they can. They're just so busy with other issues that we bring in speakers and sometimes even parents to work with that and our family and consumer science education program does quite a bit in that area at the high school.

In the Student Reactions/Comments section of Ann's lesson plans for Southville students, she reported that most students were receptive and they wanted to talk about sad stories. On her teacher feedback sheet, Ann said that she wanted to look for more donation stories. She also asked for help in knowing how to involve "traditional Native Americans." During the observation in Ann's classroom, she stressed the emotional component in all activities. Ann modeled showing emotion for her students and gave them a safe environment in which to express emotion.

In the Student Reactions/Comments section of David's lesson plans for Prairieland students, he reported that students were curious about the donation myths and they were interested in the topic of donation from the beginning. During the observation of David's Project Team Life lesson, he had a local recipient speak so that students could see how transplantation touched their community.

Prairieland student comments on Project Team Life were revealing about the social and emotional learning aspect of the curriculum. One student said, "It made me think about when I die. Why not save someone else's life so they don't die?" Another student said, "I liked how I learned about organs and tissue donation and I feel more confident that organ and tissue transplants do save lives." For another student, the learning was much more personal. The student said, "I liked the way they really talked about it instead of beating around the bush. They said stuff that I felt. Like my mom needs a liver transplant and I'm afraid that she might die." One student didn't like that he had not heard about this topic in school before the 7th grade. His words were "We

had never been told about these in school earlier than this year...Start it at an earlier age."

Southville students generally discussed activities they enjoyed or didn't like. Some students wished that they had met someone who had received a transplant. One student wanted to talk about the brain and another student wanted to go on a field trip to "see a real heart." One suggestion was that students get to choose their own topic for the group work project.

In Project Team Life, the parent interview form provided some insight into the parents' thinking and ideas about donation. The parent interview form was structured so that the students would generate five questions which were then answered by their parent (or other adult). Some of the Prairieland parent interviews mentioned the need to have a family discussion about donation while others talked about having already had the family donation discussion. A few discussed how hard the decision to donate would be if their student were to die while many more adults talked about saving lives with donation.

One Southville student asked her father if he "had ever known any donators or recipients." He responded that he knew a student and Jackie, the community leader who participated in introducing Project Team Life to the community. He said "Jackie is a friend of ours who received a liver. Now she is back on track and singing in the choir." On the parent interview form, one Southville father said, "I just haven't made the effort to be a donor when I've renewed may license, but I will now."

School board policies from both Prairieland and Southville addressed the need for social and emotional learning. The Prairieland Public Schools mission statement is

to "ensure that all individuals have the opportunity and environment to demonstrate the attitudes, skills and knowledge essential for lifelong learning and responsible living." The intentional focus on social and emotional learning presented by the Southville Public Schools Purposes Statement is found in the phrases "each (person) may become an effective member of society" and "achieving those attitudes, understandings, and skills essential to the discharge of their responsibilities as citizens, members of homes, producers, and consumers; and in developing those values which promote the physical, mental, and moral welfare of all."

The researcher found that both schools were interested in student success in social and emotional learning but the data from the Office of Accountability revealed serious challenges in meeting student needs. Dropout rates and poverty levels are indications that there is much work to be done in both Prairieland and Southville.

Professional Development Theme

The professional development theme emerged from the semi-structured interviews with the pilot teachers, the principals, and the central office personnel who worked with the Project Team Life study. The theme also surfaced when the researcher analyzed the district school board policies and district curriculum documents and made observations during the Project Team Life inservices.

In the Prairieland Curriculum Governance Document, reference was made to professional development in the responsibilities of teachers, principals and vice principals. Southville's board policy did not address professional development. Each district had a district staff development committee with a representative from each school serving on it. In Southville, the administrative assistant to the superintendent

chaired this committee. In Prairieland, the deputy superintendent for curriculum and instruction oversaw the work of the committee and a classroom teacher chaired this group. The staff development committees facilitated professional development opportunities for all staff members in the district. These opportunities were linked to educational goals and objectives of the districts and assist staff members in remaining current in latest research and teaching practices.

The Project Team Life pilot study included a two-hour inservice in the initial phase of the study. The Southville inservice also had four teacher participants and three Project Team Life staff members. This inservice was the first one presented for the pilot study. When the Southville teachers arrived, they did not know why they had been asked to attend the inservice. Ann, the 4th grade pilot teacher, had been told about the inservice the evening before it occurred and the other three had been told that they would attend the inservice on the morning of the inservice. All four participants were interested in the topic of donation and they were willing to fulfill the study's requirements. Ann was active and vocal during the inservice. She offered ideas from other professional development seminars to help the other teachers make connections with the concepts being discussed. Ann's enthusiasm and humor made the meeting better for all involved. Her enthusiasm was evident throughout the study.

The Prairieland inservice had four teacher participants and three Project Team Life staff members present. David, the Prairieland pilot teacher, was the first to arrive and he came to the inservice without any paper or writing instrument. He made no written notes during the inservice but he listened intently and participated fully. He was generally quiet but his body language indicated full engagement during the inservice.

Following the inservice, he initiated several e-mail contacts with the Project Team Life Director for clarifications or additional information.

Professional development was a theme mentioned in interviews for both cases. Frank, deputy superintendent, talked about the Prairieland district and community-wide support of and investment in professional development.

> We have two Education Foundations. The Friends of Education is really more driven in training and professional development and then our public school foundation is our grants for innovative focus that our teachers use. I would have to say that the training and the emphasis that we have on instructional leadership in this district and the area of supervision and evaluation working with our building administrators focuses on instructional learners and the support that we have had, the outside influx of dollars have allowed us to support professional development in a way in which we couldn't have done without that. I see that as a positive push for our principals to have been involved in a variety of leadership training-principals' academy-that focused instructional leadership on what is an instructional leader, a positive impact process as we look at curriculum. Certainly the concept (years ago) of the infusion of technology has helped people begin to realize that they have to have on-going training. That relationship of what I could not do without a computer that I am now able to do with other types of professional development. Whether it (would) be instruction or to be an instructional leader, I can do now that I couldn't three or four years ago because I didn't have that training.

Camille, administrative assistant to the superintendent in Southville, discussed how her school district looks at professional development.

> Most of the time the changes that we do and try to implement come about through things that our people have heard about at some kind of in-service or meeting they've been to and then we take a look at that. If it's something that's going to affect the district, all the district, we take a look at it from that standpoint. If it's something more by site then they usually handle that themselves and see whether or not it's something we really want to go for. We have curriculum committees, district-wide curriculum committees that we work through on those issues.

Both Prairieland and Southville encouraged professional development and both saw professional development for character education as a valuable opportunity. David

appeared to be less interested in professional development than Ann did. Ann attended local, state, and national conferences and workshops. Speculation by the researcher is that David was new in his career and Ann found conferences as a way to learn and to energize her teaching. Another consideration was David's reticent style as compared to Ann's outgoing nature. Professional development provided social opportunities for Ann while David chose to view it as extra duty. The researcher did not ascertain how many teachers at each school participated in regular professional development nor what topics were chosen for professional development.

In summary, professional development is seen as a key feature in helping the school staffs stay current and competent to deal with new instructional materials and strategies. Fundamental to professional development is the availability of resources which is the next emergent theme.

Resources Theme

The resources theme emerged from discussions of community involvement in the local schools and the revealed poverty level of the Southville community. The theme was evident in the semi-structured interviews with the pilot teachers, the principals, and the central office personnel who worked with the Project Team Life study; the pilot teacher lesson plans and project feedback sheets; and, semi-structured interviews with community members.

Prairieland had Friends of Education Foundation, a community foundation, which had dedicated over $200,000 in the last four years to professional development and leadership training. Prairieland also had a public schools foundation. In her principal role at Prairieland Middle School, Elaine presented her view on resources.

> We have the flexibility to look at many different programs. When we look through a program, we want to see if there's really something that benefits kids. We do have a curriculum committee that reviews the materials and they do make the recommendation whether to implement this to the district or to make the decision that we're not going to do this, if they feel like this curriculum is not strong enough for the students in the classroom. Then the curriculum committee makes the recommendation to the Board of Education and the Board of Education has to approve that.

Frank discussed outside funding sources from the Prairieland deputy superintendent's viewpoint.

> To some extent, we have had community groups that have had a major influence because of their willingness - Friends of Education in Prairieland, they've contributed, in the last four years, in excess of $200,000 dollars in professional development and leadership training and Great Expectations of training for teachers. Friends of Education is a foundation, but it is not a public school foundation. We have two Education Foundations. The Friends of Education is really more driven in training and professional development.

The poverty rate for Southville's district community group was almost double the rate of Prairieland's district community group and was even 3% higher than the state average poverty rate. Payne (1998) said that poverty is about more than financial resources. According to Payne (1998), the ability to leave poverty is more dependent upon the following resources than financial resources: emotional resources; mental resources; spiritual resources; physical resources; a support system; relationships/role models; and knowledge of the hidden rules. For students and adults from poverty, the primary motivation for success will be relationships. In Southville, relationships are evident in the support for students and youth activities at school, church or community-wide events. From Charles's perspective, the strong volunteer base (regardless of the community event) reflects the "Let's do it!" atmosphere of Southville. Ann, the

Southville pilot teacher, concentrated on strong personal relationships with her students and their parents.

Southville did not have foundations which benefit the public schools but Southville's community provided resources to supplement the classroom. Community fund raising provided sinks, vanities, televisions, and VCR's for each classroom at Southville Elementary School. The community also provided activities such as a high school prom for students to enjoy. Local revenues for district expenditures were less than Prairieland by almost 18% and less than the state average by more than 9%. Ann's description of the community is generally "there are a lot of poor people." The facilities of Southville are widely varied. The Southville Elementary is very modern looking but it is 25 years old. The middle school was opened in 1990. The high school was built in the 1920s and has had limited modifications over the years. The central office building is very small and extremely modest.

The resources theme is linked to discussions of the Project Team Life materials. Beverly's thoughts as a principal were the following:

> I think the strengths were, of course, the personnel involved from Project Team Life; that they are supportive. I think the materials were easily taught and administered and well written and worked well with the PASS objectives in the science area.

Ann described the flexibility she had as a teacher to use the resource of the Project Team Life materials in a variety of ways. She liked that she could change it and not just "do an organ unit." She listed a video, music CD, anatomy apron, and the corneal blindness glasses.

On the teacher feedback sheet for reviewing the curriculum in Project Team Life, David asked for video worksheets to help students focus on content while they watched the video. Ann said that she wanted to look for more donation stories. She also asked for help in knowing how to involve "traditional Native Americans." Ann also contacted the Project Team Life staff to get resource ordering information so she could purchase additional copies of the anatomy game and anatomy apron for her classroom. Ann wanted them to use with the donation unit and as a resource for rainy day activities.

In summary, resources are an important consideration for school personnel especially in the current weak economy that is faced by the schools and communities throughout the state and the nation. Curriculum materials, professional development, and school facilities are dependent on available resources from either private or public sources.

Attitudes about Donation Theme

Attitudes about donation, the final emergent theme, were revealed in the Project Team Life documentation of student, parent, and staff comments. When reviewed, the semi-structured interviews with pilot teachers, principals, and central office personnel who worked with the Project Team Life study; the pilot teacher lesson plans and project feedback sheets; observations of the pilot teachers' classes during Project Team Life lessons; student feedback sheets; and, parent interview forms all revealed generally positive attitudes toward the topic donation.

In Southville, Ann used an emotional approach to students through extensive use of donation stories about young people and discussions about sad events. She modeled an emotional response to the content and her students responded in a similar fashion.

However, her students had the next to the lowest gain on the attitude instrument of all the pilot groups in the federal study. (The Southville group averages on the attitude and knowledge pre-tests were the second highest among the 4th grade groups in the federal study.) The researcher wonders why the emotional approach did not move attitude about donation in a more positive direction. Perhaps the problem was the students couldn't stay connected to the topic in such a scattered delivery method spread over six weeks. Perhaps due to the precision of the attitude instrument, it failed to accurately measure all the nuances of attitude changes that occurred in the classroom.

David's class reflected his businesslike manner and it was apparent that learning was a priority in his classroom. Prairieland students made the greatest gain on the attitude instrument of any pilot group in the federal study. The researcher found this result unexpected because David's approach was more informational/technical rather than emotional. This could point to the concept that the greater the understanding about donation the more positive the attitude is toward donation.

The Prairieland group's average gain on the knowledge test was less dramatic because their pre-test average was the third highest among all groups of 7th and 10th graders. This demonstrated a strong knowledge base was present before the unit was taught. The researcher sees this strong knowledge test performance sustained but not drastically improved by David's lessons. Perhaps due to the precision of the knowledge instrument, it failed to accurately measure all the learning that occurred in the classroom.

Reports from pilot teachers and their principals also indicated a limited degree of concern from parents regarding the inclusion of the topic of donation in school curriculum. Some parents in Prairieland expressed this concern in person or by phone.

A few parents chose to have their student opt out of the study and to decline being exposed to the donation content. Other parents called to question the reason for learning about donation in school and supported the study after receiving more information. The Prairieland principal reported that fewer questions and/or calls had been raised the second year of the donation study. Explanations that the study's purpose was to present facts about donation and the donation process "not to recruit body parts" were reassuring to most parents.

In Project Team Life, the parent interview form provided some insight into the parents' thinking and ideas about donation. The parent interview form was structured so that the students would generate five questions which were then answered by their parent (or other adult). Many Prairieland students asked about the adult's view on donation and the majority supported the idea of donation. Numerous Prairieland students asked if the adult knew any recipients, candidates, or donors, and many responded with names of people in the community. One even listed a family member (a parent's sister) who had received a bone transplant in her ear.

Very few adults in Prairieland mentioned an aversion to the topic of donation. Some mentioned never thinking about donation while one was concerned about "people cutting me up" even though she supported donation. Many adults cited blood donation as a method of donation in which they had already participated. Some of the interviews mentioned the need to have a family discussion about donation while others talked about already having a family donation discussion. A few discussed how hard the decision to donate would be if their student were to die while many more adults talked about saving lives with donation.

Southville's staff reported fewer instances where parents were concerned about the topic of donation as a unit of study in the school. In Southville, some American Indian parents chose to have their student not participate based on religious beliefs. Another American Indian parent first said "No" to participation for his daughter and then reversed himself and said his daughter could participate. Because Ann incorporated the donation information with the human body unit, there seemed to be a less dramatic difference where the new topic was placed.

On the parent interview form, several of the Southville Elementary School students asked questions about basic donation facts. Examples are: "What organs or tissues can be donated?" "What organ can you donate while you are still alive?" "What would you do if you wanted to donate an organ?"

Most Southville students asked if their parent was a donor and generally the answer was positive in nature. One parent said that she could not be a donor because she is diabetic. (The truth is that diabetes is not an automatic rule out for donation except for the pancreas and possibly the kidneys.) Another parent said that he wouldn't donate because of his Indian beliefs and that he would "just not get an organ" if he ever needed one. One student's grandmother said that she had "mixed emotions about general donor donations" but she also stated, "If someone chooses to be an organ donor, I think that's fine." One mother said that she didn't want to be an organ donor because she wanted "to keep all her organs when she died" at the first of the interview. On the last question of the interview, she said she would be willing to donate to someone in her family. Another mother's statement showed how one family has been touched by

donation with one friend who was living with a transplant and another friend who died waiting for an organ.

One Southville student asked her father if he "had ever known any donators or recipients." He responded that he knew a student and Jackie, the community leader who participated in introducing Project Team Life to the community. One Southville father said, "I just haven't made the effort to be a donor when I've renewed may license, but I will now."

The theme of attitudes about donation revealed helpful perspectives for Project Team Life. The lack of accurate information on donation or the lack of a personal connection to donation are common reasons for not supporting donation according to the Coalition on Donation.

The emergent theme of attitudes about donation is reflected in the research done by special interest groups in the donation arena. In 1993, the Partnership for Organ Donation contracted with the Gallup Organization to conduct a national telephone survey. Findings concluded that nearly nine in ten Americans supported the general concept of organ donation. Support for the concept of organ donation was positively correlated with higher levels of education. Support among non-white respondents was lower than among white respondents (Gallup, 1993).

In 2000, the Coalition of Donation conducted research on the Hispanic population. Findings included the following:

- The majority of the Spanish speaking Hispanic community was largely uninformed about the process of donation and transplantation.

- What information the majority of the community did have was generally inaccurate, anecdotal, and preserves the many myths and barriers to increasing donation.
- Hispanics did not like to talk about death and are averse to thinking about or planning for their death.
- Hispanics had a mistrust of the medical system in general, and especially the process of transplantation, which was a major barrier to donation.

In 2001, the Coalition on Donation conducted research on the African American population. Findings included the following:

- Most African Americans did not have the issue of donating their organs on their "radar" and expressed no compelling reason to think about it;
- African Americans did not see themselves as typical organ donors;
- Most were not aware that African Americans are 12% of the general population and 35% of the kidney waiting list;
- Many African Americans are afraid that they wont' get the best medical treatment in life-threatening emergencies if they were a known organ donor;
- There is a perception that African Americans do not have the same access to organ transplants as whites.

Southville Public Schools has an African American population of about 5% and a Hispanic student population of 2% of the student body. Prairieland Public Schools has an African American of 4.8% and a Hispanic population of 5.65% of the student body.

The Hispanic population is increasing rapidly throughout the state. According to the 2000 U.S. Census, Hispanics are the fasting growing segment of the U.S. population. Understanding how to relate to special populations (including American Indian) about the topic of donation is helpful for school staffs.

Helping people (students and adults) learn the facts about donation and find a personal connection will enhance contributions of the efforts undertaken by the Project Team Life staff. Examining how increased understanding about donation through relevant information can affect attitudes about donation would also be a fruitful endeavor.

In conclusion, this study was about two cases of implementation of an instance of curriculum for character education. The examination was guided by preliminary constructs and was enhanced by the emergent themes which resulted in a refinement of the preliminary constructs. The preliminary constructs were culture, curriculum, change, and organizational structure. The emergent themes identified were social and emotional learning, professional development, resources, and attitudes about donation. These findings provide key ideas which should be given careful consideration when implementing character education.

Chapter VII

Conclusions and Recommendations

This study explored the implementation of one instance of curriculum for character education in two schools. The multiple-case study design focused on two cases. Selection of Prairieland Middle School and Southville Elementary School as the subjects of the case studies was based on the combined average gain in student achievement from pre-test to post-test on the Project Team Life donation knowledge and attitude instruments. The pilot students were given the knowledge and attitude pre-tests to assess baseline understanding and beliefs about organ and tissue donation and transplantation. The pilot teachers presented at least five lessons from the donation curriculum. Post-testing of students on the knowledge and attitude instruments occurred at the conclusion of the direct instruction.

Preliminary Constructs

This examination disclosed factors that influenced the implementation of the curriculum. Culture, curriculum, change, and the organizational structure were preliminary constructs which guided this examination. The data analyses revealed the emerging themes of social and emotional learning, professional development, resources, and attitudes about donation.

Culture Construct

The political reality of schools remains evident in this research. A school is seen as an extension of the community, of the society, of the culture, in general. Educators recognize the expectation of the public is that schools should help individuals develop to

their fullest potential and prepare them to be effective members of society. Understanding the cultural context of schools is vital if one wants to influence the curriculum. Shared values, shared beliefs, shared meaning, and shared understanding are ways to describe culture. Policy makers recognize the need to create policies which enhance the opportunities for building on shared values, shared beliefs, shared meaning, and shared understanding while respecting diversity among students. "Culture is not something that can be imposed on a social setting. Rather it develops during the course of social interaction" (Morgan, 1997, p. 137).

Consideration of the work on "assumptive worlds" by Marshall et al. (1989) on culture and education policy is reflected in this research. "Assumptive worlds" are the understandings of the rules among those who participate in education policy-making. "The values and preferences that the policy actors represent must be translated so that they will be recognized, included, and responded to in the policy culture" (Marshall et al., 1989, p. 51). In the Marshall et al. book, the policy makers were operating at the state level. In this research, the theory was expanded because the policy makers in this study were at the local school district level. The researcher viewed the "assumptive worlds" considered by the Project Team Life staff in order to influence policy at the local school district level. Navigating the policy culture is an important aspect of accomplishing the goal of curriculum implementation. One must determine the answers to the following questions in order to proceed effectively.

1) Who has the right and responsibility to initiate policy?

2) What policy ideas are deemed unacceptable?

3) What policy mobilizing activities are deemed appropriate?

4) What are the special conditions of each school district?

In Prairieland, the district administration has the right and responsibility to initiate policy as does the local board of education. In most instances, the policy would be implemented following collaborative work in the appropriate district committees which include representatives from all the stakeholder groups including administrators, teachers, students, parents, and members of the community. These committees would serve to create clear policy implementation guidelines, to outline implementation expectations, and to delineate task responsibilities. Documents detailing these components would usually be generated. Unacceptable policies would be those which do not serve to improve student achievement or those that tread on powerful interests. Appropriate policy mobilizing activities in Prairieland would be those which incorporate the committee structure for collaborative decision making in order to achieve policy approval and implementation. Special Prairieland conditions that affect policy-making are those that assume extensive community involvement. This involvement ranges from the initial phases of community awareness to community representatives on committees to the seven member local school board when most districts have five members.

In Southville, the district administration facilitates the initiation of new policy and assumes responsibility for it. Because of the small size of the Southville district, one school site may initiate a new policy if the other sites will not be affected. If multiple sites could be affected, teacher representatives may be asked to help make the implementation plans. Most of these plans appear to be in the form of discussions with a minimum amount of paperwork documentation required. Unacceptable policy ideas are those which do not improve student achievement or those which defy Southville

tradition and dominant interests. Appropriate policy mobilizing activities (especially those in the curriculum area) involve the teaching staff attending professional development events and returning with new ideas that are shared with fellow teachers, the appropriate principal, and the director of curriculum and instruction (who is the administrative assistant to the superintendent). In Southville, the special conditions which affect policy-making would be those with economic implications and those which relate to the beliefs and traditions of the American Indian population.

Culture's influence on the policy decisions in the two schools studied was evident from the beginning. Schools are political arenas where cultural agents compete to get their conceptions into the curriculum. Marshall et al. (1989) found the insiders group to have the most power and influence among education policy-makers. In both case studies, the school district insiders who had position power were contacted to initiate the discussion about implementing Project Team Life. For Prairieland, the deputy superintendent for curriculum and instruction was contacted because he had worked with the director of Project Team Life in another district. In the Southville case, the superintendent was contacted as he was an acquaintance of the director of Project Team Life. A respected Southville community leader was also involved in persuading the superintendent to participate in the study.

Elazar (1984) outlined three political cultures: traditionalistic, moralistic, and individualistic. The traditionalistic approach would see the need for government to protect the existing social order-maintaining the existing social order. The moralistic approach expects government to help the community to enjoy a better life-achieve the good community through positive action. The third approach is individualistic and it

wants government to help individuals to succeed. These three political cultures were evident in each case. Prairieland and Southville both supported local governmental entities. Both communities had strong municipal governments and local school boards. Each community also recognized the need to support community (or school) efforts to make their community a better place to live. Prairieland had strong community involvement in all facets of the schools including curriculum decisions while Southville's city government arranged to trade properties so that the new school could be built to meet the national school building codes.

Culture can be seen as both the process and product. Culture creates values and choices and it is created by values and choices. In both case studies, students were presented with information and opportunities to examine how this information affected their lives and the lives of their families and friends.

Curriculum Construct

This study involved new materials, offered brain-based strategies as a new teaching approach, and offered possible alteration of beliefs based on additional information. Linking the Project Team Life curriculum to the state mandated curriculum, Priority Academic Student Skills (PASS), was key to help local school staffs recognize the benefit of participating in the study.

When looking at Project Team Life lessons offered by the pilot teachers, the process of mutual adaptation can be seen. The mutual adaptation perspective is the process whereby adjustments in a curriculum are made by curriculum developers and those who actually use it in the school or classroom context (Snyder, Bolin, & Zumwalt, 1992). The design of the Project Team Life materials was structured so that teachers

could select activities that interested them and they could create lesson plans based on those activities which were developmentally appropriate for their students.

In Prairieland, David created lesson plans around a unit format and he was skilled at focusing on content goals. This clarity of goals and what would be gained from their adoption increases the degree of implementation according to Snyder, Bolin, and Zumalt (1992).

In Southville, the lack of clarity of goals may also explain the lack of implementation as translated into student achievement. Ann seemed to focus on "things to play with" rather than genuine content goals. In the mutual adaptation view, curriculum knowledge is based on a combination of external sources (Project Team Life materials) and the practitioners. Therefore, Ann, like David, had an active responsibility to shape the curriculum for her students.

This aspect of the teacher role demonstrates how dependent the Project Team Life materials are on the practitioners who implement them. The flexibility of the materials was seen as a strength by Ann but, because of that flexibility, the competence of the practitioners greatly affects the success of the implementation and of the curriculum itself. This is true for any curriculum and not just for Project Team Life.

Fullan (1982) indicated that the school district's history of innovation attempts is important because the more positive the history, the greater the implementation of curriculum. Prairieland had a history of successful implementations according to the staff. This should increase the opportunity for strong and quality implementation of new programs. Southville had less formal documentation of complex implementations but the staff reported examples of new programs which had been added. The researcher

suggests that new programs will be included in Southville when teacher support is evident.

In both cases, the consideration of fit should be examined. Peshkin (1992) defined fit as what element of culture goes with what element of curriculum. In Prairieland, David made a tight "fit" of Project Team Life for his students. He outlined unit goals and gave them a test at the end of the unit as in other units his students studied. In Southville, Ann used the materials with such inconsistency that one wonders if students even saw the materials as content they should learn.

If one views curriculum as a rational system (Elmore & Sykes, 1992), the agent of fit seeks to use curriculum to achieve collective social ends and to accomplish improvements beyond individual efforts. As agents of fit (Peshkin, 1992), the Project Team Life staff should influence the Prairieland and Southville staffs to increase commitment to the topic of donation if project goals are to be accomplished. Agents of fit help shape curriculum based on cultural orientation.

Curriculum policy by design is intended to change teaching practice. In this research, the teaching practices of the two pilot teachers were changed. Two questions come to mind about the change. How long will the pilot teachers incorporate the topic of donation as a part of their curriculum? Will these teachers influence other teachers to incorporate the topic of donation? The answers to these questions are complex and intriguing. The directions the pilot teachers take will vary based in part on the organizational support from key stakeholders (principal, central office administrator, et al.). Support and interest from an outside cultural agent (such as the Project Team Life staff) will also be a factor. Other curriculum demands may affect the focus on this

aspect of character education.

Examination of policy implementation leads one to review factors which Fuhrman, Clune, and Elmore (1988) found more important to successful implementation with strong compliance and minimal resistance. First, compliance was based heavily on the extent to which the technical knowledge existed and the school personnel felt competent to make the change. Second, the district (local) context (the extent to which policies fit with local goals and capacity) was very important to the implementation success.

Motivation and abilities/skills of the intermediaries (those to whom the responsibility to assist with the implementation) are keys to the success of the implementation. Fowler (2000) refers to these characteristics as the will and capacity of the intermediaries. Will is the motivation for cooperating with the policy implementation and capacity is the ability to do what the policy requires (Fowler, 2000). Implementation was accomplished at both Prairieland and Southville with different approaches. The key intermediaries were the teachers in both cases. Both teachers expressed commitment to the topic of donation and utilized the materials with their own teaching styles.

During the interviews with the pilot teachers, principals, and central office staff who worked with the Project Team Life pilot, they were asked about the current status of Project Team Life in the 2001-2002 school year. (The pilot was done in the 1999-2000 and 2000-2001 school years.) Both teachers had plans to use the materials in 2001-2002 for their third consecutive year and they explained how they intended to use the materials.

The Prairieland principal outlined how only a quarter of the 7th graders were taught the materials and she thought having all 7th grade students receive instruction would be valuable and worth the time. (However, she did not give details on how she would make this happen and it appeared unlikely to happen to the researcher.) The Southville principal didn't know what her teachers were going to do.

For the central office administrators, Prairieland's deputy superintendent mentioned, "ensuring that instruction continues just as we do (with) every other one of our programs." The Southville administrative assistant to the superintendent discussed the fact that those teachers who had been trained would continue to teach the material. (Later she also arranged an inservice for a new middle school teacher.)

Therefore, no difference in implementation for the future was apparent in the two cases. The district context for each case left the policy implementation in the hands of the pilot teachers which limited the access of the number of students who could receive instruction. Additional technical knowledge may be necessary for the school personnel to feel competent to make the change. A shift in the district expectations to increase local commitment to the topic of donation may also be required to increase in the implementation level of the policy.

Curriculum implementation may be bolstered by the recent passage of an Oklahoma law (Senate Bill 1528) which was passed in 2000. This bill mandates that organ donor awareness and education be taught in Oklahoma elementary and secondary schools. This gives schools the statutory support for including the topic of donation in the school curriculum. Like the AIDS mandate, the schools will be able to present the

content to students in a factual, unbiased manner so they have complete, accurate information.

The final stage of implementation is called institutionalization which happens when a policy has been seamlessly integrated into the routine practices of the school (Fowler, 2000). Institutionalization requires time and increasing efforts in incorporating the policy. Neither Prairieland nor Southville showed signs of expanding implementation of Project Team Life materials nor did they appear to be seeking institutionalization of the policy without additional assistance and intervention. The Project Team Life "agents of fit" will need to continue communication, training, and support if institutionalization of Project Team Life is to occur.

Research shows that without ongoing assistance the likelihood of the donation topic becoming an institutionalized feature in the classroom remains low. Fowler (2000) contends that strengthening implementation can involve technical strategies (careful analysis of the problem and targeted resources); political strategies (use of power to influence people to act appropriately); or, cultural strategies (emphasis on shared beliefs, values, and symbols that are central to the problem).

In summary, successful implementation across the entire grade (7th grade in Prairieland and 4th grade in Southville) still remains unfulfilled. Active persuasion may be necessary to help the insiders (central office staff and/or principals) seize the opportunity to make it happen. So far, lip service to the importance for all students to learn about donation has been the extent of the commitment in that direction.

Change Construct

The essential features of the change process listed by Louis (1992) are the following: (a) planning; (b) participation; (c) leadership factor; (d) assistance and support (p. 945). The Project Team Life study incorporated all four features. The planning phase and the process for participation were outlined by the Project Team Life staff in order to build consistency for the federal study. Schools were allowed to adapt as needed in order for the project to fit within their calendar and to make the most seamless implementation available. The one feature which was the school's primary responsibility was the leadership factor. The assistance and support supplied varied based on pilot teacher need. Both Prairieland and Southville teachers sought additional information from the Project Team Life staff. Prairieland students completed the work within the suggested timeline but Southville students required additional time.

Change, as viewed through assumptions upon which the Concerns-Based Adoption Model (CBAM) (Hord, Rutherford, Hulling, Austin, & Hall, 1987) is based, provides opportunities to ascertain what considerations were made in both Prairieland and Southville. The assumptionsabout change outlined by Hord, Rutherford, Hulling, Austin, and Hall (1987) are enlightening. "Change is a process, not an event" illustrates the need for multiple steps in change projects. "Change is accomplished by individuals" addresses the importance that change agents focus on individuals, not organizations. "Change involves developmental growth," describes the differences in an individual's capacity to make changes based on initial developmental level. "Change is best understood in operational terms" leads one to look for behavioral differences in individuals. "The focus of facilitation should be on individuals, innovations, and the

context" presents the importance of linking people, programs, and place to make the greatest impact with intervention.

In the Project Team Life study, minimal assessment was made of participants to ascertain the readiness and abilities of participants. Having more information about the readiness and abilities may have provided important information to guide future assistance and support from curriculum project staff.

With regard to Levels of Use from CBAM, both pilot teachers were at the Level of Use IVB Refinement level, which is defined as "state in which the user varies the use of the innovation to increase the sphere of influence. Variations are based on both short- and long-term consequences for clients" (Hall & Hord, 1941, p. 84). At this level, the need for a change is important in that the individuals primarily make changes to increase the benefit to the clients (students). This awareness of the effects of an innovation (Project Team Life) on the (students) is used to change the innovation to increase client outcomes.

In Prairieland, David gave a test, which he used as one tool to measure the academic outcomes for his students. Other tools he used included observations, discussions, and daily written work.

In Southville, Ann did not use a formal test to assist in measuring academic outcomes. She had opportunities for measuring academic outcomes in observations, discussions, and daily written work as well but she seemed to focus more on participation than accuracy. She incorporated lessons which addressed the multiple intelligences. Ann's teaching of the Project Team Life could benefit from coaching her to have higher expectations for content understanding and accuracy in work.

Organizational Structure Construct

In terms of the organizational structure, Foster (1992) outlined ways to restructure the organization which were seen in both cases and could be useful in future work for the Project Team Life staff. First, administrative authority was somewhat redefined. The principal served as a resource linker to new curriculum materials. Second, the teaching role changed to one where the teachers were responsible for manipulating the curriculum. Third, the parents and community were involved in the project through parent interviews and community meetings. Fourth, the role of district administrators was changed to aid individual efforts rather than to control them. Each of these four points was present in the cases studied and they are probably part of the reason that each school district agreed to participate in the study originally.

In Prairieland, personnel roles which were key to implementation were the pilot teacher, principal, and deputy superintendent. Other personnel who were involved only in the initial site visit included the elementary and secondary curriculum directors, an elementary principal, and the high school principal. They assisted with the district's collaborative process to reach the decision to participate in the study.

In Southville, personnel roles which were key to implementation were the pilot teacher, principal, administrative assistant to the superintendent, and superintendent. The superintendent delegated the planning to the principals and the administrative assistant once he decided that the district would participate in the study.

The two cases showed no difference in personnel roles which were key to implementation for both schools had similar staff involvement. The role of the teacher appeared to be the most influential position for curriculum implementation especially in

school districts where teachers work in the mutual adaptation perspective with regard to curriculum implementation as described by Snyder, Bolin and Zumwalt (1992). The key intermediaries for implementation as outlined by Fowler (2000) were the teachers in both cases. These indicators seem to reinforce the old adage that the most important instructional tool in a classroom is the teacher.

Emergent Themes

At the beginning of this study, the researcher started with the preliminary constructs of culture, curriculum, change, and organizational structure. During the process of data analyses, themes emerged which resulted in a refinement of the preliminary constructs. The emergent themes which were identified are social and emotional learning, professional development, resources, and attitudes about donation.

Social and Emotional Learning Theme

Social and emotional learning are important areas, which are addressed by both Prairieland and Southville in their school board policies. Both districts have shown commitments to building programs through participation in Great Expectations professional development. Prairieland also participated in the Character First! program which included professional development and community-wide components. These activities illustrated recognition of the need for systemic ongoing education to nurture the social and emotional skill of children. The progress in this area may be very gradual and the results of this investment may not be "visible" for years to come. Both communities chose to invest in social and emotional learning which created climates that were receptive to Project Team Life.

The goal of character education programs like Project Team Life is to nurture the social and emotional skills of children in order to provide a firm foundation for their successful cognitive and behavioral development. Successful social and emotional learning programs have curriculum components to teach the following skill domains: 1) life skills and social competence; 2) health-promotion and problem-prevention skills; 3) coping skills and social support for transitions and crises; 4) positive, contributive service (Elias, et al., 1997). Even though both Prairieland and Southville had explicit statements in their school board policies that addressed nurturing the social and emotional needs of students, both districts had gaps in accomplishing this goal. An assessment of the school curriculum for the skill domains listed by Elias, et al. might provide guidance in determining ways to fill in those gaps.

This study did not examine indicators such as the dropout rate over a number of years or the baseline rates of these data before the current board policy statements on social and emotional learning were adopted and the trend following the policy adoption. Examination of dropout trends may give a clearer picture of progress or lack of progress in reducing the dropout rate. Another consideration is the student's reason for dropping out. An analysis of the reasons students gave for dropping out of school might give a district a better way to target interventions to change the trend.

Resources and Professional Development Themes

In the resources theme, Prairieland Public Schools benefited from the two foundations which focused on assisting the district with professional development and leadership training. Southville did not have any outside financial resources to assist the district with professional development, another emergent theme. The Southville Public

Schools did provide other kinds of support for the students including enhancing the educational facilities. Even school facilities were vastly different based on general community resources.

The researcher concludes that Southville is unlikely to have the level of outside fiscal assistance that Prairieland had received, any time in the foreseeable future. Making Southville Public Schools as effective as possible within the current fiscal constraints will be a continuous challenge in these slow economic times.

Resources for students may be viewed through the concept of poverty. According to Payne (1998), the ability to leave poverty is more dependent upon the following resources than financial resources: emotional resources; mental resources; spiritual resources; physical resources; a support system; relationships/role models; and knowledge of the hidden rules. For students and adults from poverty, the primary motivation for success will be relationships. In Southville, relationships were evident in the support for students and youth activities by district personnel and the community as a whole. The focus on relationships with students and their parents needs to be a priority for the Southville staff due to the poverty rate of the community.

Attitudes about Donation Theme

Attitudes about donation, the final emergent theme, were revealed in the Project Team Life documentation of student, parent, and staff comments. The attitudes revealed matched the research available about public opinion on the topic of donation. For the most part, the students and parents supported the idea of donation. Some expressed concern about the idea of talking about death and particularly the death of a child. Those people who knew a donor or a recipient supported donation

because they had witnessed what transplantation could accomplish. A few expressed concerns about doctors not trying to save their lives if they were a known donor as was seen in the Gallup poll and the Coalition on Donation research. Several indicated that they would want a loved one to receive an organ if one was needed and they even agreed to donate if possible. Many parents commented that they had never thought about becoming a donor which illustrated the need for a donation discussion prompt.

Prairieland students were curious about the donation myths and they were interested in the topic of donation from the beginning according to David, the pilot teacher. Southville students had interesting discussions regarding the stories about Oklahoma youth who had been involved in donation or transplantation as reported by Ann, the pilot teacher.

The precision of the instruments must be scrutinized carefully when considering the scores on the Project Team Life attitude and knowledge instruments. Also, both instruments were limited to measuring verbal/linguistic skills. On the attitude instruments, Prairieland students had a greater gain than the Southville students which indicated the attitudes toward donation were more positive following the Project Team Life lessons. On the knowledge instruments, Prairieland students had a greater gain than the Southville students which indicated they had learned content which should lead to more understanding about donation. Increased understanding also leads to a more positive view of and attitude about donation.

This study was about two cases of implementation of an instance of curriculum for character education. The study was guided by preliminary constructs and was enhanced by emergent themes which resulted in a refinement of the preliminary

constructs. The preliminary constructs were culture, curriculum, change, and organizational structure. The emergent themes identified were social and emotional learning, professional development, resources, and attitudes about donation. These findings provide key ideas which should be given careful consideration when implementing character education.

Recommendations

Recommendations are presented in three categories. These recommendation categories are future practice, policy and research.

Recommendations for Future Practice

The Project Team Life staff should utilize a readiness assessment for teachers to determine the teachers' interest in the donation topic and to identify the teachers' abilities to incorporate new materials. Professional development could be targeted based on this valuable information.

Further development and refinement of the Project Team Life materials will expand and improve the donation resources available to teachers. Incorporating more activities utilizing the multiple intelligences and "hands on" applications of the donation content would be helpful. Linking developmentally appropriate anatomy content to the donation information would assist teachers in making this connection in the classroom. Additional technical resources such as actual transplant surgery videos would be useful to classes which are ready to move to a deeper understanding of donation.

Marketing the Project Team Life materials should continue so that more teachers, administrators, and community members will be aware of these resources

which will assist schools with meeting the requirements of Senate Bill 1528. This bill mandates that organ donor awareness and education be taught in Oklahoma elementary and secondary schools.

Prairieland and Southville staffs should review practices that support school board policies about social and emotional learning. During this assessment, consideration should be given to the gaps in practice which would address the dropout rate, poverty level, and other pertinent challenges for students. The skill domains listed by Elias, et al., (1997) might provide guidance in determining ways to fill in those gaps.

The Project Team Life "agents of fit" will need to continue communication, training, and support in Prairieland and Southville if institutionalization of Project Team Life is to occur in these districts. Additional technical knowledge may be necessary for the school personnel to feel competent to make the change permanent. A shift in the district expectations to increase local commitment to the topic of donation may also be required to increase in the implementation level of the policy.

Development of inservice strategies to increase the will and capacity for implementation by intermediaries as defined by Fowler (2000) will maximize the implementation of future policy and programs.

Recommendations for Future Policy

Prairieland and Southville staffs should analyze the dropout situation to ascertain the causes and possible solutions which can be found in both policy and practice. A systemic plan to address the dropout dilemmashould be implemented and evaluated for effectiveness on a regular basis.

Policy decisions in Southville should reflect the research findings about the impact of poverty on the students and the community in general. Any policy needs to support a focus on relationships with students and their parents. This focus needs to be a priority for the Southville staff due to the poverty rate of the community.

Strengthening the partnership with the Oklahoma State Department of Education will enhance the opportunity to increase awareness about and support for the donation curriculum. Visible governmental support of the donation topic is important in the assumptive worlds of education policy makers of Oklahoma.

Professional development policy should be linked to the designated priority of improving student achievement in cognitive, affective, and psychomotor domains. A comprehensive professional development plan should provide connections between the professional development activities and the short- and long-term goals of the school district.

Policy makers should carefully contemplate the aspects of American culture as outlined by Marshall et al. (1989) when determining policy decisions. These core values are quality, equity, efficiency, and choice. Agents of fit should also genuinely respect these values as they work to shape policy.

Recommendations for Future Research

The study of a case where the school personnel refused to participate in the federal study may reveal meaningful information for agents of fit who might want to better understand the barriers as seen by the school staffs. This investigation would also provide the opportunity to identify possible solutions to the various barriers, which impede progress of program adoption.

Looking at cases where the communities are predominately minority in nature would provide valuable information for helping agents of fit understand how to adapt based on differing cultural views about a particular topic in character education. Recognizing and honoring difference among the ethnic groups would be useful for schools to comprehend when trying to implement new programs for character education.

Revisiting the two schools in this study in five years to ascertain the current state of character education and the topic of donation would give one a picture of what (if any) long-term influence remained.

Identification and examination of factors which influence decision making during attitudinal shifts could provide useful information for character education curriculum developers.

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APPENDIXES

Project Team Life

Oklahoma Organ and Tissue Donation and Transplantation Curriculum Key Features

- **Supplemental resource to teach PASS objectives**
- **Brain-based learning format**
- **Multiple intelligences incorporated**
- **Current factual background information for teachers**
- **Developmentally appropriate**
- **Decision-making and problem-solving focus**
- **Information and activities for K-12**
    - **Primary level**
    - **Intermediate level**
    - **Secondary level**
- **Scope and sequence variable based on teacher preference**
- **Parental awareness supported and letter provided in English and Spanish**
- **Media**
    - **4 Videos**
    - **Interactive computer program**
    - **1 Music CD**
    - **"Hands on" manipulatives**
        - **Cornea blindness glasses**
        - **Anatomy aprons**
        - **SomeBody Anatomy game**
    - **3 Story books**
    - **32 Transparencies**

Appendix B: Project Team Life Table of Contents

Oklahoma Organ and Tissue Donation and Transplantation Curriculum

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Oklahoma Donor Coalition

Appendix C: Project Team Life Goals

GOALS

If this curriculum is effective, the student will be able to:

-Identify organs and tissues which can be transplanted.

-Identify positive benefits of donating organs and tissues.

-Identify common misconceptions surrounding donation.

-Identify laws pertaining to organ and tissue donation.

-Discuss how organs are matched from donor to recipient.

-Discuss the donation process.

PRETEST: Rumor Has It.....

Indicate whether the following statements are true or false according to your teacher's instructions.

___1. Someone is added to the national patient waiting list for an organ transplant every 18 seconds.

___2. Currently, there are more than 77,000 patients awaiting an organ transplant in the United States.

___3. Bone is the second most transplanted tissue today, second only to blood.

___4. Organ transplantation is considered an experimental treatment.

___5. Kidney transplantation is a surgical alternative to dialysis.

___6. Pancreas transplantation is a treatment option for diabetics.

___7. The Uniform Anatomical Gift Act made the buying and selling of organs legal in the United States.

___8. When surveyed, 85% of Americans indicated that they support organ donation, yet in reality only 30-40% of potential organ donors ever become actual donors.

___9. The most important action a person can make in order to indicate his/her desire to donate is to sign a donor card.

___10. Most major religions oppose organ and tissue donation.

___11. The more famous and rich you are, the quicker you will receive an organ.

___12. You may donate either corneas only or whole globes.

___13. Only one of the specific set of criteria for brain death must be present for brain death to be pronounced.

___14. Each year more than 50 Oklahomans die while waiting for an organ transplant.

PRETEST: Rumor Has It.....*Continued*

___15. At the time of their loved one's death, most families report that discussing organ and tissue donation adds stress and grief to their decision.

___16. Organ and tissue donation precludes the possibility of a regular funeral service.

___17. The family of a donor does not receive any money or pay any fees.

___18. People of all ages can benefit from transplantation.

___19. Skin is the largest protective organ of the body.

___20. A person can recover from brain death with proper medical treatment.

___21. Each year over 500,000 recipients receive tissue transplants.

___22. Someone can be a tissue donor even if he/she is not eligible to be an organ donor.

___23. One tissue donor can help up to 50 people.

___24. The body of the organ and tissue donor is treated with respect and dignity at all times.

___25. Even if a donor card has been signed, the next of kin must sign a donation consent form at the time of death.

Appendix E: Prairieland Middle School Timeline

Prairieland Pilot Timeline

Date	Activity
February 1, 2000	Prairieland site visit was conducted.
February 14, 2000	Teacher inservice was conducted.
February, 2000 returned.	OU permission slips were distributed and
February 28, 2000	OU staff conducted pre-testing.
March-April 15, 2000	Prairieland staff taught the curriculum and parent interview packets went home.
March 15, 2000	Prairieland 7th grade teacher observation was conducted.
April 26, 2000	OU staff conducted post-testing. Completed feedback sheets and parent interview sheets were returned to the pilot staff.
May 2, 2000	Prairieland community meeting was held. Organ and tissue donation awareness information and details about the Project Team Life pilot were shared by Project Team Life staff and Prairieland staff. Prairieland High School students presented their projects with the audience. A liver transplant recipient from the community shared his personal story.
May-June, 2000	Data were analyzed.
July, 2000	Report on findings was sent to Prairieland staff.

Appendix F: Southville Elementary School Timeline

Southville Pilot Timeline

Date	Activity
December 17, 1999	Southville site visit was conducted.
January 31, 2000	Planning session with Southville administrative assistant to the superintendent and principals was held.
February 4, 2000	Teacher inservice was conducted.
February 22, 2000	Community meeting to introduce the Project Team Life pilot was held at 7:00 PM in the middle school library. Organ and tissue donation awareness information and details about the Project Team Life pilot were shared by Project Team Life staff. A liver transplant recipient from the community shared her personal story.
February 23-29, 2000	OU permission slips were distributed and returned.
March 1, 2000	OU staff conducted pre-testing.
March 2-April 15, 2000	Southville staff taught the curriculum and parent interview packets went home.
April 14, 2000	Southville 4th grade teacher observation was conducted.
April 25, 2000	OU staff conducted post-testing. Completed feedback sheets and parent interview sheets were returned to the pilot staff.
May-June, 2000	Data were analyzed.
July, 2000	Report on findings was sent to Southville staff.

Appendix G: 4th Grade Knowledge Instrument

Project TEAM LIFE
Intermediate Form

Name: _____ **Gender:** __ Girl __Boy
(please print)

Race/Ethnic Origin: **Grade:** ____

__ White __ African American __ Native American __ Hispanic __ Asian __ Other

Please read these items carefully, and answer each one to the best of your ability. Circle your answers on this paper. (Put your name in the space in the upper-left-hand corner.) NO ONE in your school will be told how you personally did on this test.

1. The HEART is an organ in the body's _____ system.

   a. reproductive
   b. respiratory
   c. nervous
   d. circulatory

2. An organ in the body's EXCRETORY system is the _____.

   a. brain
   b. lung
   c. stomach
   d. kidney

3. Which of the following is the MOST commonly transplanted body part?

   a. blood
   b. cornea
   c. heart
   d. lung
   e. tongue

4. Cornea transplants are done to restore:

   a. hearing
   b. sight
   c. taste
   d. ability to walk

Beside each body part listed below, circle whether it is Tissue, Organ or Neither.

	BODY PART	Tissue	Organ	Neither
5.	Blood	T	O	N
6.	Brain	T	O	N
7.	Liver	T	O	N
8.	Lungs	T	O	N
9.	Stomach	T	O	N
10.	Tooth	T	O	N

True or False. Beside each item, circle whether the item is T(rue) or F(alse)

11. T F It is more important for the family to understand a person's wish to donate than to have a signed donor card.
12. T F Most transplants (organ and tissue) are successful, even after one year.
13. T F It is legal in the U.S. to buy and sell human organs.

Appendix H: 4th Grade Attitude Instrument

Project TEAM LIFE
DONATION BELIEFS INVENTORY
Intermediate

Name: _____ **Gender:** __ Girl __Boy
(please print)

Race/Ethnic Origin: **Grade:** ____

__ White __ African American __ Native American __ Hispanic __ Asian __ Other

Please read each statement below and circle each answer with what you believe about the statement. If you disagree with the statement, circle 'Disagree.' If you're not sure about the statement, then circle "Not Sure.' If you agree with the statement, circle 'Agree.'

A. If someone I know needed an organ transplant, I would want him or her to get it.	Disagree	Not Sure	Agree
B. People who sign 'organ donor' cards expect the worst to happen.	Disagree	Not Sure	Agree
C. If a friend of mine got an organ transplant, it would change the way I felt about him or her.	Disagree	Not Sure	Agree
D. I support organ donation.	Disagree	Not Sure	Agree
E. There are already enough organ donors available.	Disagree	Not Sure	Agree
F. Only rich people benefit from organ transplants.	Disagree	Not Sure	Agree
G. Signing an 'organ donor' card could bring bad luck.	Disagree	Not Sure	Agree
H. Being a donor does <u>not</u> cost a family any money.	Disagree	Not Sure	Agree
I. People who have received organ or tissue transplants look just like everyone else.	Disagree	Not Sure	Agree

Appendix I: 7th Grade Knowledge Instrument

Project TEAM LIFE
Secondary Form

Name: _____ **Gender:** __ Female __Male
(please print)

Race/Ethnic Origin: **Grade:** ____

__ White __ African American __ Native American __ Hispanic __ Asian __ Other

Please read these items carefully, and answer each one to the best of your ability. Circle your answers on this paper. NO ONE in your school will be told how you personally did on this test.

1. The HEART is an organ in the body's _____ system.
   a. reproductive
   b. respiratory
   c. nervous
   d. circulatory

2. An organ in the body's EXCRETORY system is the _____.
   a. brain
   b. lung
   c. stomach
   d. kidney

Beside each BODY PART, circle whether it is Tissue, Organ or Neither.

	BODY PART	Tissue	Organ	Neither
3.	Brain	T	O	N
4.	Cornea	T	O	N
5.	Fingernail	T	O	N
6.	Hair	T	O	N
7.	Pancreas	T	O	N
8.	Fascia	T	O	N
9.	Heart Valves	T	O	N

10. Which of the following is the MOST commonly transplanted body part?
    a. blood
    b. cornea
    c. heart
    d. lung
    e. tongue

11. What is the term used for a person who is on a waiting list for an organ transplant?
    a. recipient
    b. candidate
    c. donor
    d. patient
    e. 'lucky lee'

(OVER)

12. What does the word 'ALLOGRAFT' mean?

    a. Tissue to be transplanted to someone else
    b. Human tissue
    c. Transplanting skin from one part of your body to another.
    d. Surgically removing a diseased organ.
    e. Surgically repairing a damaged organ.

13. Approximately how many different people might benefit from one donor?

    a. 1
    b. 5
    c. 20
    d. 100
    e. 1000

14. Cornea transplants are done to restore:

    a. hearing
    b. sight
    c. taste
    d. ability to walk

15. Donated organs are typically used within:

    a. 24 hours
    b. a week
    c. a month
    d. a year

16. The chances of an transplanted organ or tissue still being successful after a year are:

    a. worse than 50 percent.
    b. about 50 percent.
    c. better than 50 percent.

True or False. Beside each item, circle whether the item is T(rue) or F(alse)

17. T F It is legal in the U.S. to buy and sell human organs.

18. T F A person who is HIV positive is eligible to be a tissue donor.

19. T F It is more important for the family to understand a person's wish to donate than to have a signed donor card.

20. T F The need for donated organs is almost 100% matched by the actual donations.

Appendix J: 7th Grade Attitude Instrument

Project TEAM LIFE
DONATION BELIEFS INVENTORY
Secondary

Name: _____ **Gender:** __ Female __Male
(please print)

Race/Ethnic Origin: **Grade:** ____

__ White __ African American __ Native American __ Hispanic __ Asian __ Other

Please read each statement below and circle how you personally feel about it, from strong disagreement (SD), through being not sure (N), to strong agreement (SA).

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
A. If someone I know needed an organ transplant, I would want him or her to get it.	SD	D	N	A	SA
B. People who sign 'organ donor cards' expect the worst to happen.	SD	D	N	A	SA
C. If a friend of mine got an organ transplant, it would change the way I felt about him/her.	SD	D	N	A	SA
D. I support organ donation.	SD	D	N	A	SA
E. There are already enough organ donors available.	SD	D	N	A	SA
F. Only rich people benefit from organ transplants.	SD	D	N	A	SA
G. Signing an 'organ donor card' could bring bad luck.	SD	D	N	A	SA
H. Being a donor does <u>not</u> cost the family any money.	SD	D	N	A	SA
I. People who have received organ or tissue transplants look just like everyone else.	SD	D	N	A	SA

Appendix K: Interview Questions

Project Team Life Interview Questions

1. Please state your name and your position.
2. What is your educational background?
3. What is your work history?
4. How long have you been in your current position?
5. How does curriculum change usually occur in your school district?
6. How does curriculum change in this district compare to curriculum change in other districts in which you have worked?
7. Has a special interest group been involved in influencing curriculum change in your district?
   a) If YES, which one(s)?
   b) If YES, how did the influence occur?
8. In what ways does your district address social and emotional learning—in particular, character education?
9. How is new curriculum usually introduced in your district?
10. Please name a specific example.
11. How was the Project Team Life curriculum introduced in your district?
12. How does that compare to other curriculum changes in your district in which you have been involved?
13. How did you become involved with Project Team Life?

Appendix K: Interview Questions (cont.)

14. Does your district's organizational structure facilitate curriculum implementation?
    a) Why or why not?
15. How did this organizational structure function in Project Team Life?
16. In what ways does your district policy accommodate programs such as Project Team Life?
17. What was your role in Project Team Life during the 1999-2000 school year?
18. What were your primary responsibilities in the project during this time?
19. What assistance did you receive in meeting these responsibilities?
20. Who provided this assistance?
21. What assistance, if any, did you need but not receive in order to meet these responsibilities?
22. From whom would you have sought such assistance?
23. What aspects of Project Team Life did you find to be important or significant?
24. From your perspective, what are the strengths of Project Team Life?
25. What are the weaknesses of Project Team Life?
26. What is the current status of Project Team Life in your district during the 2001-2002 school year?
27. For teachers only: LoU Interview for 2001-2002 school year use of Project Team Life

Appendix K: Interview Questions (cont.)

Levels of Use Interview

(Teachers only)

27. Are you using Project Team Life?

- If NO, have you decided to use it and set a date to begin use?

  * If NO, are you currently looking for information about Project Team Life?

- If YES, what kind of changes are you making in your use of Project Team Life?

* For IMPACT ORIENTED Changes:

1. Are you coordinating your use of Project Team Life with other users, including another not in your original group of users?
2. Are you planning or exploring making major modifications or replacing Project Team Life?

28. Any additional comments or observations?

Appendix L: Matrix of Research Questions in Relation to Interview Questions

Research Questions	Interview Questions
1. What major aspects of culture are influencing curricular decisions in schools today?	7, 7a, 7b
2. How is change accomplished?	5, 6, 12
3. What is the impact on students?	Student Feedback Forms
4. What factors influence the implementation of curriculum for character education in two schools?	8, 11, 19, 20, 21, 22
5. Does the organizational structure of the district/school influence implementation? If so, how?	9, 10, 14, 14a, 15
6. What educational personnel roles are key to implementation?	13, 17, 18
7. Are there levels of use (CBAM) of curriculum that can be discerned or discovered that will provide some utility to understand better the original question?	26, 27
8. What factors appear to affect student achievement?	23, 24, 25
9. What curriculum components are necessary for social and emotional learning to occur?	24, 25

Appendix M: Data Analyses Coding Categories

1	*Attitudes about Donation***	17	Job History
2	Assessment	18	Leadership
3	Barriers to Change	19	Literacy First Program
4	CBAM	20	Organizational Role/Position
5	**Change***	21	**Organizational Structures***
6	Character First! Education	22	Outside Influences
7	**Community/Culture***	23	*Professional Development***
8	**Curriculum***	24	[illegible]
9	Curriculum Change	25	Role of Principal
10	Curriculum Implementation		
11	Curriculum Integration	26	*Social and Emotional Learning***
12	Curriculum Policy	27	Standards
13	Educational Background	28	State Department of Education
14	Evaluation	29	State/National Mandates
15		30	Supervision
16	Great Expectations Program	31	Teacher Preparation

***Preliminary Construct**

****Emergent Theme***

Appendix N: Profiles 2000 Report Summary Table

The Oklahoma Office of Accountability Profiles 2000 District Reports

Prairieland and Southville Key Community Differences

Community Characteristics		Prairieland District Community	Southville District Community	Oklahoma State Average
District Population	(1990)	30,606	7,414	5,862
Average Household Income	(1990)	$27,071	$17,588	$24,088
Poverty Rate	(1990)	11%	20%	17%
Population Age 55 and Above	(1990)	25%	33%	22%
Highest Education Level	(1990)			
College Degree		21%	11%	17%
HS Diploma w/o College Degree		59%	55%	59%
Less than 12th Grade Education		20%	34%	24%
Students Eligible for Free/Reduced Lunch		44.1%	56.3%	48.2%
District Educational Process				
1999-2000 Average Enrollment		5,701.7	1,451.9	1,145.3
Regular Classroom Teachers		323.4	82.1	66.7
School and District Administrators		27.0	8.7	5.6
1999-2000 District Revenues				
Local and County		41.3%	23.5%	32.8%
State		50.3%	67.3%	57.3%
Federal		8.4%	9.2%	10.0%
Expenditures per student		$4,977	5,074	$5,316

Appendix N: Profiles 2000 Report Summary Table (cont.)

Student Performance

- On the core curriculum tests at the 5th, 8th, and 11th grades, the Prairieland percentage of students with satisfactory and above scores generally was higher than the state average and generally lower than the community group average.
- On the core curriculum tests at the 5th, 8th, and 11th grades, the Southville percentage of students with satisfactory and above scores was less than both the state average and the community group average.

High School Performance Measures:	Prairieland District	Southville District	State Average
Dropout Rate	6.6%	14.7%	5.2%
Graduation Rate	79.3%	72.8%	74.3%
HS Graduates Completing Regents College Bound Curriculum	43.3%	49.4%	67.0%

The School Report Cards from the Office of Accountability include the following key school features.

Community Characteristics	Prairieland Middle School	Southville Elementary School	Oklahoma State Average
Student Enrollment (Fall 1999)	573	354	387.1* / 328.3**
Regular Classroom Teachers (RCT)	36	19	21.9* / 18.8**
RCT with Advanced Degrees	28.2%	36.6%	29.1%* / 29.4%**
Average Years of Experience-RCT	10.1	15.6	11.7* / 12.2**

* Junior High/Middle School State Average
** Elementary State Average