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TAKING A CLOSER LOOK: A CASE STUDY OF ONE PRINCIPAL WHO DEVELOPED TEACHER LEADERS WHO BECAME EDUCATIONAL LEADERS IN OTHER SETTINGS

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TAKING A CLOSER LOOK: A CASE STUDY OF ONE PRINCIPAL WHO DEVELOPED TEACHER LEADERS WHO BECAME EDUCATIONAL LEADERS IN OTHER SETTINGS

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

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Dedication

To my family who have steadfastly encouraged me throughout this learning journey and supported me through all phases of the process. My husband, Frank, from our beginning conversations about the possibility of me working on a degree, through coursework, conferences, and all phases of writing my dissertation. I am forever grateful for your love and encouragement and being my greatest supporter throughout this long journey!

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"I can tell where the lamplighter was by the trail…left behind." Harry Lauder

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Abstract

The purpose of this investigation is to explore through a historical case study the ways in which one principal mentored and built capacity with a school-based cohort of teachers who became school leaders themselves in a variety of capacities. Findings reveal a generative female leader who embraced strong philosophical and theoretical foundations enacted in an enriching, innovative culture. This case study illustrates the nested activity of leadership in the development of a learning organization focused on strong relationships, continuous adult learning, and practical leading capacities that contributed to leadership dispersion, strong community identity, and personal transformative experiences for teachers who chose to become leaders as well. Findings also suggest ways that principals in contemporary schools can mentor and develop teachers to become teacher leaders and learning-centered administrators.

Chapter One

Introduction

Contemporary Schooling in a Reform Policy Environment

Contemporary schools are situated in multi-ethnic, economic, and political dimensions of an at-large society, and the issues facing people who live in the United States are mirrored in the issues facing school districts and individual schools (Reyes, Wagstaff, & Fusarelli, 1999; Sergiovanni, 1990). Increased accountability of states, school districts, and schools to meet annual performance targets in reading and mathematics continue to illuminate the student achievement discrepancies in schools that educate our poorest students (Barton, 2003; Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Killion, 2002; Lee & Bowen, 2006). School reform efforts have been successful in many school districts and individual schools are demonstrating improvement in student achievement in reading and mathematics while schools with more diverse students have struggled to meet accountability targets and have implemented improvement plans with limited results (Corallo & McDonald, 2001; Jesse, Davis, & Pokomy, 2004; National Center for Education Evaluation and Regional Assistance (US) & Herman, 2008; Smith, Lee, & Newmann, 2001).

The need for principals to develop exemplary teacher leaders has never been greater. Developing leadership capacity at every organizational level with all individuals engaged in the work of teaching and learning is identified by Fullan (2003c) as the "primary strategy for large-scale, sustainable reform" (p. 5). Lambert (2002) suggests that "instructional leadership must be a shared, community undertaking…[it] is the professional work of everyone in the school" (p. 37). Leithwood and Duke (1999)

identify a need to study the "relationships between leadership practices, capacities, and motives, and selected elements of the environment in which schools are located" (p. 67). Chapman, Sackney, and Aspin (1999) suggest that research is needed to study "human interaction and meaning in context, which for students of educational administration is the administrative milieu" (p. 91).

Strong principals are to a school what an effective teacher is to a classroom. A U.S. Senate Committee Report (1970) states that "in many ways the school principal is the most important and influential individual in any school" (p. 56) while more recent empirical findings suggest that principals directly influence school and classroom conditions and indirectly influence student learning (Hallinger & Heck, 1998; Wahlstrom, Louis, Leithwood, & Anderson, 2010). There is evidence that an individual teacher can have a significant effect on student achievement, even if the school as an organizational unit does not (Brophy & Good, 1986; Sanders & Horn, 1994). Wright, Horn, and Sanders (1997) analyzed achievement scores of more than 100,000 students across hundreds of schools and found that the teacher is the single most important factor affecting student learning in the classroom. Effective principals in every school and highly-qualified teachers in every classroom optimize quality learning experiences for all students.

Twenty-first century school districts are experiencing extreme difficulties in staffing schools with effective principals and highly-qualified teachers, especially in urban districts with pockets of concentrated poverty and isolated rural communities (Bryk et al., 2010; Killion, 2002; Newmann, King, & Youngs, 2000; Smith et al., 2001). Contemporary principals face increasing demands and expectations for all students to

be successful academically and to become prepared to contribute to the broader community, both locally and globally. Houston (1998) states that qualified candidates may not choose to pursue a principalship because they are unclear of job expectations and that more principals are choosing to resign because of the stress and complexity of the job. Moreover, Ingersoll (2001) reports that previous studies identify shortages due to retirements and increased student enrollments, but his study identifies job dissatisfaction (e.g. low salaries, inadequate support from school administrations, student discipline problems, and limited faculty input into school decision-making) as well as teachers pursuing other jobs as significant factors for teachers to either leave the profession or to move to another school.

Schools in which principals and teachers collaboratively share leadership, build individual and collective capacity, and lead and learn together create a generative learning environment for both adults and students, irrespective of setting, social surround, or particularistic context (Klimck, Ritzenhein, & Sullivan, 2008). In these schools, student achievement is a priority, and teachers are supported in developing the knowledge and skills needed for all students to be successful (Blasé & Blasé, 1999; Darling-Hammond, 1994; Senge, 1990; Sergiovanni, 2001; Smylie & Hart, 1999). In these schools, teachers are mentored by principals and peer-colleagues and they develop the knowledge and skills needed to become skillful practitioners (Day, Stobart, Sammons, Kingston, Gu, Smees, & Mujtaba, 2007; Drago-Severson, 2004; Katzenmeyer & Katzenmeyer, 2005). When teachers build capacity in their ability to work with students, they become more confident and more willing to continue working

toward school improvement efforts. This has the potential to mitigate the high rate of teacher attrition and the diminishing pool of teachers who choose to become principals.

Statement of the Problem

Increased expectations for excellence in organizational performance and annually increasing student achievement targets challenge principals and teachers to focus on best practices and collective responsibility for excellence in teaching and in student learning. As these demands and expectations are placed on schools in a diminishing resources context, successful principals have a deep and extensive toolbox from which to draw; they have the knowledge and expertise to lead a teaching/learning organization; and they understand how to build a culture that positively impacts students, teachers, and families. When principals mentor and how principals develop teachers to become leaders are identified gaps in the literature (Lieberman & Miller, 1984). More recent research suggests that teachers' continuous learning and their active engagement in learning organizations are important in order to provide exemplary learning opportunities for the students they serve (Darling-Hammond, Ancess, & Falk, 1995; Hord, 1997; Klimek et al., 2008; Lambert, 1998; Mullen, 2012; Newmann & Wahlage, 1995; Senge, 1990). Spillane, Halverson, and Diamond (1999) argue that understanding the *what* of leadership is essential, but that without a rich understanding of *how* leaders go about their work, and *why* leaders do and think what they do, it is difficult to help other school leaders think about and revise their practices. This historical case study addresses this gap in the literature by providing a rich, in-depth investigation of the enacted leadership in the case and the mentoring and capacity-building experiences and processes delivered through one principal that led to the

leadership development and consequent leadership enactments of a group of teachers originally associated with that principal.

Purpose of the Study

My study adds to the scholarship by investigating a case of a cohort of elementary teachers mentored and developed by the same principal over a 19-year period. The case study sample will include the case principal, 14 teachers who later became administrators, one teacher who later became a college professor, and the superintendent of the district when the principal opened the school in 1973. Of the teacher cohort, six teachers have earned Ph.D.s. The central figure and leader developer in the case opened the school in 1973 as its first principal. She earned her Ph.D. in 1977 and served in a variety of leadership capacities in the school district and in the community in which the case is located. She was recognized by four state-wide organizations for excellence in administration during the bounded time period of the case. There is a large number of teachers who developed leadership capacities and chose to progress in their own leadership roles and positions while being mentored and developed by the same principal, which has the potential to illuminate the factors and experiences that contribute to building teachers' leadership capacities and how such capacities are then dispersed beyond the school and district sites. Findings from this study may illuminate leadership development theory and proffer ways that contemporary principals could mentor teachers to become teacher leaders and learning-centered administrators, thereby positively impacting teacher and principal attrition.

Prior to identification of the research question, it is important to explicitly acknowledge my positionality. I am one of the teachers mentored by the case principal

who became a building principal in the same community in which the case is located. My own experience provided an important perspective, coupled with existing scholarship, to identify the research question to be investigated.

Research Question

In order to investigate how one principal mentored and built capacity with a cohort of teachers who became teacher leaders and eventually administrators and educational leaders in other settings, the following research question is identified:

1. What do former teachers within the case cite as critical experiences that contributed to their decisions to become teacher leaders and eventual administrators and leaders in other capacities?
    a. In what ways did the principal, school culture, and peer-colleagues contribute to their decisions to lead, both informally and officially?
    b. How does the leadership development experienced by teachers in this case inform the phenomenon of leadership dispersion beyond the school and district sites?

A sub-question emerged during the data collection phase of the study:

c. How was being a part of Eastside a personally transformative experience?

Significance of the Study

Previous studies identify when principals lead school communities in which teacher leadership is developed and collective focus is on learning for all opportunities for students' success and achievement are maximized (Hallinger & Heck, 1998; Wahlstrom et al., 2010). School cultures that value collaboration and shared decision

making optimize learning opportunities for students and staff and contributes to overall school effectiveness (Detert, Schroeder, & Mauriel, 2000; Hallinger & Heck, 1998; Schön, 1983). Schools that are involved in individual and collective reflective practice and inquiry build capacity for improved teaching and student learning (Copland, 2003; Reitzug, West, & Angel, 2008).

Several research studies suggest transformational leader behaviors inspire and optimize the performance of people within an organization (Bass, 1985; Podsakoff, MacKenzie, Moorman, & Fetter, 1990). These include developing a vision, encouraging group goals, establishing high standards, providing for intellectual stimulation, being a role model, and building and sustaining relationships. Marzano, Waters, and McNulty's (2005) meta-analysis of the educational leadership literature confirm that effective leadership behaviors, some of which are clearly transformational in nature, impact student achievement at the school and classroom levels.

Principals in democratic schools embrace collaborative processes involving all community members in making decisions and in solving problems (Beane & Apple, 1995; Sergiovanni, 2001; Wood, 1992). Individual and collective reflective practice and inquiry support generative possibilities in constructivist learning practices in classrooms and school-wide (Klimck et al., 2008; Wood, 1992; Lambert, Walker, Zimmerman, Cooper, Lambert, Gardner, & Slack, 1995). Poplin (1992) suggests that when staff and students inside the school and parents and community members outside the school engage in governance decisions and procedures together a strong sense of community emerges. Equity for all students becomes paramount when making decisions and implementing practices to ensure that inequalities that exist with students

outside the school are not perpetuated inside the school (Poplin, 1992; Reyes et al., 1999; Smith et al., 2001).

Building teaching and leadership capacity in schools is the commitment that individuals and groups make in a learning organization to grow as professionals who are focused on school improvement and on continuous self renewal (Hord, 1997; Sergiovanni, 2001). Principals and teachers know the critical impact they have on students' learning and understand the importance of on-going, job-embedded, focused professional development on their level of expertise. They also understand that empirical evidence supports a positive relationship between staff development and student achievement (AERA Research Points, 2005; Desimore, 2009; Killion, 2002; Wallace, 2009). When principals and teachers collaboratively engage in reflective practice, are committed to personal and collective growth in all aspects of teaching, and understand the positive impact on student learning, opportunities for transformative learning are optimized (Leithwood & Duke, 1999; York-Barr & Duke, 2004).

My study adds to developing teacher leadership scholarship by investigating a cohort of teachers mentored by the same principal who became teacher leaders and then administrators themselves in both PK-12 and higher education settings. A large number of teachers who developed leadership capacities and chose to become administrators (N = 14) and a college professor (N = 1) while being mentored by the same principal has the potential to illuminate the factors and experiences that contribute to building teachers' leadership capacities and how such capacities are then dispersed beyond the school and district site. Findings from this study may illuminate leadership development theory and proffer ways that contemporary learning-centered principals

could mentor teachers to become leaders themselves as well as positively impact teacher and principal attrition.

Definition of Terms

Clinical Supervision – A process, often involving a teacher observation, in which principals work with teachers to improve teaching and learning through the acquisition of a deeper understanding of the teaching-learning process (Nolan & Francis, 1992).

Mentoring – A personal, long-term professional relationship that actively promotes learning, socialization, identity transformation, and coaching within a work environment that deepens over time (Clutterbuck, 1991; Mullen, 2012).

Democratic Learning Communities – Schools where democratic principles and practices are embraced and where students learn about democracy and the democratic way of life (Beane & Apple, 1995; Glickman, Gordon, Ross-Gordon, 2009; Wood, 1992).

Instructional Leadership – Principal leadership behaviors focused on improving teaching and learning at the classroom and school-wide levels (Blasé & Blasé, 1999; Hallinger & Heck, 1998; Lambert, 2002; Sergiovanni, 2001); also referred to as learning-centered leadership, leadership for learning, and a range of related terms.

Leadership Development – Principal leadership behaviors focused on expanding the capacities of teachers to engage effectively in leadership roles and processes, either organizational, instructional, or both (Day, 2001; McCauley & Douglas, 1998).

Leadership Dispersion – School leadership development that results in leadership distribution outside the original school in which the leadership development took place (Fink & Resnick, 2001; Fullan, 2003a; Fullan, 2005).

School Culture – A complex pattern of values, beliefs, norms, and attitudes, some explicit and some not, which support the mission and purpose of the school and are reflected in behaviors and decisions made by the school community (Barth, 2002; Brown, 2004; Deal & Peterson, 1999; Schein, 1990).

Learning Organization – Schools in which adults as well as students are actively engaged in learning and continuous growth (Senge, 1990; Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner, 2000).

Sustainable Leadership – Principals building leadership capacities with teachers through shared leadership that produces continuity of leadership over time and is not disrupted when a change in leadership occurs (Fullan, 2005).

Systems Thinking – The study of formal schooling as nested systems (i.e. SEA, district, school, classroom) which focus on "developing awareness of complexity, interdependencies, change, and leverage" (Senge et al., 2000) to support congruence of organizational vision and purpose with decision making and problem solving structures and processes (Fullan, 2003a; Fullan, 2005).

Transactional Leadership – Leadership initiated by the formal leader in an organization and involves the exchange of valued goods (i.e. economic, political, or psychological) (Burns, 1978; Leithwood, Jantzi, & Steinback, 1999; Prater, 2004).

Transformational Leadership – Leaders who focus on change and relationships, elevating both the leader and followers to higher levels of morale, motivation, and morality (Bass, 1999; Leithwood et al., 1999).

Transformational Learning – Personal meaning attributed to experiences and validated through human interaction resulting in perspectives which are personally examined, questioned, and revised (Mezirow, 1991; Taylor, Cranton, and Associates, 2012).

Assumptions of the Study and Researcher Positionality

1. Constructivist and developmental learning principles are foundational elements of the school culture in which leadership capacities are built.
2. Participants' interview responses accurately illuminate their lived experience as teachers who became administrators and leaders in other settings.
3. This study is carried out by one of the former teachers who was mentored by the central figure and leader developer in the case and who subsequently assumed an administrative position within the district.
4. Shared leadership, collaborative structures and processes, and strong collegial relationships support leadership development of teachers who become administrators and leaders in other settings.
5. A democratic learning community enriched by the arts is a foundational component of the leadership development of teachers who become administrators and leaders in other settings.
6. Individual and collective inquiry and reflective practice are critical to the leadership capacity building of teachers who become administrators and leaders in other settings.
7. Leadership sustainability is made possible by transformational generative leaders building leadership capacity with teachers who become administrators and leaders in other settings.

Limitations of the Study

1. The focus of the study is a 19-year period between 1973 and 1992, and participants are being asked to recall historical details and experiences related to their teaching and work with the principal. All of the participants have changed in multiple ways and capturing the significant memories from this time period may impact the accuracy and veridical nature of self-report data from participants.
2. Generalizing limitations are acknowledged as the study is of one case and of 17 participants situated in a unique historic context and geographic location.
3. Much has changed related to schooling in the 23 years since the principal in the case mentored the teachers who became administrators and leaders in other settings.
4. The amount of data generated from three participant narratives, participant interviews, document analysis, and artifact analysis is quite large and analysis and interpretation by the researcher requires decisions to include and omit some data. Although member checking is included in the data analysis and interpretation phases of the study to maximize credibility, some data may have been omitted that could have informed study findings.

Chapter Two

Literature Review

Chapter Introduction

Schools have been involved in continuous reform initiatives since 1983 when the *National Commission on Excellence in Education* published A Nation at Risk (Gardner, 1983) when our country became concerned about maintaining our superiority in fighting the Cold War (Lambert et al., 1995). *America 2000* (U.S. Department of Education, 1991) morphed into *Goals 2000* (Congress, U. S., 1994) calling for reform to maintain our global economic dominance. More recently, No Child Left Behind (reauthorization of the Elementary and Secondary Education Act of 1965 [Pub. L. 89-10, 79 Stat. 27, 20 U.S.C. ch. 79]) (Bush, 2001) provided a framework to hold all schools accountable for students' achievement in reading and mathematics by establishing performance targets in grade-level groups as well as disaggregated scores by ethnicity, socioeconomic level, English Language Learners (ELL), and special education.

Reform efforts have illuminated the importance of improving school leadership. Hallinger and Heck (1998) reviewed the research from 1980-1995 exploring the relationship between principal leadership and student achievement and found that principals exercise a measurable, though indirect, effect on school effectiveness and student achievement. This indirect effect is statistically significant and supports the belief that principals contribute to school effectiveness and improvement. Wahlstrom et al. (2010) conducted a large-scale, mixed methods study of 43 school districts in nine

states, sampling 180 schools. Using surveys, interviews, classroom observations, and student achievement data, study findings suggest:

> School leadership directly influences school and classroom conditions, as well as teachers themselves, and indirectly influences student learning…leadership is central in addressing and facilitating the work of teaching and learning, as well as managing the influences related to work outside of the school (p. 5).

Wahlstrom et al. (2010) argue that leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. Sergiovanni (2005) posits that every variable that affects student achievement in schools is likely to be affected by leadership. These research findings clearly demonstrate the importance of strong and effective principal leadership in leading school reform and school improvement efforts.

Instructional Leadership

The importance of principals being instructional leaders is supported in the effective schools' literature (Brewer, 1993; Cheng, 1994; Edmonds, 1979; Hallinger & Murphy, 1985; Hoy, Tarter, & Witkoskie, 1992). Heck and Hallinger (1999) found that instructional leaders focus on establishing school goals, aligning curriculum, developing a safe school environment, and supervising classroom instruction. Sergiovanni (2001) identifies eight principles of leadership, with a primary focus on instructional excellence. Instructional leaders focus on "teachers' lesson plans, measurement of student learning, analysis of the results to evaluate instructional efforts, and development of appropriate improvement initiatives" (p. 130) to support achievement for all students. Sergiovanni (2001) suggests that "school leaders must direct efforts toward the core purpose of increasing the ability of all children and preparing students for the future" (p. 128).

Instructional leadership behaviors of principals have been identified by Marzano et al. (2005) as knowledge and involvement in curriculum, instruction, assessment, and monitoring and evaluating the effectiveness and impact of the school's practices on student achievement. Instructional leaders focus on curriculum and instruction (Cuban, 1984; Elmore, 2000; Heck & Hallinger, 1999; Murphy & Hallinger, 1988). They spend time "observing in classrooms, participating in staff development, and providing resources for teachers [that] influences both teacher and student growth as well as overall school improvement" (Walker & Lambert, 1995, p. 7). Barth (1986) identifies supervision of classroom instruction, coordination of the school's curriculum, and monitoring student progress as a focus of instructional leadership.

Principals play a key role in supporting teacher learning (Drago-Severson, 2004). Evidence suggests that an individual teacher can have a significant effect on student achievement (Brophy & Good, 1986; Sanders & Horn, 1994). Darling-Hammond's (2000) research found that teacher quality variables appear to be more strongly related to student achievement than class sizes, overall spending levels, and teacher salaries. Wright et al. (1997) analyzed achievement scores of more than 100,000 students across hundreds of schools and found that the teacher is the single most important factor affecting student learning in the classroom. Darling-Hammond (1997) posits that "the sine qua non of education is whether teachers know how to make complex subjects accessible to diverse learners and can work in partnership with parents and other educators to support children's development" (p. 294). Blasé and Blasé (1999) conducted a qualitative study of 809 teachers investigating their perceptions of principals' instructional leadership and how their principals influenced them. Findings

reveal that talking with teachers to promote reflection and promoting professional growth make up the Reflection-Growth (RG) Model of Instructional Leadership. O'Donnell and White (2005) conducted a quantitative study of 325 middle school educators, comprised of 75 principals and 250 teachers, to investigate instructional leadership behaviors that positively impacted student achievement. Findings were significant in two areas: promoting the school learning climate and defining the school mission. Principals promote the school learning climate when they protect instructional time, maintain high visibility, provide incentives to teachers, promote professional development, and provide incentives for learning. Principals promote defining the school mission when they both frame and communicate school goals.

Empirical research investigating how principals influence student achievement was conducted by Heck, Larsen, and Marcoulides (1990) in which they tested a theoretical causal model. Their sample included 168 teachers and 30 principals who completed the Instructional Activity Questionnaire (Larsen, 1987) measuring the frequency of implementation of 34 instructional leadership behaviors of the principal. Findings reveal that instructional leadership has direct effects on achievement for instructional organization and school climate and has indirect effects for governance through its positive influence on both instructional organization and school climate.

A phenomenological, grounded theory investigation conducted by Reitzug et al. (2008) focused on how principals viewed their practice and how they perceived themselves to have an impact on teaching and learning in the school. Data were collected via in-depth interviews from 20 K-12 principals. Four dominant conceptions of instructional leadership emerged from the data: relational, linear, organic, and

prophetic. Relational instructional leadership is "an indirect theory of instructional leadership" (p. 697). Increased learning and improvement in instruction are accomplished by relationship building versus working directly with the instructional program. Linear instructional leadership focuses on cause and effect structures and processes. Leadership behaviors that focus on standards, curriculum alignment, criterion-referenced tests, and data-driven instruction are characteristic of this form of leadership. Standards-based reform and high-stakes testing accountability drive this instructional leadership focus. Organic instructional leadership is consistent with the constructivist notions of instructional leadership (Darling-Hammond, 1997; Lambert, 2002; Lambert et al., 1995) and developing a supportive environment in which teaching, learning, and their relationship to other practices can be studied and discussed. Prophetic instructional leadership is synonymous with moral leadership and is philosophically rooted in beliefs and purposes that are concerned with educating students to make the world a better place.

Principals as instructional leaders are focused on the core elements of teaching and building teaching and leading capacities of teachers that impact students' learning in all classrooms. Empirical evidence supports the idea that instructional leaders develop a culture in which excellence in teaching is expected and supported and in which everyone understands the importance of their individual and collective contributions to students' achievement. Empirical studies identify the importance of principals modeling reflective practice with teachers and promoting professional development as practices that strongly support a school's learning climate and that build teaching capacities.

Transformational Leadership

Instructional leadership dominated the educational research agenda during the 1980s and continues to do so (Brazer & Bauer, 2013; Knapp, Copland, & Talbert, 2003). Heck and Hallinger (1999) identify the 1990s as the decade of the emergence of transformational leadership as schools began to deal with restructuring. Transformational school leaders develop conditions that support school improvement (i.e. staff development, building collaborative cultures) rather than direct intervention in curriculum and instruction (Heck & Hallinger, 1999; Leithwood & Jantzi, 1990; Leithwood, Jantzi, Silins, & Dart, 1993). Transformational leadership emerged as the model needed by principals to lead schools through reform (Marks & Printy, 2003).

Transformational leadership theory is focused on change and relationships, elevating both the leader and the followers to higher levels of morale, motivation, and morality (Bass, 1999). James Burns (1978) is generally considered to be the founder of modern leadership theory (Marzano et al., 2005). He identified two types of leadership: transactional and transformational. Prater (2004) suggests transactional leadership is initiated by the formal leader in an organization and involves the exchange of valued goods (i.e. economic, political, or psychological).

The transformational model of school leadership was developed by Kenneth Leithwood in 1994 (Marzano et al., 2005). Leithwood (1994) identifies four components of transformational leadership: individual consideration, attention to the needs of individual staff members; intellectual stimulation, thinking of old problems in new ways; inspirational motivation, communicating high expectations for teachers and students; and idealized influence, a principal's personal accomplishments and character

model behavior for teachers. Jantzi and Leithwood (1996) identified six dimensions of transformational leadership: identifying and articulating a vision, fostering the acceptance of group goals, providing individualized support, intellectual stimulation, providing an appropriate model, and high performance expectations.

Transformational leadership focuses on problem solving and collaboration with others supporting improved organizational performance (Hallinger, 1992; Leithwood & Poplin, 1992). Innovation and shaping organizational culture are central to the principal's role in the school (Conley & Goldman, 1994; Leithwood, 1994), and they motivate and inspire others to embrace organizational goals (Marks & Printy, 2003). Hallinger (1992) suggests that transformational school leaders focus on individual and collective understandings, skills, and commitments of teachers.

Leithwood et al. (1999) distinguish nine functions of transformational leadership clustering in three areas:

> Mission centered (developing a widely shared vision for the school, building consensus about school goals and priorities), performance centered (holding high performance expectations, providing individualized support, supplying intellectual stimulation), and culture centered (modeling organizational values, strengthening productive school culture, building collaborative culture and creating structures for participation in school decisions) (p. 375).

Leithwood and Jantzi (2000) conducted a large-scale descriptive survey study seeking to inquire about the effects of transformational leadership practices on organizational conditions and student engagement with school. Convenience samples of 1,762 elementary and junior high teachers and 8,805 students participated in the study. Overall results indicate that transformational leadership has strong, significant direct effects on organizational conditions and weak, but significant, indirect effects on student participation and identification. Effects on student engagement of

transformational leadership practices were substantially weaker than those of family educational culture.

A mixed methods investigation of transformational and instructional leadership collected data from a survey, school visits, interviews, classroom observations of mathematics and social studies instruction, and student assessments in mathematics and social studies (Marks & Printy, 2003). A national search for public schools demonstrating success in reform efforts led to the identification of 24 elementary, middle, and high schools, eight at each level, to participate in the School Restructuring Study (SRS). Most of the schools are urban with high percentages of minority and economically disadvantaged students. Findings reveal that when transformational and shared instructional leadership coexist in an integrated form of leadership, the influence on school performance, measured by the quality of its pedagogy and student achievement, is substantial.

Podsakoff et al. (1990) conducted a large-scale investigation of the impact of transformational leader behaviors on organizational citizenship behaviors and the potential mediating role played by subordinates' trust and satisfaction. The sample included 988 employees of a large petrochemical company who completed a questionnaire to measure six transformational leader behaviors, one transactional leader behavior, trust in their leader, and follower satisfaction. Supervisors completed a questionnaire measuring five organizational citizenship behaviors (i.e. altruism, conscientiousness, sportsmanship, courtesy, civic virtue) (Organ, 1988). Results indicate that transformational leadership influences organizational citizenship behaviors through followers' trust in their leader. Articulating a vision, providing an appropriate

model, fostering acceptance of group goals, and individualized support had positive effects on trust and satisfaction.

Transformational leaders focus on building trusting relationships and collaborative learning cultures, inspiring and motivating excellence in others, and modeling excellence in leadership. Empirical studies suggest that principals who are transformational leaders articulate a vision, collaboratively develop goals supported by the community, and provide individual support for teachers. Studies also suggest a clear focus on adult learning and the importance of intellectual stimulation in the growth and development of principals and teachers in order to provide an optimal learning environment for students.

Distributed Leadership

The 1990s also provided a context for educational researchers to investigate elements of leadership in school settings that had not been previously studied. Hallinger and Heck (1998) identify a focus in the literature on documenting if principals make a difference which reinforced the assumptions that school leadership is synonymous with the principal, ignoring other sources of leadership in schools (Spillane et al., 1999). Teacher leaders often assume leadership roles from a perspective that is distinct from that of positional leaders, and the character and structure of these interactions are vital to understanding leadership practice (Leithwood et al., 1999; Urbanski & Nickoulaou, 1997). Distributed leadership embraces collaborative opportunities for all teachers to be engaged in leadership (Lambert, 1998).

Spillane et al. (1999) introduced the theory of distributed leadership which identifies elements of enacted leadership in schools involving "activities engaged in by

leaders, in interaction with others, in particular contexts around specific tasks" (p. 6). They argue that understanding the *what* of leadership is essential, but that without a rich understanding of *how* leaders go about their work, and *why* leaders do and think what they do, it is difficult to help other school leaders think about and revise their practices. The distributed perspective posits that the thinking and practice of leadership is "stretched over school leaders and the material and symbolic artifacts in the environment" (Spillane et al., 1999, p. 2). Gagliardi (1990) identifies material and symbolic artifacts as language, notational systems, tools of various sorts, and buildings. Timperley's (2005) mixed methods study of seven elementary schools in New Zealand involved in a school improvement initiative supports Spillane et al.'s (1999) finding that leadership is distributed across multiple people and situations. Her research focus is to identify how leadership is enacted when it is distributed and the conditions under which this makes a difference to instructional practice. Although her initial sample included seven schools, valid and reliable data were only available for two schools. Findings reveal congruence between vision and instructional practices, the criticality of actively engaging in professional development, shared leadership among all staff members, the changeability of power relations and boundary spanning between principals and teachers, and the significance of artifacts that promote student achievement. This study identified literacy leaders who acted as boundary spanners between the principal and the teachers and the ways in which the activities they were involved in impacted beliefs and activities within the school.

Four central elements of distributed leadership have been identified by Spillane et al. (1999): leadership tasks and functions, task enactment, social distribution of task

enactment, and situational distribution of task enactment. They posit that the distributed leadership perspective can help leaders identify dimensions of their practice, articulate relations among these dimensions, and think about changing their practice. They also suggest that if expertise is distributed then the school rather than an individual leader may be the most appropriate unit for thinking about the development of leadership expertise! My study investigates the enactment of leadership at the school by the principal and teachers and how this influenced the development of leadership capacities in teachers who chose to become leaders in PK-12 and higher education settings.

Distributed leadership as enacted in multiple types of organizations is a focus of Gronn's (2002) research to better understand the phenomenon. His analysis of 21 qualitative studies was conducted from a wide variety of organizations: business, U.S. and international; government, U.S. and international; medical, U.S. and international; schools, U.S. private and public, international, and universities; religion; arts; and science. Findings reveal two broad meanings of distributed leadership: numerical or additive leadership which is "dispersed rather than concentrated" (p. 3) and leadership as concertive action which is defined as "the demonstrated or presumed structuring influence attributable to organizational members acting in concert" (p. 28). Concertive action is composed of three elements: spontaneous collaboration concerning tasks evident in the interaction and relationships of those engaged in the task, the shared role which emerges when two or more people are involved in close joint work "within an implicit framework of understanding and emergent intuitive understandings" (p. 6), and institutionalizations of structures of working together (i.e. team or committee). These

interpretive conclusions are indicative of Lambert et al. (1995) and the focus on reciprocal interdependency as a basis for constructivist leadership in schools.

Gronn (2002) explores distributed leadership utilizing activity theory (Engestrom, 1999) which emphasizes:

> Jointly performed activity, the centrality of the division of labor, fluidity of relationships, the degrees of freedom open to social actors, and the internal dynamic of the system that enables change as small shifts from the present to one of a number of possibilities (Bennett, Wise, Woods, & Harveny, 2003, p. 16).

Organizations that "capitalize on a range of strengths [support] individuals to strengthen their skills and attributes and aid bonding" (Gronn, 2002, p. 37) as well as build organizational capacity. Distributed leadership is being embraced by organizational leaders because it provides a more effective way of coping with a complex, information-rich society (Bennett et al., 2003).

The focus on comprehensive school reform in contemporary schools is the context in which Camburn, Rowan, and Taylor (2003) investigate distributed leadership in a sample of elementary schools that adopted one of three comprehensive school reform (CSR) models: the Accelerated Schools Project (ASP), America's Choice (AC), and Success for All (SFA). Surveys were sent to 503 school leaders and principals in 114 schools (i.e. 28 ASP schools, 31 AC schools, 29 SFA schools, and 26 comparison sites) with an 81% response rate. Findings reveal that schools serving more disadvantaged students generally have larger administrative staffs as well as more program and subject area coordinators and master/mentor teachers. Researchers found that when CSR model schools are compared to non-CSR schools there are differences in leadership configurations with CSR model schools having larger numbers of leaders focused on developing instructional capacity. Strong associations were found between

leaders' professional learning experiences and their engagement in particular leadership practices. The amount of professional development received by leaders was associated with higher levels of instructional leadership and boundary spanning (i.e. acquisition of resources and the establishment or maintenance of relationships with external constituents). Leaders whose professional learning experiences provided opportunities to reflect on their practice were more likely to provide instructional leadership than other leaders. Spillane et al. (1999) posit that learning leadership conceptualized as distributed practice is enacted by many professionals in a school and is focused on school improvement and building capacities for everyone in the school.

Distributed leadership supports principals and teachers sharing leadership in all areas that impact teaching and learning in a school. Shared leadership provides critical experiences for teachers to build leadership capacities and be actively engaged in collaborative decision-making and problem-solving. Constructivist leaders share leadership and support development of reciprocal interdependency which created synchronicity in school improvement efforts that support the vision and mission of the school.

Democratic Learning Communities

Schools are in the learning business (Killion, 2002), and when schools are organized as learning communities, they focus on "the common good, provide students with a safe harbor in a stormy sea, build relationships, enhance responsibility, and support learning" (Sergiovanni, 2001, p. xi). Teachers in schools who are members of learning communities understand that the best learning opportunities for students are provided by an exemplary teacher in every classroom (Wright et al., 1997). This

requires constant and continuous learning by all staff and a focus on shared vision and goals (Sergiovanni, 2005). The leader becomes an active partner in learning with all staff, provides resources and opportunities for staff to learn together, and creates disequilibration when necessary to move collective learning forward (Camburn et al., 2003; Cate, Vaughn, & O'Hair, 2006; Lambert et al., 1995; Marks & Printy, 2003). All members are researchers who engage in formal, recurring cycles of instruction, assessment, and adjustment of instruction (Joyce & Showers, 2002; Webb & McCarthy, 1998).

When learning communities embrace democratic principles and practices, schools are where students learn about democracy and where they "[are] empower[ed] to become members of the public, to participate, and [to] play articulate roles in the public space" (Greene, 1985, p. 4). Many believe that schools have a "moral obligation to introduce [students] to the democratic way of life" (Beane & Apple, 1995, p. 6). For students to contribute productively as adults in the communities where they live, formative learning experiences are required in school.

John Dewey, Ella Flagg Young, and colleagues created learning experiences at the Lab School that built on the scientific method and on children's natural instincts and tendencies (Mayhew & Edwards, 2008; Webb & McCarthy, 1998). The school was viewed as a bridge between home and the community with school experiences designed to be an extension of what is learned in the home and skills learned to be contributions in the community (Dworkin, 1959; Mayhew & Edwards, 2008; Webb & McCarthy, 1998). The concept of community is central to how the school was organized and students learned occupations and ways of working with others in socially cooperative

ways (Dworkin, 1959; Mayhew & Edwards, 2008). Mayhew and Edwards (2008) suggest that coeducation of teachers, children, and parents is the result of this type of generative learning environment.

Children's natural springs for action or native impulses are identified by Dewey as expression, communication, construction, investigation, and educative growth depends upon their use and exercise (Mayhew & Edwards, 2008). Satisfying these natural curiosities require opportunities to "mess around" (Dworkin, 1959, p. 55) through observation and investigation of the world that surrounds them in socially directed contexts. Teachers at the Lab School understood that stimulating their students' natural curiosities would result in the continuing development of human beings in knowledge, understanding, and character (Mayhew & Edwards, 2008).

The arts were an integral component of children's experiences at the Lab School (Eisner, 2002). They provide unique avenues of expressing what it means to be human and to experience life with intense feelings and deep emotions (Eisner, 2002). The arts nurture and support development of imaginative, creative, and perceptive potentials. They provide a ground for questioning that launches sense-making and the understanding of what it is to exist in a world (Greene, 1978). In the Lab School, opportunities to explore the arts provided an aesthetic context to explore voice and vantage point and to create a school where the child *lives* (Dworkin, 1959).

Beane and Apple (1995) identify seven central concerns of democratic schools: the open flow of ideas; faith in the individual and collective capacity of people to create possibilities for solving problems; use of critical reflection and analysis to evaluate ideas, problems, and policies; concern for the welfare of others and the common good;

concern for the dignity and rights of all people; an understanding that democracy includes a set of values that we must live by and that must guide others; and the organization of social institutions to promote and extend the democratic way of life. In schools where democratic structures and processes are in place, students and teachers are engaged in shared decision making, collaborative problem-solving, reflective inquiry, and value diverse opinions and ideas (Cate et al., 2006; Parker, 2006). The value of individual and collective voice is critical to the open sharing of ideas and contributing to the good of the school and to everyone in it. Students become active participants with adults in the schooling experience (Beane & Apple, 1995).

Central Park East Secondary School, an alternative high school in New York City started in 1985, embraces democratic principles and practices (Meier & Schwarz, 1995). A fundamental aim at Central Park is to teach students to "use their minds well [and to] prepare them for a well-lived life that is productive, socially useful, and personally satisfying" (Meier & Schwarz, 1995, p. 26). Central tenets of the school are academic rigor and focus on a limited number of centrally important subjects by an approach that "emphasizes learning how to learn, how to reason, and how to investigate complex issues that require collaboration and personal responsibility" (Meier & Schwarz, 1995, p. 27). The school embraces four principles from the Coalition of Essential Schools (CES), a national organization founded by Ted Sizer: less is more, personalization, goal setting, and student as worker. Teachers and students work collaboratively to generate engaging authentic topics for students to work on for long periods of time, and individual and collective inquiry is modeled and valued. Students participate in multi-age groups where students who are considered experts demonstrate

what they know and understand while less experienced students watch and then proceed at their own pace (Meier & Schwarz, 1995).

Community service is a foundational element of students' experiences at Central Park (Meier & Schwarz, 1995). Students are involved in community service placements for three hours per week and work with community agencies in order to learn the importance of positively contributing to the larger community. When students are performing community service, the faculty meets in collaborative groups for planning, professional development, reflective inquiry, or other processes identified in their continuous improvement efforts. Seniors complete graduation portfolios which are evaluated by a graduation committee composed of two faculty members, an adult chosen by the student, and another student. Successful graduation requires that students' portfolios pass the evaluation of the graduation committee.

Decision-making and problem-solving are collaborative processes that include school staff, parents, students, and other community members. Meetings are open to everyone and all ideas are considered. Shared governance provides all community members with opportunities to actively participate in democratic processes both inside and outside the school (Beane & Apple, 1995; Cate et al., 2006; Webb & McCarthy, 1998).

Democratic learning communities provide experiential opportunities for both adults and students to become actively engaged in the tenets of democracy and the democratic way of life. Principals and teachers are engaged in shared decision-making, collaborative problem-solving, reflective inquiry, and valuing diverse opinions and ideas. Individual and collective voice is critical to the open sharing of ideas and

contributing to the good of the school and to everyone in the school. All members of the school community are actively engaged in the schooling enterprise, which creates a strong bond that supports the growth and development of everyone.

School Culture

The culture of an organization is evident in what Deal and Kennedy (1982) identify as "the way we do business around here" (p. 4). Deal and Peterson (1999) posit that culture permeates everything: "the way people act, how they dress, what they talk about or avoid talking about, whether they seek out colleagues for help or don't, and how teachers feel about their work and their students" (p. 2). What happens day to day in an organization may reflect the underlying foundations of beliefs, values, purpose, norms, and assumptions of the organization as a whole and the individuals within it. Often, it does not. Congruence of the underlying foundations and day-to-day operations or a lack of congruence presents opportunities for realignment efforts to close the gap between the two (Barth, 2002).

Deal and Peterson (1999) indicate that rituals, traditions, and ceremonies of schools symbolize what is important, what is valued, and what is significant. They also identify historical elements as important to understanding a school's culture: leadership; crises and controversies; people, personalities, and relationships; birth, death, and renewal; changes, modifications, and adjustments; and how schools face their history. A school's historical narrative "stands the test of time" (p. 53) and can provide "comic relief [and] poignant testimony to core values and deep beliefs" (p. 53).

Schools that have collaboratively identified ways to support developing students' intellectual, social, cultural, and civic needs provide a culture of teaching and

learning that is generative and empowering (Sergiovanni, 2001). Intellectual capital is developed in schools where "there is a strong and clear commitment to student achievement as evidenced by rigorous academic work, teachers' personal concern for student success, and the expectations that students will work hard" (p. 78). Social capital is developed through the "norms, obligations, and trusts that are generated by caring relationships among people in a school" (p. 78), and students have the support that they need for learning. Cultural capital is developed when students learn about, experience, and come to appreciate aspects of the cultural group with which they identify and aspects of other groups representative of the culture in which they live (Lareau, 1987). Developing civic capital requires that students have opportunities to learn about their school and local, state, and national communities and to learn ways to contribute to them in socially responsible ways (Epstein, Coates, Salinas, Sanders, & Simon, 1997).

Positive school cultures build and support teacher leadership development by involving teachers and principals in collaborative problem-solving, decision-making, and reflective practice and inquiry (Deal & Peterson, 1999). Relationships between and among all stakeholders are valued, appreciated, and developed, and individual and collective voices are embraced in all aspects of school operations. A school's vision and mission have been collaboratively developed, and explicit short and long-term goals are written to operationalize organizational direction (Brown, 2004). Teamwork is encouraged and expected, with stakeholders' strengths and contributions being celebrated. Drago-Severson (2004) also provides evidence that positive school cultures help to manage change and to foster diversity.

Twelve norms of school culture that support school improvement are identified by Saphier and King (1985): collegiality; experimentation; high expectations; trust and confidence; tangible support; reaching out to the knowledge bases; appreciation and recognition; caring, celebration, and humor; involvement in decision making; protection of what's important; traditions; and honest, open communication. If these pro-social norms are strong, supported by principals and teachers, and observable in what happens in a school, improvement efforts are likely to have a lasting impact. If these norms are weak and not able to be observed in what happens in a school, or if the culture is toxic, faculty support is often limited which results in diminished school improvement results.

A positive, collaborative culture where relationships between all staff members are valued and appreciated inside the school optimizes conditions for building strong partnerships with students, parents, and community members (Epstein et al., 1997). When school staff members are welcoming to people outside the school, when they treat them with respect, and when interactions among school staff are positive, people feel valued and often choose to become involved in projects and activities inside the school. When school staffs are unwelcoming and disrespectful and when people outside the school have negative experiences, they most likely will choose to be absent and not participate inside the school (Pushor & Ruitenberg, 2005).

Schein (1985) uncovers three levels of organizational culture that contribute to what is visible by others. At the surface, *artifacts* are visible structures and processes that are observed in the way business is conducted. What a person sees, hears, and feels when people within the organization are interacting with each other comprises the surface level of organizational culture. The middle level, referred to as *espoused*

values, includes what is explicitly stated as values, goals, and philosophies of the organization. School vision and mission statements are included in this level of organizational culture. These values would also be stated by organizational members as the rationale for decision-making and problem-solving. The core level, referred to as *basic underlying assumptions*, is taken-for-granted beliefs, thoughts, and feelings that guide behavior and support how group members perceive, think, and feel about the daily functioning of the organization.

The congruence of all three levels of organizational culture results in basic assumptions being reflected in espoused values and in observable artifacts. Problems often arise when situations come up that challenge the basic assumptions understood by those inside the organization who are not inclined to reexamine these basic foundational elements of their culture (Schein, 1985). This lack of congruence inside the three organizational levels is not conducive to building positive and empowering relationships with parents and community members outside the organization.

Considerable evidence suggests that school culture explains a large amount of variation in school effectiveness (Barth, 2002; Fullan, 2003b). Hoy and Hannum (1997) conducted a quantitative study investigating the relationship between aspects of school culture and student achievement in middle schools. Teachers from 86 middle schools completed a 45-item survey on six dimensions of organizational health (e.g. academic emphasis, teacher affiliation, collegial leadership, resource support, principal influence, and institutional integrity). Findings reveal that teacher affiliation, resource support, academic emphasis and institutional integrity all make significant contributions to aspects of student achievement independent of students' SES. Denison and Mishra

(1995) developed a model of organizational culture and effectiveness from a mixed methods study of five different types of businesses. Case studies of the five businesses identified involvement, consistency, adaptability, and mission as organizational traits that are linked to effectiveness. In a follow-up quantitative study, CEOs from 764 organizations were surveyed about their perceptions of these four traits and their respective relation to effectiveness. Findings reveal that two traits, involvement and adaptability, are indicators of flexibility, openness, and responsiveness and that they strongly predict growth. Consistency and mission are indicators of integration, direction, and vision and are better predictors of profitability. Each of the four traits is a significant predictor of quality, employee satisfaction, and overall performance.

Improvement initiatives in schools characterized by weak and isolated cultures have not been effective, whereas, schools characterized by strong, collaborative cultures have been much more successful in implementing school reforms. Barth (2002) identifies "the most important – and the most difficult – job of an instructional leader is to change the prevailing culture of a school" (p. 6) because of the power it has to shape professional learning of staff and to improve student achievement. Fullan (2003b) wholeheartedly supports the significant impact of culture on teaching and student learning and has been investigating since 1990 "how we get high-quality cultures in schools on a large scale" (p. 56). Deal and Peterson (1999) posit that "restructuring or setting new standards will not achieve the level of success that reformers hope for without reculturing schools and classrooms" (p. 30). Reculturing schools and classrooms by "creat[ing] a sense of community where each student [realizes] his or her potential, where each student has promise, [and] where each student [can become] a

greater American" (p. 30) will more likely result in school improvement efforts being successful.

School culture permeates everything that happens in a school (Deal & Peterson, 1999) and reflects foundational beliefs, values, purposes, norms, and assumptions of the organization. Cultures that support developing students' intellectual, social, cultural, and civic capacities provide teaching and learning opportunities that are generative and empowering (Sergiovanni, 2001). Positive collaborative cultures where relationships between all staff members are valued and appreciated inside the school optimizes conditions for building strong partnerships with students, parents, and community members (Epstein et al., 1997). Empirical evidence suggests that positive school cultures significantly impact achievement of school improvement initiatives and school reform efforts.

Building Capacity

Schools are in the learning business (Killion, 2002) when a school-wide focus is on both student and adult learning (Lambert, 1998). York-Barr and Duke (2004) identify school culture, roles and relationships, and structures as conditions that influence teacher leadership. School cultures that value collaboration and shared decision-making optimize learning opportunities for students and staff and contribute to the overall effectiveness of a school (Detert et al., 2002; Hallinger & Heck, 1998; Katzenmeyer & Moller, 2009; Schön, 1983). Schools that are involved in individual and collective reflective practice and inquiry build capacity for improved teaching and student learning (Copland, 2003; Katzenmeyer & Moller, 2009; Reitzug et al., 2008). Constructivist perspectives structure learning opportunities school-wide, which is a

critical foundation to building individual and collective capacity with students and teachers (Klimek et al., 2008; Lambert et al., 1995).

Bureaucratic structures and procedures that reinforce top-down, hierarchical authority and power are replaced by enabling structures which require participation and collaboration and by enabling procedures which "invite dialogue, view problems as opportunities, foster trust, value differences, capitalize on and learn from mistakes, and delight in the unexpected" (Hoy & Sweetland, 2001, p. 298). Creating a school culture and conditions where students and teachers experience full participation in leading and learning require that both enabling structures and enabling processes to be in place. This also provides the vehicle for authority and power to be shared across multiple organizational levels (Leithwood et al., 1999; York-Barr & Duke, 2004). Part of formal leadership's role within such a context is to effectively buffer the bureaucratic, top-down pressures from district, state, and federal policy directives and mandates so that communal and constructivist processes at the school site can develop and prosper (Elmore, 2000; Fink & Resnick, 2001; Lampert, Boerts, & Graziani, 2011).

Principals build individual and collective capacities with teachers through mentoring and coaching. Mullen (2012) suggests that mentoring is a "personal, long-term professional relationship that deepens over time" (p. 7). Mentors "foster critically supportive, nurturing relationships that actively promote learning, socialization, and identify transformation within their work environments" (p. 7). In contrast, coaching is "a structured one-to-one learning relationship between coach and coachee aimed at developing competence and improving performance in the coachee" (Wisker, Exley, Antoniou, & Ridley, 2008, p. 21). The National Framework for Mentoring and

Coaching (CUREE, 2005) posits that mentoring supports induction and career transition while coaching supports knowledge creation. Mentoring is a learning relationship which includes coaching but also includes broader support in the form of counseling, career development, and access to wider learning opportunities (Clutterbuck, 1991; Fink & Resnick, 2001).

Building capacities of teachers requires a culture in which principals and teachers are engaged in transformational learning. Drago-Severson (2004) posits that transformational learning constitutes a "qualitative shift in *how* a person organizes, understands, and actively makes sense of his or her experience" (p. 17). Transformational learning is based on Kegan's (2000) constructive-developmental theory made up of two key components: people construct or actively make sense of the reality in which they live and people can change over time with developmentally appropriate supports and challenges. Drago-Severson (2004) identifies three different ways of knowing that are most common for adults: instrumental, socializing, and self-authoring. Instrumental ways of knowing are focused on rules and the notion that there are right and wrong ways of doing things. They are not able to embrace others' perspectives or ways of thinking in their decision-making, problem solving, and communication. Socializing ways of knowing embrace group identity and the importance of the group working together in cooperative and collaborative ways. They embrace others' perspectives and take responsibility for others' feelings and acknowledge others' ways of thinking in their decision making, problem solving, and communication. Self-authoring ways of knowing embrace cooperative and collaborative opportunities to work with others to achieve common goals and recognize

that there are multiple ways to achieve them. Individual voices are a critical element of all organizational decisions, and differences are celebrated. Others' perspectives are embraced as essential to cooperative and collaborative organizational relationships. Leithwood's (1992) stage model of adult development supports Drago-Severson's (2004) ways of knowing with similar recommendations for principals in mentoring and coaching teachers.

Additionally, Drago-Severson (2004) posits four pillars of practice that support adult learning in schools: mentoring and coaching teachers differently based on where they are in developing leadership skills and instructional expertise, establishing teams, providing leadership roles for teachers, and promoting collegial inquiry. Empirical support for Kegan's (2000) constructive-developmental theory and Drago-Severson's (2004) pillars of practice is found in a four-year study conducted by a team of researchers at the University of Nottingham investigating factors contributing to variations in teachers' development at different phases in their careers. The Variations in Teachers' Work, Lives and Effectiveness (VITAE) Project (Day et al., 2007) involved 300 teachers in 100 primary and secondary schools (i.e. 54% urban, 15% suburban, 31% rural) in seven local authorities. Quantitative data were collected using a survey, and qualitative data were collected by interviews with teachers and school leaders. Factor analysis of quantitative data produced statistically-based clustering of item responses into concepts/themes, and thematic analysis of qualitative data produced discrete conceptual categories for comparison. Professional life phases, identity, and commitment were themes that emerged from the data. Study findings reveal that there are significant variations in both teachers' perceived and relative effectiveness across

six professional life phases (0-3 years, 4-7 years, 8-15 years, 16-23 years, 24-30 years, 31+ years), and teachers' capacities to sustain their effectiveness in different phases of their professional lives are affected positively and negatively by their sense of professional identity. Teachers' sense of identity is a major contributing factor in teachers' commitment and resilience and is affected positively or negatively by different degrees of tension experienced between their own educational ideals and aspirations, personal life experiences, the leadership and cultures in their schools, pupils' behavior and relationships, and the impact of external policies on their work. Findings also reveal that the quality of leadership at school and department levels, relationships with colleagues, and personal support are key influencing factors on a teacher's motivation, commitment, quality retention, and developing leadership capacity.

Principals who successfully build capacity with teachers must focus their efforts in a variety of areas. Katzenmeyer and Katzenmeyer (2005) identify seven dimensions of teacher leadership which are critical when principals mentor and coach teachers: developmental focus, collegiality, participation, open communication, autonomy, recognition, and positive environment. Lambert's (1998) Leadership Capacity Matrix suggests five critical features of developing high leadership capacity in a school: broad-based, skillful participation in the work of leadership; inquiry-based use of information to inform shared decisions and practice; roles and responsibilities that reflect broad involvement and collaboration; reflective practice and innovation as the norm; and high student achievement.

Katzenmeyer and Katzenmeyer (2005), Drago-Severson (2004), and Lambert (1998) illuminate perspectives and experiences that are critical to mentor and coach teachers successfully. A developmental focus and collegiality are identified by both Katzenmeyer and Katzenmeyer (2005) and Drago-Severson (2004), and collaborative processes and shared leadership are identified by both Drago-Severson (2004) and Lambert (1998). Strong cultural norms (Saphier & King, 1985) are important to creating a learning environment in which adults are supported in building capacities (Katzenmeyer & Katzenmeyer, 2005), and Lambert (1998) identifies reflective practice as critical in developing a strong foundation in teaching and learning. All elements identified by these researchers support a comprehensive context in which principals and teachers are engaged in building leadership capacities through coaching and mentoring.

Building individual and collective capacity of teachers in order to provide the best possible learning environment in every classroom requires constant and continuous learning by staff (Hord, 1997). Learning opportunities for teachers and principals often include professional development, which is essential to improvement in classroom teaching and school effectiveness. Teachers identify that they are attracted to professional development because of their "belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students" (Guskey, 2002, p. 382). Garet, Porter, Desimone, Birman, and Yoon (2001) conducted a study of teachers' perceptions of professional development activities. A national probability sample of 1,027 mathematics and science teachers reported that professional development activities that focus on content knowledge, provide opportunities for active learning, and support coherence with other learning activities have positive

effects on teachers' knowledge and skills and changes in classroom practice. Structural features that impacted teachers' learning were the form of the activity (e.g. workshop or study group); collective participation of teachers from the same school, grade, or subject; and the duration of the activity.

Unfortunately, the current system of professional development often delivered in "drive-by staff development" (Joyner, 2000, p. 385) is inadequate to change teachers' classroom practice. Mack (2000) identifies that schools often hold professional development days where several topics are presented on the same day with no time for teachers to process what they are learning with their colleagues. Relevance, connecting new learning experientially to what is already known, and "being honored as adult learners" (Mack, 2000, p. 383) are critical elements of effective professional development.

Research findings reported by Newmann and Wahlage (1995) conducted by the Center on Organization and Restructuring of Schools (CORS) from 1990-1995 found that staff development can enhance teachers learning to practice more authentic pedagogy to promote high intellectual quality learning for students. Birman, Desimone, Porter, and Garet (2000) found that effective staff development should focus on "deepening teachers' *content knowledge* and knowledge of how students learn particular content, on providing opportunities for *active learning* and on encouraging *coherence* in teachers' professional development experiences" (p. 32). Newmann et al. (2000) posit that professional development should address five aspects of school capacity: teachers' knowledge, skills, and dispositions; professional community; program coherence; technical resources; and principal leadership. Comprehensive professional development

was most strongly related to the school's initial level of capacity and principal leadership, less related to per teacher funding, and least related to external assistance and district/state policy. The intentional and morally-imbued nature of the aforementioned practices is evident in formal leadership's commitment to a continuous learning ethic (Frick, Polizzi, & Frick, 2009). These studies illuminate the importance of principals and teachers intentionality and commitment to continuous learning and to the development of teachers' capacities optimizing successful learning opportunities for all students.

Schools that experience success by embedding professional development in school improvement areas know the critical impact that they have on students' learning and understand the importance of on-going, focused professional development on their level of expertise, and share a commitment to their vision (Hord, 1997; Lieberman & Miller, 2001). They understand that the "relationship between staff development and student achievement is correlational, not causal" (Killion, 2002, p. 22), and they have experienced the empowering effect of working as a professional learning community to achieve learning gains for their students (Smylie & Hart, 1999).

Professional development of teachers is a critical link to students' success and Shulman (1987) suggests that teachers need three critical areas of knowledge: content knowledge, a deep understanding of their discipline; pedagogical knowledge, how to teach; and pedagogical-content knowledge, specific content teaching strategies. Effective professional development must be coherent and sustained over time and must be focused on student learning, student engagement, higher-order thinking, and learning community building (Wenglinski, 2000).

Leaders in high achieving schools participate in, support, and encourage teachers' new learning by allocating time, resources, and expertise (Copland, 2003; Corcoran, 1995). Principals and teachers constantly and continually reflect on the impact of their learning on students' performance and are willing to make adjustments in resources when student data indicates that a change is needed. When new learning is needed to address an emerging goal area, teachers collaboratively identify research-based professional development to meet the new need, and they are provided with time and resources (Guskey, 2002).

Constructivist perspectives support building individual and collective capacities with principals and teachers in a culture where they are engaged in transformational learning. Empirical studies identify developmental focus, collegiality, collaborative processes, shared leadership, strong cultural norms, and reflective practice as important elements of a comprehensive context in which principals and teachers are engaged in building leadership capacities through coaching and mentoring. Empirical findings also support the importance of continuous learning, often through professional development, which is essential to improvement in teaching and school effectiveness.

Learning Organizations

A dynamic global economy has created the need to study organizational effectiveness from a systems perspective. Scientific research began to require that scientists examine phenomena in different ways than established empirical protocols which results in focusing on systems and the "relationships that exist among seemingly discrete parts" (Wheatley, 1994, p. 9). New understandings have emerged from quantum and chaos theories that are requiring organizational theorists to conduct their

empirical investigations by utilizing new tools while also generating new interpretations (Wheatley, 1994).

Learning organizations are defined by Senge (1990) as:

> Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together (p. 3).

Schools identified as learning organizations require "involving everyone in the system in expressing their aspirations, building their awareness, and developing their capacities together" (Senge et al., 2000, p. 5). They "continually expand capacity to create the future (Senge, 1990, p. 14). A systems perspective requires the understanding that schools are composed of three nested systems: the classroom, the school, and the community; changes must take place at all three levels for the changes to make a difference (Senge et al., 2000).

Senge's (1990) framework of a learning organization consists of five disciplines: personal mastery, mental models, shared vision, team learning, and systems thinking. Personal mastery is the process of constantly and continuously focusing on what you want and is considered to be your personal vision. This involves holding creative tension between your personal vision and current reality which brings out the capacity for perseverance and patience. "Developing a more systemic worldview, learning how to reflect on tacit assumptions, expressing one's vision and listening to others' visions, and joint inquiry into different people's views of current reality" (Senge, 1990, p. 162) support development of personal mastery as well as organizational capacity for learning.

Mental models are "deeply held images of how the world works" (Senge, 1990, p. 163) embodied in personal images, assumptions, and stories. Mental models are formed by our past experiences and reflect our existing knowledge. They are typically very simplistic representations of much more complex phenomena and events (Klimek et al., 2008). Mental models shape how a person acts and are congruent with her or his theories-in-use versus her or his espoused theories (Argyris & Schön, 1974). Developing capacity with mental models requires reflective inquiry and a willingness to engage in critical analysis of personal images, assumptions, and stories with colleagues. It also requires a willingness to analyze generalizations and advocacy positions.

Shared vision involves all organizational members who understand and are engaged in supporting the values, beliefs, and purposes of the organization (Senge, 1990). Members are willing to do whatever it takes to achieve the organization's vision. Shared vision creates energy and passion and fosters risk taking and experimentation. The hallmark of a learning organization is a relentless willingness to examine what is currently happening in light of shared vision.

Team learning is the process of aligning and developing the capacity of a team to create the results its members truly desire (Senge, 1990). Team learning has three critical dimensions: insightful thinking about complex issues; innovative, coordinated action; and embedding practices and skills of team learning throughout the organization. Collaborative structures of dialogue, discussion, and deep listening are utilized at a high level within and across teams.

Systems thinking is identified as "the ability to understand (and sometimes to predict) interactions and relationships in complex, dynamic systems" (Senge et al.,

2000, p. 239). Systems thinking is supported by structures and processes that focus on continuous incremental improvement, organization learning, and feedback loops. It requires organizational members to see the whole school as a complex organization with many interdependent components. Systems thinking supports continuous improvement and change initiatives.

Leadership in today's schools must focus on relationships and interdependencies within an organization and work from a mental model of organizations as systems (Klimek et al., 2008). Generative leaders recognize and tap the collective intelligence and energy within an organization to generate productive growth and effective solutions. Emphasis is placed on continuous experimentation, systematic thinking, and a willingness to creatively explore the limits of an issue and to think creatively outside of these limits.

Open systems theorists posit change and continuity, nonlinear and linear relationships, chaos and order, and systems breakdown and transformation as characteristics of the evolution of organizations (Farazmand, 2003). Wheatley (1994) identifies these types of organizations as self-organizing and states that they are characterized by the ability to

> Generate capacity to organize and govern themselves, and by doing so produce inner forces of change that generate energy and other forms of structures and entities capable of self-organization. Self-organization also means self-governance, self-control, and self-regulation (Farazmand, 2003, p. 354).

They must learn to adapt, to be creative, and to co-exist with the environment. When schools become learning organizations, they embrace the essential elements of self-organization and have developed the capacity to adapt in creative ways to the environment in which they co-exist. Schein (1985) posits:

> In a world of turbulent change, organizations have to learn faster, which calls for a learning culture that functions as a perpetual learning system…organizational leadership plays a key strategic role in creating, sustaining, and managing such [a] culture of learning…which feeds back to shape the leader's own assumptions (p. 372).

Embedded constructivist and democratic practices in learning organizations are the foundation upon which these organizations thrive and grow and support sustainability, adapting successfully to the changing environment which surrounds them.

A qualitative exploratory phenomenological study of six leaders in organizations during periods of change and turmoil was conducted using interviews and observations (Gonzales, 2011). Findings reveal that leaders who embrace change, collaborate, communicate effectively, think globally, develop others, manage courageously, and engage in reflection were more successful in leading their organizations. Additional findings suggest that, during periods of change, leaders who engage in strategies and activities that support transparency, dialogue, accountability, and inclusivity and who appreciate the value of networking, willpower, flexibility, and creative chaos are able to lead their organizations successfully during these periods.

Contemporary schools that identify themselves as communities of practice (Wenger, 1998), communities of responsibilities (Sergiovanni, 2001), and professional learning communities (DuFour, DuFour, Eaker, & Karhanek, 2004) most likely embrace the essential elements of learning organizations. Communities of practice embrace constructivist learning where all members of a community engage and contribute to the practices of their communities. The focus of the community is on refining practice and building capabilities that support mutual engagement and sense-making. Wenger (1998) identified communities of practice as "shared histories of learning" (p. 86) where learning is the lived experience of negotiated meaning between

and among community members. An organization's ability to deepen and renew its learning depends on fostering "the formation, development, and transformation of communities of practice" (Wenger, 1998, p. 253).

Communities of responsibilities (Sergiovanni, 2001) also embrace constructivist learning principles but add a moral dimension to the enactment of learning in schools. Similar to communities of practice where all community members share ideas, values, beliefs, and strong relationships, communities of responsibilities share a moral commitment to care for and to nurture community members. Students in schools that embrace a moral commitment experience "high levels of caring, civility, and cooperative learning" (Sergiovanni, 2001, p. 66). Teachers and principals engaged in the schooling enterprise in communities of responsibilities work to achieve high levels of "pedagogical thoughtfulness, developing relationships characterized by caring and civility, and achieving increases in the quality of student performance" (Sergiovanni, 2001, p. 78).

Professional learning communities (PLCs) embrace many of the tenets of both communities of practice and communities of responsibilities. DuFour et al. (2004) identify six essential elements of PLCs: shared mission, vision, values, and goals; collaborative teams; collective inquiry; action orientation and experimentation; continuous improvement; and results orientation. Hord (1997) also identifies shared leadership, physical conditions, and human capacities as essential elements of PLCs. DuFour and Eaker (1998) assert that "the *most promising strategy* for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community" (p. xi).

A synthesis of school restructuring research conducted by the Center on Organization and Restructuring of Schools (CORS) from 1990 to1995 published by Newmann and Wahlage (1995) identifies strengthening professional community as one of three kinds of support that positively impact student learning. Student learning is also positively impacted by teachers practicing authentic pedagogy and support from external agencies and parents. Additionally, six conditions within the school can enhance the professional community needed to promote learning of high intellectual quality: shared governance, independent work structures, staff development, deregulation, small school size, and parent involvement.

A mixed methods investigation of professional community in restructuring schools conducted by Louis, Marks, and Kruse (1996) also used data from research conducted by CORS from 1990 to 1995. In their two-stage research design, surveys were administered to teachers in 24 schools (i.e. eight elementary schools, eight middle schools, and eight high schools) selected from a national search of schools that had made substantial progress in restructuring. Surveys were received from 910 teachers and were analyzed using hierarchical linear modeling (HLM). Findings reveal that structural conditions (e.g. lower staffing complexity, scheduled common planning time, and empowerment of teachers) proved important supports to professional community in schools. Human and social resources (e.g. administrative support, respect from colleagues and community, openness to innovation among staff, and focused professional development) were also facilitative. Professional community contributed strongly to responsibility for student learning. Phase two involved case studies of the 24 schools collecting data in the fall and spring of one school year for the purpose of

observing instruction in mathematics and social studies classrooms; interviewing 25-35 teachers, administrators, and other stakeholders; observations in faculty, governance council, and other group meetings; and collecting artifacts. Both phases of the study support the finding that school-wide professional community exists and varies considerably between schools. Findings also suggest that developing school-wide professional community in comprehensive high schools may be more difficult than in elementary and middle schools. Additionally, teachers' working conditions (i.e. individual job satisfaction and school level of professional community) are a primary factor associated with responsibility for student learning.

Learning organizations embrace systems thinking as critical to understanding the dynamic, multifaceted context in which teaching and learning are enacted in a school. Leaders must focus on relationships and interdependencies within an organization to create a synergistic culture in which individual and collective expertise and energy generate growth and development. Theoretical and empirical literatures have contributed significantly to building common understandings of a systems perspective and make a strong case for the importance of this perspective being embraced in leading contemporary schools.

Leadership Dispersion

Developing sustainable leadership for large-scale dispersion requires building leadership capacities at the classroom, school, district, and system levels in order to successfully scale up the standards-based reform and school improvement efforts that are in various stages of implementation across the United States. Fullan (2005) defines sustainability as "the capacity of a system to engage in the complexities of continuous

improvement consistent with deep values of human purpose" (p. ix). Elmore (2000) identifies standards-based reform as a "fundamental shift in the relationship between policy and institutional practice" (p. 4), and schools and school leaders are being asked to do something "they don't know how to do and have had no occasion to learn in the course of their careers" (p. 2). Sarason (1982) posits that being a classroom teacher is not very good preparation for becoming an effective principal because of the limited scope of their experiences in, most often, very few schools. Moreover, there is strong theoretical and empirical evidence to suggest that principal preparation programs are not preparing principals for the complex and demanding jobs they face (Farkas, Johnson, & Duffett, 2003; Hess & Kelly, 2007; Murphy, 2002). Lashway (2003) suggests that leaders need a "seamless continuum of professional training through [their] careers" (p. 3) in order to build continuous capacity focused on improvement of instruction and school improvement.

Large scale improvement of instruction is identified by Elmore (2000) as the answer to meet the demands of standards-based reform. This will require dramatic changes in the ways schools educate children and the ways school leaders lead schools. The environment in which these dramatic changes can be accomplished is one where schools are redesigned so that both children and adults learn (Elmore, 2000).

Building leadership capacity with all teachers in a school requires that school leaders "[have] capacity to build capacity" (Fullan, 2003a, p. 7). Spillane, Diamond, and Jita (2003) posit that leadership must be "stretched over" (p. 535) everyone in a school for the purpose of "identification, acquisition, allocation, coordination, and use of social, material, and cultural resources necessary to establish the conditions for the

possibility of innovation in teaching and learning" (p. 535). When schools are organized as learning communities, everyone is involved in "expressing their aspirations, building their awareness, and developing their capacities together" (Senge et al., 2000, p. 5). Teachers in learning communities also understand that the best learning opportunities for students are provided by an exemplary teacher in every class (Wright et al., 1997) which requires constant and continuous learning by staff focused on shared vision and goals (Sergiovanni, 2005).

School culture, roles and relationships, and structures are identified by York-Barr and Duke (2004) as conditions that influence teacher leadership. School cultures that value collaboration and shared decision-making optimize learning opportunities for students and staff and contribute to overall school effectiveness (Hallinger & Heck, 1998; Katzenmeyer & Moller, 2009). Schools that are involved in individual and collective reflective practice and inquiry build capacity for improved teaching and student learning (Copland, 2003; Katzenmeyer & Moller, 2009). Constructivist perspectives structure learning opportunities school-wide, which is a critical foundation to building individual and collective capacity with students and teachers (Lambert et al., 1995; Prawat & Peterson, 1999). This perspective also embraces the theory that knowledge is socially constructed, where children and adults work with others to create new meanings and understandings (Lambert et al., 1995; Prawat & Peterson, 1999; Vygotsky, 1962).

When teachers feel valued and when trusting and respectful relationships are nurtured with everyone inside the school, the culture is described as positive and supports building individual and collective capacities for improving teaching and

student learning (Silva, Gimbert, & Nolan, 2000). Burns (1978) posits "the most powerful influences consist of deeply human relationships in which two or more persons engage with one another" (p. 11). Poplin (1992) found in her qualitative study of stakeholders inside and outside four public schools that the most important factor inside schools is relationships.

Large-scale school improvement can be accomplished when a more critical focus is enacted on building capacity at a school and within a school district and when there is active involvement by everyone in the district on positively impacting teaching and student learning (Elmore, 2000). The focus needs to be on the "technical core" of teaching: "the skills and knowledge that matter are those that can be connected to, or lead directly to, the improvement of instruction and student performance" (p. 14). Wright et al. (1997) found that the teacher is the single most important factor affecting student learning in the classroom. Building and developing instructional capabilities of every teacher in every school to an exemplary level will accomplish system transformation resulting in large-scale school improvement (Elmore, 2000).

System transformation is at the heart of what Fullan (2003a) identifies as the moral imperative of school leadership and requires that all professionals in individual schools and entire districts "build capacity and share commitment across schools" (p. 47), accepting responsibility to contribute to school improvement efforts in multiple locations. He identifies four levels of the moral imperative of school leadership, each nested in the next level: "individual, school, regional, and societal" (p. 49). Individual professionals make a commitment and accept responsibility to support school improvement efforts in their classrooms and individual schools situated in a school

district and regional districts. They understand that this commitment and responsibility supports school improvement efforts in schools in the larger society.

School leadership is the key not only to school improvement but also to system improvement which demands that the role of the principal is more like a "chief operating officer of a larger enterprise" (Fullan, 2003a, p. 48). Revamping the school principalship is crucial to greater performance on a large scale. This requires redefining in the larger policy environment (i.e. legislation, federal and state regulations) the role of the principal and providing greater authority as well as more resources and discretion over expenditures. This also requires that disadvantaged schools receiving additional resources provide the necessary support services for the students they serve.

The moral imperative of school leadership requires that school districts create cultures that support developing leadership capacity at all organizational levels. All stakeholders are involved in collaborative problem-solving, decision-making, and reflective practice and inquiry (Deal & Peterson, 1999). Relationships between and among all stakeholders are valued, appreciated, and developed, and individual and collective voices are embraced in all aspects of school and district operations. Vision and mission have been collaboratively developed, and explicit short and long-term goals are written to operationalize organizational direction (Brown, 2004). Fullan (2003a) suggests that "leaders learning in context and fostering leaders at many levels is the core strategy of this decade" (p. 79) and supports a moral imperative of school leadership which results in system transformation.

Superintendents and principals acknowledge responsibility for improving instruction and student achievement but describe multiple challenges in trying to

accomplish this in their schools. Farkas et al. (2003) published survey findings from a national random sample of public school superintendents (N = 1,006) and K-12 principals (N = 925). Fifty-six percent of superintendents and 74% of principals report that daily emergencies rob them of time that would be better spent in the classroom or on teaching issues. An enormous increase in responsibilities and mandates without the necessary resources is an issue for over 85% of both groups. Over 75% of both groups report working more on the substance of teaching (e.g. curriculum, teaching techniques, mentoring, and professional development), but over 70% state that they wish they could do a lot more. Both groups express frustration and concerns related to firing ineffective teachers who are tenured. Sixteen percent of superintendents report that it is virtually impossible to fire ineffective tenured teachers and 30% of principals concur. A larger percentage of superintendents, 80%, and principals, 67%, report it is difficult but doable to fire ineffective tenured teachers. A small percentage of superintendents, 4%, and principals, 3%, report that it is relatively easy to fire ineffective tenured teachers.

Successful school improvement has been documented from an 11-year project of the Community School District #2 in New York City. Fink and Resnick (2001) investigated Community School District #2 with a student enrollment of 22,000 students in 45 schools situated in an urban area in which a strong record of successful school improvement had been documented at the time. Test scores improved and a strong collegial spirit had been nurtured among teachers, principals, and central office personnel. Instructional leadership was found to be the work of everyone in the district (Fink & Resnick, 2001).

Continuous learning by principals as well as teachers is required for principals to lead instructional improvement efforts in their schools, and the superintendent reports that her "main job as deputy [is] to teach principals how to be instructional leaders . . . I see myself as the leader of the principals, in just the same way as they are the leaders of their teachers" (Fink & Resnick, 2001, p. 599). An expectation of principals is to establish a culture of learning in which "questions of teaching and learning pervade the social life and interpersonal relations of those working in the school" (Fink & Resnick, 2001, p. 600). The district recognizes that principals need identified capabilities for leadership: to recruit and hire exemplary teachers, to know teachers well enough to recommend specific improvements, to have strong content knowledge, and to create a culture of deep knowledge of teaching and learning. This requires the district to provide targeted professional development opportunities for principals to develop leadership capabilities at high levels (Fink & Resnick, 2001).

District principals have multiple opportunities to build capacity and relationships with other principals and site colleagues. Fink and Resnick (2001) report that school-based study and support groups as well as coaching and supervision provide resources that are site-specific and site-generated. District requirements that uphold building system-wide improvement capabilities are supported in monthly day-long principals' conferences and a one-day to two-day summer retreat. These serve as models for conferences that principals have with teachers in their buildings. The district also expects principals to attend a number of specialized institutes with their teachers in targeted development areas.

Support groups for new principals are held each month and focus on the issues that the principals bring to discuss with the deputy superintendent. Fink and Resnick (2001) identify the need for principals of Title I schools to meet with the superintendent to focus on problems and successes focused on the large number of at-risk students in their schools. Peer mentoring opportunities are provided for individual principals by setting up visitations between schools and by identifying a buddy principal in teams of two or three to work on problems of practice. Coaching for individual principals is also provided if the principals are experiencing difficulty in establishing rigorous goals and objectives or in developing site budgets.

The superintendent and deputies conduct a Supervisory WalkThrough of every classroom in every school at least once per year (Fink & Resnick, 2001). A meeting is held with the principal prior to classroom visits in which the school's goals and objectives for the year and principal expectations are reviewed. Student achievement data are also reviewed with particular emphasis on individual at-risk students, classroom by classroom. The WalkThroughs are then completed with the district team meeting in the principal's office for an evaluation and planning session. An overall evaluation of effectiveness of classroom instruction and of the quality of student work is discussed. Improvement goals, resources, and supports are identified with a collaboratively agreed upon timeline for implementation and for the next review. Follow-up documentation sent to the principal summarizes the results and decisions made, and it establishes a weekly support conversation by phone or in person. These practices are indicative of what are presently known as instructional rounds (Elmore, 2007; City, Elmore, Fiarman, & Teitel, 2009; Roberts, 2012).

This comprehensive level of district support for mentoring principals and teachers is a strong example of district-level engagement and building capacity to ensure exemplary teaching and student learning in every classroom in a district. This level of district support focused on the "knowledge and skill related to instructional leadership" (Elmore, 2000, p. 7) supports developing exemplary teaching practices at the classroom level. Sustainable large-scale school improvement is a possibility when structures, processes, and support are in place and are embedded in the daily teaching and learning experiences of both students and adults (Lieberman & Miller, 2001).

Leadership dispersion requires that leadership is shared and developed in school communities where the culture supports strong relationships, continuous learning, commitment and responsibility for students' learning success, collaborative decision-making processes, and reflective inquiry. Empirical evidence suggests that districts that comprehensively support mentoring principals and teachers district-wide are committed to exemplary teaching and student learning in every classroom in the district. Systematic and dramatic changes in leadership preparation programs, the ways in which leadership is developed in schools and in districts, and efforts to improve instruction at the classroom, school, and district levels will all be required to support leadership for large-scale dispersion.

Synthetic Review and Conclusion

Research findings clearly demonstrate the importance of strong and effective principals in leading school reform and school improvement efforts. Having an exemplary teacher in every classroom requires principals to be instructional leaders and to support teacher learning, growth, and improvement through coaching, mentoring, and

supervision utilizing developmental constructivist structures and processes. School cultures that embrace transformational and distributed leadership create conditions that support building leadership capacities at all organizational levels, which optimizes the likelihood of leadership dispersion beyond the school and district sites. School cultures that are generative and empowering also support development of community members' intellectual, social, cultural, and civic capitals.

School communities which embrace democratic principles and practices provide opportunities for students to learn about democracy, and all community members have opportunities to become active participants in the schooling experience. School communities identified as learning organizations build organizational capacity individually and collectively and embrace a systems perspective as well as systems thinking in both the day-to-day and the long-range operations of the school. In conclusion, schools in which principals and teachers collaboratively share leadership, build individual and collective capacities, and lead and learn together create a generative learning environment for both adults and students.

Chapter Three

Methodology

Chapter Introduction

The purpose of my study is to investigate the individual and collective generalized influence and mentoring experiences and processes delivered through one principal that led to the leadership development and consequent dispersed leadership enactments of a group of teachers originally associated with that principal. An instrumental, historically-bound strategic case study is selected as the most congruent methodology to study the phenomenon under investigation (Stake, 1995). This chapter will highlight the rationale for selecting the methodology, identify the case and the reasons why it was selected, population and sample, data collection, data analysis, role of the researcher, and trustworthiness of the data. Chapter Four presents the selected case, including the school's history, and the rationale for selection of the case. Research findings are reported in Chapters Five and Six.

Qualitative Research and Case Study

Qualitative research is conducted when "discovery, insight, and understanding from the perspectives of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of education" (Merriam, 1998, p. 1). Merriam (1998) also identifies this research paradigm as the most appropriate when researchers want to understand the meaning people have constructed of their lived experience. My research question is seeking to understand what experiences and processes contributed to teachers' decisions to become school administrators and leaders in other settings who were mentored and developed by the

same principal. Stake (1995) suggests "qualitative research uses narratives to optimize the opportunity of the reader to gain an experiential understanding of the case" (p. 40) and narratives of participants' lived experiences through stories and open-ended interviews, as well as documents and artifacts, are the data that were collected in order to answer the guiding question of this research.

Interpretation is one of the most distinctive characteristics of qualitative inquiry (Stake, 1995). Qualitative researchers aim "to thoroughly understand" (p. 9) the phenomenon being investigated which requires objective recording of data while "simultaneously examining its meaning and [redirecting] observation to refine or substantiate those meanings" (p. 9). The work of the researcher's interpretations accurately reflecting the participant's lived experience requires "preserving multiple realities" (p. 12).

Case study focuses on a case, a bounded system, which is of particular interest in illuminating the phenomenon being investigated. Merriam (1998) describes three characteristics embedded in case studies: particularistic, studying the case in particular context; descriptive, providing rich, thick descriptions of multiple variables and interactions; and heuristic, bringing new meaning and understanding to what is already known. Merriam's (1998) support of this method as an "especially good design for practical problems – for questions, situations, or puzzling occurrences arising from everyday practice" (p. 29) and is particularly pertinent to the identified research question. Rich, thick descriptions of people in context, their relationships and experiences, interpreted by the researcher through narrative accounts is hoped to add significant understanding to the development of leadership in schools. Stake (1995)

suggests that this type of description contributes to the reader experiencing empathetic understanding of the case and its participants. Additionally, Merriam (1998) posits that this type of description adds to the reader's understanding of the nature of the setting in which the case is located.

Geertz (1995) explains:

> When we can construct, if we keep notes and survive, hindsight accounts of the connectedness of things that seem to have happened: pieced-together patternings, after the fact…it calls for showing how particular events and unique occasions, an encounter here, a development there, can be woven together with a variety of facts and a battery of interpretations to produce a sense of how things go, have been going, and are likely to go (p. 2-3).

Merriam (1998) suggests case study "is conducted so that specific issues and problems of practice can be identified and explained" (p. 34). My study is identified as an instrumental case study because, according to Baxter and Jack (2008), it "provides insight into an issue or helps to refine a theory…the case is of secondary interest; it plays a supportive role, facilitating our understanding of something else" (p. 549). Findings identify ways in which the principal and teachers built leadership and teaching capacities that contributed to teachers' decisions to become school administrators and leaders in other settings and has the potential to add to educational leadership and teacher leadership scholarship.

A historical case study provides an opportunity for a phenomenon to be investigated over time often utilizing primary documents to support research findings. Merriam (1998) explains:

> Historical case studies have tended to be descriptions of institutions, programs, and practices as they have evolved over time. Historical case studies may involve more than a chronological history of an event, however. To understand an event and apply that knowledge to present practice means knowing the context of the event, the assumptions behind it, and perhaps the event's impact on the institution or participants (p. 35).

The event in my study is the leadership development of a cohort of teachers mentored by one principal and explicitly reports findings of the context, assumptions, and the impact on participants of their development as leaders. My goal is to "bring about understanding that . . . can affect and perhaps even improve practice" (Merriam, 1998, p. 41) for contemporary principals developing teacher leaders.

As the researcher, my challenge was to gather the stories of lived experiences of the participants over a 19-year period and recreate, through interpretation, what contributed significantly to the development of leadership in the case. Participants were asked to share their lived experiences through stories embedded in open-ended interviews. Stories are a "representation [of reality] from one particular point of view" (Bailey & Tiley, 2002) and provide ways of understanding experience from the perspective of those who lived it (Schwandt, 1994). Merriam (1998) suggests the *emic,* or insider's perspective, versus the *etic,* or outsider's perspective, is the key to understanding the phenomenon under investigation. Czarniawska (1998) suggests a narrative explains relationships and meaning, and Pink (2005) posits "stories are important cognitive events, for they encapsulate, into one compact package, information, knowledge, context, and emotion" (p. 103). Stories add social relevance to data that allows for a more complete picture of an event or study (Czarniawska, 1998). It is hoped that participants' stories shared in interviews will illuminate participants' lived experiences through personal and meaningful retellings of the ways in which the case principal, school culture, and peer-colleagues contributed to their decisions to become teacher leaders and eventual administrators or leaders in other capacities. An instrumental, historically-bound strategic case study grounded in participant narrative

accounts and relevant inquiry processes is identified as the most congruent methodology to answer the research questions and to add to the scholarship in the area of individual and collective generalized influence and the mentoring process on developing teacher leadership and its consequent generative dispersement.

Case Selection

The first criterion of case selection should be to "maximize what we can learn" (Stake, 1995, p. 4) about the phenomenon being investigated. I chose this case because of the large number of teacher leaders mentored by the same principal who became educational leaders in other settings over a 19-year period. I also suggest that this may be what Stake (1995) describes as "an unusual case [that] helps illustrate matters we overlook in typical cases" (p. 4). Additionally, Abramson (1992) supports studying atypical cases because "they are essential for understanding the range or variety of human experience, which is essential for understanding and appreciating the human condition" (p. 190). Patton (1990) posits selecting "information-rich cases" (p. 61) because they offer the opportunity to "learn a great deal about issues of central importance to the purpose of the research" (p. 61). Merton (1987) refers to strategic cases as ones that have the greatest potential to contribute to existing scholarship. I chose this case because I suggest it is an atypical, information-rich, and strategic case that offers the greatest possibilities of studying enacted teacher leadership development mentored by one principal over a 19-year period and the contributions this may make to what we currently know and understand about teacher leadership development.

I also chose this case because empirical evidence suggests that strong leadership was developed in the case and that the principal served as an important mentor to

teachers. Huffman (1994) conducted a case study of Eastside Elementary (pseudonym) examining the relationship between staff development activities and programs and the achievement of site goals in the school improvement process during the years 1990-1993. The case principal in my study was Eastside's principal for the first two years of the study. Findings reveal "the development of teacher leaders was [an] important part of the school . . . the principal fostered individualization and for people to be leaders" (p. 87). Additionally, Huffman described the case in the following manner.

> An exemplary school in student achievement and in arts and education. There were many teachers who had received honors, awards, and who had made local, state, and national presentations. The faculty in general seemed to have the reputation as a very professional staff who valued students and tried to consistently provide the best education possible for those students. The leadership for the school has been extremely strong with the same principal for 19 years. This principal was revered by the staff, and many of them called her their mentor. The principal was known for a strong site-based managed philosophy and the excellence the school produced was outstanding (p. 55).

The principal in the case opened the school in 1973 and served as principal until 1992. It was an open-concept elementary school situated in a suburban school district in the southwestern United States and served kindergarten through fifth grade with an average enrollment of 500 students. Most children were White with a small percentage of Black, Native American, and Hispanic students. During her 19 years as principal, she mentored 14 teachers who became administrators and one teacher who became a college professor. I propose that my study may illuminate ways that contemporary principals can mentor and build capacity with teachers as many of the participants have been involved in standards-based reform and accountability mandates in their administrative work in schools and school districts.

Sampling Procedures

A purposeful sample is selected as the most congruent sampling strategy to answer the identified research question. Merriam (1998) identifies a purposeful sample as individuals who meet specific criteria and are chosen as participants because they offer the greatest possibility of illuminating the phenomenon under investigation. The first criteria for selection: individuals who began teaching at Eastside between 1973 and 1992. This is a critical attribute of selection because my research studied the leadership development of Eastside teachers who were mentored by Janey Barker (pseudonym) during the bounded years of the study. The second criteria for selection: teachers who became educational leaders in other settings. This is an additional critical attribute of selection because Eastside teachers mentored by Janey who became leaders themselves in other settings provide perspectives and lived experiences that offer the greatest possibility of answering the research question under investigation. The third criteria for selection: the case principal because she enacted leadership in the case and her perspectives and lived experiences also offer the greatest possibility of answering the research question under investigation. The fourth criteria for selection: the district superintendent who served in this capacity when Eastside was opened in 1973. His perspectives and lived experiences provide important contextual data to the enactment of leadership and subsequent leadership dispersion of the case.

Fourteen teachers who became administrators in public schools and one teacher who became a college professor meet both criteria for selection of teacher participants. Many teachers who taught at Eastside during the bounded years of the study were also mentored by Janey but were not chosen as participants because they did not become

educational leaders in other settings. One teacher was identified as a potential participant but did not respond to two recruitment letters and was dropped from the sample. Sample includes: one principal (the central figure and leader developer) who mentored and advanced teacher leaders from 1973 to 1992 in the case, 14 teachers who were classroom teachers when they began teaching in the case and became administrators when they left the classroom in the case, one teacher who became a college professor when she left the classroom in the case, and the superintendent of the district when the principal was chosen in 1973 (N=17). See Table 1.

Table 1: List of Participants

Position	District/Eastside Tenure	Gender	Years in Profession	Current Endeavor
Superintendent	District: 12.5	M	Superintendent: 12.5 Principal: 6.5 Higher Ed., Instructor: 4 Central Office: 1 Career: 26	Retired
Principal	District: 11 Eastside: 19	F	Principal: 19 Central Office: 6 Higher Ed., Spec. Instructor: 1 Career: 48	President, Consulting Company
Classroom Teacher/ Gifted Teacher	Eastside: 19	F	Principal: 8 Leadership, Prof. Organization: 6 Career: 36	Assoc. Executive Director, Professional Organization
Classroom Teacher	Eastside: 3	M	Principal: 16 Career: 21.5	Retired
Classroom Teacher/Reading Specialist/Gifted Teacher	Eastside: 24.5	F	Administrator, Technology Center: 10 Reading Specialist: 4 Career: 38.5	Director of Educational Services, Technology Center
Classroom Teacher	Eastside: 2	M	Principal: 29 Career: 40	Elementary Principal
Classroom Teacher/Counselor	Eastside: 16	F	Principal: 16.5 Career: 33	Retired
Classroom Teacher	Eastside: 5	F	Principal: 13 Leadership, Prof. Organization: 11 Career: 29	Author and Life Coach Business
Classroom Teacher	Eastside: 6	F	Central Office: 4 Leadership, Arts Organizations: 12 Principal: 18 Career: 43	Retired
Classroom	Eastside: 2	M	Principal: 14	University

Teacher			Superintendent: 10 Central Office: 3 Higher Ed: 3 Chair, Child Care Center: 2 Career: 43	Research Associate
Classroom Teacher	Eastside: 5	F	Principal: 11 Leadership, Foundation for Excellence: 1 Leadership, Education Research and Development Center: 8 Career: 36	Retired
Counselor	Eastside: 2	F	Principal: 20 Central Office: 2 Career: 30	Retired
Classroom Teacher	Eastside: 10	F	Principal: 24 Career: 36	Leadership Consultant and Staff Developer, Learning Sciences International
Classroom Teacher	Eastside: 1	F	Superintendent: 21 Higher Ed: GA, Assoc. Prof.: 2 Central Office: 6 Career: 37	Retired
Classroom Teacher/Gifted Teacher	Eastside: 21	F	Principal: 11.5 Career: 32.5	Retired
Music Teacher	Eastside: 4	F	Professor: 13 Music Teacher: 16 Career: 33	Assoc. Professor, Coordinator of Music Education
Classroom Teacher/Gifted Teacher	Eastside: 14	F	Sp. Ed. Dir: 5 Diagnostician: 13.5 Career: 35.5	Retired

Data Collection

Congruence in all phases of a research study is critical for findings and implications to contribute significantly to scholarship. An instrumental, historically-bound strategic case study design is identified as the most congruent methodology to answer the identified research question:

1. What do former teachers within the case report as critical experiences that contributed to their decision to become a teacher leader and eventual administrator/or a leader in other capacities (college professor)?
    a. In what ways did the principal, school culture, and peer-colleagues contribute to their decisions to lead, both informally and officially?
    b. How does the leadership development experienced by teachers in this case inform the phenomenon of leadership dispersion beyond the school and district site?
    c. How was being a part of Eastside a personally transformative experience?

IRB approved my study on June 11, 2013 (Appendix A). Individual participants were contacted by phone, email, or letter to obtain permission to participate in the study. All participants eagerly agreed to participate, and individual interviews were scheduled. Informed consent forms were signed prior to the beginning of each individual interview and questions answered related to informed consent and the interview process posed by participants.

Narratives

My original data collection plan involved collecting data from narratives and one-on-one interviews from all participants. I scheduled my first interview with the superintendent and recorded his narrative and interview in the same session. I subsequently scheduled and conducted three individual interviews and received two narratives. When I mentioned narratives to other participants, they appeared confused and questioned the writing prompt topic. Reflecting on their response and the narratives shared in the interviews which had already been conducted, I dropped this request from subsequent participants. I realized that the one-on-one interviews contained individual narratives and the request for an additional one was problematic for participants. The three narratives were thematically analyzed, and codes and themes were generated and analyzed.

Interviews

Merriam (1998) suggests "interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them . . . it is also necessary to interview when we are interested in past events that are impossible to replicate" (p. 72). Stake (1995) identifies "the interview is the main road to multiple realities" (p. 64), and Clandinin and Connelly (2000) suggest that interviews "engage participants in autobiographical reflective discussions" (p. 97) and create "texts [that] are contextual reconstructions of events" (p. 118) and experiences.

Prior to recording a one-on-one, in-depth interview with each participant at the location of their choice, an informed consent form was signed and discussed. The superintendent participant invited me to his home to be interviewed as did the principal

participant, both of whom live in the state in which the case is located. Nine teacher participants, who live in the state in which the case is located, chose to invite me to their homes to conduct the interviews. Three other teacher participants, who live in the northwestern and Four Corners regions of the United States, invited me to their homes to conduct their interviews. I conducted three out-of-state interviews between May and August 2014. One teacher participant, who lives in the Great Lakes region of the U.S., chose to conduct the interview during a University Council for Educational Administration (UCEA) conference, which we both attended in November 2013. Four teacher participants, who live in the state in which the case is located, chose to conduct the interviews at their workplaces, at the public library, or at a local restaurant. Interviews were conducted over an 18-month period, beginning in June 2013 and ending in December 2014.

The interview protocols (Appendix B) were followed in each interview with probes being asked (Merriam, 1998) when I felt elaboration and explanation were needed to further explore the meaning and interpretation of the topic being discussed. All interviews were completed in one setting with the exception of the principal. I felt a second interview was needed as a follow-up for more in-depth examination of topics discussed in her first interview. Her first interview was conducted in October 2013, and her second interview was conducted November 2014. Most interviews lasted between one and a half to two hours while one interview lasted four hours. Interviews were audio recorded and transcribed as soon as possible upon completion. Researcher memos were written after each interview; these memos included reactions to

experiences shared during the interview, things that stood out, an overall synthesis of what was heard, and my reactions to what was heard.

Documents and artifacts

After each completed interview, I inquired about case documents and artifacts (i.e. school and district awards; documentation of site plans and school goals; documentation of individual and site leadership; documentation of school traditions; personal mementos; photographs; newspaper articles). Yin (2009) posits "documents corroborate and augment evidence from other sources" (p. 103). Five participants, the principal and four teachers, provided a combination of primary case documents and artifacts, both public and personal. Riley (1963) suggests documents are crucial to an investigation when events can no longer be observed or participants can no longer remember them.

It was quite a disappointment when I discovered that many of the case's historical documents and artifacts were not available from the state Department of Education or the school district because they had not been archived. The lack of historical documents and artifacts will be explicitly discussed in Chapter Four.

Field notes include copies and/or notes of available documents and artifacts. Acquisition and review of documents and artifacts were ongoing throughout the data collection and remaining phases of the study. When reviewing documents and artifacts, Yin (2009) suggests that the researcher keep in mind that they "were written for some specific purpose and some audience other than those of the case study" (p. 105). This perspective was important to consider during the data analysis phase of the study.

A list of case documents and artifacts reviewed for the study are included in Appendix C. The ones chosen to include in the appendices (Appendix F-S and U) are the strongest representation of the data from the documents and artifacts reviewed.

Thematic analysis of the narratives, interviews, documents, and artifacts was completed in the order in which they were received. An iterative data analysis process was followed with each narrative contributing in unique ways to illuminating the phenomenon being investigated. The same procedure was followed with interview transcripts, documents, and artifacts. Findings and implications were developed and written. Annual IRB Progress Reports were completed and the most recent Collaborative IRB Training Initiative (CITI) renewal training was completed in May 2015.

IRB requires data security during all phases of the study. Interview transcripts were stored on a jump drive used only for this purpose and stored in a locked file cabinet along with hard copies of transcripts. Researcher memos and field notes were also stored in file folders in the same locked file cabinet. All data was de-identified.

Data Analysis

Data analysis of all data sources requires "systematic procedures followed in order to identify essential features and relationships" (Wolcott, 1994, p. 12). Creswell (2007) identifies three stages in data analysis in qualitative studies: "preparing and organizing the data for analysis, reducing the data into themes through a process of coding and condensing the codes, and finally representing the data" (p. 148). The large amount of data collected was organized by type of data and stored separately. Principal,

superintendent, and teacher interviews were separated as were documents and artifacts. Interviews were organized by date with the most recent interview stored on top.

I analyzed data manually using thematic analysis. Boyatzis (1998) identifies thematic analysis as a "way of seeing" (p. 1) and as a process for encoding qualitative information in which a theme signifies "a pattern found in the information that at a minimum describes and organizes the possible observations and at a maximum interprets aspects of the phenomenon" (p. 4). Critically important to my research was to stay as close to the data as possible (Wolcott, 1994), which required utilizing In Vivo Coding as the primary strategy for first-cycle coding of both narratives and interviews. In Vivo Coding refers "to a word or phrase from the actual language . . . used by [participants'] themselves" (Strauss, 1987, p. 33). Boyatzis (1998) posits "raw data of a person's own words or actions . . . often results in more 'sensitive' data" (p. xii), which was very important to me in being able to represent the stories shared with me. This perspective was held as an essential component in the recursive cycles of beginning analysis and remained a strong reference point throughout all phases of data analysis.

Saldaña (2013) recommends utilizing Attribute Coding to identify characteristics of participants and descriptive case data. Characteristics of participants are included in Table 1 in the Sampling Procedures Section reported previously in this chapter. Descriptive case data is included in Chapter Four.

Initial interview coding involved "find[ing] repetitive patterns of action and consistencies in human action as documented in the data" (Saldaña, 2013, p. 5) and identifying things "that [struck me]" (Saldaña, 2013, p. 19) by making notes in the margins of the interview transcripts, highlighting and underlining words or phrases, and

marking quotes that stood out. This process is identified by Bernard (2011) as splitting where "[the researcher] splits the data into smaller codable moments" (p. 379). Repeated readings provided multiple opportunities for more in-depth examination and more nuanced analysis of the data as I dug more deeply into each interview and narrative. Themes emerged inductively from the data, deductively from theory, or both (Boyatzis, 1998).

I completed thematic analysis for each interview before moving to another interview. Each interview was coded and themed individually before I initiated a constant comparative process (Glaser & Strauss, 1967) which involved identifying like themes across interviews. I created a running record of preliminary codes and themes for the principal and teachers' interviews (Appendix D).

Rereading interviews again and again and studying preliminary codes and themes provided a finer lens through which more inclusive themes were generated. During this stage of analysis, I experienced what Wolcott (1994) describes as "analytical moments during brief bursts of insight or pattern recognition . . . exploring relationships among categories or discerning critical elements" (p. 24). When this happened, I was energized and excited to keep going deeper into the data.

Miles and Huberman (1984) identify this process as clustering themes in order to come to higher levels of abstraction. Codes and themes were compressed as more in-depth interpretations of the data were identified. A constant tension existed between a focus on descriptions and generalizations and between analysis and interpretation. I created a running record of final codes and themes for the principal and teachers' interviews. Findings are reported for the principal, based on the final identified themes

of interviews, documents, and artifacts, in Chapter Five. Findings are reported for the teachers, based on the final identified themes of interviews, documents, and artifacts, in Chapter Six. Implications for contemporary principals in their development of teacher leaders are reported in Chapter Seven. Chapter Eight includes a discussion of combined findings and implications for adding to the scholarship on principals developing teacher leadership.

An important step in the data analysis phase of a study is to visually represent study findings to support clarity and understanding (Miles & Huberman, 1994). I chose to create a concept map of connections between combined themes supported by artifacts and documents (Appendix E). Chapters Five and Six contain discussion of the themes identified in this concept map.

Role of the Researcher

The researcher must always be cognizant of positionality in relation to the research study being conducted and in all aspects of the project from beginning to completion. Schwandt (2007) identifies this as reflexivity and defines it as "the process of critical self-reflection on one's biases, theoretical predispositions, and preferences" (p. 260). Creswell (2007) posits reflexivity means that the "writer is conscious of the biases, values, and experiences that he or she brings to a qualitative research study" (p. 243). Salzman (2002) identifies reflexivity as "the constant awareness, assessment, and reassessment by the researcher of the researcher's own contribution/influence/shaping of intersubjective research and the consequent research findings" (p. 806).

I am one of the teachers mentored by the case principal who became a building principal in the same community in which the case is located. I am a professional

colleague with all of the study participants and am familiar with documents and artifacts examined during the data collection and analysis phases of the study. I served as a classroom teacher at the secondary, middle, and elementary levels for a total of 15 years and as an elementary principal for nine years. I retired after serving 26 years as a professional educator.

My personal experience being mentored by the case principal is my lived encountering of the bounded phenomena. The purpose of my study is to investigate the mentoring experiences and processes delivered through one principal that led to the leadership development and consequent leadership enactments of a group of teachers originally associated with that principal. The narratives of all participants who subsequently became formal leaders in various capacities are the story that is told in my study.

Reflexivity of the researcher is indeed important in the conduct of any empirical investigation as is a clear understanding of the role of the researcher. The philosophical approaches that guided the inquiry are important to identify, and Schwandt (2001) describes four approaches that support qualitative studies: antinaturalism, critical social science, naturalism, and pluralism. These also describe the ontological, epistemological, and axiological viewpoints of the researcher that planned, designed, and carried out the study.

The role of the researcher when conducting a case study is to tell the story of the case, coming to know what Stake (1995) describes as the "particularity of the case" (p. 39), "emphasiz[ing], describ[ing], . . . evok[ing] images, and creat[ing] . . . the sense of having been there" (Guba & Lincoln, 1981, p. 149). This requires the researcher to

engage the reader by "writ[ing] persuasively so that the reader experiences 'being there'" (Creswell, 2007, p. 46).

Wolcott (1994) posits that qualitative researchers need to be storytellers and provide ways of understanding experience from the perspective of those who live it (Schwandt, 1994). Preserving multiple realities of the participants' stories and ways they experienced the phenomenon under investigation is critical to the story of the case and to the accuracy of it being told by the researcher. Josselson (1993) presents a challenge to the researcher to be able to "transform story material from the journalistic or literary to the academic and theoretically enriching" (p. xi).

The role of the researcher is multifaceted and requires fidelity in all aspects and phases of the research project from beginning to completion. It is my goal to tell the Eastside story so that readers are able to "be there" and observe, through narrative, the richness and diversity of participants' lived experiences that contributed to their leadership development and enactment as leaders in other settings.

Trustworthiness

Research must be conducted in a manner which ensures that all components of the research process will be undertaken in an ethical manner. Guba and Lincoln (1989) equate credibility with internal validity, transferability with external validity, dependability with reliability, and confirmability with objectivity. To support credibility of the study, participants and other researchers served as member checkers and reviewed categorical and thematic analysis of narratives, interviews, and document and artifact analysis. I completed and reviewed researcher memos throughout the research study. To support transferability, the number of interviews and other

researchers' review of findings and implications were completed to satisfy what Stake (1995) refers to as triangulation of both data sources and multiple investigators. Dependability was accomplished by maintaining an audit trail documenting steps in the research process (see Appendices F-S and U). Confirmability was accomplished by documenting an extensive "chain of evidence" (Mertens, 2010, p. 260) to support study findings.

My positionality requires particular attention to all facets of trustworthiness in all stages of the research process. As the researcher, I am required to bracket my personal and professional relationships and experiences shared with participants in the data collection and data analysis phases of the study and when writing research findings and implications. Objectivity in conducting interviews and conversations with participants was required. Researcher memos were written privately and were used as a separate data source and identified as personal. I informed other researchers of my positionality and requested that they critically review my work in all phases of the research project.

Study Limitations

It is important to identify several study limitations. Implicit in the methodology chosen to conduct this empirical investigation of a principal developing teacher leaders is the lack of generalizability to other schools and populations. Yin (2009) posits "case studies . . . are generalizable to theoretical propositions and not to populations or universes . . . [the] goal [is] to expand and generalize theories" (p. 15).

Findings tell the story of Eastside teachers who became teacher leaders who developed into educational leaders in other settings mentored by the same principal

during a bounded time period. Eastside is located in a conservative community, religiously and politically, in the southwestern United States. Schools are made up of unique individuals with individual and collective strengths and weaknesses in unique cultures. Each school is nested in a community and region of the country which reflects unique combinations of liberal and conservative perspectives which support a diversity of ideals in and around mass schooling.

Another limitation of my study is the nature and scope of the study. The nature of the research is an empirical investigation that hopes to contribute to the knowledge and theory in the field of educational leadership, specifically for principals developing teacher leaders. The scope of the study is limited to one elementary school. Both aspects of this limitation fit within the parameters of qualitative inquiry conducted through a case study.

It is possible that my positionality is a limitation of the study because of my relationships with participants and the need to conduct the investigation as the researcher through all phases of the study. When I initially contacted participants, each was willing and excited about participating and stated they were glad that I had chosen to study Eastside and the development of teacher leadership when Janey was principal. When conducting interviews, I asked participants to elaborate and to expand their responses to illicit as much description and detail as possible. There were times when the interviews resembled what Merriam (1998) describes as "interactive [and] collaborative" (p. 213) when participants experienced difficulty remembering experiences from years ago. For example, the name of the president of the PTA, colleagues who were teaching at Eastside during the bounded years of the study, names

of school committees, names of events and activities were topics I describe as "collective remembrances" during interviews.

Another limitation is the historical nature of the study and the need to inquire about participants' lived experiences at Eastside. Two teacher participants left Eastside in 1975 requiring them to recall events and experiences from forty years ago. Three teacher participants continued teaching at Eastside when Janey moved to the district central office in 1992 which required them to remember events and experiences from 23 years ago. The remaining participants fell somewhere in between 23 and forty years ago. "Collective remembrances" helped in several instances to recall experiences, but many times participants could not remember because it was so many years ago.

Chapter Summary

An instrumental, historically-bound strategic case study grounded in participant narrative accounts and relevant inquiry processes was identified as the most congruent methodology to answer the research question. This study hopes to add to the scholarship in the area of individual and collective generalized influence and the mentoring process on developing teacher leadership and its consequent generative dispersement.

Eastside Elementary was selected as the case because I suggest it is an atypical, information-rich, and strategic case that offers the greatest possibilities of studying enacted teacher leadership development mentored by one principal over a 19-year period. A purposeful sample of participants was selected based on two criteria: individuals who began teaching at Eastside between 1973-1992 and became educational leaders in other settings. Two additional criteria: the principal who enacted leadership

in the case and the district superintendent whose perspectives and lived experiences provide important contextual data for the case were also included in the sample.

Data collected included three narratives, one-on-one interviews with all participants, and public and private documents and artifacts. Data was analyzed manually using thematic analysis through multiple recursive iterations identifying emergent themes with associated codes. Saturation was reached when data analysis produced no new themes and codes.

The role of the researcher is to tell the story of the case and to provide readers a sense of "being there" through participants' lived experiences that contributed to their leadership development and enactment as leaders in other settings. This also requires the researcher to conduct the research in a manner which ensures that all components of the research process are undertaken in an ethical manner. The ways in which trustiworthiness is achieved in all phases of the project is explicitly described.

Chapter Four

The Case

Chapter Introduction

This chapter provides details about the selected case of Eastside Elementary (pseudonym) and rationale supporting its selection. A history of the school is included along with national, state, and district influences on the enactment of schooling at Eastside. An overview of foundational programs, processes, and significant events prior to and during the 19-year span of the study is also included to support understanding of the selection of this particular case.

Selected Case

Eastside Elementary was selected because it is a school where the principal mentored and built leadership capacity with 15 teachers over a 19-year period who became administrators and educational leader in other settings. Stake (1995) suggests that selecting a case that affords an opportunity to "maximize what we can learn" (p. 4) is critical to illuminate the phenomenon being investigated. The case study method was selected to expose the lived experiences of participants and identify ways in which the principal, school culture, and peer-colleagues contributed to decisions to become teacher leaders and eventual administrators or leaders in other capacities. The historical context of schooling during the 19-year period is important to review because of the influence of a variety of factors that contributed to the unique positionality of Eastside. Educational research, initiatives, and laws that were enacted, as well as state-wide influences, and district directions were reviewed.

The school was the second open-space elementary school built in the Adams school district (pseudonym). The first open-space elementary school, Southgate (pseudonym), opened in 1968, and was the first open-space school built in the state. Three open-space middle schools also opened the same year as Eastside which provided the Adams district the ability to reconfigure elementary schools from K-6 to K-5, junior high schools from 7-8 to middle schools 6-8. A newspaper article from the community in which the case is located also states that the district "goes unchallenged as a leader in contemporary education" *(*Kaighn, 1973).

Kohl (1969) identifies the strengths of open education and Frazier (1972) provides a historical background for the coming of age of open-space schools and the adoption of this type of architecture in American schools in the early 1970s. Proponents strongly supported flexibility in learning space, ease of grouping students to meet individual learning needs, collaborative planning, and team teaching. Adams district leaders strongly supported this type of architecture which facilitated the implementation of the tenets of progressive education.

As the district was planning to open Southgate, the case principal, Janey Barker, shared that the district superintendent, Richard Lancaster (pseudonym), wanted a different type of school. He told her, "[I] don't want it to be just like the others." She described him as "visionary", and a district planning committee comprised of the superintendent, teachers who had expressed an interest in being a part of the school, and board members met on Saturdays to develop collaborative ideas about what they wanted the school to be like. Premises identified by the individuals involved in this process to

be implemented in the new school included: "teaming, shared leadership, individualized education, every student learning, innovation, and professional growth."

In the early 1970s, a Central Committee made up of the superintendent, central office leadership, and emerging teacher leaders from across the district, including Janey, collaboratively worked to develop a district mission statement. They worked to include the recommendations of the Educational Policies Commission's *The Central Purpose of American Education* (National Education Association, 1961). The foundations of this document identified the central purpose of schooling as development of the rational powers of the mind. Rational powers include "recalling and imaging, classifying and generalizing, comparing and evaluating, analyzing and synthesizing, and deducing and inferring" (p. 5). For students to become productive citizens in a democratic society, they must be able to think and problem solve as individuals.

Other researchers that influenced the Committee's work and thinking were Vygotsky (1962), Bruner (1966), and Piaget (1970). Janey shared the district mission statement published at the culmination of the Committee's work: "Inquiry is the process, curriculum is the vehicle, and self-actualization is the goal." Janey stated that "she supported it and took it seriously" and this became an essential foundational element in the philosophical underpinnings of Eastside School.

National Schooling Context

National events and initiatives impacted schooling before Eastside was opened and during the 19-year period in which the case is being investigated. Sputnik's launch in 1957 spread fear in the U.S. that the Soviet Union had surpassed collective expertise in science and mathematics (Sass, 2015). This spurred interest and passage of the

National Defense Education Act (NDEA) in 1958 which increased funding for science, mathematics, and foreign language. Another event raised concerns across the country – the publication of *A Nation at Risk* in 1983 by the National Commission on Excellence in Education. This report identified concerns about the quality of schooling throughout the country and called for sweeping reforms in public education and teacher training (Sass, 2015).

Another issue that significantly impacted schools and successfully educating all students was the increasing number of students who come from families living in poverty. In the 1950s and 1960s, states were struggling to provide needed programs and services but with limited results. In 1965, President Lyndon Johnson signed into law the Elementary and Secondary Education Act (ESEA) which provided federal funds (Title I) to support low-income students. Schools with a large enrollment of low-income students received a larger amount of Title I monies than schools with a small enrollment of low-income students (Sass, 2015).

The 1960s and 1970s brought an increasing number of students with special learning needs enrolling in the nation's public schools. Parents of students who felt their children were not being served increased demands on districts and schools to provide an appropriate individual education and some chose to settle their differences in court. In 1975, The Education of All Handicapped Children Act (PL 94-142) became federal law and required a "free, appropriate public education, suited to the student's individual needs, and offered in the least restrictive setting be provided for all 'handicapped' children." In 1990, PL 94-142 was renamed and amended and became the Individuals with Disabilities Education Act (IDEA) which changed the terminology

from handicap to disability and added autism and traumatic brain injury to the eligibility list (Sass, 2015).

State Schooling Context

Prior to the publication of *A Nation at Risk* in 1983, some school reform initiatives and legislation were enacted in the state in which Eastside is located. Passed in 1980, the Teacher Reform Act (HB1706) increased teachers' salaries and standardized teacher education programs (i.e. higher admission standards, and pre-entry and certification assessment requirements). This legislation also created an entry-year internship for beginning teachers, the first state in the country to do so. Staff development hours were required of all teachers (State Policy Institute, 2013).

Between 1965 and 1985, school funding changed dramatically with increasing support from state appropriations versus local property taxes. In 1965, 52% of school funding came from local property taxes. By 1985, this had decreased to 22% of school revenues with 66% coming from state appropriations. Interest in funding equity to local schools increased and, in 1981, weights were added to the school funding formula to adjust for differences in educating children in schools across the state (State Policy Institute, 2013).

The 1980s brought a downturn in state revenues of appropriations to all state agencies, including schools. Fueled by the Penn Square Bank collapse in 1982 and the impact on the state's oil and gas corporations, the state economy was negatively impacted throughout the remainder of the decade (Zweig, 1985). School districts were required to institute budget reductions in all operational areas until state appropriations came back to more normal levels.

The legislature passed HB 1816 in 1982 requiring the State Department of Education (SDE) to develop core curriculum for all schools. In 1985, Learner Outcomes were published. Coinciding with required curriculum, a state School Testing Program (STP) was created in this same year and required norm-referenced tests to be given in grades 3, 7, and 10. These assessments did not test the Learner Outcomes and subsequently the SDE began working on developing criterion-referenced assessments that were based on the curriculum being taught in the schools. In 1989, legislation was passed that required students in grades 3, 5, 7, 9, and 11 to test annually (State Policy Institute, 2013).

A landmark piece of educational legislation, HB 1017, was passed in 1990 and it added $230 million in revenues for implementation of educational reforms included in the bill. These revenues were generated from income, sales, and use taxes. Educational reforms included a state minimum teacher salary schedule, a new cost accounting system (CAS), and development of new curriculum standards. An alternative certification process was established and the Education Oversight Board was created and charged with publishing annual performance reports at three levels (state, school district, school site). HB 1017 also brought substantial state appropriations increases into the early 1990s. New curriculum standards were adopted and implemented in 1992. School districts were required to develop district improvement plans and review them on a regular basis (State Policy Institute, 2013).

There have been significant changes in the state and federal imprint on schools since 1992, particularly with the No Child Left Behind (NCLB) legislation passed in 2001. With increased accountability and assessments required, demands on schools

have increased exponentially. However, as this historical case study focuses on the period between 1973 and 1992, I have concluded this review with the year 1992.

District Influences

Individual schools are nested in school districts and communities. It is important to review the district context prior to and during the bounded years of the study to illuminate the surroundings in which Eastside built a school community. The district, known as "a leader in contemporary education" (Kaighn, 1973), provided an innovative and dynamic context in which schooling was enacted at Eastside.

The district superintendent, Richard Lancaster, was hired in 1964 and continued in that capacity until 1976. He involved principals and emerging teacher leaders in collaborative processes that demonstrated a commitment to learning and building leadership capacities at all organizational levels. The district mission statement was developed through these processes, and individual schools became involved in articulating, initially in informal ways and later in more formal ways, how the district mission was implemented in the school.

After Richard left the superintendency, two superintendents were hired during the time period of the study: Dr. Arthur Base (pseudonym), 1976-1985, and Gary Jones (pseudonym), 1985-1998. Each brought a variety of beliefs and experiences about leadership and enacted them in idiosyncratic ways.

During Richard's tenure as district superintendent, dynamic leadership emerged at all organizational levels. A teacher participant remembered an emerging cohort of "super strong, smart women" including the case principal became influential in implementing the district mission at both the district and site levels. These "super

strong, smart women" continued to build and develop leadership throughout the remainder of the bounded period of the study.

The district became a trailblazer in initiating projects, both in the district and state-wide, that positively impacted district staff as well as school personnel in surrounding districts. In the late 1970s, a university partnership with the district provided teacher workshops focused on constructivist, inquiry-based science that developed into a program at the district level and disseminated throughout the state (Cate, 2004). In 1979, the district opened a teacher center which was funded by a federal grant that lasted two years. With the passage of The Teacher Reform Act (HB 1706) in 1980, the state needed a network to coordinate the mandates identified in the bill. The district applied for and received funding to open a Professional Development Center in 1981 (Cate, 2004). This center became a hub for professional development in building expertise and leadership in effective teaching and school improvement. Hunter's (1982) lesson design and effective schools' research (Edmonds, 1979; Goodlad, 1984) were focus areas for professional development throughout the 1980s.

As district leaders continued to study the change and school improvement literature, they worked together to conceptualize a framework that supported school improvement efforts throughout the district. Developed in 1984, the district model, Decisions for Excellence (see Figure 1), provided a school improvement model based on effective change processes, collaborative decision making, continuity of curriculum, and effective teaching and learning (Cate, 2004). Principals trained in the model were subsequently expected to develop site school improvement plans utilizing the model. In 1989, Decisions for Excellence received the National Showcase of Excellence Award

from the National Council of States for Inservice Education. It also was shared across the state through the SDE and university located in the same community as the district (Cate, 2004).

Figure 1
District-level Decisions for Excellence Graphic

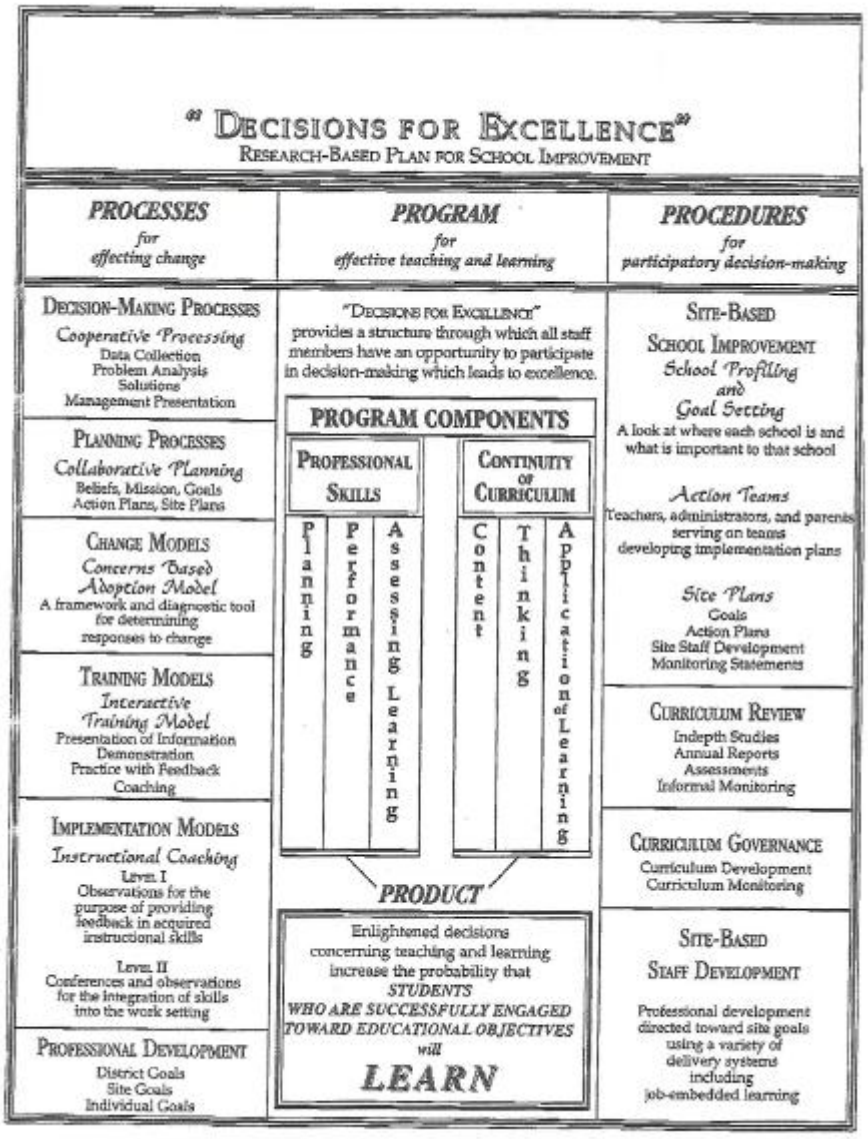

Table 2
State and City Population and Ethnicity, 1970-1990

	State			City		
	Population	**% Increase**	**Ethnicity (by group)**	**Population**	**% Increase**	**Ethnicity by group)**
1970	2,559,229		W 89.1% B 6.7% AI 3.8% L Not Reported O .32%	52,117		W 96.4% B 9.3% AI 1.9% L Not Reported O .72%
1980	3,025,290	+18.2%	W 85.0% B 6.8% AI 5.6% L 1.9% O 1.8%	68,020	+30.5%	W 91.4% B 2.4% AI 3.4% L .88% O 1.8%
1990	3,145,585	+ 4.0%	W 81.0% B 7.4% AI 8.0% L 2.7% O 2.4%	80,071	+17.7%	W 87.8% B 3.5% AI 4.8% L 1.5% O 3.9%

Note. W=White; B=Black; AI=American Indian; L:Latino; O=Other
Source: http://origins.ou.edu, Bureau of the Census, U.S. Government Documents

The demographic changes between 1970 and 1990 in the state and city in which the case is located are also important to better understand the context of schooling (See Table 2). The overall population increased in both the state and city, with a larger percentage of increase happening in the city over the 20-year period. The White population was the largest racial subgroup in both the state and city over the 20-year period but decreased in percentages in both over the same period. All of the other subgroups increased in percentages over the 20-year period.

Table 3
U.S., State, and City Median Income and Poverty Rates, 1970-1990

	U.S.	**State**	**City**
	Median Income	**Median Income**	**Median Income**
1970	$ 8,386	$ 7,725	$ 8,940
1980	$16,841	$17,668	$20,662
1990	$30,056	$28,554	$35,332
	Below Poverty Levels	**Below Poverty Levels**	**Below Poverty Levels**
1970	11.0%	18.8%	9.9%
1980	13.0%	13.4%	6.7%
1990	13.5%	16.7%	8.2%

Note. Source: U.S. Department of Commerce, Social and Economic Statistics Administration, Bureau of the Census

With an increasing number of families living in poverty in the U.S. and across the country, comparative data for the same 20-year period are important to understand the impact the increasing numbers of students living in poverty had on the schools they were attending (See Table 3). State median income levels were lower than the U.S. in both 1970 and 1990, with 1980 being a little higher. City median income levels were higher than the state and the U.S. from 1970-1990. The percentage of families living below the poverty level who resided in the city was less than the state and the U.S. for the same time period. This percentage of families living below the poverty level in the state was higher for the entire 20-year period but only slightly in 1980.

As the student population became more racially and socio-economically diverse over this 20-year period, schools at every level were challenged in a myriad of ways.

These data support the impact of increasing diversity and poverty that began to emerge during this time period. Available Eastside data will be included in the next section.

History of Eastside

Janey remembered that Richard Lancaster, the superintendent, identified her "as an emerging leader throughout the visioning processes" focused on opening Southgate Elementary and the development of the district mission statement. She served as a teacher and intermediate team leader (Grades 4-6) for three years at Southgate and Richard observed her leadership in that position. His confidence in her abilities and their common philosophy about what schools should be like confirmed for him that she was ready to become a principal. She also shared that "he asked me several times to take a principalship and I finally agreed when the Eastside position became open." The year before Eastside opened, she served as a district curriculum consultant while working on the details involved with opening a new school.

As word that a new school would be opening traveled throughout the district, several teachers from Southgate expressed an interest in moving to the new school. Some were identified by Richard and others heard by word of mouth. After multiple interviews with Janey, 20 teachers were recommended and hired by summer 1973. This group spent time collaboratively processing beliefs identified as important in opening the new school. Participants who worked together at Southgate brought forward things they had experienced for special consideration: "Individualized instruction with follow-up time that matched assignments with individual students' needs, students experiencing democratic practices, and teachers being involved in studying the 'integrity of the disciplines.'" Janey felt strongly that teachers had to understand "the

wholeness of [the discipline] to be able to teach it deeply where kids can really understand it." Things they discussed and decided not to carry forward to the new school included: "Having team leaders because these positions created a strong hierarchy which did not enable shared leadership, autocratic administrative leadership, and treating teachers unprofessionally."

A district-sponsored retreat planned and facilitated by a district administrator was held for the new faculty at an off-site location. A participant shared:

> The focus of the time together was relationship building, teambuilding, collaborative group processing, and effective communication . . . [and] consensus building in and around the research of John Dewey and Jean Piaget . . . [Their work helped us build] a common foundation of beliefs and understandings about democratic schools and inquiry and ways to enact them at the new school.

Eastside Elementary opened in August 1973, the eleventh elementary school in the Adams district. An open-space, concrete shell construction with a flat roof had several enclosed areas that measured 48,000 square feet (Thomas Concrete Products, 1974). A K-5 configuration, the enrollment for the 1973-74 school year was 426 (*The Norman Transcript,* 1973). Janey and founding faculty shared "the building wasn't completely finished but [we] collaboratively decided to begin the school year in the portion of the building that was finished. In the spring of 1974, the building was finished and the final move-in complete." In the interim, thick visqueen sheets hung from the ceiling separating the workers from the rest of the school and a rhythmic cacophony of jackhammers and construction equipment served as a background for teaching and learning in the finished part of the building.

Participants who were members of the founding faculty shared reflections of the things that stood out for them from the beginning:

> Eastside's philosophical and pedagogical practices implemented Piagetian and Deweyian perspectives. Common understandings of inquiry teaching, with a particular focus in science, were built with the help of a university science educator who met with teams weekly. Sharing innovative and research-based instructional strategies with colleagues was important and provided multiple opportunities for reflective discourse focused on analysis of lessons taught and ways to improve outcomes for students. The open-space environment provided many opportunities for students to choose various locations to work on classroom activities: student desks grouped together, reading under a table or desk, and working on the floor with manipulatives easily accessible to group members…collaborative decision-making processes provided a foundation upon which teams made decisions related to things that affected students, and the entire faculty worked at building consensus in areas related to the entire school. Teaching teams, along with the principal, interviewed prospective teachers. Faculty meeting agenda items often included discussions related to planning special events and shar[ing] responsibilities. If a new program was being considered, time was taken for everyone's opinion to be shared and a decision reached on how this would enhance and fit with what was already happening at the school.

Grade levels were combined to form K/1, 2/3, and 4/5 teams. The open space environment facilitated multi-age grouping for classroom instruction, teachers teaching multiple content areas, and teachers' desks grouped together for planned and spontaneous opportunities for collaborative conversations about teaching and learning which happened, in many cases, multiple times a day. One special education class was a part of the school community for the first four years Eastside was open. It was important that the students in the one 4/5 special education class be included in everything that regular students did. One participant recalled, "[PL] 94-142 hadn't happened yet, and [the teacher] was mainstreaming her students . . . there was an effort to make sure that kids were included."

Multiple participants shared that faculty worked very hard to create a learning environment where all students could be successful. As hard as everyone worked, it was also important to the faculty to build relationships on a personal level. Several

participants shared "we played as hard as we worked!" After-school happy hours on Friday at a local pub, teasing among friends, faculty parties, an end-of-the year skit planned and performed by a "secret committee" that shared funny things that happened to different people throughout the year, became traditions. Humor, laughter, and fun were celebrated within the community at every turn and Janey shared "the flip side of humor and teasing was genuine caring for each other."

Building a community that invited the students and parents to become partners in learning meant developing venues to come together and celebrate. A morning assembly, Good Morning Eastside (GME), was held at the beginning of every day in an open area. Lasting 15-20 minutes, those in attendance said the Pledge of Allegiance, sang to anyone celebrating a birthday, joined in several songs selected by the music teacher, listened to daily announcements, and recapped sports scores of school sports teams.

Students performed at a grade-level music program once a year. The music teacher and teaching teams collaboratively planned the program and stage design. Many parents volunteered to help with all facets of program preparation. Printed programs handed out the night of the performance acknowledged students, staff, and parents who contributed to the project.

Students' involvement in making decisions was a critical component of experiencing the democratic ideals on which the school was built. Janey recalled:

> A Student Council was established during the first year the school was open. Homeroom representatives elected monthly were given jobs at GME and served in a variety of capacities during the month each served. Each semester, fourth and fifth grade representatives ran for President and Vice-President, conducted a campaign with a campaign manager and delivered campaign speeches on election day. A school-wide vote was conducted in each homeroom, and the

> two students with the most votes were elected for the remainder of the semester. These officers represented the student body and met with the principal and teachers when student input was needed in making decisions and solving problems.

Community Challenge

At the beginning of the second school year, the faculty became aware of many parents' support for Eastside's innovative and progressive philosophy and programs but a few families were not supportive. Some participants remembered that "several families chose to request a district transfer to a more 'traditional school.'" As parents became aware of others transferring their children and the reasons behind it, more questions arose.

A mother from one of the unhappy families met with Janey and she remembered her saying "[we are] going to get [you] fired!" After this meeting, the challenge played out in the local paper with both supportive and non-supportive parents writing Letters to the Editor (Appendix E). Janey remembered that "there were more letters written to the paper than had been written since the time of the prohibition debate." An analysis of the Letters to the Editors reveal parent concerns crystallized in the following areas: school-wide discipline, combined grade levels, noise in the open-space building, communications between school and home, and methods of teaching reading and mathematics.

As the campaign played out in the newspaper, proponents of Eastside Elementary described this as an "attack on the school and each of us personally!" Parents who volunteered and were active in the school knew what was going on and were very supportive. Supporters felt those who were complaining "had not spent any time in the school talking to us or questioning us about concerns they had."

Janey knew that "[she had] the support of the superintendent and the Board of Education" as it became clear that a board meeting would be held to allow parents to air their differences. As Letters to the Editor were published in the newspaper a week prior to the meeting, Janey remembered:

> A board member would bring a copy of the paper to school each afternoon and, after school, the board member and I would meet with the teachers and read each letter. We would scream and cry here, but when we left [school], people would see and hear only quiet professionalism. Except for a few instances, this strategy worked.

Janey also shared events that happened before the meeting with her family and principal colleagues.

> My responsibility to my family was of utmost importance to me. I asked my husband and father-in-law to sit at the kitchen table with me as I described what I thought would be made very public. Each gave me their assurance that this would not be an 'eyesore' for the family…as the days continued it became clear that there would be a board meeting to 'air out' the debate. I felt the obligation to make certain people were aware of the situation. I remember vividly the principals' meeting in which I told them of the issue and that I needed and expected to get their support. I also remember vividly the reaction. Every head in the room was down.

The meeting held on April 7, 1975 was attended by 250 district patrons, many parents and staff from Eastside, and other interested individuals. It lasted two hours and 15 minutes with Janey answering questions from those in attendance. Petitions to the Board, signed by 61 people, were presented by non-supportive parents asking for a Board investigation of their concerns, and supportive parents endorsing the school's faculty and programs was signed by 129 people (Hargrove, 1975). Following the question and answer segment of the meeting, the Board expressed approval of the program provided at Eastside but also requested Mr. Lancaster to investigate the concerns and report back at the next board meeting.

Janey recalled "It was actually over. I heard nothing from the parents again and heard nothing from the superintendent or the Board!" The next board meeting, held on May 6, the Superintendent reported to the Board that he and board members had spent time in the school since the April meeting studying the program and administration. They endorsed the faculty, school-wide procedures, and the instructional program (Bradshaw, 1975). District transfers continued to be available to any interested parents.

Those who personally experienced the "big meeting" shared the events along with the emotions that retelling brought to the surface. Interestingly, four of the seven teachers in my study who were teaching at Eastside recalled strong and vivid memories of the event while three of the seven had very vague memories and did not attend the meeting. One of the four teachers who remembered vividly became teary eyed and very emotional recalling what she described as an "attack from a few parents. I loved that school . . . we believed in us . . .[we] had only the students' best interest!" After the meeting was over, there seemed to be a mutual agreement reached between the Eastside faculty and the concerned parents. One participant recalled "That's what you think, this is what we think and we agree to disagree." The seven teachers who experienced the board meeting remember that after it was over "there was a bond created that was stronger than before."

After the meeting, Janey recalled:

> Once the event was behind us, I could take stock. I was very proud of the way we handled the situation. We were professional in every way. We could stand tall because we began the school based on a set of standards and could speak to them and speak to them we did. We were stronger for the incident. I also now could read the articles and allow my emotions to flow, but only to myself. It is the loneliness of a leader. He/she must not share negative and fright with ones in the organization…as the years pass I could see how fortunate we were to have a board and superintendent that believed in us and were strong enough to stand

> for our work. I do not suppose I will ever get over the feeling of public humiliation. Even today when I read the articles my stomach turns and my face is flushed. Tears are close. It is said that we all grow from challenges. I know we did as a faculty. We were bonded in a new way. I suppose I am stronger too; yet, I would just as soon [have] gone without these weeks in my life. I feel the tenseness each time I talk about the occasion.

Surviving the challenge and moving past it created a time to heal and grow for the whole community. A school tradition since the opening of Eastside was caroling for special people in the community at Christmas. The December after the April board meeting Janey felt it important to carol the two families that were the most vocal to "create a bridge to a new relationship with them. They were shocked and surprised! It helped the community get past the challenge and just go on."

The Years After the Challenge

After the community challenge in April 1975, Eastside settled into a new normal with the beginning of the third school year in August 1975. Student enrollment was 440 but historical records are not available to include ethnicity data for this school year. Student grade levels were combined in K/1, 2/3, and 4/5 through the third year but beginning with the 1976-77 school year, separate grade levels were established.

Student enrollment and ethnicity data are available from ten of the remaining 17 years from school scrapbooks. Historical records from the State Department of Education (SDE) and Adams' district are not available for Eastside during the bounded time frame of my study which prevents me from reporting free and reduced lunch data along with student achievement assessment data.

As shown in Table 4, enrollment grew and became more diverse from 1976-77 to 1991-92.

Table 4
Eastside Elementary School Enrollment and Racial Identity

School Year	Enrollment	Racial Identity*
1976-77	466	W: 96.4%; B: 2.8%; O: 1.07%
1977-78	404	W: 94.8%; B: 3.2%; O: 1.9%
1978-79	452	W: 94.7%; B: 2.2%; O: 2.6%
1979-80	467	W: 92.3%; B: 3.6%; O: 4.1%
1980-81, 1981-82	Not Available	
1982-83	469	W: 92.8%; B: 4.9%; O: 2.1%
1983-84, 1984-85	Not Available	
1985-86	523	W: 92.5%; B: 4.2%; O: 3.0%
1986-87	587	W: 91.5%; B: 4.4%; O: 3.7%
1987-88	605	W: 88.0%; B: 6.4%; O: 5.1%
1988-89	Not Available	
1989-90	725	W: 91.4%; B: 4.7%; O: 2.9%
1990-91	Not Available	
1991-92	521	W: 89.8%; B: 6.9%; O: 3.1%

Note. W = White; B = Black; O = Other (American Indian, Latino, Asian, etc.)
Source: Eastside scrapbooks

School ethnicity percentages are in close proximity to the community ethnicity percentages reported in the District Influences section of this chapter. The numbers of White students declined slightly over this period while the Black and Other percentages increased slightly. It is important to highlight the large enrollment for 1989-90, 725. The following school year, 1990-91, the district opened a new school and adjusted the attendance boundaries so that by 1991-92 student attendance was more in line with previous years.

1975-1980

The latter half of the 1970s saw Eastside emphasize the arts, becoming one of six arts-in-education demonstration schools in the state in 1976. Janey and faculty representatives attended an informational meeting sponsored by the SDE to discuss a proposed arts-in-education network being developed in the state and were recruiting schools to become involved as demonstration schools. When this information was

shared with the entire faculty, Janey recalled "Everybody took to it! And that taught me about the power of the arts!" Several participants remembered:

> A site Arts-in-Education Committee was created to coordinate network [activities] supporting integration of the arts in curriculum areas and infusion into school-wide programming. Monies were used to hire artists for residencies to work with grade levels and to give school-wide performances. State-wide workshops were presented to help classroom teachers who did not have a background in the arts develop expertise in integrating the arts in all curriculum areas. Teachers, students, and parents were encouraged to share their artist talents in GME which many did. University and local musicians and performing groups were invited to perform.

Eastside discovered the arts, and it became an essential component of the school's culture from that point forward.

Another pivotal event during this time period was Janey and other district staff learning about the Gesell Developmental Readiness Program and the opportunity to provide a learning environment that met young children's needs based on their readiness to learn. District principals and counselors witnessed some younger students struggle in school and began to research programs that would help these students be more successful in their early years of schooling. Janey and other participants involved in this initiative remembered:

> The Gesell Institute of Child Development offered just such a program, and the district agreed to provide training for elementary principals and counselors to learn how to administer screenings and make placement recommendations. This happened during the summer of 1978. In the fall, an informal meeting was held for parents and interested community members to discuss the program and a proposed implementation timeline (*Transcript*, 1978). During the spring of 1979, screenings were given to all kindergarten students in the district, and placement recommendations were made. Beginning in the fall of 1979, many schools offered a Transitional First (T/1) grade placement for children who were developmentally young, and parents had the option for their child to go to T/1 or first grade.

T/1 classes became an integral part of the grade configuration at Eastside, and most years there were two classes. Some years there were three. Surveys completed at the

end of each school year confirmed strong support from parents and school staff. Students' self-confidence grew as they became more successful academically and socially and were ready and confident to move to first grade the next school year.

At the beginning of the 1979-80 school year, parents were welcomed back to school with a letter identifying recognition of school accomplishments for the first six years since the school opened (Appendix G). Several other "marquee" events dotted this time period. Harry Chapin performed during GME in the spring of 1978, and the cast of "Annie" including Moose, the dog, dropped by for a visit in November 1979 (Appendix H). One of the first-grade teachers was named district Teacher of the Year.

1981-1989

District influences impacted Eastside as well as other school sites during the 1980s. The PDC provided multiple learning opportunities for district as well as Eastside staff. The district school improvement model, Decisions for Excellence (Figure 1), provided an opportunity for schools to engage in improvement efforts and develop site plans. Site committees began using the model when writing site improvement plans beginning in 1985. Eastside site goals for the 1991-92 school year is included (Huffman, 1994) (Appendix I).

In January 1986, a school gymnasium, built on the east side of the school was dedicated. Current and past members of the Board of Education, the district central office, previous superintendents, family members of the person the addition was dedicated to, the architect, and the school attorney were all present and seated on the stage. An Assistant Professor of Music at the local university brought a chamber bass group which performed three pieces and the processional and recessional. Students,

faculty, and parents in attendance sang four songs selected especially for this event (Appendix J). The gym became the space in which physical education was taught as well as the location of GME and school-wide performances, including grade-level programs.

In May 1986, Eastside was selected as one of eight finalists in the Elementary School Recognition Program sponsored by the U.S. Department of Education. Each finalist received a site visit prior to the selection of the winner the following month. Although Eastside was not selected as the winner, the recognition was an important highlight of the year (Appendix K).

The arts continued to thrive with annual artists-in-residence and visiting artists as well as school-wide performances from neighboring schools, community groups, and university ensembles. Students, parents, and faculty also contributed artistically in GME. Grade-level programs were a highlight each month as were fourth and fifth-grade honor choir performances in December and the spring of each year. (Appendix L)

District impact of the Gesell initiative and the ways Eastside supported early implementation of it were remembered by Janey in the following way:

> District expansion of the T/1 Program grew into all elementary schools with at least one class in every school. New early childhood teachers at our school were trained each year, so all could give the screenings. Our staff was very involved in sharing program information and what we were doing outside the district and invited others to come observe teachers and classrooms.

At Eastside, a Special Events Committee was organized to plan and implement an annual school-wide celebration of learning. Every other year a science fair was held with fourth and fifth graders required to develop projects and display them in a location where the entire school community could rotate through their displays and ask questions of the young scientists. Additionally, in conjunction with the winter Olympic Games

held in Calgary, Canada in 1988, an Olympic Day was held at Eastside. Each homeroom selected a different country and developed exhibits of important information about their country. On Olympic Day, opening ceremonies were held followed by students carrying passports rotating to each country for 15-20 minutes and receiving a stamp in their passport. At the end of the day, closing ceremonies were held. (Appendix M)

Another school wide event that brought families and staff together early in the school year was a back-to-school picnic. Janey and several participants recalled:

> A back-to-school picnic was held a few weeks after school started. Hot dogs and cold drinks were provided by the school and a large number of families attended every year. This became an annual event after the first year.

Beginning in the 1980s, special education classes were held in cottages adjacent to the main building because the closed-in areas that these students needed to be successful were not available in the main building. Teachers identified a need for assistance getting the students back and forth to the main building for GME, P.E. and Music, and school-wide events so fourth and fifth grade students volunteered to be Special Helpers for the "cottage kids". They developed a special relationship and the "cottage kids" looked forward to the times when they were together. Special Helpers were recognized for their community service at the end of each semester.

1990-1992

Highlights of these three years were the production of two original operas by fifth-grade students performed in May 1990 and May 1992. Janey and several teachers interested in the project attended training at the Metropolitan Opera Guild National Teacher Workshop Series funded by the National Endowment for the Arts. When they returned to Eastside, they shared what they had learned with the other fifth-grade

teachers and a music teacher. A collaborative decision was made that the following year fifth graders would produce an original opera. Beginning in January 1990, students were selected to write the script, compose music, create sets, build lighting, create costumes, do makeup, and create publicity. Actors and musicians were selected. A production manager, stage manager, and assistant stage manager were chosen to oversee the entire process (Appendix N). "Where's My Invitation?" was performed in May 1990. The same process was followed two years later when a different fifth-grade group performed "There's No Such Thing as 'Happily Ever After'" in May 1992.

Chapter Summary

This case study is being conducted to investigate the phenomenon of principals building leadership capacities with teachers and to better understand the factors and experiences that support teachers becoming leaders in PK-12 and higher education settings. Critical to this investigation is selection of a case that will "maximize what we can learn" (Stake, 1995, p. 4) to illuminate the phenomenon under investigation. This investigation is being conducted to address an identified gap in the literature in hopes of adding to the leadership scholarship and provide a better understanding of principals' development of teachers who became leaders.

Eastside Elementary was nested in a dynamic and innovative school district with a visionary superintendent. The principal was chosen to lead Eastside because of her demonstrated leadership. A detailed history of the events that happened prior to the opening of the school and during the bounded years of the study, 1973-1992, is described. Pivotal in the school's history is the community challenge that happened in the spring of 1975 and the ways in which the school community came together to deal

with it and move on. Also pivotal in the school's history is the embrace of the arts in 1976 and the ways it impacted teaching and learning at the school. National, state, and district influences are also described to better understand the context in which leadership was enacted and teacher leaders developed at Eastside.

Eastside's principal and faculty embraced Deweyian and Piagetian perspectives, collaborative leadership, and innovative pedagogy and collectively built a learning community focused on exemplary teaching and learning for all students. The importance of students and parents participating as equal partners was critical to the schooling enterprise enacted at Eastside. Collaborative decision-making and problem-solving processes provided opportunities for teachers to experience and to develop expertise in these processes, and strong personal and professional relationships were developed throughout the school community.

This chapter provides a rich description of the case in which one principal built leadership capacities with teachers who chose to become leaders in PreK-12 and higher education settings. Chapter Five reports findings of the ways in which the principal enacted leadership that developed teachers into leaders in other settings. Chapter Six reports findings of the teachers who became leaders and the factors and experiences that supported their development to become leaders in other settings.

Chapter Five

Principal Findings

Chapter Introduction

In order to better understand the factors and experiences supporting teachers moving to administrative and higher-education roles, a focus on the principal and her leadership at the school is critical. The identified research question of the ways in which the principal, school culture, and peer-colleagues contributed to teacher decisions to lead both informally and officially will be reported based on the principal's interviews and reflective memos, as well as case documents and artifacts. Chapter Five reports findings illuminating what the principal did to support leadership development with teachers. Themes generated from the data include strong philosophical and theoretical foundations, female generative leadership, enriching innovative culture, building teaching and leading capacities, and learning organizations.

Strong Philosophical and Theoretical Foundations

In Chapter Four, I described an overview of the foundations upon which the school was built and Janey Barker's leadership enacting these beliefs and values were described. The current chapter presents a more in-depth examination of these foundational premises, her leadership, and the ways in which she supported development of leadership capacities. This chapter also presents important learning and leadership opportunities Janey experienced prior to and after becoming Eastside's principal which were influential in her leadership at the school.

Learning and leadership prior to becoming principal

During her undergraduate and graduate work, Janey studied Dewey and Piaget extensively and, during her first year of teaching, focused on incorporating thinking skills in her instruction. The following summer, she participated in a Science Curriculum Improvement Study (SCIS) seminar and remembered that "[it] caused lots of thinking [and] had a big impression on my understanding [of] what schools should be like." She "listened and questioned, listened and questioned . . .and knew the people that she studied, Jean Piaget and John Dewey . . . university classes had a big impact on me."

When Janey served as intermediate team leader at Southgate, the team conducted an in-depth investigation of the elementary core elements of the disciplines they were teaching. She shared, "You have to understand the wholeness of it to be able to teach it deeply where kids can really understand it." One of her teammates and a participant described this process when they investigated the social sciences. First, teachers brainstormed the disciplines of the social sciences and, as a team, developed outlines of essential elements of each (Appendix O). These outlines became the source of lesson plans and classroom activities for the faculty teaching social science. A participant remembered teachers worked collaboratively to develop a list of "what kids needed to be taught in developmentally-appropriate ways incorporating rational thinking skills through inquiry."

Another participant remembered:

> The principal at Southgate was a very hands-off principal who let Janey run the team…like a principal. We made decisions together, we talked about kids, we really tried to figure out why a student wasn't learning or what was going on. We were student-centered, and we all enjoyed each other!

Strong foundations in Deweyian and Piagetian perspectives and shared leadership were well established in Janey's thinking when transitioning from Southgate to Eastside. Faculty that shared these common understandings and new teachers who were open to learning about them and integrating them into their teaching were critical to her successfully bringing these perspectives forward to Eastside. Many applicants had just finished coursework and received their credentials and learned about Dewey and Piaget in coursework. As new teachers, they had not implemented them in a classroom. Each assured Janey they were willing to embrace these perspectives if they were hired.

Learning and leadership after becoming principal

Several participants who were members of the founding faculty remembered the first faculty retreat, which was held at a state park for several days prior to the school year beginning. A participant recalled a district administrator facilitated the retreat, which focused on "philosophical kinds of conversations" and effective communication skills based on Thomas Gordon's work. The group learned about 'I statements' and 'flops' and how these positively impact group discourse and relationships. Teambuilding activities with the whole faculty provided a fun way to support building relationships and establishing a strong sense of group identity.

Participants remembered collaborative discourse about democratic schools, and the ways in which students, parents, and faculty would experience it revealed strong commitments:

> Respect for every citizen, providing experiences for children in which they learn how to become good citizens, a sense of fairness in the way schooling was enacted, and all children could learn…shared leadership among the faculty and creating a Student Council for students to share leadership.

One participant described what happened at the first retreat in this manner: "We were communicating about an Eastsideness before Eastside opened."

One participant explained Eastside's vision in her dissertation in the following manner: "Dewey framed our school's authentic, democratic setting and ignited our passion to co-create learning, understanding, and meaning with our students" (Heath, 2009, p. 18). The mission of the faculty was "to achieve the goal of developing rational thinking skills by using inquiry as the process, and content as the vehicle, while helping learners to become self-actualized participants in our country's democracy" (Heath, 2009, p. 19). Creating everyday school experiences in which students "could learn about, experience, and observe the democratic process as the norm" (Heath, 2009, p. 70) was critical for them experiencing democracy in line with Dewey's construct of a lived experience.

Upholding commitments to Deweyian and Piagetian perspectives required constant vigilance and reflection from Janey and all faculty members as the years progressed. When the district brought the Gesell Developmental Readiness Program forward in 1978, Janey and several faculty realized the potential for supporting early learners during their first years in school. This quickly became a third pillar in the philosophical and theoretical foundations of Eastside.

Janey's formative leadership experiences clearly established Deweyian and Piagetian perspectives, shared leadership, collaborative processes, and a learning environment where all children could be successful. Creating a vision for the school, building capacities in effective communication skills, and building strong personal and professional relationships were critical to the work of the new faculty. A community

committed to enacting a lived experience where adults and children shared learning, leading, and life together was born.

Female Generative Leadership

This section of Chapter Five focuses on the leadership enacted at Eastside by the principal. The remaining sections of the chapter will focus on enriching innovative culture, building teaching and leadership capacities, and learning organization. Findings reveal the principal to be a generative leader who enacted characteristics of female leadership and embraced democratic and participative styles of leadership. She focused on building relationships, communication, consensus building, power as influence, and working together for a common purpose (Eagly & Carli, 2003; Eagly & Johannesen-Schmidt, 2001; Eagly & Johnson, 1990; Northouse, 2013; Trinidad & Normore, 2005). Other researchers have identified communal attribute characteristics of female leadership, including creating a sense of community, empowering subordinates, communicating and listening effectively, concern for compassionate and fair treatment of others (Deaux & Kite, 1993; Eagly, Wood, & Diekman, 2000; Fondas, 1997; Gibson, 1995). Her leadership supported creation of an empowering culture that built leadership capacities within a learning organization. The section summary synthesizes the ways in which she modeled and demonstrated female generative leadership.

Janey's leadership experiences prior to becoming principal at Eastside provided multiple opportunities for her to develop capacities in shared leadership, consensus building, and collaborative processes. Her understandings of how a school should operate were in alignment with and strongly supported by the district superintendent. A

member of the founding faculty remembered that Janey hired "all those primo teachers" which enhanced the possibility of building a learning community that bridged theory to practice in meaningful ways.

Modeling leadership and building relationships

As Janey reflected on the impact of the faculty on students and parents, she shared:

> We seemed to know what to do in a comprehensive way that now research has defined is what creates a quality school. I had an ability to learn from others and apply it…I could see how this stuff was going to apply in a practical sense. So, that's what we did.

How does a leader ignite the passion and channel the energy of a group of predominately new teachers who envision the potential and possibilities they discussed in their first retreat? Model leadership in everything you do, build strong relationships with all stakeholders, and ensure actions match what you say are your vision and beliefs. Janey understood from a systems perspective that "as a leader everything you do has a byproduct." Her vision of creating a consensus school required that she model leadership that was congruent with the school's vision and beliefs and include teachers in shared leadership and decision making. It also required:

> Putting the appropriate people together, design[ing] constructive methods, provid[ing] good information…[which allowed] people [to] create authentic visions and strategies…Leadership was generated throughout the building rather than focused and static leadership positions.

Janey had strong personal and professional relationships with the teachers with whom she had previously worked with at Southgate. It was important to her, with new faculty, to develop these same relationships.

> I spent intentional time with individual teachers by taking walks at lunch [and] share[d] my support of what they wanted to do or encourage them to think through [things]…urging them to take leadership responsibilities throughout the

> district…My expectation was that everyone would be highly involved in something and …it really doesn't matter to me what it is but I want you to be passionate in pursuing something.

It was also important that strong relationships were created within teams and the faculty as a whole. Janey shared, "I expected [teachers] to work together as professionals, not love each other." Communication protocols and processes learned at the first retreat were modeled in team and faculty meetings to support everyone's voice being heard. A participant shared that "we held each other accountable to talk together in ways that validated everyone's ideas and opinions." Knowing that everyone had a voice at the table and that diverse opinions were valued contributed significantly to the development of trust and respect as professional colleagues.

Also important to Janey was a clear understanding of the relationship between a principal and faculty.

> There's just this equal conversation that always goes on. There's no debate about who's in charge and who's right…there are times when I'll have to make a decision and you just have to abide by it…personnel issues for sure.

Critical to enactment of democratic practices at Eastside was when a new teacher was hired and joined the faculty. Janey recalled that the new teacher was invited to become a "member of the family." Prior to starting school, each new teacher received a letter written by the faculty welcoming them, sharing beliefs, and sharing expectations (Appendix P). The equality of all faculty members meant that a new teacher had equal status with the rest of the faculty. Janey shared, "I had to hold to equality of all faculty members . . .there was no seniority."

An expectation of excellence was woven into the fabric of the school by Janey and the faculty. Janey described it in this manner:

> There just wasn't anything less than excellence that was ever expected. From me, from everybody. If anyone slipped a little, they were quickly reminded. Sometimes nicely, sometimes not so nicely…I made a promise to myself when I became a principal…if I saw someone who could not do their job, then I shifted to removal and I told [them]. It might sound something like this, '[I] just [have] to tell you that if I were to have the opportunity to hire you today, I would not. And so we need to do something about that.'

Support and encouragement of individual teachers, teams, and the faculty were modeled by Janey multiple times each day. Handwritten notes to teachers and students on chalkboards showing appreciation for a job well done, compliments at faculty meetings, verbal praise for an excellent lesson, or kudos for trying something new were frequently experienced by the faculty. Janey shared poems with the faculty which were often written to show appreciation, celebration of an accomplishment, being thankful for collegial relationships, or a leader's prayer (Appendix Q). Her willingness to share her writing in such a personal way modeled for others the importance of communicating personally and expressing oneself through an art form.

Personal care and concern for everyone and people taking care of each other formed a strong bond between Janey and the staff. Participants remembered community support when "someone was getting a divorce, a child became sick in the night, parents were dealing with illness, or there was a need to leave early because of a doctor's appointment." Likewise, if there were positive things happening in one's life and family, the staff celebrated.

Integrity of the disciplines

Upholding the integrity of the disciplines was critical for Janey to know that teachers understood the curriculum they were teaching and that students were learning and understanding the content taught. "We were diligent in defining the curriculum to be taught…They were beginning to define state standards, but before they ever did that,

we looked to the standards of curriculum[s]." She shared a story related to her concerns in the area of social studies.

> I remember when…I had the principal at the high school…come talk to our faculty in regard to social studies because that was his area. At that point I didn't think that…teachers understood social studies. They were teaching the book, but they were teaching social studies things [and] I thought they needed more background in social studies. So, content and curriculum was a clear focus.

New textbooks were adopted annually in the district, rotating content areas each year. Janey chose to teach a group of students using one of the resources being considered for selection to let her "know that [resource] and also more thoroughly understand whatever that [content area] was." Subsequently, she was able to discuss her teaching experiences with teachers and engage in collaborative conversations during the selection and voting process.

Reflective practice and discourse

Reflective practice was modeled by Janey and practiced by teachers. Daily discourse among the teaching teams focused on reflective feedback about how lessons went and future adjustments that needed to be made. Participants remembered that responses would often be "you might want to think about this or have you tried this?" During her clinical supervision of individual teachers, Janey would always ask "how do you think the lesson went?" Reflective discourse among teams and the faculty were a part of analyzing success and developing grade-level goals, grade-level programs, special events, and team projects.

It was important to Janey that she always knew how teachers were thinking about their teaching and a variety of school-wide topics. When the faculty grew to 50

teachers, Janey felt she needed to create a protocol as a way for teachers to communicate with her about these things.

> I can't keep up with how you think because I'm not in contact with you enough to know that so we'll do a Topic of the Week…On your lesson plans I'll put [the] topic. You write to me about the topic. Write one sentence, one word, write a whole page, whatever, but I will read them and it will let me know where you are in your thinking about that.

An analysis of several years' topics included in case documents focused on input to school-wide problem-solving and decision-making, culture, students' success, feedback to school-wide departments, building relationships with adults and children, ways to support adults and children as learners in classrooms, parent conferences, school-wide activities, arts integration, curriculum, vision, data-driven decisions, and social justice. (Appendix R) Janey shared that they were "typed by the school secretary and were posted in the lounge for everyone to have an opportunity to read and know about colleagues' thinking and perspectives."

Janey personally reflected on how things were going in the school twice a year. In January, she did a State of the School. Looking over the first semester, "It was a reflection of what I saw us doing and where we needed to go." She shared that one year she felt the faculty was not taking her seriously as a leader. She said to the faculty "there [are] some things we're not doing that we need to do…I've given this great thought. And I want to be really clear about my leadership." She rewrote "The School as a Model of Society" by Grannis and Wiseman (Appendix S) and orally read it in a faculty meeting. The ending paragraph was strong and direct:

> Our school has taken time in the past to be more than routine. I'm hoping we will continue to do this. The above is what I expect. What will I accept? Each of you personally. It is special for you just to be you.

Several participants remembered that "Janey often answered their question with a question" which created a space for deep thought and reflection about the topic under discussion. It also modeled the power of questioning as a way to promote thinking and understanding between the people engaged in conversation. Passionate engagement in teaching and learning for adults and children was a top priority for everyone at Eastside.

Contributions to scholarship, the profession, and recognition

Janey modeled the importance of contributing to scholarship as a single author or coauthor of several articles. As principal, she was a single author of a "Principal's Page" in the December 1974 issue of *Instructor* focused on her work with a multi-age group of students in a three-week mini-course titled *Know Your State*. Another single-author piece, "Staff Development: Continued Learning," was published in *A New Wind Blowing, Arts in Education in (name of state) Schools* in 1982. A book chapter titled "Your Principal, Your Ally" was published in *Public Relations for School Library Media Centers* in 1990. When teaching, she co-authored with four colleagues "Piaget is Practical" which appeared in *Science and Children* in October 1971. Three additional publications are listed on her résumé (Appendix T).

Janey's expectation that teachers would be highly involved and passionate in something was one she held for herself. Her résumé reflects leadership within the profession, presenting at many state-wide and national conferences focused on a wide variety of research-based topics. She also served in leadership capacities of various community organizations.

Her exemplary leadership was recognized by multiple state and national organizations throughout her career. Her alma mater recognized her as an outstanding

alumnus three times and two state-wide professional organizations acknowledged her exemplary service to the profession. She earned national recognition for her leadership in the arts.

Janey's intellectual capital, her understanding of putting groups of people together in productive ways, and her knowledge of the importance of an enriching culture supported by female generative leadership are described. She understood from a systems perspective the impact of democratic leadership and the importance of building strong personal and professional relationships. Creating a consensus school required leadership to be shared and developed with the faculty and the entire school community.

Enriching Innovative Culture

Eastside's culture was enriching and innovative and provided a generative context for learning and leadership that allowed adults and children to thrive. Janey embraced the opportunities for building a learning community this culture provided and, with the faculty, co-created an environment where learning for all was a top priority. This section describes in detail what contributed to the generative nature of the culture.

Community building

The pillars of constructivism and democratic practices were observable from the very beginning. Janey and several participants recalled:

> An open school, pedagogical quality was observable by [everyone] in the building…ways adults talked with children, ways children worked with instructional materials, and places where children worked were on constant display and within earshot…Feedback from classroom and school-wide observations provided opportunities for continuous discourse focused on alignment of practices with foundations.

Establishing traditions from the beginning was an important benchmark of the new school. GME was held the first day of school, which provided an opportunity for

the whole school to come together and share a sense of a community. Grade-level programs were established for students to have the opportunity to experience a musical performance in front of an authentic audience. A Student Council, where students had the opportunity to participate in leadership supporting GME and contributing to school-wide decision-making, was in place during the first year.

Strong personal and professional relationships inside and outside the school continued to provide support and encouragement for faculty individually and collectively to grow as educators. Strong positive relationships with students and families were also critical to building a community of people that had trust and respect for each other and showed care and concern for one another. This played out daily in student interactions in classrooms with peers and adults and on the playground. Janey shared:

> It was important for parents to be listened to and faculty meetings focused on professional development…It helped build capacities in communicating effectively with parents and building relationships built on trust and respect.

Another way parents being listened to and having a voice played out was when two mothers came to Janey and wanted to do a school carnival. Janey recalled:

> I said 'I don't know about school carnivals.' The parents said "well, we do. We'll do it, we'll organize it.' So, we had our first school carnival and, in every area, each room was responsible for having some kind of booth. I just remember the Saturday morning going out there to help [them] clean up and the three of us saying next year 'we're going to have a cleanup committee!' But everybody had a great time, and those school carnivals continued every year. We made lots of money at a dime a piece but more importantly we built relationships with our families that [were] very strong.

Deal and Peterson (1999) identify historical elements as important to understanding a school's culture. A participant shared the community challenge during the second year and "the strength of bonding when you go through a crisis . . . brought

us closer together." Beginning the third year, having survived the challenge, "we [stood] stronger about what we believed" and confirmed a commitment to the vision and beliefs upon which Eastside was founded.

After becoming an arts demonstration school, Janey shared "The arts took over! It caught everybody and so then this art piece permeated our school and I think made a huge difference in everything we did." A commitment to learning new things and sharing with colleagues was already a well-established tenet of the culture, and the arts created a whole new context for teaching and learning at Eastside. Participants remembered that "[we] quickly experienced a need to know how to incorporate the arts into classroom instruction . . . [we] attended professional development sessions in arts integration and immediately shared what [we] learned with other teachers." Trying new instructional strategies in classroom instruction provided energy and enthusiasm for the reflective discourse happening in teams and in the faculty as a whole. The music teacher became a resource for helping teachers embed music in classroom instruction, and enabled teachers to begin asking questions about incorporating the music that the students were learning in class into classroom instruction. One participant remembered, "[Eastside] believed in nourishing and nurturing us to believe and do with the arts."

Several participants recalled being on the "cutting edge of education in (name of city) was an attribute that [we were] proud of and worked hard to maintain in the district and community." With the embrace of the arts and the transformative learning that could occur in this context, all participants confirmed that this was a pivotal event in the school's history and changed the trajectory of the school in significant ways. Janey

recalled "We were open… we were open to people…we were open to ideas and willing to go beyond where we were."

Actively seeking to grow personally and professionally was an individual and collective commitment by the faculty from the very beginning of the school. Faculty meetings were important to develop common understandings of the essential elements of the topic being studied and to be able to model them with fidelity in classrooms with students. Reflective discourse among colleagues provided support and encouragement for teachers to continuously grow as educators.

Twelve norms of a strong culture

In the mid 1980s, the district brought Saphier and King's (1985) norms of a strong culture to Janey and other principals.

> Like all things that came to us I applied them, but I also taught the faculty what they were. So…we had these common understandings throughout the faculty. Once we understood it…we had it together. So the norms of a strong culture [were] a framework that the whole faculty understood. As soon as you said the 12 norms, people knew…we consistently went back to check on our progress and [helped to] define us.

Saphier and King (1985) identified 12 norms of a strong culture including collegiality; experimentation; high expectations; trust and confidence; tangible support; reaching to the knowledge bases; appreciation and recognition; caring, celebration, and humor; involvement in decision making; protection of what's important; traditions; and honest, open communication. Identifying the ways in which Eastside made these norms visible is important to understanding how the culture was enriching, innovative, and generative.

Collegiality developed as Janey and the teachers worked collaboratively in pairs, in teams, in committees, and as an entire faculty and learned from each other. Learning was number one for adults and children at Eastside, and new teachers learning alongside

experienced teachers created a generative context to build intellectual capital and deep personal relationships. Janey shared that "I can't think of anything that was done in isolation." It was Janey's expectation "that we will work together, not that we have to love each other . . . there was a lot of that but it was the work together."

Experimentation was supported by teachers' willingness to try new things and the commitment to continuous personal and professional learning by everyone. Janey shared, "Those arts experiences [press] you into experimentation." Staying on the "cutting edge" required embracing change and new learning and understanding that disequilibration and refining initial understandings were a part of developing intellectual capital. Learning to effectively deal with change was critical for the school to move forward. Janey shared:

> If we saw something that needed changing, we went about it. But I'll also say this. When we started to try something different, we did hold to it long enough to know. It wasn't try it and then oh, [we'll] see. Something went wrong, so this doesn't work. It was to stay in it long enough to really know whether it was a good path or not.

Janey taught the faculty the Concerns Based Adoption Model (CBAM), which was brought to her in a presentation by Shirley Hord soon after Eastside opened. Using the six stages of concern to help the faculty develop understandings of change and how to effectively deal with it, collaborative discourse was facilitated by use of this common vocabulary. Helping teachers understand change and how it fit with what was already in place supported smooth transitions when change initiatives were being implemented.

There were *high expectations* of everyone, every day. This norm permeated everything that happened at the school. Janey's "expectation was that everyone would be highly involved in something and . . . it really doesn't matter to [her] what it is but [she] want[ed] you to be passionate in pursuing something." Participants shared they

held high expectations of each other. Learning was number one for adults and children, and this required faculty to be committed to growing personally and professionally and to demonstrate passionate engagement in teaching and learning. Supporting the integrity of the disciplines and arts-integration in classroom instruction was also expected.

Trust and confidence developed through what Janey described as "people holding confidences" in each other and the "straightforwardness and the fact that it was an open school and you could see people doing their job well added to that." When new faculty were invited to become members of the Eastside family, it was with the understanding that these new members would bring the best of themselves and, with support, would be successful in making the school better. As the years progressed, trust and confidence in Janey and the faculty's ability to provide an exemplary experience for students and families as Eastside grew and evolved.

Eastside had the trust and confidence of the superintendent and the Board of Education and Janey said "therefore it was easy for [her] to transfer it forward." How was this norm observable when dealing with student discipline?

> The discipline in the building was one of thinking through things with kids and trusting they could weigh it out and change their behavior. So, what did that look like? Well, it looked like somebody got in trouble. Usually it was somebody else. They were both in there. We were talking it through. What could you have done differently? And then always the question, "OK, so this is the first time, now that we've talked about it, is that something you can take care of or do I need to call your family?' And, of course, they could always take care of it. Now, the second time they came in, it was a different conversation.

The strength of this norm also contributed to the faculty knowing that when anyone said they would take care of a responsibility it would be done well. Janey and several participants remembered that "whether it was a request from Janey, a team, or

the faculty, it was important to follow through and keep commitments . . . when this didn't happen, people would hear about it."

Tangible support was observable in the everyday experiences of people at Eastside. Janey shared the following story that exemplified this norm in a strong way.

> I think the open school made a big difference because you could see what was happening to support people all of the time and, if that didn't occur, for instance, if a librarian seemed to be more of a directive than a service person then there were discussions about that. Or anybody else. We were there to support each other not to direct each other…I guess it also showed up clearly in regard to parents and the supportive parents we had.

All grade-level teacher participants shared how much the support they received from their teammates meant to them. Classroom management, instructional strategies, curriculum, ideas to try, or advice about ways to deal with conflict were topics discussed on a daily basis. The school-wide specialist participant did not have a departmental teammate, and she sought support from Janey on a regular basis. Colleagues' support was critical in building intellectual capital and confidence in teaching expertise.

Reaching to the knowledge bases involved learning the research and applying it in classroom instruction. This was understood by Janey and the faculty to be critical in achieving excellence. Learning was number one for students and adults, and this requires reading research. Janey recalled:

> We were in a university town, and we had those college professors at our fingertips. We lived in a district that at that time was highly creative and sought to know more. Our Central Office did that. We did it. Faculty meetings…one-third should be bringing information, one-third should be professional development, and one-third should be joint decision-making.

Appreciation and recognition were also a part of the everyday experiences at Eastside. Janey remembered:

> It played itself out daily…our morning assembly highlighted kids and teachers continually. Notes, written notes to teachers, written notes to kids, written notes to classrooms on the chalkboard, honors and awards throughout the faculty from outside our group as well as in.

The importance of this norm to Janey was demonstrated by the frequency that it happened with students, teachers, and parents, in classrooms, and throughout the entire school. This constant modeling provided a powerful example and gave permission for others to do the same. Janey shared that "it was important to recognize excellence and the people in the school that contributed to it which happened on a daily basis."

Caring, celebration, and humor were to Eastside as oxygen is to breathing. This norm permeated the way adults and children treated each other and communicated with one other. It also contributed to the showing of care and concern upon which strong personal relationships were built. Janey and several participants recalled that "many students at Eastside came from needy families and trying to make those families' lives better was as important as the support for learning success in the classroom."

Janey remembered the end-of-the-year faculty skit as an important example of this norm:

> And so this faculty skit took a life of its own, and it could have almost been put on stage in Hollywood. There were costumes, there was a script, there were lights, there was music, and the vignettes in the skit came from things that happened during the year. But nothing was sacred. There were some things touched on that probably would have been better unsaid, but they were said but always with humor…and when you do that, then the flip side of that, of course, is the genuine caring that comes about.

Teachers' birthdays were included on the Monday Memo (Appendix U), distributed to the staff weekly, and provided an opportunity for a team or other faculty to acknowledge them in some special way. Faculty parties twice a year and team parties throughout the year were celebrations of friendships and collegiality. Friday

afternoon happy hours were open to anyone who wanted to celebrate on a weekly basis. Janey shared that "having a sense of humor was a requirement to be hired," and humorous events and conversations were intertwined with everything that happened at the school.

Involvement in decision making was a visible enactment of democratic practices upon which Eastside was founded. Janey asked teams to make decisions about a wide variety of things that affected teachers and students on that team. She specifically remembered processes teams went through when making a difficult decision:

> Grade-level teams, because they met once a week and because they were small enough and there was the expectation that everybody would be involved modulated to common understandings meaning this, somebody might say 'we ought to do X', and the rest of the team would say 'no.' The conversation would continue until there would be…a third alternative…I want to make [this] point. It is that…when you come in and you share your ideas and you get to compromise it's not that. It's that you continue on until you truly build a whole new thing that's a third alternative. And so that's what I'm talking about. This modulation that would occur and so then the team would have its own products that they had created.

Additionally, she asked the faculty to help make decisions on things that affected the entire school. She remembered a specific example of the faculty being involved in a school-wide decision:

> Public buildings were beginning to be smokeless, and we had some faculty members that still smoked. We had a really strong conversation in faculty meeting about how that was going to be and it took us two or three really to sort it out, and it ended up with a non-smoking building…I guess my point is it didn't come by just saying 'OK, nobody is going to smoke anymore.' We faced it as a faculty and talked it through.

Students and parents were also involved in making decisions. Student Council provided a means for students to help make decisions that impacted students and the parent-teacher association (PTA) represented the parent community in making decisions focused on parent involvement and support. In line with Janey's goal of creating a

consensus school, it was critical that all voices be valued and heard in order to build relationships based on trust and respect.

Protection of what's important focused on student learning and students were the number one priority. Janey shared a story about a situation with a student that demonstrated this norm:

> We had a child…in a class of children whose IQs were less than 50…[who] had hygiene problems, and it was terrible. And the family had no skills and IQs were probably less than 60, not much more. And one time this child had again, again, and again used the bathroom in his pants and the aide in that room decided they weren't going to change him and they brought him to the office to sit until his parents would come. His parents weren't going to come. I was home with the flu, and the secretary called me and [told me] the aide refused to clean him up and put him into clean clothes. So, I got up out of bed, came to school, I changed that child and took him back to the classroom. I wrote an admonishment of the teacher and the aide and they were very good employees but it was not protection of what's important…one example of the focus on kids.

Protecting students' learning time was always a focus for individual teachers, teams, and the whole faculty with regular questioning about whether an activity being considered would enhance learning or not. Participants remembered:

> When parents or community groups would bring things to be considered, we talked about it and made a decision. If the answer was no, the reason for not supporting the request was communicated in as nice a way as possible.

Several other examples demonstrate Janey's leadership in supporting this norm. Janey thought that it was also important to protect teachers' learning time when they attended professional development. She would bring a briefcase to workshops which contained "things for us to do because I didn't want us to waste our time." Another example is when a teacher shared with Janey that her team had decided they were not going to continue to teach science. She responded "Oh, no! We're not going to do that because it's the thinking piece!" Through this response, Janey communicated to the

team and ultimately the whole faculty the importance of science being a part of all students' learning at Eastside.

Traditions created at Eastside supported the vision and goals of the school in a visible way. Janey shared:

> There were many, and they upheld or personified the rest of the norms. A back-to-school family picnic held early in the school year brought families and faculty members together to support building strong relationships…Another family event that became an annual tradition was a kite fly organized by the librarian. Kids were all to bring a kite and…at 2:00 in the afternoon…the kids and their families…were going to go out[side] and fly these kites. I just could not believe what could happen. Anyway, all that did happen…Student Council supported students' development as leaders…Grade-level programs were annual performance opportunities for all students in front of an authentic audience…Faculty traditions were many including weekly faculty meetings, the end-of-the-year skit, caroling community members before Christmas, and an annual lake trip to my lake house beginning in the 1980s where a weekend of summer fun was enjoyed by everyone who came, and work was never discussed!

Honest, open communication involved adults learning to listen to each other in ways that validated everyone's involvement in the conversation. Communication protocols and processes provided effective structures for teachers to collaboratively make decisions and solve problems. Janey shared she had an "open-door policy [which involved] a lot of listening to each other." New teachers came into the faculty as equal partners, and "when you do truly do that, people know they can talk to you." Participants shared that "Janey was approachable and easy to talk to and open to whatever topic [we] brought to her."

Eastside's enriching innovative culture created a generative context for learning and leadership for adults and children to thrive and build strong personal and professional relationships. Democratic practices in shared decision-making and problem-solving included all community members' ideas and voices in sharing

leadership and in building an inclusive culture in which schooling was enacted. A commitment to maintaining a reputation of being on the cutting edge of education required continuous engagement in growing professionally, pursuing professional development, and sharing new learning in the community. Embracing the arts brought enthusiastic engagement from the entire school community. The ways in which the 12 norms were enacted also contributed to the generative culture at Eastside.

Building Leadership Capacities

Janey built leadership with teachers through mentoring and coaching, modeling, shared leadership, and embedded professional development. An in-depth description of the ways in which she developed leaders at Eastside is of particular importance to this project. Chapter Six will include a detailed examination of the impact of her leadership development as experienced by the teachers themselves.

Mentoring and coaching

Mentoring and coaching opportunities with colleagues, Janey, and the culture itself were woven into everyday experiences. In an open school with teachers' desks together, constant support from colleagues was available for reflective discourse related to classroom instruction, classroom management, and a host of other topics. Janey's "open-door policy" and frequency of classroom walkthroughs provided multiple opportunities for discussions focused on teaching and learning. Janey shared "the culture itself, focused on learning and growing personally and professionally, provided an environment in which risk taking was encouraged and supported."

Janey provided mentoring and coaching with all teachers individually when she spent intentional time with them building relationships and supporting them in whatever

learning goals they had for themselves and their students. Classroom visits, notes on chalkboards or left at their desks, impromptu conversations sometime during the day, a scheduled meeting to discuss something of concern to a teacher, and recognition for a job well done demonstrated support and encouragement. Janey remembered, "I really took action to encourage teachers to become more than what they were doing right there."

Once a year, a formal classroom observation process utilizing the clinical model provided a one-on-one mentoring and coaching opportunity. Janey recalled the clinical model process:

> The administrator would make an agreement in a conference with a teacher what they were going to look for [in the observation], take data during the observation, come back and have [a] conference with the teacher [and share] what they saw…After discussing the lesson, sharing observations and signing documents, I ended each conference with two questions: 'What do you want to do? How can I help you?'

Teachers were mentored through the induction process which lasted their entire first year. Janey remembered:

> Beginning with the initial interview, teachers were asked questions that reflected our values and beliefs and what they knew about Dewey and Piaget. We also asked questions about beliefs about kids and their strengths and why they should be hired.

Prior to school starting, Janey recalled:

> [Meeting] with each new teacher, personally welcoming them to the staff and sharing with them that I, team members, and the faculty were there to support and encourage them. I wanted them to understand their responsibilities, the importance of teams and being a member of one, respect of students and the ways this was demonstrated, and there was no seniority between faculty members. New teachers were equal to all other faculty members.

New teachers were also expected to perform at GME during their first year. Janey recalled "teachers were 'assigned' a presentation during the first year. It could be anything. It always amazed us and built respect for the presenter."

Modeling leadership

Building leadership capacities with teachers also emerged from Janey's modeling. She remembered:

> It was always my thinking…when you are principal it's just like your classroom. Your teachers are your students and…because I believe in inquiry learning, I always designed whatever we did with that in mind rather than direct instruction.

She shared an experience related to the faculty building a deep understanding of censorship which arose from several situations the previous school year. A teacher wanted to remove a particular magazine from South Africa because of the things that were going on there and a parent questioned a book in the library. Janey "wanted us to understand censorship more . . . [she] didn't want [to] just dictate it." She shared at the beginning of the next school year:

> I had some books, ten of them, in my office and I told [teachers] they were there and told them to read two of them during the semester and at the first [part] of second semester we were going to have a conversation about censorship. I said those books all related to censorship in some way, but I'm not going to tell you what it is. We'll talk about it second semester…Everybody did read two books, and then I think we had two or three faculty meetings discussing why they thought that book was in that category…It was a tremendous experience.

She shared, "We pushed people to think in different ways . . . [and] all of us became much more creative in our thinking."

A school goal, explicitly communicated by Janey and the staff and supported by everyone, was that learning was number one for students and faculty. Intentional focus was placed on reading the research, attending professional development, sharing what

was learned with colleagues, and trying new things. Participants shared that "it didn't matter if what we tried didn't work as we'd planned…we'd reflect, talk with teammates, and teach it better the second time." In this vein, Janey enthusiastically supported teachers learning new skills, and substitutes were readily available to allow teachers to attend professional development.

When the district brought new learning to principals and Janey was planning on introducing it to the faculty, she created a bridge for the faculty to help them understand how it fit with what was already in place.

> I always did take whatever topic that was and demonstrate how it fit in pedagogy. So there was always that connection and how it fit with what we had done before. So, [here's] an example. One year we did question types…and the next year we did reinforcements…I just remember having a chalkboard and drawing out how, 'see where this is going…this is where we've been.' And because we were doing that, it lessened the questions that teachers seemed to ask: 'so, why are we doing this?'

Building a consensus school required Janey to model and teach teachers communication processes that supported collaborative problem-solving and decision-making. She recalled:

> We understood two people can talk together fine but [if] you have a third person you need to use these group ways of talking [and] you get two things to happen: you get equal participation, and you'll get thorough thought. So we were systematic in doing that.

Janey recalled that "communication processes taught to the faculty were pair and share, stand for your position, forcefield analysis, and small group compiling."

Another example of Janey modeling leadership with her faculty was working through a process related to homogeneous grouping of students.

> It was quite a debate in our faculty…The teachers believed that they could teach better if kids were homogeneously grouped. And all the research says that's not true and, as a matter of fact, it's very damaging to kids. And I worked to push them. Didn't ever say, "No, we're not going to do this.' But just kept pushing

> them to look…kept giving them data. But I wasn't getting anywhere. And then Clay [my son] was born. And one day I said…'OK, go ahead and do this, but I'm guaranteeing you when Clay gets here, we will not be doing this! That will not happen to my child!' I just remember it vividly. And so it was strong enough that it swayed [the faculty] to not do it. So the next year we didn't have [homogenous groups]…as a leader everything you do has a byproduct. And I wasn't willing to say I didn't believe in this. I know it's wrong, and therefore you will do this because I wanted to create a consensus school…and I knew what the byproducts of [the] autocratic piece was.

Participants remembered "learning the 12 norms and we talked about them in our teams and in faculty meetings. We identified the ones that were strong and the ones that weren't." This reflective process happened throughout the remaining years of Janey's principalship and became a resource when writing site goals.

Janey indicated that there were certain strategies that she utilized during the years she was principal that were identified by Heath and Heath (2010) years later: find the bright spot, script the critical moves, find the feeling, grow your people, tweak the environment, and keep the switch going. In relation to these strategies, Janey offered the following insights in how she utilized each one:

- *Find the bright spot.* We were always talking about well, this is happening but look at the bright side of it.

- *Script the critical moves.* I literally did that…if the district asked us to take something on…when they asked us to embed cooperative learning. OK, so I would sit down and say to myself, 'What do we need to do to get this done? When is this going to happen? What's going to happen in faculty meeting? What's going to happen in teams? What's the literature we need?' So I would script the critical moves.

- *Find the feeling.* I think that's a strategy that I didn't highlight much but because of the things that we were doing, we were so invested in things, the emotional part grabbed us and then we had some faculty members that helped us find the feeling…more than others.

- *Grow your people.* That was continual, all the time.

• *Tweak the environment.* With faculty meeting…we went to other people's rooms. That environment was continually changing. If something didn't work, we tried different locations to make [things] better.

• *Keep the switch going.* You're always doing something different. It keeps the whole thing invigorated.

An expectation of all faculty at Eastside was modeling respect for children and families. Janey remembered a story involving a parent of an incoming third-grade student:

> [The mom] came to interview me…she said 'Emily is going to be a third grader and she [was] not reading.' But [the mom] want[ed] me to leave her alone. 'She will read. She's smart and she will read. Can you leave her alone?' And I said, 'Yeah.'. . .Here's how it turned out. She was reading at eighth-grade level at the end of third grade…Many principals today would not have done this…I just knew that when you're trying to force this stuff it's just got to be this way, it doesn't.

Janey also modeled conflict resolution within teams when the situation required a facilitator. One participant remembered:

> We went in one of those little conference rooms…and Janey helped facilitate [a conversation] and we worked through it…it got it all out on the table and it never went away…We were able to be civil and work collaboratively together…[but] we didn't change feelings.

Upholding the vision and purpose of the school and maintaining a positive culture were critical to maintaining respect for faculty and continuing to work together as professional colleagues.

Shared leadership

Shared leadership was another philosophical tenet at Eastside that built leadership capacities. Teachers worked in grade-level teams and served on school-wide committees. Janey remembered:

> We had two sets of committees that worked in the school all the time. One was the grade level group, and the other was by topic like an Arts-in-Ed Committee, School Environment Committee…So there was a rotation of time for these

> committees to meet and faculty to meet. Teachers were in charge of those committees. They rotated. They couldn't be in charge of a committee more than two years. The third year the chair had to change and they couldn't be on a particular committee more than two years. They got a broad overview of topics and leading and following. I didn't know at the time. I believed in shared leadership but I didn't know…that it would flourish, [that] people would flourish so strongly.

Another example of shared leadership that Janey recalled:

> Shared leadership was so strong. It happened because a leader of a team or a leader of a committee might come talk to me about 'This isn't going really well or I'm really excited'…There were these conversations and then throughout our school, either myself or anybody else that was a leader, modeled the way.

Shared leadership provided teachers experiences in both leading and following as members of grade-level teams and site committees. They observed Janey modeling collaborative leadership and built capacities in which they flourished as teacher leaders. Leadership rotation provided opportunities for teachers to develop broad-based, skillful participation in the work of leadership and varied roles and responsibilities reflecting broad involvement and collaboration which are critical elements of Lambert's (1998) Leadership Capacity Matrix.

Embedded professional development

Embedded professional development was an essential element to building leadership capacities with teachers. Janey shared:

> Embedded staff development, that's exactly what we had…We had it and our district reinforced it. So, early on from the district, you had one to two days a year that were for professional development, and [the district] dictated the topics we were to study. They didn't dictate how, and so what we would do…[often] the teachers presented the concepts and that allowed two things to happen. One, more buy in from the other teachers, and two, the creativity that was in that building. So we hardly ever had…a [professional development] presentation that didn't have costumes and laughter and a lot of learning.

Designing and presenting professional development provided collaborative opportunities for teachers to develop expertise and skills in presenting and in building confidence in doing so in front of peers.

Janey felt strongly that successful professional development did not involve telling teachers about whatever topic was the focus. It was creating an experience through inquiry to build common understandings. She remembered a faculty meeting where she and the counselor designed an experience focused on successful parent-teacher conferences.

> We were in the lounge, and the counselor and I created an environment in which we role played how to set up [a parent conference], how to talk about a child's strengths and weaknesses, how to respond when a parent was difficult with humor, costumes, and props…we got great feedback from the teachers.

Janey remembered:

> Designing experiences also happened at the beginning of each school year when professional development hours were available. If I facilitated the session, I designed them around goals for the upcoming school year or a topic I identified from learning data that needed attention.

In summary, the ways in which Janey built leadership capacities with teachers through mentoring and coaching, modeling, shared leadership, and embedded professional development were described. Individually, Janey spent intentional time with each teacher both in informal and formal processes offering support and encouragement and developing pedagogical knowledge and skills. Collectively, she designed experiences for the faculty through inquiry learning to help them develop deep understandings of a variety of topics. New faculty experienced a comprehensive and intense induction process during their first year.

Building common understandings with the faculty supported developing leadership capacities in working together in productive ways. Faculty experienced

communication processes that supported building common understandings related to change, environments that optimized excellence in teaching and learning, and collaborative processes. She facilitated conflict resolution between teachers and supported individual teachers when dealing with parent conflicts. The culture itself, focused on learning and growing, provided a context in which risk taking was encouraged and supported.

School leadership was shared by Janey and teachers through grade-level teams and site committees which provided opportunities for teachers to both lead and follow. Important to this process of shared leadership was a two-year rotation of teachers serving as chairs and committee members on a particular committee. Embedded professional development provided opportunities for Janey to model exemplary teaching and teachers to participate in presenting in front of peers. Building leadership capacities with everyone at Eastside supported the vision that learning was critical for the adults in the school and provided opportunities for Janey and the teachers to interchange roles of teachers and learners.

Learning Organizations

This section of Chapter Five focuses on Eastside as a learning organization and the ways in which strong philosophical and theoretical foundations, female generative leadership, enriching innovative culture, and building leadership capacities supported it. Senge's (1990) five disciplines and others identified by the Society for Organizational Learning (SOL) are described as they were implemented at Eastside. Other research-based frameworks (e.g. Covey's Sustained Superior Performance, Learning Forward, Nine Essential Elements of Effective Schools, and Six Elements of an Organization)

also contribute to our understanding of the enactment of a learning organization at the school.

Learning organization framework (senge)

Senge (1990) identified the following five disciplines as essential elements in a learning organization: team learning, shared vision, mental models, personal mastery, and systems thinking. Learning is number one for adults and children was an expectation of Janey and the faculty and was enthusiastically supported by everyone. Adults learned in teams, on committees, and as members of the whole faculty. Team meetings often involved sharing and discussing research articles that individual team members thought important to share with colleagues and inform their work. Janey shared, "Learning was continuous, built common understandings among the faculty focused on excellence in teaching and learning, and fit the philosophical and theoretical foundations of the school."

A shared vision for Eastside was generated with Janey and the original faculty through collaborative discourse at the retreat held prior to the school opening in 1973. Janey and several founding faculty members described it as follows:

> A lived experience embracing democratic practices that would prepare young people to become productive citizens, constructivist practices to develop intellectual capital, a strong sense of community where everyone's voice is valued, and shared leadership where community members contribute to leading the school forward.

A strong commitment to the shared vision provided the backdrop for the culture in which teaching, learning, and leading were enacted. Janey described the ways in which the vision was made visible:

> Faculty meetings [and] morning assemblies allowed me to make visible the vision as did the individual conversations…as well as those public settings. And

> then articulating what we did…[the] letter to all new faculty members which shared the vision for the school (Appendix O).

Senge (1990) defines mental models as "deeply held internal images of how the world works…[and] shape how we act" (p. 163-164). Janey described this core discipline of a learning organization in the following manner:

> Premises, what people believe…The team interview questions were designed around our premises and that induction letter shared things we believed and because our work was so dependent, we were interdependent on each other, so the premises fit. People were not afraid to highlight for our group that we should think about things…what we want to be known for is this mental models piece and through actions and voice, it was very clear what we stood for as a faculty…At the top of that list would be learning for kids.

Janey made clear her expectation for "all staff to be highly involved and passionate in something" which is the personal mastery discipline in Senge (1990) Learning Organization framework. After Eastside became an Arts-in-Education demonstration school in 1976, an artist-in-residence completed a 4-6 week residency focused on an art form working with students, faculty, and parents. After completed residencies, many faculty chose to continue learning about the art form they had experienced. Janey remembered that "several faculty taking a six-week photography course after a photography residency." Several participants remembered, "Arts-in-Education (AIE) trips organized by faculty where we went to well-known museums to attend art exhibitions on a Saturday. Everyone was invited." After the first AIE trip, it became one of the school's traditions which happened periodically throughout Janey's principalship.

Janey and several participants remembered:

> Many faculty pursued professional development and leadership in professional organizations (i.e. National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council for the Social

> Studies (NCSS), State Music Education Association (SMEA) with some making presentations at state and national conferences.

When faculty had new learning experiences, they could share them in team and faculty meetings. Other teachers were subsequently recruited to become members and attend future professional development opportunities.

Janey shared "I feel your project is an example of faculty members who chose to develop personal mastery in leadership." Learning more about leadership as a member of the faculty before leaving the school to become a leader in another school or setting built leadership capacities that were enacted in another learning community. This construct will be explored further in Chapter Eight.

Another discipline of a learning organization is systems thinking. Senge (1990) describes systems thinking as a "discipline for seeing wholes . . . seeing interrelationships rather than things, for seeing patterns of change rather than static 'snapshots'' (p. 68). Janey shared the ways in which systems thinking was enacted at Eastside:

> We always designed things we wanted to do with systems around them…We thought in systems. When we did interventions because a child was not being successful, we brought the teachers and school-wide specialists around the table to talk about the whole child, not just academics but social, emotional…we tried to create a system of success around the child.

Society for organizational learning (Sol) framework

SOL was initially established as MIT's Center for Organizational Learning by Peter Senge in 1991. By 1997, with 19 major corporate partners, a desire to create a global presence required establishing the organization outside a university setting. The Center became the Society for Organizational Learning, North America (SOL) with Peter Senge named founding chair. Six additional emerging disciplines were identified

by SOL as essential for a learning organization: corporate culture, corporate social responsibility, dialogue, leadership, sustainability, and work-life balance (www.solonline.org, 2015). Three of the six disciplines (e.g. corporate culture, dialogue, and leadership) have been discussed in previous sections of Chapter Five. Corporate social responsibility, sustainability, and work-life balance will be discussed here.

SOL identifies corporate social responsibility as the ways in which an organization contributes to the larger community in which it is nested (www.solonline.org, 2015). Janey described this in the following manner:

> One of our weaker areas…We were focused on a quality school…We did focus on supporting the United Way campaign and various local organizations that contributed to the community in different ways…Our main concern was our students, many of them needy, and our families.

Sustainability is defined by SOL as "being good stewards of the natural resources on which an organization depends" (www.solonline.org, 2015). This discipline is often discussed when referring to the sustainability of an organization and keeping it moving forward. Janey remembered that "individual staff members brought things to the faculty that supported sustainability of the earth." One tradition started years earlier was a balloon race. Participants recalled the balloon race and how it was implemented:

> Teachers designed this project for students to become more familiar with U.S. geography. Each student completed a self-addressed postcard which asked the person finding it to record where it was found and mail it back to the school. These were placed inside balloons and the balloons were then inflated. There was a school-wide release. . .when postcards were returned, they were placed on a wall-sized map indicating where they had been found. The race ended when postcards were no longer being sent back to the school, and the student whose postcard traveled the longest distance was considered the winner.

Janey recalled "A faculty member who was very passionate about the environment brought concerns related to balloons popping out in a field somewhere and animals might choke on them. We stopped the balloon race."

Work/life balance is defined by SOL as the discipline of keeping work in balance with other life priorities (www.solonline.org, 2015). Janey shared:

> We did not honor this. We worked. People were there very early, six in the morning. People stayed later depending on their internal clock. We worked on weekends. Sunday afternoon we would find that building almost full. But there was never an expectation that you would do that except the culture itself developed it…if you see it as work/life balance not work/family balance your life as an individual within that school…included fun, laughter, friends. It was a lot of life that went on among the people that were there…you would be living life as much as getting work done.

SOL's six disciplines of a learning organization were visible at Eastside. Corporate culture, dialogue, and leadership were discussed in previous sections of Chapter Five. The ways in which corporate social responsibility, sustainability, and work/life balance were implemented at the school were discussed in this section and contribute to understanding the comprehensive manner in which the school embraced the tenets of a learning organization.

Learning forward framework

The Learning Forward framework (Appendix V) identifies seven essential standards for professional learning developed by Learning Forward. The following are the seven standards identified by this organization: learning communities, leadership, resources, data-driven decisions, learning designs/knowledge of work processes, implementation, and outcomes and results. Learning communities, leadership, and learning designs have been discussed in previous sections of Chapter Five. Resources, data-driven decisions, implementation, and outcomes and results will be discussed here.

Janey shared various practices that she created to demonstrate equitable distribution of monetary resources. They are as follows:

> So every team, when we got the money, I took some money off the top for supplies for the whole school and then I divided the rest of the money up to the teams for them to decide what they were going to buy.

Annual textbook adoption provided an opportunity for teachers to review textbooks and recommend to Janey the one they were most interested in purchasing. Janey remembered, "I just don't really remember a time when lack of resources was an issue to us." After becoming an AIE demonstration school, the district provided funds along with site monies to support yearly artist residencies and art supplies. Janey also recalled:

> I was really careful to look at the comprehensive program so that science was attended to as well as social studies as well as math as well as reading, that resources were equitable…Equity was a big piece of who we were.

Data-driven decisions were based on a wide variety of sources which included students' learning data, faculty surveys, and parent surveys. Janey shared the following regarding student learning data that was used to monitor and adjust teaching and learning at Eastside:

> We monitored [kids' learning] through achievement tests during the year but, more than that, we had a program that was from Fountain Valley, California called Zweig, and it was down to very small pieces of knowing…kids took 15-minute [reading assessments], it was on tape. They'd listen on tape, and they'd mark, and then you'd pull off the top, and it was graded for you…And so teachers would teach to those objectives, kids would take their tests, [we would] know whether we needed to reteach or not right there. In math, I did a facts test with the whole school…once a month where the kids had to show with speed and accuracy they knew their math facts…[We always] kept an eye on whether they were learning or not, [which] kept us going back to how do you respond if they don't know it.

Another strategy developed to support all students learning was a time during the day that the staff called follow up. Janey recalled, "We called it individualized

instruction and . . . [students] were in their classes and then they had a time that we called follow up where they had individual assignments that matched what they needed."

Surveys of faculty and parents provided feedback related to perceptions of what directions the school needed to go. Janey shared, "On January 1, a survey would go to parents. It was an easy survey. Give us three things you like that we are doing well [and] what's one you think we ought to change."

Learning Forward identifies implementation as ways in which professional learning applies research on change and sustains support for implementation of professional learning for long-term change (www.learningforward.org, 2015). Janey shared the ways in which implementation was enacted at the school:

> We were masters at [implementation]. Whatever the piece was, we broke down…the parts of it, what it looked like in action. We began it, and we knew that it would take time because we had knowledge in regard to…the CBAM Model.

Learning Forward describes outcomes and results as professional learning that aligns outcomes with educator performance and curriculum standards (www.learningforward.org, 2015). Outcomes and results were always used as feedback to assess students' learning progress and achievement of school goals. Janey recalled:

> I can't think of a thing that we started that we didn't know what we wanted it to look like. Things grew beyond…let's take our classroom programs. We knew we wanted those experiences for the kids, and we wanted the shared leadership across but…I don't think we understood the extent of what those productions would become and the impact they would have on the parents. Our outcomes often grew beyond what we envisioned, and we always had the end in mind.

Learning Forward's seven essential standards for professional learning were visible at Eastside. Learning communities, leadership, and learning designs were discussed in previous sections of Chapter Five. The ways in which resources, data-

driven decisions, implementation, and outcomes and results were implemented at the school were discussed in this section and contribute to the comprehensive manner in which professional learning standards were enacted by Janey and the faculty at the school.

Nine essential elements of effective schools framework

The Nine Essential Elements of Effective Schools framework (Appendix V) developed by the Academic Development Institute and adopted by the SDE as a tool to support school improvement in at-risk schools also contributes essential elements of learning organizations (www.ok.gov/sde, 2015). The nine elements are: curriculum; classroom evaluation and assessment; instruction; school culture; student, family, and community support; professional growth, development, evaluation; effective leaders; organizational structure and resources; and comprehensive and effective planning. Eight of the elements have been discussed in previous sections of Chapters Four and Five. Comprehensive and effective planning will be discussed here.

Janey described the strategy she used as follows:

> Each year at the end of the year…I would look back to see what we had done, and then I would look forward to what I now see are these frameworks. I didn't know…but I just [went] through categories in my mind. What are we doing in this? What do we need to be doing?...and lay out the following year. And that truly was just me. I say that but my thinking was definitely shaped by the teams, by faculty meetings, what people were saying to me. So while I didn't sit down with a committee to say 'What are we going to do next year?' that had come into the conversation. And then, of course, our data with what kids were learning or not learning.

The Nine Essential Elements of Effective Schools were clearly evident in the leadership and enactment of schooling at Eastside. This section discussed the ways in which one of the elements, comprehensive and effective planning, was implemented. Eight of the elements were discussed in previous sections of Chapter Five. Janey and

the faculty were committed to creating a school focused on excellence in teaching and learning for both adults and students and embraced effective schools' research from the inception of the school.

Sustained superior performance and six elements of an organization frameworks

Janey also discussed two additional frameworks that impacted Eastside: Covey's (2004) Sustained Superior Performance and Six Elements of an Organization (Watkins, 2003) (Appendix V). Covey's (2004) Sustained Superior Performance identifies four essential elements: Achieving results contributes to execution of key priorities and building capacity contributes to leadership and management development and growth in individual effectiveness. Six Elements of an Organization (Watkins, 2003) identifies six essential elements: Structures, systems/processes, skills and understandings, strategies, premises, and culture. All ten of these elements have been previously discussed in Chapters Four and Five.

Eaker, DuFour, and DuFour (2002) posit seven school-wide essential elements of a learning organization: Shared values, goals, collaborative culture, parent partnerships, action research, continuous improvement, and focus on results. Janey shared, "If one went through that, you would see clearly all of the things were in place."

I felt it important to visually represent the frameworks discussed in the principal's interview (Table 5) and organize them according to elements in each framework and where they fit in the themes identified in this chapter (Table 6).

This section identifies the ways in which Eastside was a learning organization. The essential elements of Senge's (1990) framework and four additional frameworks identify ways in which Eastside enacted the tenets of a learning organization. Learning

was number one for adults and children and teachers learned in teams, on committees, and a member of the whole faculty. A shared vision of creating a lived experience embracing democratic practices that would prepare young people to become productive citizens, constructivist practices to develop intellectual capital, a strong sense of community where everyone's voice was valued, and shared leadership where community members contributed to leading the school forward. The shared vision represented the premises on which the school was founded and was enacted to illuminate these premises.

Individual teachers' commitments to developing personal mastery in something they were highly involved in and passionate about provided important individual growth and learning. Collectively, teaching and learning for students and adults were optimized at Eastside because Janey and the faculty understood systems thinking and the ways in which systems interact to create an exemplary school. Additional research-based frameworks discussed in Chapter Five provided a detailed description of the essential elements of learning organizations and the ways in which these were enacted at Eastside.

Table 5
Research-Based Frameworks Discussed in Chapter Five

Norms of a Strong Culture **Saphier & King**	**Learning Organization** **Senge**	**Learning Forward** **Learning Forward**
Collegiality	Team learning	Learning communities
Experimentation	Shared vision	Leadership
High Expectations	Mental models	Resources
Trust and Confidence	Personal mastery	Data-driven decisions
Tangible Support	Systems thinking	Learning designs/ knowledge of work processes
Reaching out to the knowledge base	**SOL**	Implementation
Appreciation and recognition	Corporate culture	Outcomes and results
Caring, celebration, and humor	Corporate social responsibility	
Involvement in decision making	Dialogue	
Protection of what's important	Leadership	
Traditions	Sustainability	
Honest, open communication	Work-life balance	

Nine Essential Elements **Academic Development Institute**	**Sustained Superior Performance** **Covey**	**Six Elements of an Organization** **Watkins**
Curriculum	Achieving results	Structures
Classroom evaluation and assessment	Execution of priorities	Systems/processes
Instruction	Build capacity (leadership and management development)	Skills and understandings
School culture	Growth in individual effectiveness	Strategies
Student, family, and community support		Premises
Professional growth, development, evaluation		Culture
Effective leaders		
Organizational structure and resources		
Comprehensive and effective planning		

Table 6
Research-Based Framework Elements Organized by Themes

Enriching Innovative Culture	**Learning Organizations**
Collegiality	Team learning
Experimentation	Shared vision
High Expectations	Mental models
Trust and Confidence	Personal mastery
Tangible Support	Systems thinking
Reaching out to the knowledge base	Corporate social responsibility
Appreciation and recognition	Dialogue
Caring, celebration, and humor	Sustainability
Involvement in decision making	Work-life balance
Protection of what's important	Learning communities
Traditions	Resources
Honest, open communication	Data-driven decisions
Corporate culture	Implementation
School culture	Outcomes and results
Student, family, and community support	Curriculum
Premises	Classroom evaluation and assessment
Culture	Instruction
	Organizational structure and resources
	Comprehensive and effective planning
	Achieving results
	Execution of priorities
	Skills and understandings
	Structures
	Strategies
	Systems/processes

Building Leadership Capacities	**Female Generative Leadership**
Learning designs/knowledge of work processes	Leadership
Professional growth, development, evaluation	Leadership
Build capacity (leadership and management development)	Effective leaders
Growth in individual effectiveness	

Chapter Summary

This chapter clearly describes the ways in which leadership was enacted at Eastside from the principal's perspective. Clearly represented are her understandings of philosophical and theoretical foundations of effective schools, leadership, school culture, building teaching and leading capacities, and learning organizations as well as the actions she took to create a school in which these were implemented and developed. Many of her stories illuminate her thinking and rationale of foundational premises which were made visible in her school leadership. Her intentionality of growing people in the school by building leadership capacities individually and collectively is described. Creating a learning organization in which learning was number one for both children and adults and the ways in which this developed and grew is explained. A preliminary answer to the research question can be generated from the findings in Chapter Five. Generative leadership that embraced strong philosophical and theoretical foundations and female perspectives enacted in an enriching, innovative culture nested in a learning organization can develop teacher leadership capacities in those teachers who choose to become leaders in PK-12 and higher education settings.

Chapter Six

Teacher Findings

Chapter Introduction

Chapter Six reports findings based on the lived experiences of teachers at Eastside who became leaders in PK-12 education and higher education settings. The identified research question of the ways in which the principal, school culture, and peer-colleagues contributed to teachers' decision to lead both informally and officially are reported based on teachers' interviews, reflective memos, and case documents and artifacts. Themes generated from the data include strong philosophical and theoretical foundations, relationships, female generative leadership, enriched innovative culture, building teaching and leadership capacities, learning organizations, leadership dispersion, strong community identity, and personal transformational experiences. Five of the nine themes that emerged from the principal's data also emerged from the teachers' perspectives. Four of the nine are themes identified by the teachers that significantly impacted their leadership decisions.

Strong Philosophical and Theoretical Foundations

Deweyian and Piagetian perspectives were foundational elements of the school identified by three teachers who moved with Janey from Southgate. These teachers embraced the district mission statement, "inquiry is the process, curriculum is the vehicle, and self-actualization is the goal," and enthusiastically supported it. Janey's vision became clear in interviews with three prospective teachers when she shared her plans for the school. A participant remembered that "[she] laid out this plan, this

amazing school, what was going to happen . . . John Dewey's principles, learning by doing . . .[teaching] rational powers [through] inquiry . . . [and teaching] SCIS."

The retreat held several weeks before the beginning of the school year brought the founding faculty and Janey together to start building relationships and common understandings focused on the vision and philosophy of the school. A teacher remembered:

> We built camaraderie right away…our superintendent was invited…and we had to partner up during activities…a lot of brainstorming about our mission, goals, what we wanted to achieve, how we were going to go about it…we [discussed] topics, [and] I could disagree and feel comfortable in doing so…I understood the philosophy…students were number one, and [the] teachers loved teaching and they love[d] students [and] loved one another…lots of fun, lots of laughter…it was a time of learning. Janey was able to see the importance of the camaraderie and us building relationships first and…she wanted us to trust one another and trust her because from there, we could work through many, many things.

Several teachers remembered participating in teambuilding activities, learning about communication processes and protocols that valued everyone's voice and validated diverse opinions, and Janey inviting the faculty to share leadership and make decisions.

Faculty collaborative decisions established grade-level teams (e.g. K-1, 2-3, 4-5) without a teacher being named as team leader. All teachers were expected to be leaders and contribute to the collective. One participant remembered, "[Janey] taught us how to make decisions as a team. She left a lot of stuff up to us to decide what was best for us and the students." Being empowered to make decisions with the trust and support of the principal provided multiple opportunities for individual teachers and teams to figure out daily schedules, teaching responsibilities, and classroom area locations.

Protected time was important to enacting the mission and vision of the school. Faculty met on a weekly basis and shared collaborative conversations focused on teaching, learning, and making decisions. One participant remembered that "all the

meetings…[we] were always studying some issue and it was very democratic." Faculty decisions implemented early in the first school year became traditions: beginning each day with GME, teams collaboratively planning a program with the music teacher, and establishing a Student Council where students representing each homeroom helped with GME. Student Council officers from fourth and fifth grades provided student leadership when student input was important in making school-wide decisions.

Protected time for teams was equally important. Teams met on a weekly basis, and Janey expected teachers to group their desks together so that collaborative conversations between them would happen on a daily basis, which they did. One participant remembered, "We met every morning and every afternoon…[we had] an interest to have conversations about what we were doing…we were so tuned into research and constructivism across the board." Several participants mentioned that the open environment allowed them to watch other teachers working with their students and ask questions about what they observed. One teacher said that "we all learned from one another and openly shared ideas…ways a lot of different people disciplined kids, ideas of how to do something better, questions about what they were doing."

Community Challenge

Several parents who did not support the enactment of the theoretical and philosophical foundations on which the school was built orchestrated a community challenge at Eastside. I asked teachers who experienced this to share their stories, and four out of seven recalled events, associated emotions, and outcomes on themselves as individuals or the community as a whole. Three of the seven either did not attend the

board meeting where school patrons shared concerns and support or had only slight recollections of the events that transpired.

One participant emotionally recalled:

> I believed in what we did, and we were amazing! A great, sharp group of individuals that had only the students' best interest…That anyone would attack what we were doing…I was so shocked and I remember reading the newspaper articles and just the emotion I felt…how could anyone say these things when this was such an amazing school?

Another participant described her thoughts about why parents had concerns:

> We as a staff were bound to this openness and sharing and the meeting of the minds and brainpower. It was more about collective brains, collective thoughts, collective ideas to make a better integrated teaching environment. And I thought that's what the meeting was an attack on. Parents were afraid of change. They wanted things to be lock step just the way they always were.

Three teachers remembered that parents objected to students being allowed to "learn with their shoes off" or work under a table and not required to work at desks. "It was busy, it was active, kids were talking to each other, social transmission."

Yet, another teacher remembered the strong parent support from many parents:

> We had great parent support. And those parents had seen their children's lives touched by the teachers and by Eastside and by the philosophy, and the fun and the enrichment were so supportive. We had a great deal of support from our parents.

Participants felt the parents who had been actively involved in the school were very supportive of what was happening at the school. The non-supportive parents were those who had concerns and had not spent time at the school. They also had not engaged in conversations with staff to build understanding of the philosophy and pedagogy supporting students' learning success that was being implemented in the school. One participant remembered a conversation she had with a parent who was observing in the

school. She asked the parent, "Would you like me to tell you a little bit about what's going on? And their response, 'You mean, like anybody knows?'"

She continued by saying the following:

> Without understanding that what looked like total chaos was organized to the hilt…the kids had to know what their boundaries were. They had to know what to do with materials. They had to know what they were doing. They had to know how loud they could speak. They had to know how they could move…all of that had to be in place, or you couldn't have that many varied things going on all at once in a building with 400 people. I mean it would have been total chaos! But, I guess to some of them it did look like that because they were used to everybody sitting at their desks in a row with the teach[er] in front.

All four teachers knew that the Superintendent and the Board supported Eastside and the program being provided for students at the school. Their physical presence at the school and many conversations since the school opened demonstrated their understanding of the enacted philosophy and the various ways in which research-based theories and practices were being implemented. One teacher remembered "meeting on a Sunday…and Janey allowed us to get out our emotions and our feelings and all of us talked together" prior to the night of the board meeting.

On the night of the meeting, teachers felt prepared. One teacher expressed it in the following manner: "We knew educationally what we were doing was very sound." Another teacher expressed it as follows:

> [We knew] what we [were] doing and why [we were] doing it. And if you can explain that, if you can be clear in your own head on that, then you have the courage to let people have different opinions . . . we were well organized. We knew what we were going to say and we had a strong conviction in what we were doing.

The plan for the meeting involved Janey and the Superintendent fielding questions from the audience and the teachers "[taking] it all in and let[ting] the parents

say what they wanted to say, let them talk about what they wanted to talk about." One of the teachers, an African-American female, shared:

> That's not my style! After the parents had their say, I decided I'd get up…because one of my parents' main complaints was that I allowed the students to read with their shoes off [while] lying on the floor. And, I did get up at that meeting. I don't know what I said, but I just thought it was real[ly] important that students learned no matter what position they're lying in, no matter if they have their shoes off or on.

The Superintendent remembered that this teacher was "the first African American lady that we hired and how courageous she was in a room full of people, and she was the only black there." The teacher shared that "at the time I was hired and for many years after, I was the only African American face to be seen in [the community]…and I saw it as fighting for what's right for our students!"

After the board meeting, teachers remembered that "the meeting brought us together, closer as a staff…we built this inner cohesion as a result of an outside threat…it made us stand stronger about what we believed…it helped us to focus on what was best for kids." The teachers who experienced the challenge felt the questioning and concerns from some parents did not dissipate immediately. However, teachers hired the next school year did not remember hearing about the meeting or its aftermath.

Strong philosophical and theoretical foundations supported envisioning a school where Janey and the faculty embraced these tenets and co-created an environment where inquiry and constructivist learning could be experienced by both adults and children. A retreat held before school started brought Janey and the founding faculty together to begin building relationships and common understandings focused on the vision and philosophy of the school. The enactment of progressive practices concerned

some parents, resulting in a community challenge two years after the school opened. However, strong endorsement by the district supported the school community and helped them move forward while also creating a strong bond with the people who shared the experience.

It's All About Relationships

People who care, trust, and support each other are at the heart of a strong and dynamic organization. In a school, this requires that strong personal and professional relationships be built in order to enact the schooling enterprise. This section reports findings of teachers' perspectives of the ways in which the principal and faculty built relationships with each other and the school community. This section also includes how these relationships built a strong community identity and several examples of teachers' narratives describing practices by which the faculty demonstrated care and concern while teaching at Eastside.

Principal modeling

Building strong relationships with all stakeholders was very important to Janey, and many of the ways she did this are reported in Chapter Five. All participants remembered when they first met Janey. She made them feel comfortable and at ease by the manner in which she talked and interacted with them. Her active listening and the relevant questions she asked made everyone feel that she wanted to get to know them personally. One participant remembered her interview vividly:

> Janey and a group of teachers were sitting on the floor…I remember [Janey] having a bandana on her head, very casual…I knew from the beginning just the personal touch and sitting down, and I didn't really feel like I was in an interview. I was visiting with teachers sharing and talking about their school. I felt very relaxed and very comfortable and…thought, wow, this would be a great place.

All participants remembered interviews, some only with Janey and others with the teams with which they would be working if hired. The interviews were conversational in nature and more informal than others they had experienced and all remembered questions about Jean Piaget. All questions focused on assessing prospective applicants' openness and willingness to embrace the theoretical and philosophical foundations of the school and the practices and processes already in place.

Founding faculty members all shared their memories of the retreat at the beginning of the school year and the focus on effective communication skills. One participant remembered, "We worked so much on people skills and how to really listen to people and try to understand and use 'I messages.'" Communicating effectively with each other and with students and parents were foundational in building relationships and working together to create an exemplary learning environment for everyone.

A teacher described Janey as a "relationship person," and all remembered that she built strong personal relationships with them. One participant shared, "She knew me, cared about me, supported me, trusted me, and believed in me." Several said, "She accepted and encouraged [us]." Many remembered that "we became personal friends which continues to this day." Many teachers made references to being a family, and the annual lake trip held every summer at Janey's lake house resembled a family reunion. The number of years as a member of the faculty did not seem to make a difference in developing a strong connection to the group. One teacher taught only two years at the school while another teacher taught 24.5 years; still, others taught for lengths in between that range. The participant who taught two years shared the following thought: "Once a member, always a member."

Several teachers shared that Janey also had a strong relationship with the faculty. Care, support, and trust were extended to the group as a whole which contributed to a "strong bond that supported us having a close relationship." One participant remembered, "[Janey understood] the importance of relationships with people you work with." Strong personal relationships with individual teachers "supported professional relationships," which created a foundation upon which the shared vision of the school was created and enacted.

Relationships with colleagues

Teachers experienced the importance of personal relationships through Janey's modeling and other faculty members' interactions with them. Participants remembered that, "[They] helped each other, supported each other, and took care of each other." One participant recalled being a new teacher and how she felt: "Because of the attitude of everybody around you, you felt so supported and never [felt] isolated…[it] made you feel important even though I was beginning and didn't know what I was doing." Another participant recalled:

> It was just the esprit de corps of working together and taking everyone's ideas and the feeling you're not in it alone…I've got support, I've got help, I can talk this over…we shared everything…we had a good time and enjoyed what we were doing.

Respect and trust developed from working together so closely. Many teachers shared that they worked alongside "unbelievable teachers" and novice teachers remembered feeling like they were important contributors to the work of the team and developed confidence as professional teachers. One teacher remembered, "We were all equal…a first-year teacher has the same vote, rights, everything as the most tenured teacher in the building. Once you're hired, you're on equal footing."

Many participants remembered, "We worked hard and played hard." These memories brought smiles and stories through narratives that have important meanings in the lived experiences of the storytellers. Celebratory traditions (e.g. birthday celebrations, Friday afternoon happy hours, faculty parties) supported the strong personal and professional relationships that developed within the Eastside faculty.

Two participants shared meaningful personal stories about events that happened while they were teaching at Eastside. The music teacher remembered:

> My first year at [Eastside], somebody…arranged a surprise birthday party for me. It was at a restaurant, and I just remember a bunch of staff members were there and I just remember thinking, 'Am I a lucky son of a gun or what?' Just to have these people who would take their personal time to come out and celebrate my birthday with me.

She also remembered a story about a gift second-grade teachers gave her in appreciation for her hard work directing their annual music program:

> Before the program we went to an early dinner, and they brought out [a] big box and I opened it. And they said, 'Now you can keep this forever and every time you look at it you're going to think of this very first program.' It was my very first program ever, and I just remember that.

The teachers gave her a ceramic pitcher with "Patty's Punch" written in calligraphy on it. During our interview, she showed it to me in her kitchen and shared, "I've kept this through all of my moves, and it means a great deal to me."

Another teacher experienced divorce and moved into a house with very limited furnishings and household items. He emotionally remembered:

> One thing I loved about our staff was after my divorce…[they] threw me a housewarming party and brought me all things I needed for the house since I didn't have anything. It was such a great experience! I just felt so overwhelmed that everybody would do that. It certainly was a high point in my life among some lowest points in my life.

Relationships with students and parents

Building strong relationships with students and parents were critical to creating a learning community where all stakeholders were valued and encouraged to become partners in accomplishing the vision and mission of Eastside. Building collaborative partnerships was critical to create a welcoming and inviting environment where students were nurtured and cared for and parents embraced as important contributors to children's success in school. Many participants remembered the importance of developing strong relationships with students and parents. One participant recalled, "Parents need to feel a sense of welcoming, [a] sense of community." Another participant shared, "[We wanted] to model things that we wanted kids and parents to see we are all a community." Another participant recalled, "We learned to be empathetic, value, and celebrate differences among ourselves, the students, and the parents."

Coming to know each child and parent personally was foundational to create caring and nurturing relationships that formed a strong bond throughout the community. One teacher recalled that "[teachers wanted] to know their students. Know from where they came. Know how they [were] encouraged at home. Know that if they're not encouraged at home and why aren't they being encouraged at home." Another teacher remembered, "[We wanted] to know individual kids, be present, be human, [be] good listeners." Another teacher remembered, "We were expected to know our children." Another teacher recalled that "every child belonged to you."

As a result of the intentionality of focus on strong relationships with all community members, many participants remembered strong parent support and active involvement in the school. One participant shared, "We had parents that were so

supportive. They were up there all the time." Another participant shared that "[parents had] a lot of faith and trust that the people who worked there were there to contribute to the lives of the kids and to contribute to the mission of the school…students first." Another participant recalled, "We had professors' kids because they knew that the Eastside experience was a different experience."

One teacher remembered that "teachers had a heart for kids first and then subject matter came second." He described teachers' perspectives as follows:

> You can't be taught until [you] are caught. And we tried to connect with every one of those kids in some way so that kids knew they were special to us. Just because they were a student there, they didn't have to be rich, they didn't have to do this or do that, they were special just because they were in your class. They thought they were great…kids could be stars!

The music teacher vividly remembered her observations of the ways students interacted with teachers during her interview:

> Smiling kids coming up and hugging whoever I was walking with…the interaction of adults and kids…[it was] obvious that there was just a lot, a lot of affection, true human interactive affection…it seemed like a very welcoming structure, inside and out.

Effective communication processes were important to model with all stakeholders. One teacher recalled how this played out with students: "To show [students] they have a voice and they're listened to…if they [had] a problem that they're listened to. And when they are, that builds confidence and their strength as an individual."

A participant remembered that "parents [were] on board" and actively supported the school as volunteers. Another participant recalled that this morphed into parents becoming substitutes because they were in the building so much.

> They came into the ranks because they were trained, they knew the school, they knew the kids, they knew what was going on, they knew when this was

> happening [then] this was what was supposed to happen. We started using them as subs because they were much better subs than getting somebody that didn't know what was going on.

If parents subbed on Fridays when the staff often went to happy hour, the parents were invited to join them. Parents socially interacting with faculty continued throughout the years after school carnivals and various PTA events held at the school.

Several parents became staff after serving as volunteers. One teacher remembered, "Pat (pseudonym) was a mom who worked as a volunteer and then ended up being our secretary." Other parents, after serving as volunteers, chose to apply for support positions and were hired. Personal relationships were in place, and the familiarity and support of the enactment of schooling at Eastside provided the foundation upon which they were invited to become colleagues and the opportunity to help support their families with earned income and employment experience. It was a win-win for both the school community and the individuals involved.

Clearly, relationship building was at the heart of the schooling enterprise at Eastside. Caring and nurturing relationships built throughout the school community resulted in trust, support, and encouragement between the principal, faculty, students, and parents and were foundational to the enactment of teaching and learning at the school. These relationships also strongly supported building a learning community where students came first and where students and parents became active partners with faculty in accomplishing the vision and mission of the school.

Female Generative Leadership

This section will include the ways in which teachers experienced the principal's leadership and the impact it had upon them. This theme also emerged in Chapter Five from Janey's perspective and reported ways in which Janey modeled leadership and

built relationships. Building relationships is an essential element of female leadership and this theme emerged so strongly from all teachers' interviews that it was reported separately in the previous section. Janey modeled strong leadership specifically in developing teaching and leadership capacities, a topic which will be reported in a subsequent section in this chapter.

Principal leadership

All participants talked about the influence of Janey's modeling and how it impacted them both personally and professionally. One participant shared, "[Janey] modeled leadership for us in communication, collaboration, what we do, and how we do things." Another participant remembered that "[Janey] built relationships first, built trust in one another, and the importance of camaraderie …she 'knew people well.'" The strength of personal relationships between Janey and faculty members, described in the previous section, provided a foundation on which trust and respect supported their commitment to each other, their collective work, and the community as a whole.

Teachers shared the ways in which Janey supported them individually. One teacher shared, "[She] believed in me and made me think I can do anything…[she] believed I could do it before I thought I could…I developed confidence in my abilities because of her belief in me." Another teacher remembered, "She built people up to be the best they can be," and another teacher recalled, "She took care of me." Reflecting on support she received from Janey, another teacher shared:

> Support came in the form of aid when it was needed…she told me 'I'm with you on it. You have my blessings but you also have me!'…that was the trust factor that was built. You can have all the ideas, but sometimes you need the money and materials to back it up.

Another teacher remembered a story related to her daughter's illness early in the school year during her first year teaching at Eastside. She received a great deal of support from Janey and told the following story:

> My very first year there, three weeks into teaching, my daughter ended up in the hospital. She had asthma, and she was in there four to five days. I just felt horrible because here I am a brand new teacher. Janey came to the hospital, she told me not to worry about anything. It will all be taken care of. I will never forget how powerful that was for me because I was so pulled about being a mother but also my new responsibilities…when I got back [to school], she took me for a walk at lunch break, and we walked the neighborhood just to get to know me, me get to know her.

Democratic practices were foundational to the vision and mission of the school, and one participant remembered, "Janey modeled collaborative processes in everything…there wasn't any top-down administration." As teams and faculty, collaborative processes involved shared decision-making and problem-solving. One participant recalled that "Janey asked teachers, 'What do you think about this?'" Another participant said that when the faculty studied an issue and made a decision, "Janey [allowed] group decisions [to] stand." One teacher remembered:

> Her expertise as a principal was getting people to work together and problem solve…she was never threatened by people who had different ideas of the ways things should be done…we continued to evolve and grow even though we didn't always agree with each other…[and] we all grew watching how she solved problems.

Another teacher recalled:

> We learned how to accept and listen to those with differing views without feeling threatened as a teacher, fellow co-worker, or building leader. We learned to be empathetic [and] value and celebrate differences among ourselves, the students, and the parents.

Janey's vision of building a consensus school required all voices to be represented at the table when community decisions were made.

Teachers also discussed the methods by which Janey dealt with conflicts and how they were resolved. One teacher remembered:

> Problems were not ignored…Janey never pushed things under the rug…[there were] mechanisms in place to work through difficulties and issues…Janey worked with teams to resolve issues [with the] goal to have respect for each other and work together as professionals.

Teachers who were personally involved in conflicts within teams talked about the procedures Janey used to handle these situations. One teacher recalled:

> I was teaching on a team, there were four of us, and there was one person who pulled the other way, really hard. Janey brought in a counselor to work with us to help us work through it…being divisive was not going to work. You had to figure out a way to collaborate.

Another teacher involved in a team conflict remembered how it was resolved:

> There was a time when I had a member on the team…that wasn't supporting [me]…I was feeling like I could do nothing right. But the other teammate could never seem to do anything wrong, and I remember Janey pulling our team in several times to try to work through those issues. It's kind of like you agree to disagree. You don't have to be best friends, but you do have to respect each other and you have to work together.

Multiple participants shared personal attributes and skills that Janey modeled along with six roles she played as principal of the school (Appendix W). Participants identified the following six roles: forward thinker, buffer, maverick, driving force, guide, and visionary. As a forward thinker, Janey's focus was looking ahead and to help guide the direction in which the school was moving. One teacher shared:

> We had a principal that always seemed to be in the know and ahead of the curve because…she did such a great job of knowing what was coming down the pike so we weren't reacting to things. We were always proactive in getting professional development and the skills that we needed to be able to handle the next big thing or the next initiative that might be implemented by the district.

Another teacher remembered, "We were learning about attachment disorder before anybody else knew about attachment disorder. She had a handle on where things were going."

Two teachers shared ways they felt Janey modeled the role of a buffer.

> Janey was a buffer between anguish and us…if there was something going on with parents or somebody was upset, I don't remember knowing about that kind of stuff…and I remember when I had stuff going on with a parent [when I was principal] and it was horrible, I asked her 'Why didn't I know about stuff like this?' She said, 'You didn't need to know. You needed to focus on teaching.'

Another teacher described her experiences with Janey serving as a buffer after Richard Lancaster retired and Dr. Arthur Base became the new superintendent. Leading with a more directive, autocratic style, Janey returned from a district administrators' meeting and shared with the faculty, "I'm going to try and take a lot of pressure off of you guys…this is not what I want to do, this isn't what I think we would do, but we're going to do it. This is what we have to do."

One participant discussed the ways she felt Janey modeled being a maverick.

> Janey was willing to go out of bounds to do what was best for kids…I think the whole ideas about the open school. She felt like that whole environment, the culture, the arts in education, and [progressive] teaching…And then my own personal experience when Janey and I changed positions. She was now the district elementary person and I was an elementary principal, and I wanted to change the way we did report cards more to performance assessment. And Janey was willing to work with me to be able to create that and get that approved as a pilot through the district. She was willing for those maverick kinds of ideas to be there.

Another participant described Janey as a driving force. This participant stated:

> I was just really impressed with how much planning she did and how much organization that she [did]…she seemed to study everything. I mean very little just seemed to happen…she was the first person that I saw being a principal that looked like what I thought it should look like.

Another participant remembered Janey as a driving force in the following way:

> I never saw Janey struggle…she never exhibited any fear or lack of confidence in the areas where we felt we were going to work in the school…she always seemed to know what to do…she had a presence and brought such wonderful energy in.

One participant recalled Janey serving as a guide when change initiatives were being implemented. The participant said that "even though some of us didn't really know how to do what she wanted us to do, she guided us in that." Another participant remembered Janey guiding the faculty when working on building consensus when making decisions or solving problems. "She always was able to [support] the way the group decided, [and] that's the way we'd go."

Two participants remembered Janey's modeling as a visionary. One teacher stated, "[Janey provided] such strong modeling and she was so insightful and so articulate . . . such a visionary." Another teacher remembered: "The most tremendous thing that I saw modeled at Eastside was propelling others forward…providing a vision…stepping aside and watching and listening, supporting others mov[ing] forward."

Janey's leadership modeled the importance of building caring, nurturing relationships with all members of the community and provided the foundation upon which trust and respect among community members evolved and thrived. Teachers learned powerful leadership lessons by observing her in action with teachers, faculty, students, parents, and community members. Her support and encouragement of individual teachers and the whole faculty was an empowering influence and contributed to the generative nature of the schooling enterprise at Eastside. Her embrace of democratic practices through collaborative processes provided multiple opportunities

for collective engagement in building an authentic commitment to the shared vision and mission of the school and ownership in leading the direction of the school.

Enriched Innovative Culture

This section uses teachers' perspectives to discuss findings related to school culture and how Eastside had an enriched, innovative culture. Deal and Kennedy (1982) remind us that a school's culture is the way we do business, and in this section I describe Eastside's environment and how schooling was enacted there. I also describe the ways in which the school culture impacted teachers personally and professionally. Topics include sensory representation, 12 norms of a strong culture, the arts, and innovative practices and programs.

Sensory representation

Several participants shared lived experiences represented through the senses. They also shared remembrances of Eastside's culture and how the school looked, observations of interactions between students and teachers, and overall impressions of how they felt being at Eastside.

On visiting the school for the first time, the music teacher recalled:

> There was a healthiness. I just remember the lights and the colors and the warmness…you'd come to that beautiful caboose, and you'd see all those pillows…this is just Disneyland! It's eye candy for whoever walks through these doors. There's not a messiness to it. There is a celebratory feeling and that wasn't in décor, it was cultural…the feeling tone in the building was off the charts!

Another participant shared, "You walk into that school, and you just felt…the greatest energy and…excitement…everybody had a good attitude." Another teacher recalled that "it was an open school…they had a train in there and they had a gazebo and they

had growing plants and…it didn't look like school…I'd never been in a school like that. The counselor shared:

> I love[d] the school, I saw how good the school was, I saw how hard everybody worked, I saw how enthusiastic everybody was, I saw a positive climate…that was the original poster [child] for positive climate! People wanted to be there, people wanted to be teaching there, people wanted to learn and improve…it was a young, energetic, enthusiastic group of people.

Teachers experienced the school's culture as positive, inviting, and welcoming, and community members demonstrated caring relationships toward each other. Energy and excitement were palpable and permeated the environment at Eastside. The culture supported and encouraged learning by faculty and by students, which was celebrated and nurtured in the school.

Twelve norms of a strong culture

Janey and the faculty studied Saphier and King's (1985) 12 norms of a strong culture and identified strengths and weaknesses, setting goals in weak areas. These goals became targets for school improvement, and site committees developed action plans with annual reviews of progress. These norms will serve here as the framework to report findings of the school culture from the teachers' perspectives.

Collegiality is developed through working collaboratively in a trusting and supportive environment in teams and as faculty members. Learning was key for adults and for children, and intentionality and focus were placed as highly important aspects of continuous learning for all. The open-space environment allowed teachers to observe colleagues working with students, which provided multiple opportunities for reflective conversations focused on teaching and learning. Many teachers talked about how their teams worked together and discussed the support and encouragement they experienced from each other. One teacher expressed this in the following manner: "There was a

really nice camaraderie among the staff." Another teacher remembered, "I felt the team was extremely supportive and always very open and willing to help out in whatever way they could." Another teacher shared the following:

> Culture…is developed by the people you work alongside. To be able to trust and work collaboratively with them. Think differently because that's what makes the system grow…it has to be one of trustworthiness, it has to be one of collegiality, cooperation, embracing different schools of thought, and being able to grow with people [who] trust you to grow to be you…they accepted me for who I was and what I could bring to the team…I loved my team for trusting me!

Another teacher recalled that:

> The principal wanted the teachers' desks together, so all teachers had their desks together…and that was for that camaraderie and so when you're together, you're talking about school, you're interacting about students. So, I have an issue or problem, and I might turn to someone sitting next to me…to share…I learned so much from them.

Janey modeled *experimentation,* and it was wholeheartedly embraced by individual teachers, teams, and the faculty as an opportunity to grow as educators. Faculty were encouraged and supported to try new things, which meant sometimes things didn't always work, but the value of the learning that took place was critical to growing as a teacher. One participant remembered, "If somebody did make a mistake, you talked about it and then you went on and did better the next time." Another participant shared, "We could always take risks, but we did some amazing projects and activities where there was phenomenal student learning." Another participant recalled, "We were all encouraged to try to blossom on our own. We branched out ourselves trying new things."

Janey started an April Fool's Day tradition which required the faculty to teach lessons during the day using feathers one year and marshmallows another year. A teacher remembered this experience when she taught with marshmallows:

> Janey would say 'OK, here [are] your marshmallows'…We would go back and use our brains, creative brains, to come up with, 'How can I use these marshmallows in my next lesson?' and then write a lesson plan, put it in a [notebook], and it [became] the property of everybody. Everybody gets a lesson plan using marshmallows at different levels…did the children remember that day that we threw marshmallows into a whatever and counted them and multiplied them?...Yes, they did!

High expectations permeated everything that happened at Eastside. Janey and the teachers expected everyone to bring their best to work with students each day and, in turn, teachers expected students to do the same. One teacher shared, "We were a group…our expectations of ourselves and of our teammates were really high. Nobody could slack without other people knowing it…because we knew what we were supposed to be doing. A shared vision. That's what it is." Another teacher remembered the following:

> The culture is just one that you have these high expectations of what we're going to do and you just believe that everybody's valued. And everybody is worth going the extra [mile] to make sure they get what they need. We did it in creative ways and we were supportive…we were provided the resources that we needed, the encouragement. And so it's just a culture where pulling together, collaboration, [and] love [were] just so inspiring [and] positive.

Trust and confidence developed through strong personal and professional relationships between Janey and the faculty collaboratively engaged in the schooling enterprise at Eastside. Participants shared that Janey modeled this norm with individual teachers, teams, and the whole faculty and the teachers did also. One teacher recalled:

> There's always the expectation that we could all do the job and we could do it well…it was just a culture that obviously Janey created that showed that appreciation for people's abilities and trust and willingness to let them step out and take a leadership role.

Another teacher remembered her experience in building confidence to become a presenter. She stated:

> First was the confidence to get up in front of my peers who I adored because they all seemed so smart to me…We were only smart because we encouraged each other. That was the first step to be able to get up in front of my peers. Then, to go and work as a leader, as a presenter, for the community of Adams Public Schools.

New teachers joined the faculty as equal partners and were embraced with trust and confidence to bring their best to their work in the school. One teacher recalled how she felt as a beginning teacher. She said:

> We [had] all those opportunities to work with each other. And the different staff allowed you to voice input and [I] didn't feel like I was a new teacher. You didn't have much to offer…so everybody was very encouraging…I'm one of those people that [is really] willing to learn, and I wanted to take it all in. I was such a sponge to the environment, Janey's communication skills, her personal skills, her organizational skills, her innovation, totally committed to students. And the teams did the same thing.

Tangible support includes how teachers are supported and encouraged to grow and develop as educators. Previous sections and chapters identified the ways in which support was experienced in the school community and these ways will be further explored in the upcoming section, building teaching and leadership capacities.

Reaching out to the knowledge bases requires teachers and administrators to be active learners, to be engaged in professional development, and to be reading research. Learning was crucial at Eastside, and this required everyone to build collective understandings of exemplary pedagogical practices and to bridge theory to classroom practice. One participant shared:

> Because of the things we were doing at Eastside there was always an interest in reading about what was current…we had the books…I can still remember holding Piaget's book and talking about the stages of conservation and how that applied to our kids. So there was really theory to practice in a way that I think is not typical.

Another teacher remembered a conversation she had with Janey when asked to become a member of the K-1 team. Janey told her:

> I need somebody who knows…the preoperational and the concrete operational levels of Piaget development…we don't have anybody that's grounded in that child development for the K-1 team and I need that grounding in the team.

She remembered piloting SCIS lessons "handwritten on yellow legal tablets" and meeting with a professor from the research university located in the same community as the case at weekly team meetings to provide feedback. She shared, "I was grounded developmentally through theory but not through practice."

Expectations of faculty embracing a strong commitment to inquiry and constructivist perspectives were shared with new teachers in the letter sent to them prior to a school year starting (Appendix O).

> We believe that education provides an opportunity for children to build intellectual structures. These structures for elementary students are built by concrete experiences presented in a learning cycle which allows the child to add to existing structures in a way that the acquired knowledge is understood and usable. Each individual teacher strives to provide such learning experiences.

For teachers to build common understandings of constructivist perspectives required continuous collaborative discourse focused on teaching and learning. One teacher remembered "we had to know this stuff…we had to understand it…and Janey modeled it for us." Additional ways in which Janey and the faculty built collective understandings of pedagogical practices and bridged theory to practice are reported in the innovative practices and building teaching capacities sections in this chapter.

Janey modeled *appreciation and recognition*, and it was embraced by the faculty in building strong personal and professional relationships and in supporting individual and collective work at the school. Janey's modeling of this norm, described in Chapter Five, provided a strong example for teachers to emulate and to then model with colleagues. One participant remembered that "modeling by Janey and the other teachers was probably the greatest influence. Just made you realize that you could do

that too, and people trusted your abilities to do that and appreciated it and encouraged you."

Faculty meetings were a venue where teams, departments, and faculty members were recognized for contributions made in the school, in the district, and in the community at large. Faculty and students were recognized at the daily assembly (GME) for significant contributions to the school community and for excellence in leadership and achievement in a wide variety of areas (e.g. academics, attendance, athletics, arts, community organizations). Newsletters and other forms of parent communication recognized parent contributions to the school and acknowledged appreciation for their work and support.

Caring, celebration, and humor were woven into the fabric of everything that happened at the school. An ethic of care (Noddings, 1993; Noddings, 2013) was the foundation on which relationships were built. There was intentionality and there was focus on exemplary practice and the impact it had on students' potentials. All this nurtured a culture that provided generative and empowering experiences for students and adults and supported the school community.

Celebrations of learning and good citizenship happened daily in classrooms with teachers identifying students who worked hard and who made progress toward learning goals. Students with perfect attendance were celebrated in GME on a quarterly basis. Students initiated announcements of scores in athletic games and accomplishments in organizations (e.g. Boy Scouts, Girl Scouts). Students who excelled in arts activities were recognized, and many performed musical and vocal selections at GME.

Celebrations were important to the faculty also. Birthdays, Friday happy hours, Christmas, end-of-year parties, the end-of-year skit, and lake trips were times when faculty celebrated friendships. One teacher shared, "We had parties…we had fun." Faculty meetings and GME were all venues where professional and school accomplishments were shared. A generative, empowering culture focused on learning required celebrations of learning and achievements of goals to be shared with the collective which provided a springboard for future growth and development.

During initial interviews, Janey often shared with prospective teachers that a sense of humor was required to teach at Eastside. This played out constantly in the ways that teachers interacted with students, with parents, and with each other. Many participants remembered how much fun they had working together at the school. One teacher recalled:

> We worked hard. We had fun too. We had a lot of fun! It was still focused on kids. It was really focused on letting the kids be a part of something positive and learning from that and what their strengths were…they could take it in about any direction.

Involvement in decision making was an important element of democratic practices that were enacted at the school. Janey trusted teams and the faculty to make decisions that were in the best interest of students, and she provided many opportunities for them to make decisions which she supported. The collaborative processes involved in making team and faculty decisions have been discussed in previous sections of this chapter.

Protection of what's important means an intentional focus on protecting students' learning time. All decisions revolved around this as a top priority and what

was in the best interest of students. Janey and the faculty were guided by core values and beliefs, acting in congruence with the school's foundations.

The core values and beliefs held by the school community were visible through *traditions*. GME, grade-level programs, Student Council, weekly faculty and team meetings, and faculty celebrations began during the first year and continued throughout Janey's principalship. An annual family picnic and school carnival began during the early years and also continued. A faculty Special Events Committee planned school-wide celebrations of learning which began with a Science Fair one year followed by the Olympics the following year. The Olympics then occurred every four years after that. End-of-the-year discussions involved a review of traditions in place and making decisions about changes that needed to be made to make traditions better or drop them all together. Traditions that were chosen to be carried forward were then placed on next year's calendar. This reflective process happened each year in planning the next school year.

Janey's expectation from the very beginning was *honest, open communication* among everyone involved in the school. This required teachers to build common understandings of communication protocols that supported active listening and validation of diverse points of view. This included holding each other accountable to model these protocols and to allow all voices to engage in problem-solving and decision-making and to be accepted as valuable and as a contributor to the collective. All in all, honest, open communication provided an important foundation for the community to grow and to evolve.

The faculty understood the 12 norms and worked tirelessly to embed them in the everyday enactment of schooling at Eastside. Understanding the fact that people thrive in a strong culture, intentionality and focus were placed on creating an exemplary learning environment for both students and teachers. These norms grew and evolved throughout Janey's principalship and provided an enriched context for teaching and learning at the school.

The arts

When Eastside became one of six arts-in-education (AIE) demonstration schools in the state in 1976, Janey remembered the "arts took over." The teachers who personally experienced this initiative discussed the impact of the arts and elements of the initiative that were significant in the learning experiences of both teachers and students. GME, Looking at Art, grade-level programs, and Artists in Residence (AIR) were traditions that displayed the value of the arts and the importance of them to the community.

One teacher shared the significance of GME to the school's culture:

> I think a big part of that school culture revolved around GME…it was my favorite part of the day because of everything that it represented…it mirrored everything that was special…we came together every morning as a school, as a faculty, with our kids, parents could be there…information that we need[ed] to know [was] shared…special events…birthdays…and then the music piece just mirrored and emphasized what we were trying to do in our classrooms and school…we're singing those lyrics, and we're internalizing a lot of what we sang about…it was a perfect forum for those celebrations and significant life experiences that happened to us.

She also remembered "this was protected time…it was so valued." Another teacher recalled, "We had GME from the first day which [brought] everybody together and it was such a wonderful way to begin the school day." This teacher also remembered that "there was an interest in teachers performing at GME, and one day I sang!"

Student Council representatives had a variety of responsibilities at GME (e.g. reading announcements, technical support, holding signs for grade-level dismissal). One teacher shared, "GME expanded through the efforts of our music teacher to be a student-led and student-created enrichment opportunity, appreciated by everyone."

Looking at Art, a program developed by a site AIE committee, provided an opportunity to learn about and to develop appreciation for great works of art done by masters. Spearheaded by a participant who took her young son to Washington, D.C. on family vacations and visited museums located there, she recalled:

> We'd go to the art museums. The paintings were just so beautiful and you'd hear about Picasso or Renoir or Matisse, and you were right there looking at it. And I thought…kids need to experience this. They need to know about art…they need to do art…they need to experience it.

Looking at Art, a ten-minute presentation in GME done by a member of the AIE Committee, highlighted works of an particular artist using color transparencies shown using an overhead projector. Different works by the same artist would be shown for two presentations a week for five to six weeks. A retrospective was presented as a culmination of the focus of a particular artist before selecting a different artist. Many teachers chose to teach art lessons to their students focusing on art elements they learned about through this program. Once this program began, it became a traditional part of GME.

Grade-level programs were a collaborative project planned by the music teacher and by grade-level teams and performed by students once a year. The music teacher recalled several details about the planning process, sharing the following:

> We knew that [if] a program would be in February, the dialogue started in October…I loved the collaboration…I learned a lot about timing. I learned a lot about listening. I learned a lot about strategizing rehearsal time over a long period of time and not carrying the weight of the program on my shoulders.

She also shared fond memories of a particular kindergarten program. She recalled:

> I think my favorite and most memorable was a kindergarten program because they were so little and they were so young. I just kept thinking, 'How are we going to herd them? How do you even take 60 five-year-olds and get them to do one thing at the same time?' And I just remember the kindergarten teachers saying 'Well, you really don't! This is about them celebrating all that is good about being five.' That's kind of where we went. We looked at all the things great about being five. And that was the theme.

Another participant shared the following:

> [Grade-level programs] brought teams together…the programs we had in transition where we partnered with an older grade level and we had that cross grade level connection, I thought those were some of our best programs and provided some of the most powerful learning experiences for the kids…they were just as important of a learning experience as the actual curriculum that we might be trying to teach in the classroom.

The AIR program provided opportunities for artists to work with students during contracted residencies ranging from two to six weeks in length. The AIE Committee planned the residency with the artist, set up the area where classes were held, and developed a class schedule. One teacher recalled, "I think I was the first person to schedule around the teachers' planning periods…and that seemed to work well and be much appreciated by the teachers" because teachers attended classes with their students. Another feature of each residency was a faculty workshop presented by the artist. Teachers learned alongside artists, creating capacities that supported teachers' arts and arts integration instruction in classrooms. Another teacher remembered an important goal of the AIE Committee in long-range planning of residencies:

> We looked for all the five [art] forms that we were really trying to incorporate…so by the time the kids got out of there, K-5, they had great exposure to all kinds of those five art forms in many different ways because it carried over [in the classroom] what the AIR was doing.

Like art, music was a critical component of the learning experiences at the school. One teacher remembered, "We're here to educate the whole child…that's why

music was so important there because it helped kids be well rounded." The music teacher recalled:

> I remember being introduced as the arts specialist in an arts education school and that carried with it certain responsibilities…in an AIE school, the position of music teacher was deemed more important than somebody who was covering planning time.

One teacher remembered that

> It was an arts-in-education school…and it was really neat but also kind of intimidating in some ways as we were growing through the arts. I could always feel it and be part of it as far as with the kids because I totally am into what art opens up for a child and what the opportunities give [to] the children. It also shows ways [in which] children are gifted.

Another teacher recalled the impact of the arts on students' learning. This teacher stated, "You have children that learned important concepts because they were taught in a different way by using the arts." Another teacher shared the personal impact the school and the arts had on him. He said that:

> It was so uniquely different…the open school concept but also the interaction between the kids and teachers, the kids and the kids, the music, the arts…all [of] that was such an enriching experience for myself! I think I learned more those few years than I ever had, maybe life itself!

The lived experiences of adults and children at Eastside were significantly impacted by the arts-in-education initiative embraced at the school. An aesthetic context highlighted the importance of exploring creative potentials and developing imaginations and possibilities. Sharing collective engagement in this enriching context provided multi-dimensional opportunities for learning and growth to take place.

Innovative practices

The norms of experimentation and reaching out to the knowledge bases were well established at Eastside and encouraged and supported the faculty when implementing innovative practices and programs. Young and energetic educators with

a shared commitment to bring their best to work with their students created a synergistic enthusiasm for risk taking and trying new ideas. The arts initiative contributed significantly to understandings of the ways in which creativity and imagination influenced teachers' thinking and their classroom practices. Teachers were challenged to learn how to integrate the arts in all content areas and how to provide multidisciplinary lessons that upheld the integrity of both the content area and the arts. They rose to the challenge.

The school's focus on learning required Janey and the teachers to read research and bring articles and books to share with colleagues. One teacher shared that "because of the things we were doing at Eastside there was always an interest in reading what was current." The impact of professional development experienced inside and outside of the school continued to provide a dynamic flow of ideas for energetic exchange and consideration. Several participants remembered the impact on them personally from the constant new learning experienced at the school. One remembered the learning focus at the school in the following way: "Always realizing how far ahead. We were always light years ahead!" Another shared, "I knew things that many other people did not know." Another recalled, "[I remember] how much ahead I was in terms of skills…just effectiveness in the classroom."

One participant remembered the faculty were "known as being innovators, progressive." Another participant recalled, "[We were] kind of on the cutting edge of education." Another participant shared, "[There was] always this willingness to try new things, adventures to look forward to, try materials, [and] try experiences…[we] were receptive to thinking differently."

Founding faculty members recalled that the grade-level configurations (e.g. K-1, 2-3. 4-5) were different from any other school in the district. A reading program implemented during the first year was called The Fountain Valley Teacher Support System in Reading (Zweig Associates, 1972), and several participants remembered using it with their students. One teacher remembered, "You assess…every little skill that they don't have and then you…teach that particular skill…individually or [in] small groups." Two other examples of innovative literacy programs are reported in the Building Teaching Capacities section.

Two participants recalled working with students who were ability grouped in reading and mathematics. One 4-5 teacher remembered working with a group of students in mathematics who had not mastered subtraction facts. His team clearly communicated that the students would work with him "until they can master 80 percent…[when they] made 80-85 percent on two assessments in a row, [they moved] to multiplication." He questioned his team about this practice and they responded, "You just focus on those kids and we'll work all this other stuff and make it work." He had tremendous success with students learning their subtraction facts and moving into a group working on multiplication facts.

He also recalled working with his language arts students. "We did whole language before there was whole language…we had journals before people knew about journals…the whole school was set up…to educate the whole child." Another teacher, who taught 2-3, remembered working with a lower group of students and said, "I learned how to work with kids who did struggle academically and I was learning how to teach and work with kids at that age level."

In the early years, Janey remembered the intense discussions she and the faculty had related to ability grouping students and research not supporting this practice. In the Modeling Leadership section in Chapter Five, a description of the process that took place moving from homogeneous to heterogeneous grouping is described. This change was implemented in the fall of the 1978-79 school year.

A program, Afternoon Adventures, was created to provide enriched learning opportunities for both teachers and students. Teachers selected an interest area, presented it to the students who ranked their choices, and groups were developed based on students' choices. Groups met for six to eight weeks, once a week. Several participants remembered, "[We did] yoga, played the guitar, built a buddy burner and held a sleepover at school, [and] clowned around." One teacher recalled:

> I remember all of us looking for a talent. That was quite fun so…when you are so young and you don't realize those huge lifelong values that has for these kids at an early age…teachers modeling that to explore their own [interest] in a safe non-threatening [environment]…just to see that learning is fun.

One teacher remembered attending the sleepovers at school and the children cooking breakfast on the buddy burners. Another teacher remembered that it was always important to the faculty that "learning and fun blurred" and that the faculty worked hard to create experiences in which this happened.

Another program, Special Friends, paired a K-1 class with a 4-5 class, once a week, and provided a planning period for the K-1 team. The 4-5 teachers planned activities that built relationships and learning support between older and younger students. Often, older students read stories to the younger students in pairs or served as a scribe for stories the younger students dictated.

Deal and Kennedy's (1982) research reminds us that a school's culture is the way we do business. This section describes the ways in which Eastside developed an enriching and innovative culture in which schooling was enacted. Several participants shared the ways in which the culture impacted them personally and professionally. One teacher recalled that "it surrounded, it nurtured, it enhanced, it gave me…a safety net."

Clearly, the culture at Eastside was enriched and innovative. It was also generative because of how deeply embedded the 12 norms were and how the arts impacted learning and the lived experiences of everyone in the community. The confluence of beliefs and a creative and empowering environment provided a culture that a participant described in the following way: "everybody's involved, everybody's learning, everybody's growing, and everybody's sharing."

Building Teaching and Leadership Capacities

A school's focus on learning for all requires that students as well as adults are constantly growing and developing. This requires teachers to continuously build pedagogical capacities and deeper understandings of the bridge between theory and instructional practices. Eastside's belief in democratic practices provided multiple opportunities for teachers to share leadership with Janey. This section focuses on the methods by which teachers developed teaching and leadership capacities through mentoring and coaching by the principal, colleagues, and others outside the school. This section also focuses on additional ways teachers built teaching and leadership capacities and the impact of professional development on their growth as educators.

Mentoring and coaching with the principal

All participants shared ways in which they were mentored and coached by Janey. The ways Janey modeled building strong relationships with others, teaching with students and teachers, visibility in the school and classrooms, and resolving conflicts provided powerful examples for teachers. All participants shared that Janey's modeling was one of the most important contributors to their development of teaching and leadership capacities. Conversations with individual teachers focused on personal issues, classroom instruction, school-wide responsibilities, and career trajectory, and they provided encouragement and support for growth and development.

Many participants shared stories of how Janey mentored and coached them individually. One teacher described Janey's coaching with him:

> She coached us really well just by talking to us or…if we stumbled, she'd walk us through and help us…when she engaged in conversation with you, you clearly knew you were the only person in the world…and the questions…her questions were never limiting, they were always expanding. They seemed to push buttons in a constructive way.

Another teacher remembered the questions Janey asked him during his post observation conference. He stated the following:

> Janey would always ask a question that I didn't expect…they were legitimate questions, but it was just kind of 'Oh, I never thought of that!' It really stretched me in thinking about my teaching and being reflective about my teaching…she always knew how to question you to where you would do some reflective thinking about what was going on in the classroom, what the lesson was about, why you did this or why you did that.

The music teacher shared her experiences with Janey questioning things she wanted to do. She said:

> She always supported me unless I had some lame brain idea, and then she would say, 'You know, I think you better rethink that'…she was an excellent barometer without shooting down my ideas. She would say, 'Now hold on.

> What's this for? What's going to happen?...What's going to be the benefit?' She had me think deeper, which I appreciated.

Another participant recalled questions Janey asked her related to something she had observed in her class when she was a first-year teacher. This teacher shared the following:

> I would sometimes do some stupid things as a first-year teacher…but I was constantly trying new things because everybody else was. And Janey would come around, and I remember one time she said, 'Now, tell me why you're doing that.' She never said, 'Don't do this,' and she never said, 'That's a bad decision.' Just, 'Can you explain more to me about this?' Obviously, you know to think about it twice and really decide if it is the right thing to do, but [I was] never reprimanded for anything I ever did. That was out of the question. It was all part of a growing and learning experience. So, failure was seen as a way of learning.

One teacher recalled how Janey encouraged and supported her individually. This teacher shared:

> Janey is one of those people [that is] not in it for themselves. [She was] in it to grow you. How can I help you grow? How can I make you feel successful? What can we do that will help people see what you can do?

Another participant shared the support she received from Janey in her development as an educator. She recalled that

> I think that once I knew that I knew I was encouraged to pursue whatever ideals I might have…Planning has always been a real important part of preparing for our students. I learned to plan. I learned to use research in my planning. I learned to use the materials that were available...My principal encouraged me to research [my] ideas, [my] thoughts…you have to have the research behind an idea and I think that's why I hold my principal in such high esteem because she just didn't go by the strengths of her beliefs, it was the strengths of her beliefs backed up by research and data…just to be encouraged that what I was doing, that I was on the right path based on research and data and what was right for the kids. I think that's the most important thing because it helped build my confidence.

One of the participants, a beginning music teacher, did not have a teaching team and her stories of beginning her first year of teaching are unique compared to other

teachers. She was the only music teacher in the school, and she described setting up her music program in an elementary school as follows:

> I had done my student teaching in a secondary setting and didn't know what a quality elementary music program even looked like. I'd never been in an elementary music classroom. I did not have a vision at all of what my classroom could, should, and would be…everything I felt that I did was out of pure desperation.

Without a team, she relied on Janey for support, encouragement, problem-solving, and ideas to deal with the situations that presented themselves throughout her first year of teaching. She also remembered the struggles during her first year and the ways Janey encouraged and supported her.

> I felt like I wasn't good in terms of managing the classroom. I was bewildered. I did not have a firm grip on what I was supposed to teach and how I was supposed to deliver it…When I met with Janey and told her, 'I'm not teaching well. I don't have control over my students,' she would say "Now, that's not entirely true. Here's what I'm seeing. I'm seeing kids who are happy to go to music class…they like you because you like them!...You have a lot of enthusiasm and a lot of excitement about music, and that's contagious. You're just a little bit willy nilly in how you're choosing to…teach it, but there's no lacking that you bring a lot of enthusiasm to it.'

This teacher remembered multiple conversations similar to the above scenario during her first year with Janey. When asked about the ways in which Janey's support and encouragement impacted her, she responded:

> She gave me a vision that I did not have. She provided me a glimpse of the kind of teacher I wanted to be. Not because she wanted me to be someone different, but because she wanted to help me realize who I was and she provided that.

Another teacher remembered how Janey supported her when she was dealing with a discipline issue in her classroom. The student became unruly during class, and in the process of dealing with the situation, the student accused her of hurting him. He was taken to the office, and the teacher remembered the meeting she had with Janey regarding the issue:

> I'm going to be in trouble! This looks bad but I've done nothing…I remember Janey laughing and just [saying], 'Of course you didn't hurt him!' She was always behind you, always! She knew us, and she just was always supportive. From that day on, I knew the value of showing teachers that you support them.

Several participants recalled that Janey encouraged them to think about becoming principals. One remembered a conversation they had during a post observation conference:

> She said to me, '[Have you] ever thought about being a principal?' And I said, 'Not really.' And she said, 'Well, I think you need to think about that.' And that was the beginning of planting that seed in me personally that maybe that was something that I needed to start thinking about and start looking at.

Another participant recalled, "Janey knew people well and she would push you in the direction that she felt like was the right one for you." This played out with the participant personally when she was being interviewed for the Danforth Program. After her interview, Janey came to see her and said, 'OK, you really impressed everybody and you need to really work hard for this next part.' And I said, 'Oh, goodness, I hope I want this.' And she looked at me and said, 'You do and you will do this!'"

Another teacher felt that Janey pushed him in some ways too.

> Janey pushed me…just being supportive, encouraging teachers to step out of that comfort zone and take on a task they might not have thought themselves capable of or maybe even willing to do…she asked me to do things that were way out of my comfort zone. I didn't think I could handle [them], and I'm sure some [of them] didn't do that well…but I felt like it was a great growth experience for me because it wasn't something I would have normally challenged myself to do.

Another teacher remembered a conversation that she had with Janey that she described as the most important thing Janey did to support her development as an educator. The teacher recalled:

> I had bad classroom management…the whole control thing was my most difficult thing, and Janey knew that and she could see that…the most truthful thing she ever did for me was to ask me…'I just want to know why are you

> yelling at the kids?' Because it made me realize I didn't need to be there anymore. It was OK…I knew it, but I couldn't bring myself to say I couldn't do this anymore…for me, it was the truthfulness whether it was good, bad, or ugly.

This teacher left Eastside and taught one more year in a rural elementary school in the same state, and after completing that year, realized that she needed to make a career change and left teaching with 17 years of classroom experience.

After leaving the state in which the case is located, she earned two Masters' degrees, one in Special Education and one in Educational Administration. She worked as an aide, diagnostician, and Special Education Director in three small rural districts in two Southwestern states. She retired with an additional 17.5 years of special education experience.

Janey modeled the importance of belonging to professional organizations and shared her expectation that teachers also become members of professional organizations. She attended conferences, both locally and nationally, and she encouraged teachers to look for these same opportunities. One teacher recalled, "Janey encouraged us to join Phi Delta Kappa." Several teachers remembered joining professional organizations that supported content areas they were teaching. Teachers remembered attending Confratute, an institute focused on school-wide enrichment often attended by gifted teachers. They also remembered attending National Council of Teachers of Mathematics (NCTM) conferences. The music teacher remembered a conversation Janey had with her sometime during her first year. She shared:

> Janey came to me…and said, 'Now, have you connected with the Music Education Association?' [I said], 'No.' 'OK, well now here's how you do this. Have you connected with the Music Educators National Conference?' [I said], 'No.' 'Alright, here's how you do this. And there's a conference in Miami Beach, and we're going to it.' And we went. Janey went with me.

Two participants remembered how Janey supported them in situations involving the Adams district. When the music teacher made arrangements to have the cast of "Annie" visit the school, she talked directly with the arts editor of the regional newspaper. When the Central Office of the Adams district found out that she had not contacted them prior to contacting the paper, someone from the Central Office called her and "reamed her out." She shared, "Janey stood right behind me and just shook her head and said 'you did the right thing! You have our full support, 100 percent!'" Another teacher remembered a situation when she had taken a few years off to have a baby and wanted to come back to teach at Eastside. She recalled:

> I left twice. And when I wanted to come back the second time, the Assistant Superintendent in charge of hiring told Janey [that] I was not a loyal employee and I shouldn't be rehired because I left twice. Janey defended me and rehired me.

Janey served as an important mentor and coach for all participants, and they felt her impact on them was one of the most important contributions to their development of teaching and leadership capacities and to their career trajectories. Her modeling of reflective questioning, her personal support, and her encouragement helped teachers build confidence and capacities which helped them grow as educators. As teachers began considering career moves, her guidance and endorsement propelled them forward to leadership opportunities in other settings.

Mentoring and coaching with colleagues

Teachers at Eastside developed strong personal and professional relationships working together in an open school in an enriched and innovative culture. The 12 norms flourished in this environment, and many of the ways in which the teachers mentored and coached each other are described in the previous section. Additional

ways that mentoring and coaching with colleagues happened at the school are reported in this section and in subsequent sections.

There was continuous support and encouragement among teachers, and this was the currency for mentoring and coaching to take place at the school. There were daily opportunities for teachers, with desks together, to ask questions, to give feedback, or to process situations that came up. "We were sitting together talking about school, interacting about students." The open school provided daily opportunities for teachers to watch teammates teach and planning periods, four days a week, were often used to have conversations with each other focused on discipline, curriculum, and instruction. Team members who taught the same content area would often use this time to meet and discuss topics specific to their content area. Once a week team meetings were focused on topics identified by the group or Janey and provided opportunities to collaborate on problems or decisions brought forward by individuals, the team, or the faculty.

One participant remembered "We met every morning and every afternoon" to learn from each other and to be able to contribute to the work of the group. Janey shared, "We worked on weekends. Sunday afternoons we would find that building almost full. But there was never an expectation that you would do that except the culture itself developed it." Teachers embraced the beliefs, values, and norms of the school and were actively engaged in building individual capacities to contribute to the collective work of the faculty.

One participant remembered teachers were "sparring academically" and engaged in discourse to create deeper understandings of teaching and learning and how to apply these understandings at an exemplary level. One teacher recalled peer coaching with

several colleagues as well as meaningful reflective discourse that ensued following classroom observations.

Team meetings and faculty meetings provided venues for community members to come together to support teaching and learning. One teacher remembered that team meetings were a mixture of "collaborative sharing of teaching methods, different ways of reaching kids, new ways of trying things, [and] inquiry science." Two other participants shared stories about their remembrances of faculty meetings. One teacher shared, "Time was made for us to get down to talking about what really mattered and that was every Wednesday at Faculty Meeting, and everybody had an equal voice." Another teacher remembered, "We met all the time as a staff. I could hardly wait for those meetings."

Two teachers shared their mentoring stories. One involved a time when she was encouraged by the current counselor to think about going into counseling. "[She] knew my Master's [Degree] was in Guidance and Counseling…and Linda (pseudonym) really kind of encouraged me to use my certification…when she left, I was hired for that position as counselor." Another story involved a time when a new faculty member was hired, and a current faculty member was asked to mentor him. "So Janey said, 'Now look, you learned a lot in your first year. This is his first year. You take him under your wing so that at the end of the year he's like you.'"

Colleagues provided strong mentoring and coaching support for each other as they collaboratively built teaching and leadership capacities. Close proximity in the open environment, with desks together, provided daily opportunities for academic sparring and reflective discourse to support the development of exemplary skills and

practices. Case evidence and analysis identify all participants shared a commitment to excellence and a willingness to learn from others to be the best they could be.

Mentoring and coaching with others

Before participants took on new roles in PK-12 and higher education settings, several remembered other people who served as mentors and coaches in their career trajectories. Several teachers recalled teachers they student-taught with who were very influential in their development as educators. One recalled how the school secretary helped him his first year teaching at Eastside. He stated: "She was so nice to me. She would say 'Now, Dan (pseudonym), you better…' and [I responded], 'OK, thank you. I appreciate you telling me.' She took care of me!"

Another teacher remembered district leaders who were influential in her life and in the lives of many others. She recalled the following:

> There were many women in the district that [sic] were so strong. I mean we had Nan (pseudonym), we had Janey, we had Emma (pseudonym), we had Ann (pseudonym), we had Tricia (pseudonym), we had Joan (pseudonym)…people that continued to learn and continued to grow…an incredible number of super strong, smart women!

Teachers also recalled mentors and coaches that supported and encouraged them after they left Eastside. Many former teachers were chosen as assistant principals and several participants described their experiences. One remembered, "I had Lisa (pseudonym). Awesome. She let me do everything. Great fun team." The counselor at Eastside spent several years as a district Special Education administrator before becoming an elementary principal. She shared, "I had fabulous experience[s]…I was so lucky."

After leaving Eastside, several teachers pursued advanced degrees and mentioned specific professors as well as many diverse experiences that supported their

growth and development. Several teachers left the district and taught in other districts or worked in leadership positions in a variety of organizations. Mentors and coaches in these districts and in these organizations provided support and encouragement for each of them to successfully navigate their career trajectory toward PK-12 administration and higher education.

Thus, cooperating teachers provided formative mentoring and coaching for participants before becoming Eastside faculty members. Eastside's secretary was remembered by one teacher as an important mentor to him when he was teaching at the school. District leaders were mentioned by several participants as being important role models and providing opportunities for leadership development in the Adams district. Teachers mentioned college professors supporting them in their leadership development in their principal preparation programs. Janey and many faculty members became active in leadership roles in both the Adams district and community at large and were important role models for others. One participant shared, "The more you lead, the more confident you feel." As a result, teachers' confidence grew, which provided a springboard to future leadership opportunities in PK-12 and higher education settings. Additional ways that participants were supported in their leadership development are reported in the building leadership capacities section in this chapter.

Building teaching capacities

The school's foundations of Piagetian and Deweyian practices, which were enacted in an engaging and innovative culture, focused on students' learning and experiencing exemplary teaching in every classroom. Faculty shared this commitment, and they actively engaged in building knowledge and understanding of best practices.

This section reports findings of the ways in which teachers at the school built these capacities.

> All participants remembered learning from colleagues. One teacher shared,
>
> When you came into that school, it was a school made up of…very accomplished master teachers…there was the capacity to learn from your colleagues because you were surrounded by excellence…which was one of the school's strengths supported by Janey, and they hired well.

Another teacher remembered:

> It was the first open school I ever experienced. I thought it was wonderful! I could look over, and I could see the other teachers and what they were doing and how they interacted with kids. To me that was as much education as anything. Just watching all those great experienced teachers and learning from them.

Another teacher recalled:

> I always had an opportunity at Eastside because of the way the building was built and the philosophy and the culture of the school was that we all learned from one another and openly shared ideas…ways different people disciplined kids, how to do something better, question what they were doing and look at it and say, 'Is this working this year?'…we always looked at where we were and what we needed to do differently and how we could get there.

Another teacher shared, "In an open school…people could see when you were struggling and…you always felt so supported."

Participants also remembered the diverse ways in which teams decided to teach content areas. Science teachers knew that they would teach using inquiry. Participants who taught literacy remembered that they planned "individualized instruction with follow up time that matched assignments with individualized students' needs." One participant who taught on the K-1 team remembered vividly how her team planned their initial daily schedule. She chose to teach science, art, and literature with half of the students (i.e. 40) in an enclosed area the size of two classrooms for an hour and a half each day. At that time, the university professor who was a supportive professional

colleague solicited science teachers' help in piloting Science Curriculum Improvement Study (SCIS) lessons and provide feedback to him. She taught the elements of art using Caldecott books. The remaining three members of the K-1 team taught literacy to the other half of the students. They would then exchange students. All teachers taught mathematics using Math Their Way.

Another participant who taught K-1 literacy remembered:

> I called my area Communications…I had conferences…twice a week with every child, and they would read to me and go over the 220 list (i.e. Dolch sight words) and a variety of other skills that I would have them do…I was setting up stations…built a dollhouse that had an open back in it and every day there were four new worksheets in it that were aligned with skills that reinforced the skills that I worked with them in their conferences…we did sentence strips…and I had a crumby chair, and kids would read on it.

Another participant, who taught literacy on the 4-5 team, remembered how she planned her curriculum. She stated that

> I had 38 students…because we level[ed] the students. We felt like those students who were struggling needed the smaller classes and I had the students [for whom] reading came much easier…my students weren't [necessarily using] the basil readers, and I had them reading independently…my job was for them to love literature and…so they read real books. We had conferences over real books and we did projects, and it was very involved but I was very dedicated. [I] didn't mind the long hours that it took because I thought it was so important to do it that way.

Another teacher shared things that she learned while teaching at the school. She said, "We learned about individualization, how to write units, how to look at curriculum, how to self-pace, how to pace the kids, how to team teach…how to address the needs of the gifted." Several individual teachers were mentioned by multiple participants as having helped them learn how to teach specific content areas. For instance, one teacher stated, "I learned to teach science from Vera (pseudonym). I learned to teach reading from Sara (pseudonym)."

Several teachers talked about their team, the importance of the collegiality among team members, and the collaborative nature of their work together. One teacher shared:

> I learned what it is to work together as a team and have a good time and enjoy what you're doing but keep it focused on students…we shared all kinds of things and we'd talk about kids…we really tried to figure out why a student wasn't learning or what was going on.

Team meetings and faculty meetings provided multiple opportunities for teachers to learn and practice communication skills, collaborative processes, and democratic practices with colleagues. One participant recalled, "We learned about democracy and decision-making, how to talk to people, communication skills, people skills, "I messages," and how to really listen to people and try to understand." Another participant remembered the faculty also learned "team planning, cohesiveness, and [how to] rise to a very high level of expectations and expertise."

Janey modeled the importance of research supporting practices at the school. This required everyone to read research and share with colleagues. One teacher recalled, "I had been able to read a lot of research because I had been encouraged to do that." Teachers shared research articles with team members and discussed them at team meetings. Janey often brought articles to faculty meetings with groups engaging in collaborative conversations to develop common understandings of the topic being discussed and possible teaching implications to consider.

Eastside teachers worked hard to create exemplary learning environments in every classroom in the school. Building deep and common understandings of theory and pedagogy required investigating research and collaboratively designing curriculum and instruction to replicate research findings with fidelity in practice. It was important

to teaching teams to embrace individual teacher's strengths to bring the best learning opportunities to students. It was also important to individual teachers that they develop their teaching responsibilities autonomously with trust, support, and encouragement from their colleagues. Building teaching capacities individually and collectively were shared commitments among the faculty.

Building leadership capacities

Democratic practices at Eastside embraced shared leadership, and all teachers understood that actively participating in leadership opportunities was a community expectation. New teachers joined other faculty in stepping up to leadership roles both inside the school (e.g. teams and faculty) and outside the school (e.g. district, community). This section will report findings of how teachers shared leadership at the school.

One teacher recalled the experiences that most helped her build leadership. She stated:

> We were all expected to be leaders…we were expected to be leaders in our classroom…those leadership skills that you can exhibit in a classroom are probably not very different than you exhibit in any area. You take that responsibility. You have that vision. You know expectations for students. You know the background, you research that, and so I think the analogy of being a good teacher and a good leader…not all leaders are administrators but they can be teacher leaders.

She also remembered thinking about leadership at the school after leaving to become an administrator at a technology center. She said the following about this experience:

> I think I was one of many people and they really were all leaders, but I didn't realize it because…the environment I was in [had] such strong individuals that were all leaders…until I went somewhere else to see that's not always the case. I had opportunities at my own school to lead but also to lead within the district.

Leadership opportunities within grade-level teams were also mentioned by several teachers. One participant described the way her team worked together as follows:

> It was a very collaborative team…the second-grade team that I taught on for the longest time [was] the most beautiful example of how a team can build on strengths of each team member…I planned the field trips. I was the organizer. Kara (pseudonym) would bring in new instructional ideas. Linda (pseudonym) did the arts…learning how to do field trips helped me as I became a principal.

Another participant remembered that her team shared responsibilities in very flexible ways. She said, "You could [run] the show or lead a discussion or say, 'Just tell me what you want me to do and I'll do it' or take minutes of [team meetings]…we passed those roles around…you found where your leadership skills were." Grade-level programs also provided opportunities for teachers to share leadership. This same participant recalled, "When we were working on programs, everybody found their job that they loved to do and fortunately all jobs were taken because two people didn't like to do the same job."

Faculty shared responsibilities serving on the arts planning team, school improvement committees, and district committees. The arts planning team, a standing committee beginning in 1976, spearheaded the planning and implementation of the arts programs each year. School improvement committees began in 1985 in alignment with the district's Decisions for Excellence Model. Yearly committees were established to focus on identified improvement goals (e.g. reading, math, special events, gifted). Representatives from each school in the district volunteered to serve on content area committees (e.g. language arts, math, science, social studies). Three of the participants were not teaching at the school when these leadership opportunities were operationalized. The other 12 participants remembered the committees they served on

both as chairs and as members. One teacher remembered that she was chair of the Library Media Committee when a flexible schedule initiative was being implemented in the district. "Eastside always had a flexible schedule," and the committee's work focused on documentation of the way it had been implemented. Another teacher remembered working on implementation of a new district initiative in gifted education. Some teachers recalled working on the AIE and special events (e.g. Science Fair and Olympics) committees. Experiencing collaborative processes, developing relationships with colleagues, school improvement efforts, and networking provided valuable learning and leadership opportunities for the participating teachers.

Active involvement in the community was modeled by Janey and embraced by many faculty members. Several teachers remembered being involved in Junior League, a community philanthropic organization; Chamber of Commerce; and various city organizations. The leadership skills learned by serving on school and district committees continued to be developed as teachers reached out to the community. After becoming administrators, community service in many organizations continued and grew.

Janey supported teacher-initiated projects, and one teacher remembered two projects that she personally spearheaded based on needs she saw at Eastside. She remembered conceptualizing the idea of News Anchors and pitching it to Janey. She stated:

> I remember being very concerned that our children at the school many times did not know about current events…[there were] Weekly Readers but by the time they came they weren't very current events. But approaching Janey…I said, 'I have an idea. What about if we have a News Anchor Program in Good Morning Eastside? And the students run it and we just have them tell what's happening, locally, state[wide], and nationally?' Janey listened, and she like the idea. She

> said, 'What if you just did one?' I said, 'No, I thought I wanted to [do] something else.' She said, 'Fine.'…I started the News Anchor Program and that was exciting to see, and some of those students went into broadcasting later on…but just the confidence of getting up in front of their peers…also my point was that they had to learn about research.

She also spearheaded the Chess Club project because of concerns she had about students' available choices during winter recesses. With regard to Chess Club, she said:

> It must have happened one winter. We had lots of inside days…being the gifted teacher…we all know that what's good for the gifted child is really good for any child and the thinking skills…why would you just do thinking skill activities or creative problem-solving with students who have been identified as a high IQ?...I got [funding] through our PTA…there was a young college student who, for free, would come and teach the chess lessons and he was quite [a] fanatic about chess, but the students love[d] it and they learned and then…later on I would hear from parents that said, 'Oh my gosh, they're driving us crazy, they want to play chess all the time!' And then we started working with the public library where they had chess tournaments…I do take ownership that other schools started Chess Clubs and then the libraries would have the chess competitions, and I think some of that is still going on in Adams schools.

When this teacher remembered the many leadership experiences she had at the school, she shared that "the more you lead, the more confident you feel." Many participants stated that their experiences at Eastside helped to develop confidence in their leadership abilities. These experiences also helped to create a willingness to do more to continue making a difference in the quality of schooling at Eastside and in the Adams district.

Eastside teachers were expected to be leaders in their classrooms, in the school, in the district, and the community. Shared leadership at the school provided multiple opportunities for teachers to observe exemplary leadership and model it for others. Teachers enthusiastically volunteered to serve in leadership positions both in the district and in the community because they observed many colleagues stepping up and leading in these same venues. Teacher-initiated projects were valued, appreciated, and supported by Janey and offered important learning opportunities for students.

Professional development

Previous sections have identified ways in which Janey and the faculty were actively engaged in building teaching and leadership capacities and in growing professionally. It is important to this investigation to identify how professional development also contributed to Janey and the faculty being able to build teaching and leadership capacities and to support change initiatives at the school. Growing professionally required building common understandings of research topics identified as important by the faculty and inviting experts into the school to present or to meet with said experts outside the school. This also involved Janey and the teachers presenting to the faculty, to district groups, and to entities outside the district on a variety of topics.

Several teachers remembered Janey's leadership in planning professional development for the faculty. One teacher shared, "Janey [brought] people in to talk to us, and we had so much professional development." Another teacher remembered, "Janey had several in-service things…for our benefit…trying to help our morale…I messages…things like that." Another teacher recalled Janey presenting in faculty meetings. "If Janey was teaching us something new…she integrated it into poetry…she taught us appropriate for our developmental level, [and] she modeled her teaching."

The AIE initiative provided multiple professional development opportunities for teachers both inside and outside the school. One teacher remembered:

> We were an AIE school…we had lot[s] of training which was lots of fun, and we were a leader in the state…and got to go to workshops…we would go to other schools or workshops. That's when you suddenly realized, 'Wow, what we do is different'…so, maybe leadership started developing from that because you could share with others what your school was doing, some ways this could be done or ideas and then people look to you [to] tell [them] about, share with [them], and viewed you as a leader because you had valuable guidance or vision on how some things could be done.

Another teacher remembered that when artists were in residency at the school a workshop would be held during faculty meetings. Teachers also attended residency classes with their students to deepen understandings of a specific art form and to be able to develop subsequent arts-integration lessons.

Many participants remembered the importance of the Professional Development Center located in the district and the impact it had on learning opportunities for district educators. One participant remembered, "We were so fortunate because we latched on to the idea of staff development and professional training early on and I think some of us had more opportunities to take advantage of that than others." One participant who left the district to pursue an administrative opportunity in a different district shared the reason she came back to the district as an elementary principal: "[It was because of] all the professional development opportunities that were offered to us as a staff." The counselor remembered attending many workshops and thinking about the impact of the district's professional development. "Oh, we're already doing all this stuff…and you would talk to other people in the state and…they couldn't believe the kinds of things that we were doing and that we knew about."

Participants recalled the support and accessibility of professional development opportunities outside the school. The music teacher shared her memory of Janey's support for her attending weekend workshops and beginning classes to work on her Master's degree. She said, "[Janey] understood the long, long lasting benefits of being professionally active and engaged outside of Eastside right from the get go. She knew that the payoff would be there." Other teachers remembered the multiple opportunities they had to attend state and national conferences. They also remembered the associated

responsibility of sharing with others what they learned after returning to school. One teacher shared "being part of a team that went to math conferences and then came back and shared what we learned and we shared not only with our school but with other teachers."

Janey encouraged teachers to become presenters, which many of them did. One teacher remembered, "Janey encouraged us to get out there and talk about the Eastside experience." He made a presentation at the State Education Association (SEA) of "the kinds of things we were doing in literacy." He also remembered presenting to education classes at the university located in the same town as the school. A teacher and counselor remembered being very involved in implementation of the Gesell initiative and presented to many groups and trained teachers to be screeners. The counselor also remembered that she and a colleague co-developed a district parent training program and co-led many groups. Another teacher remembered, "We were given opportunities to do professional development with Janey. Go to other communities and teach things whether it was Zweig…or the arts."

Faculty members, both individually and in small groups, were often presenters at faculty meetings or on district professional development days. Site committees often set goals that involved presenting workshops to the faculty. The AIE Committee was instrumental in providing arts-integration workshops which supported building capacities for implementation in classroom instruction. On district professional development days, a topic was often identified as the focus for learning, but the schools were given the flexibility on the best way to present the content. This often involved

Janey and a group of teachers designing and presenting workshops in creative ways that modeled exemplary teaching.

Professional development constantly infused new learning into the school community, both individually and collectively. Teachers were encouraged to become presenters inside the school, in the district, and state-wide and to share their expertise and best practices with others. The AIE initiative provided multiple opportunities for teachers to attend workshops with artists and knowledgeable professionals in arts integration. The district PDC supported extensive professional development opportunities for district educators focused on topics highlighted in the current school improvement literature. Teachers enthusiastically embraced many professional development opportunities to continuously learn and grow as educators.

Through strong mentoring and coaching, Janey, colleagues, and others supported building teaching and leadership capacities with teachers. Teaching capacities were built by learning from each other, by openly sharing ideas, and by being willing to try new strategies. Leadership capacities were modeled and built by demonstrating leadership in classrooms, in the school, in the district, and in the community at large. Professional development provided important new learning for faculty to bring exemplary practice to classroom instruction. An intentional focus on learning required that adults actively engage as learners themselves to support excellence in teaching and in optimizing students' learning success.

Learning Organizations

Senge (1990) identifies a learning organization as an organization "that is continually expanding its capacity to create the future" (p. 14). Findings reveal that

Eastside was a learning organization and previous sections in Chapter Six identify how Janey and the teachers enacted tenets of an organization focused on learning for both students and adults. A learning organization focuses on building capacities for all stakeholders to ensure growth and sustainability. This section reports findings of the following: Senge's five disciplines (e.g. personal mastery, mental models, shared vision, team learning, systems thinking), strong community identity, dealing with change, and nested context of schooling.

Senge's five disciplines

Senge (1990) identified five disciplines as essential elements in a learning organization: personal mastery, mental models, shared vision, team learning, and systems thinking. *Personal mastery* refers to an individual commitment to learning and building capacities to deepen understandings of teaching and learning. In a school, this requires teachers individually to commit themselves to continuous learning and growth as educators. Collectively, all the adults in a school make a commitment to become exemplary practitioners with intentionality and focus on bringing the best of themselves and their expertise to work with their students each day. Janey and the faculty clearly communicated and modeled expectations of excellence with accompanying support and encouragement to continuously learn and grow as teachers. One participant shared, "There was an understanding that we all had high levels of competency, and we were trusted to do things that were in the best interest of kids and the best interest of the school." Collective energy and focus communicated the notion, "We work hard" to provide the best learning opportunities for students, and teachers were expected to model this in their interactions with colleagues and students every day.

Mental models are the beliefs held by the collective upon which schooling is enacted at a school. Deweyian and Piagetian perspectives and inquiry were foundational to teaching and learning at the school. The idea that learning is number one and doing what's best for students focused the energies and expertise of the adults at the school. Caring about others and building a community of people who shared strong relationships provided a nurturing context in which learning took place. Excellence was expected from everyone. All faculty had an equal voice and contributed significantly to the leadership, decision-making, and problem-solving at the school.

Shared vision is created by members in an organization and describes the purpose of the organization and what is to be created or accomplished. Shared vision has significant meaning for all members of the organization and provides a point of focus and creates energy for the hard work needed to accomplish it. Founding faculty remembered the collaborative conversations that took place during the initial retreat envisioning what they wanted the school to be like and foundations upon which the school would be built. One participant shared, "Janey [had] an overarching vision of…what a school should be like, and I think [she] always continue[d] moving towards that." Another participant remembered, "I think there was a clear vision, and that was articulated." Another participant recalled, "We didn't always agree with each other but we continued to grow and evolve because of that kind of vision that Janey had of where she wanted the school [and] the faculty to be."

Team learning refers to the ways in which teams learn together. The ways in which Janey and the faculty built teaching and leadership capacities through teams and the entire faculty are described in earlier sections of Chapter Six. Individual and

collective commitments to learning enacted in a generative culture provided significant learning opportunities for students and adults at the school.

Systems thinking is identified by Senge et al. (2000) as "the ability to understand interactions and relationships in complex, dynamic systems: the kinds of systems we are surrounded by and embedded in" (p. 239). In a learning organization, systems thinking integrates the other four disciplines and provides coherence for continuous improvement efforts and for dealing with change. Research investigating effective organizations through complexity and chaos theory lenses has illuminated understandings of how systems are made up of subsystems interacting in ways identified in investigations of organic systems (Gleick, 1987; Wheatley, 1994). Systems thinking suggests looking at an organization holistically and identifying patterns of interaction of the subsystems for leaders to make decisions that will support growth and sustainability in the future. Feedback loops provide critical data for decision-making as initiatives move forward.

Findings in Chapter Five report that Janey led the school understanding systems thinking and that initiatives at the school were designed with systems around them. One participant, who became familiar with Senge's work after leaving Eastside and taking a systems course at the University of Chicago, shared that he thought Janey "was…creating a system. I think she's a systemic. I think she sees the world systemically." Janey's modeling of systems thinking provided a powerful example for teachers to build understandings and leadership capacities in co-creating change initiatives and school improvement efforts.

Strong community identity

Findings emerged that reveal a strong sense of community identity developed through personal and professional relationships and through shared experiences at the school. Wenger (1998) identifies communities of practice as learning organizations where community members develop a strong "identity in practice" (p. 151) through lived experiences and social engagement in the community. He posits a social theory of learning as a theoretical underpinning of his research which integrates "components necessary characteriz[ing] social participation as a process of learning and knowing,… meaning, practice, community, and identity" (p. 4-5).

A strong sense of community identity emerged as a finding in my study. All participants developed multiple identities prior to being hired at Eastside and many narratives previously included in both Chapters Five and Six describe negotiation of becoming an Eastside community member and the multidimensionality of being accepted into the group. Wenger (1998) suggests "learning is the vehicle for the evolution of practices and the inclusion of newcomers [and] also the vehicle for the development and transformation of identities" (p. 13). Participants developed a strong sense of community through personal and professional relationships, mentoring and coaching by Janey and colleagues, shared practice, commitment to shared beliefs and values, building teaching and leadership capacities, and collective engagement in the schooling enterprise. Participants' narratives of the ways in which they experienced personal transformation are reported in a subsequent section of this chapter.

Dealing with change

Dealing effectively with change is critical for organizations and for the people working in them for organizations to thrive and grow. Several participants shared their memories about how change was dealt with at Eastside. One teacher described it as follows: "Change was something none of us were afraid of." Another teacher remembered that "change was the norm."

The Concerns-Based Adoption Model (CBAM) was published in the 1970s and, soon after Janey learned about it, she taught it to the faculty. Presented through inquiry, teachers spent time in several faculty meetings coming to a deeper understanding of the model. Janey also shared how the faculty would use the model in the future. This process was identical to her presentation of Saphier and King's (1985) culture norms a decade later.

Several participants remembered learning CBAM and the ways it was used to deal with change initiatives. One participant remembered, "We were doing CBAM stuff when I don't think anyone else was thinking about it." When a change initiative was introduced to the faculty, Janey reviewed CBAM and identified the stage of change where she saw the school. She also shared suggested implementation steps to move the initiative forward. Another participant shared remembrances related to change at the school. This participant said, "[We were] encouraged to see the bigger picture…I think Janey…would pull back the curtain on purpose so [that] we would understand." Deeply embedded use of CBAM provided a research-based model for Janey and for the faculty to successfully deal with change initiatives and their implementation in the school.

Nested context of schooling

Senge et al. (2000) posits that a systems perspective requires understanding schools are composed of three nested systems: the classroom, the school, and the community. At Eastside, the open space significantly contributed to individual classrooms becoming one large classroom in which teaching and learning took place. Collective commitments to Senge's (1990) four disciplines with systems thinking modeled by Janey created synergy enacting a strong learning organization focused on learning for both students and adults.

The Adams district administrators and board of education members supported Eastside and the progressive schooling experience created by Janey and the founding faculty from the beginning and throughout Janey's principalship. Particularly noteworthy was the support and endorsement given to the school during the community challenge. After the PDC was established, tangible support was provided for professional development opportunities for all teachers and administrators in the district. Participants also remembered district support for implementation of the Gesell initiative including establishing a transitional-first grade level between kindergarten and first grade for developmentally young students. Participants also recalled district leadership developing Decisions for Excellence (Figure 1) with accompanying professional development for school sites in implementing school improvement plans.

One participant remembered strong district support as she dealt with issues as a principal in several schools. She remembered:

> The school was annexed…[it was a] dependent school [and they] have so much trouble just in funding…and all the new rules about Special Ed and staff development…they couldn't keep up with the changing curriculum. They couldn't keep up with staff development…they didn't have a librarian…and it

> was a terrible facility. Barracks building. No library. The library was just shelves…one of the things that was so powerful to me was how important it was to have a whole district behind you helping you. I had a lot of support from the district to get that school turned around.

Two other buildings were in desperate need of facilities' improvements, and the district passed bond issues and completed projects at both schools which made a significant difference in the quality of the learning environment at the schools.

Eastside was a learning organization and invested in building teaching and leadership capacities of Janey and the faculty ensuring growth and sustainability throughout Janey's principalship. Systems thinking was modeled by Janey and supported the teachers in learning how to think in this way and to make decisions with an understanding of the impact on the entire system. Senge's disciplines were strongly in place and supported the school's successful navigation of school improvement and change initiatives. The Adams district provided strong support for Eastside and other district schools to achieve excellence as learning organizations.

Leadership Dispersion

Fullan (2003a) suggests that school leaders learning in context and developing leaders at many levels supports a moral imperative of school leadership which results in system transformation. Principals who develop teacher leaders to become school or district leaders supports sustainability by transforming the system internally. Districts that develop teacher leaders to become school or district leaders expands the impact of individual schools to support sustainability and transforming the system from the inside out.

Previous chapter sections report findings of the impact of philosophical and theoretical foundations, relationships, leadership, culture, building teaching and

leadership capacities, and learning organizations on the development of teacher leaders in this case. This section reports findings of the reasons that teacher leaders became principals, administrators, and other roles in PK-12 and higher education. This section also reports findings of the ways in which they replicated their experiences at Eastside in their principal, administrative, and college professor positions.

Choosing to become leaders in PK-12 and higher education

An important element of leadership dispersion is to understand the reasons why teacher leaders chose to move into leadership positions in PK-12 and higher education. Formative experiences that contributed to leadership development are reported in previous sections of this chapter. Janey and colleagues planted the initial seeds of participants' thinking about becoming leaders in other settings, and each individual also experienced a growing sense of self-awareness. Three participants remembered Janey asking them if they had thought about becoming principals. Five participants recalled that colleagues inside and outside Eastside encouraged them to become administrators. A growing self-awareness of seeing themselves as leaders outside Eastside developed with seven of these participants.

The number of years of teaching prior to becoming leaders is important to understanding the trajectory from the classroom to leadership in another school or district. The range of years of experience of the 15 participants is five to 24 years as classroom teachers or as school-wide specialists. Also important to understanding the context of leadership dispersion in the case is to understand where participants were chosen to serve as leaders. Seven teachers became principals in the Adams district. One teacher became a technology center administrator in the same county as the Adams

district. Three teachers became principals and administrators in different districts in the same state as the location of the case. Two teachers became a principal and college professor in two different Northwestern states. One teacher became a central office administrator in a Southwestern state. One teacher became both a principal and superintendent in a Midwestern state.

Participants experienced diverse leadership opportunities on their career paths to becoming administrators. Four teachers went straight from the classroom into principal positions, district leadership, or technology leadership. Five teachers served as administrative interns or as assistant principals before being chosen to serve as principals. One teacher participated in the Danforth Project before moving into a principalship. Three teachers moved into district central offices prior to becoming principals and superintendents. One teacher took a position as a statewide arts administrator and served in that capacity for several years before serving as an assistant principal. One teacher, upon finishing her Ph.D., joined the music education faculty at a university in the Northwest. Clearly, a majority of the participants had opportunities to build learning and leadership capacities and be mentored by other leaders before becoming leaders in other roles in PK-12 and higher education.

Seven participants shared that they wanted to become principals because of their experiences at Eastside. One teacher shared:

> Janey taught us what we needed to know…[she] filled up our toolboxes with lots of options…becoming a principal gave me an opportunity to try to create a whole different environment in a school based on the skills I had been given.

Another teacher remembered:

> It was a matter of putting in place the lessons I learned…everything was deliberate. Everything was set up to engage…staff certainly with each

> other…how can I bring people together to work together to come to a common end?

Thinking about why she became a principal, one teacher shared, "I realized I could make a contribution as a principal that not everyone could because of my experiences working with Janey." Another teacher remembered:

> I saw some peers going into administration and I knew that…I could do that if they could do that…the modeling from Janey, it made me want to be able to do that with other groups and I really couldn't wait to be that…administrator to help impact those students' lives indirectly through the teacher.

Upon reflecting on why she went into administration, one participant shared:

> I felt like I could make a difference in the lives of children and teachers. I felt like I had a lot of the skills that I thought were necessary to be an accomplished principal, and I credit that [primarily] to my years…at Eastside.

Thinking about the move to a principalship, another teacher remembered:

> I became a principal because I thought what I received…what I could give to others…I received such profound encouragement. I wanted to invest in our kids' future, and I thought what better way to do that [than] to invest in my teachers. I wanted to give teachers an avenue…to get these kids to want to learn, to want to be the lifelong learners that I hope I am. I wanted to encourage teachers to reach beyond what they thought they could do…and pass it on to the kids. I wanted to have happy beings. People who wanted to come to work…I became a principal because of my principal!

Two participants recalled the importance of serving as interns before becoming principals. One recalled:

> [It] help[ed] me form my abilities and confidence to be an administrator…encouraging me to step out and take on roles that I might not normally have [taken on] and to be reflective…after an experience and [think about] what I learned from it.

Another teacher shared that her principal "let me do everything." She added, "That's when I decided I wanted to be a principal."

The teacher who became a special services administrator remembered thinking the following: "I could do some good things as a director different[ly] than [what] was

currently being done, carry on some of the things that were currently being done, and make everybody feel like they wanted to come to work."

One of the female teachers who became a superintendent served as an Assistant Superintendent of Curriculum for three years. During this time, she served with two male superintendents who got in trouble with the board, and she thought "Why am I doing this for these men?...I'm not going through this again!...So I decided that I would apply."

One of the teachers knew she wanted to be a principal when she was an elementary special education teacher. She became a counselor and began interviewing for principal positions and remembered, "I got all my other jobs in the school system by interviewing for principal." She served in a variety of central office positions in the Adams district before becoming an elementary principal.

The teacher who became a college professor was encouraged by colleagues to apply for a position in higher education after finishing her Ph.D. She applied because "I just thought it was a cool thing to do truly! And that's about it!"

Eastside practices enacted in other educational settings

This section reports findings of ways in which teachers' lived experiences at Eastside were replicated in schools, in districts, and in higher education. Participants' years of administrative experience range from eight to 29 years (e.g. < 10 yrs. (N=2); 10-15 yrs. (N=4); 15-20 yrs. (N=5); > 20 yrs. (N=3)). The college professor is currently completing her 14th year as a member of the music faculty at a Northwestern university.

Principals remembered how they built relationships with school communities, built capacities in their schools, worked with teachers in clinical supervision, and shared

leadership. Initiatives implemented, dealing with change, reducing barriers, and foundations of school leadership are also reported.

Building strong relationships and building strong community in a school emerged as important findings. One teacher shared:

> The culture at your school should be very populist…this is a place for everybody to come and everybody to learn and we will do whatever we can to make a successful experience for you. We will do that while we love you and take care of you and keep you safe…your job was to make your school kind of a big family that was a nurturing place that got kids ready to take on the world.

When one teacher became a technology center administrator, she knew the importance of building and developing trusting relationships with supervisors and peers to create a positive and optimal learning environment for everyone. She credited her experiences at Eastside for providing her with this knowledge and insight.

Another principal remembered the importance of developing skills and processes with teachers that supported "cohesiveness, how to treat one another, how to interface with one another…trusting people, [and] seeing their best." She also found it very important working with her faculty to "find positive things about almost anything and everything. I never [said] something I didn't mean." Recalling his years in a principalship, another participant shared "[I had] wonderful opportunities to develop professionally in conjunction with other teachers and principals…friendships [were] create[d], relationships continue[d] for years."

Several participants remembered dealing with parent issues and how they learned to navigate these situations. One shared the following:

> I've always thought parents need to say something, let them…get if off their chest. Parents have the right to be wrong…they send you what they think is the greatest thing in the world…Everybody's an expert on school because everybody's been to school…everybody's had good experiences and they've

> had some good teachers and they've had some teachers who should have been in another career.

A principal's support when a teacher is dealing with parent concerns is critical. One principal offered:

> If you [are] in a meeting with a parent and you think [the teacher has] done something that's questionable, you don't air it in front of the parent. You take care of it. You say we'll look into this…you don't lie to a parent ever, but you don't dress [the teacher] down in front of their colleagues and parents. You have to support [them] and if you need them to change, you can talk about that later.

Principals' support for building capacities with everyone is essential for schools to grow as learning communities. One teacher shared that "[this involves] communication skills, collaboration, team planning, ris[ing] to a very high level of expectations and expertise." Another teacher shared, "[This involves] trustworthiness,…collegiality, cooperation, embracing different schools of thought, and being able to grow with people [who] trust you to grow to be you." Another participant stated, "Teaching teachers how to be more effective…is about the principal being in the rooms knowing what's going on." Another principal remembered the importance of continuous learning after she became a principal. She said, "I was just happy to have the experiences I ha[d] and be in a place [where] I [was] constantly fed [new knowledge] and I was around other people that helped improve me and made me better." One administrator mentioned the importance of supporting teachers in building capacities in areas identified for improvement. The participant said, "Giving them the resources, letting them know that you're going to help them succeed…I think most all teachers want to be good teachers…they often don't know how and so a good leader recognizes…strengths and weaknesses."

The most important goal of the college professor in her work was building capacities with music education majors through mentoring and coaching during their internships and coursework. She involved them in collaborative processes after she taught a lesson with students. She described this in the following way:

> I had my students watching every move I made and questioning everything I did and looking at the evidence of learning. How do we know that these students understood this? What did you see? What did you hear?...How do you know? I would allow my students to teach, and we would still ask each other those questions.

She remembered "getting a lot of student teachers…who were really terrific teachers but they just needed someone to give them all these little pockets of wisdom to be, not just good, but [to] have the potential to be great teachers."

Clinical supervision with teachers provided a collaborative reflective process for building capacity for both teachers and principals. One principal remembered working with her teachers using Costa's (1992) *Cognitive Coaching* and collaboratively developed questions in the pre-observation process to be discussed in the post-observation conference. Scripting during the observation, she asked open-ended reflective questions to support the teacher's development of deeper understandings of teaching and learning. Another principal who remembered working in this clinical supervision process with his teachers used videos. During his observation, he videotaped the teacher's lesson and left it with the teacher to review before he watched it. During the post-observation conference, he shared:

> I just asked them to give me their reflections on the video tape and then I'd share mine with them…I don't think I would have ever thought of that if it hadn't been for Janey's example…how she kind of pushed me…asking those questions to make you more reflective and [trying] to get you to focus on improving your instruction. I think that really kind of came from that example.

Two principals mentioned shared leadership as important to building capacities with their faculties. One principal described experiences in her school in the following way:

> The best thing that ever happened to me at [my school was] whenever I turned over to [the faculty] the opportunity [for them] to be the deciders of something. If it didn't go the way I wanted it to go, I had to let it go that way as long as no harm would be done because that's part of the learning…I think that's where a lot of leaders get into some serious trouble because they pretend they are giving up some of that and then they come in and make the decision for [teachers] and don't stand by what teachers have come up with as a possible solution.

She described teachers as leaders when her school joined the State Network for Excellence (SNE) and was given $5,000 a year from the Danforth Foundation with no strings attached.

> The faculty and I met together and we decided that it would all go for professional development and that I would not be the decider of what that would be. They would form a faculty committee who would approve or disapprove until the money ran out. They were totally in charge of that $5,000.

Teachers attended national and state conferences and presented new learning to the entire faculty during faculty meetings. They helped build the weekly faculty meeting agendas. The principal described the teachers' growth as "phenomenal" through their active engagement in sharing leadership at the school.

Another principal remembered dealing with district directives focused on implementing guided reading and various assessments. She shared with her faculty, "This is going to happen! We can figure out how we're going to do it and how we're going to implement it, but we've got to do it." Teachers worked with her to figure out how best to accomplish both directives and developed ownership through the collective engagement of utilizing collaborative processes.

Many principals recalled diverse initiatives that were implemented during their principalships. Five principals were involved in strong arts initiatives in their schools. Three of the five schools were A+ Schools, and two of the schools were identified as arts-in-education schools. All principals felt that this created enriching and creative cultures that supported generative learning and leadership experiences for teachers, for students, and for parents.

Several initiatives supported school improvement goals as identified by faculties. One principal remembered his school "[was] one of the first schools in that part of the state to become a…[technology-enriched learning community grant] school," a technology initiative sponsored by a local university education center. He also shared that his school was a Literacy First Level Four School, which is a balanced literacy initiative for schools in the state. One superintendent also shared district initiatives involving technology and balanced literacy. Remembering the technology project, he shared that "it took me a year and a half, but I got everybody a new Apple laptop and then the following year…it was at least one to one." The district technology project developed from leadership looking at data and identifying balanced literacy as the targeted initiative. He stated, "I spent about $80,000 to create a leveled-readers room and everyone had access, and every year we added to that." Another principal remembered "implementing guided reading and totally changing the way teachers taught reading…[we] used assessment[s] to drive our instruction…and [we] met the needs of every single reader in that building."

Several administrators remembered dealing with change and the ways in which it impacted their schools. One superintendent recalled one of his districts as follows:

> I went through all of the phases of change [in one school in my district]…[the faculty] moved from a group of seven people holding the school hostage [with] a principal…who wouldn't make any decisions to [a faculty] who [was] more participatory and more collaborative with the principal and with each other. The building shifted in a really dramatic way!

A participant remembered that working with the change process in schools was an enjoyable experience. She said, "What I liked to do was to go to schools that were in trouble and take them through some kind of a change model." She served as a K-8 principal of a school that was being annexed into another district. Three of her schools were involved in major renovations supported by bond issue funding. Reflecting on her many moves in the same district, she shared, "It turned out to be the right thing for me."

Reducing barriers to support and to encourage school improvement initiatives and to promote learning is an important role for administrators. A superintendent said, "It was my responsibility to make sure that every possibility was out there for teachers to increase their knowledge, their access, their professionalism, their ability to work with others…to reduce barriers that caused that to happen." Another participant remembered the importance of helping teachers develop an abundance mentality when asking them to embrace new initiatives or practices.

> I wanted guided reading happening…they needed book boxes…word wall words…easels…and you have to give them all that…we had whatever they needed…so they couldn't complain about it…once they saw the benefit of it, they'd take it to a higher level…take it and go.

It is all about leadership and how strong leaders can impact a school supporting excellence and growth. One participant shared the importance of teachers' understanding what children need to learn.

> They have to have basic skills…they have the capability to read and communicate…and [do] computation in math. They've [also] got to be able to be mathematical thinkers…thinking skills that are inherent in mathematics…in

> the arts…having a balanced, holistic education for a child…thinking skills, problem-solving, working as collaborative teams.

She also shared that she worked hard to provide the needed resources, including professional development, for teachers to build capacities in these areas.

Thinking about strong leaders, one participant stated that "a good leader knows what needs to be done and finds the gifts in different teachers and helps them lead and collaborate with all the other staff." Another participant recalled the importance of remembering what it is like to be a classroom teacher when asking them to make changes in their thinking and practices. This principal said, "Principals are busy but being a classroom teacher is really hard, strenuous work…[and] if I wanted something implemented, I want[ed] to get all the materials to do what we [were] saying and then they can see how it works." Helping teachers navigate change by "giving them a feel for what was coming" was shared by another principal as important in moving a school forward. Leading with heart was shared by two administrators, a principal, and a special services director, as being critical to bringing empathy and understanding to make an impact in the lives of children and their families. The special services director shared, "I led from the heart…to me it was the only way because…your staff answer[s] from the heart." The principal remembered, "We have to lead with heart…to get to the heart of the kids!"

One principal shared the difficulty of enacting leadership in a new school. She shared the following:

> It was always a challenge to try to replicate…you had to find that balance of wanting to bring things that you knew that you love about that experience to the school where you were principal but yet embracing the uniqueness of the school that you were assigned to. Janey did have the luxury of being in on the ground floor of Eastside, and most of us didn't have that luxury…we got what we got.

> We inherited…some hard, hard things…I mean a culture that wouldn't have been what we would have envisioned or wanted.

She also talked about the importance of building relationships and trust with her new faculty as the most important first steps in leading and developing learning and leadership capacities in a new school.

Eastside teachers moved into leadership positions in PK-12 and higher education settings for a wide variety of reasons. Many felt that their experiences at the school with Janey and their colleagues prepared them to become successful administrators. Many also felt they could make a difference in the lives of children and were passionate in creating this experience for others. In many environments, building strong relationships and strong community, developing capacities to grow as learning organizations, and supporting teachers' growth through clinical supervision were replicated. Shared leadership and successful navigation of multiple school improvement initiatives were also replicated. One participant acknowledged that a balance is required when replicating learning and leadership experiences in a new school community and building relationships and trust with a new faculty are the most important steps in leading a new school.

Personal Transformational Experiences

In this section, I report the ways in which being a part of Eastside was a personally transformative experience. After seven interviews it became clear that participants experienced personal transformation. In subsequent interviews, participants were asked the following question: How was being a part of Eastside a personally transformative experience? Themes generated from the data are building teaching and leadership capacities, personal lifeline, community care and support, becoming a

member of the Eastside family, personal empowerment, finding one's calling, making a difference, and lifelong commitment.

Building teaching and leadership capacities

Four participants remembered the personal impact of their experiences at Eastside building teaching and leadership capacities. One teacher shared:

> I think the most powerful part of being on the Eastside faculty was the collaborative nature of our working together. From the moment we were selected to be on the faculty, we began to jointly make decisions and plan ahead. The confidence and trust placed in each of us allowed us to trust in others and ourselves and grow in our skills.

Another teacher remembered:

> I think the biggest impact on me was dealing with professional teachers and working as a team…and…knowing it doesn't always work out. You try things and things don't always go the way you want, you think they will but keep your spirit and…deal with the problems, and that's helped me personally all the way through my administrative life because I had a lot of problems as an administrator that didn't work out. And yet I always had a good team to help me deal with it! And as long as you've got a team and good people on it, you can get through it.

The importance of relationships and shared vision were recalled as important to another teacher who shared:

> [I learned] the importance of forming relationships with people you work with…[the importance] of an overarching vision or sense of what…a school should be like…and continue to move towards that [which] involves communication and interaction and training and exposing yourself to other people in other schools.

Janey's leadership was identified by another teacher in the following manner:

> Once you have experienced a school such as Eastside with a leader who values your expertise and there is continual learning along with a standard of excellence, you become passionate to create this experience for others. You want to give to others what has been given to you.

Personal lifeline

One teacher referred to her experience at Eastside as a personal lifeline that evolved through her shared experiences at the school. She shared:

> It was my whole life…it was a lifeline because of the common experience and passion and dream…when I go back to the lake trip every single year, it is just like I'm going where somebody thinks like I think…the people that mattered to me I stay in contact with.

Community care and support

One participant remembered the community care and support that permeated the school's culture, including the personal impact on her. She stated:

> I remember Eastside forever! And the people that were there. I think we just cared about each other. We cared what was going on. We cared about the kids. We cared about each day. We cared about the lives of the people we were working with. And we supported…all of that. And they supported me, cared about me.

Becoming a member of the eastside family

Two teachers remembered the personal importance of becoming a member of the Eastside family. One shared:

> I'm a member of the Eastside family because once you're a member, you're always a member! And even though I was only there for two years it's the most rich experience…I think there was a sense if we could dream it, we could do it…when you have had the Janey experience, you're never the same!

Another teacher recalled the significance of the collective and being a contributing member in the school.

> You're part of Eastside. There's no one person greater than the whole. It takes all of us to make up the whole…Janey made it plain. It's not all about Janey Barker. This isn't my school! This is our school! Eastside, we're going to sink or swim together.

Personal empowerment

One participant remembered the importance of the communication skills she experienced while teaching at the school and the impact it made on her life and in her family.

> I wouldn't be the woman I am today. I wouldn't be the wife, the mother, the friend without all of that basic communications skills from Janey…it was empowering to us to know that we had a voice. And even in your family, yours kids, to show that they have a voice and they're listened to, even from very young. I've got grandchildren now. They've got to know that if they have a problem that they're listened to. And when they are that builds confidence and their strength as [individuals]. And I think it's the same with adults.

Finding one's calling

Two teachers shared that they felt they had found their calling by teaching at the school. One shared his experience in the following manner:

> It was a transformative experience…I had grown up in a very structured [environment]…I didn't have that worldview. I wasn't aware of growing up. In a small town you just aren't as aware of a bigger world…when I went into the Navy that certainly expanded my visions of self and others…I really didn't get that emotionally connected with my colleagues or what I was doing…I never felt the emotional connection with a profession until I hit Eastside! And then I realized that teaching was what I felt I was meant to do. It was my calling, my gift…and then being surrounded by people who felt that same way and worked hard to create that culture that allowed people to flourish in their abilities and their thinking and their connections with other people.

Another teacher described her experience being called in this way:

> I [did] something that I felt I was called to do…the experiences that I learned at Eastside continued to go with me as I choose to do something else…I learned how to be a storyteller…we were all so different but we embraced that difference to bring such a strong relationship for our students and for our continued learning and for our lifetime! I think those colleagues have become lifelong friends! I saw myself as Martina Luther King! I wanted to change this world and if I couldn't change this world maybe I could change part of it! Maybe change a district.

Making a difference

One participant shared she felt her experiences at Eastside helped her understand the importance of making a difference in the lives of others.

> There could never have been a better situation in my life…as far as teaching…being supported, being pushed, challenged with your thinking and the possibilities there are…that's what I say my life is about trying to inspire people to open up to possibilities and that was the gift I was given working with Janey and the staff at Eastside…I felt like I had been given these fabulous opportunities and how to really teach and how to work together and the whole positive attitude about education and the power of education. The impact you can have on the lives of all these children. You are a difference maker!

Lifelong commitment

One teacher shared that she didn't think she would have made a lifelong commitment to teaching without beginning her career at Eastside. She stated:

> I know for a fact…I just have to believe with all my heart that I would not be a lifer. I would not have committed to music education for three plus decades because I would have walked away from it. Being at Eastside with what Eastside was and who Eastside had launched, I mean it launches a lifetime of commitment to quality education and quality collaborative events and community and support and kids first and multiple ways of learning and thinking beyond the quantitative…I don't think I'd have a Masters. I don't think I'd have a Doctorate. I don't think I would have become a clinician. I would not have attained this level of professional leadership with[out] it.

Teachers report being personally transformed through their experiences at Eastside. They created life-long friendships, were empowered by the modeling of Janey and other colleagues, built teaching and leading capacities which resulted in confidence and recognition of personal abilities and skills, and had a passion to create this opportunity for others in different settings. Their worldviews enlarged to see potentials and possibilities that were not present prior to joining the Eastside family.

Chapter Summary

This chapter described the lived experiences of teachers at Eastside. Janey was a generative leader who co-created with teachers a learning environment in which strong philosophical and theoretical foundations were enacted in a culture enriched by the arts and identified as innovative and progressive. Strong personal and professional relationships were built between all community members and contributed to a strong learning community in which learning and leadership capacities were developed. Teachers were supported in their career development by strong mentoring and coaching by Janey, Eastside and district colleagues, and others. All teachers were expected to be leaders in their classroom and share leadership in all areas of the school which was supported by shared commitments to democratic practices and collaborative processes. Teachers who chose to become leaders in PK-12 and higher education built teaching and leadership capacities and confidence in their abilities to serve as educational leaders in other settings. They experienced personal transformation and built a strong community identity through their experiences in the school.

The case study research question can be answered from the findings in Chapter Six in the following manner: Generative female leadership that embraced strong philosophical and theoretical foundations enacted in an enriched and innovative culture nested in a learning organization developed strong relationships and learning and leadership capacities which contributed to leadership dispersion, personal transformative experiences, and a strong community identity for teachers who chose to become leaders in PK-12 and higher education.

Chapter Seven

Principals Developing Teacher Leaders in Contemporary Schools

Chapter Introduction

Today's environment in which principals and teachers are engaged in the schooling enterprise is very different than the one described in this historical case study. Contemporary schools are dealing with high-stakes accountability with a laser focus on annual test scores in reading and mathematics. Discourse in and around schooling in the larger surround is primarily focused on test-driven issues and implications, and there is a lack of attention to the multiplicity of issues surrounding schools providing a quality education with all children learning at exemplary levels.

I felt it important to my project to ask participants what they felt were the most important ways for principals to develop dispersed leadership in the current high-stakes accountability environment. Chapter Seven reports responses to this topic. Two of the 15 participants retired prior to the passage of the No Child Left Behind legislation. Three of the 15 participants dealt indirectly with the impact of the bill's passage (e.g. technology center, educational support organization, and higher education). Ten of the 15 participants dealt directly with the impact of the bill on PK-12 schools. Themes generated from the data include leadership, mentoring and coaching, and a culture focused on learning.

Leadership

Principals directly influence school and classroom conditions and indirectly influence student learning (Hallinger & Heck, 1998; Wahlstrom et al., 2010). Klimck et al. (2008) posit that schools in which principals and teachers collaboratively share

leadership, build individual and collective capacity, and lead and learn together create a generative learning environment for both adults and students, irrespective of setting, social surround, or particularistic context. Principals who develop teacher leaders and who are leading schools that are successfully navigating the accountability mandates need to be generative leaders focused on learning for all in a culture that develops strong relationships in a school community.

Multiple participants identified that leadership is critical to creating an exemplary school. Janey shared:

> I think principals have to instill in their teachers the principal's faith in regard to competence and confidence. The things that principals say to teachers and [how they] act with teachers…[they are] focused on learning…principals have to move to this strong culture piece toward learning for every kid. The principal has to show confidence. I know we can do this, we will.

In thinking about the frameworks discussed in Chapter Five (Table 5), Janey stated:

> We have to do it all! You have to do all of these pieces to create this environment where people flourish. Kids flourish. Teachers flourish. It is doable! But you have to be cognizant and you have to be systematic about reviewing what's currently happening in relationship to these frameworks that the research…brings to us.

A classroom teacher remembered, "It's what we did with Janey…developing teams…developing your instruction and taking care of the kids."

The music teacher talked about the importance of the principal being able to prioritize community needs and of the principal supporting targeted school improvement efforts. She stated:

> [The principal must] prioritize based on the students that attend this school. Based on the community's expectations, based on their wants and needs from where we are and the blend of people that we have, and based on attainable, recognizable goals…how can we move forward and how can I identify people to support [this work]? And that comes back to those priorities. How can we best bring about leaders if we don't have a clear path for what it is that we want to do?

The impact of strong leadership in a school was identified by two teachers. One shared:

> The leader builds great teachers and great teachers then help collaborate and build together. A great leader is someone who inspires their teachers to be the best they can be [and] provides them the skills, tools, resources and then just keep[s] encouraging them and keeps looking at what they're doing…a good leader knows what needs to be done and finds the gifts in different teachers and helps them lead and collaborate with all the other staff.

Another teacher felt that "[you have] to be able to create a collaborative environment where people are really going to share and the stick in the muds, the five percent that really don't want to do it…push them in or push them out."

Several participants responded by identifying qualities of a leader or visible qualities in the school's culture. One teacher suggested:

> I think the notion of constructivism and seeing kids go through [a] developmental process…we used to send kids to different grade levels if they needed support…[and] cooperative learning…as the principal you really always have to have your radar out for possibilities and then stand back and see if they do it…you have to be present. You have to be visible. You have to listen. You have to, one of Deming's 14 Points, you have to drive out fear. And part of that fear is figuring out how to prevent some teachers from intimidating colleagues because often it's not the administrator, it's the other teachers that will do that.

Another teacher talked about the importance of keeping our focus on the kids. She shared her thoughts in the following manner:

> Just focus on the kid…that kid when he comes in that door every day he knows that it doesn't matter what is happening in his household, on that bus, that that teacher is going to take care of him. It's going to be a safe environment. He thinks that she loves him as much as anybody else in that class…and that what she has planned for me today is better than anything I can get anywhere else.

The importance of teachers continuing to learn throughout their career was mentioned by another participant who shared her thoughts in this way:

> You have to be students of education…knowing what you're doing and why you're doing it and be able to explain to somebody else why you're doing it…you have to know the research…it's a much bigger deal than it used to be for teachers to know this…[you've] got to be in the loop of information.

One participant identified principals serving as filters and buffers as important roles in this contemporary environment. She stated:

> You've got to filter a lot out for teachers to allow them to do what they need to do for kids and to be who they are. So anything as a principal that you can take care of, even finding ways with district mandates that you can do in a way that's the least obtrusive for the teaching environment…and being that buffer between…sometimes the parents and the teacher, between the district and the teacher[s], probably more so than being a buffer between the State Department of Ed and the teacher because usually it's just so much [that] seems like it's top down.

Several participants discussed the demands on leaders in schools in this current accountability environment. One teacher expressed her thoughts in the following way:

> There [are] so many demands now, so much to do in a school administratively, instructionally. I mean it's just almost overwhelming how much is required. As a principal, you just can't do it all yourself. You've got to be surrounded with people that can help whether it's your office staff, custodial staff, or whoever…but particularly the teaching staff.

Another participant shared how she balanced the stress and pressure she felt. She said, "I think everybody has to find their own way to do that. For me, it was about the kids…the part that made me love the job!" She also shared her concerns about the direction of accountability and the impact of accountability being experienced at the district and school levels. She offered, "The thing that concerns me is that I believe we're turning to such a business model of administration that the heart is getting lost. I don't think that's what our superintendent…wants but I think it's happening anyway."

Contemporary schools must be led by strong leaders who have extensive knowledge and skills in building collaborative teams, strong relationships, and a culture that enriches and supports the school community. A thorough understanding of research and best practices that provides a comprehensive and systematic way for principals and teachers to address students' learning and community needs is critical.

Principals developing teacher leadership through exemplary modeling, a laser focus on students' success and wellbeing, and protecting students' learning time provides important opportunities for teachers to grow and develop as leaders. It takes a village (Clinton, 1996) to provide an optimal learning environment for all children to achieve their potential and to experience success as they grow and develop.

Mentoring and Coaching

Multiple participants talked about the significance of principals and teachers mentoring and coaching each other in order to develop leadership capacities. One participant shared the importance of teachers learning how to be reflective and how to critically question instructional practice. This participant said:

> Accountability to one another and your accountability to the students…and when you share and talk about these things together, you're developing your leadership capabilities just by learning to self-reflect and to question…self-reflection is a huge piece…from Marzano's or Danielson's work…for teachers to look at their practice…to have the opportunity with a colleague, or even on their own, and have something to measure their work by. I think the growth comes when they reflect and then change. That only comes from within the [people] themselves.

The music teacher felt that principals need to focus on including novice teachers in opportunities to build capacities. She offered:

> Sometimes having a leader with a fresh perspective can take you in a direction that can be wonderful. A principal really needs to understand their staff and understand that those in their novice years can assume leadership in profound ways with good guidance.

Shared leadership is critical in building leadership capacities. One participant shared:

> I think when you see somebody who's really strong you need to share leadership with them. You have to look for the areas where they're strong and go in and say, 'Would you please help us at faculty meeting on this or could somebody come in and watch you do this?'…you need to know your teachers and build on their strengths.

Another participant talked about the importance of shared leadership and described it in the following manner:

> You [can] involve teachers in…leadership opportunities…at the district or state level[s] and site planning committees…I used to talk to people [and say], 'Have you ever thought about doing this? I think you'd be really good and here's what I see and here [are] the skills you have…you [have] the ability to be a team leader…[serve on a district] curriculum committee.'

Encouraging teachers to step up into leadership opportunities was mentioned by one participant. She shared:

> You give them responsibilities…give [them] encouragement and faith that they can take those responsibilities and do well at them…being supportive, encouraging teachers to step out of that comfort zone and take on a task they might not have thought themselves capable of or maybe even willing to do.

Principals becoming learning partners with teachers models collaborative leadership which supports building leadership capacities. One participant described things she did when she was a principal. She said:

> I think the most important thing for principals to do with teachers in any kind of change environment is to seek out those workhorses that are getting positive feedback…getting results. Seek out what they are doing…allow other people to see what they are bringing to the classroom, what they are bringing to those students…The worst thing for an administrator to do…is to teach children how to pass a test! We have to get to the heart of kids…the system is making it more difficult for those teachers who are natural-born teachers to teach…we need to support our teachers who are doing the right thing…let me support you! Let me help you find other ways you could teach…you have to support those teachers the best way [you] know how to and still…follow the rules!

Another participant also mentioned the importance of principals modeling leadership. She expressed this in the following manner:

> I think as a principal that you do a lot of modeling…encouragement, support…when you see leadership characteristics in one of your teachers you let them know that. I think it's really important that you let them know that you see that and you encourage that and you give them opportunities to grow as a leader. Look for those leaders on your staff and look for their strengths and then let them be seen as those people who are imparting that information to the other members of the staff.

Principals providing support through resources and professional development is critical for building teaching and leadership capacities. She shared her thoughts in the following way:

> [Principals] need to be sure that [teachers] have the resources and knowledge…[teachers] need to know what students should be able to do…the standards, what is expected of students…you can't expect a teacher to [teach the standards] if they've not been trained…as a leader I think it's your responsibility to find out. Sometimes teachers know what they need but sometimes they may not know…so giving them resources, letting them know that you're going to help them succeed because they are accountable…I think most all teachers want to be good teachers. They often don't know how to go about it and so a good leader recognizes…strengths and weaknesses.

Principals providing support for teachers' growth and development is critical in building teaching and leadership capacities. One participant shared:

> [You] can create opportunities or provide funds for professional development or set up conditions in the environment that bring people together…[providing support for] teachers to become better teacher[s]…[help them] understand instruction better. So in some way, either directly or indirectly, influence them in certain directions.

Stated in a different fashion, another participant indicated:

> I think it's important to provide the skills and knowledge that teachers need…[some] teachers really haven't been taught to understand test scores and what tools and strategies they could use to make a difference in certain ways…[being able] to adapt and adjust and know what to do with different kids.

Principals and teachers who are actively engaged in mentoring and coaching provide strong support and encouragement for personal and professional growth and development. Principals' support in the form of resources, highlighting teachers' strengths, and working collaboratively in areas targeted for improvement are critical for growth and development. Reflective practice and discourse, shared leadership, involvement by novice teachers, and developing learning partnerships are important structures and processes that support teachers developing leadership capacities.

Culture Focused on Learning

Learning for all adults and children in a school requires a context that supports and encourages collaboration, inquiry, and a focus on excellence. One participant discussed what type of learning opportunities need to be available for students. "[Students have to] know thinking skills that are inherent in mathematics…[and] the arts…science…problem-solving, working as collaborative teams…a balanced, holistic education for a child."

All schools are unique and represent diverse community characteristics which significantly influence school improvement efforts. The last two urban elementary schools where this participant served as principal presented very diverse school improvement profiles and illustrates some of the challenges faced by contemporary principals. This participant shared the following:

> One school, an AIE school, was not a Title I school and had student enrollment of 500 with only 19 students not scoring proficient in annual reading, mathematics, and science assessments. The other school, a Title I school, with a student enrollment of 575, had 86 percent of the students qualify for free and reduced lunches and 77 percent of the students learning a second or third language.

Students demonstrated 64 percent proficiency in English language arts, 67 percent proficiency in mathematics, and 54 percent proficiency in science (Utah Department of Education, 2014). Her AIE school community was composed of many families with "educated parents who spoke 18 or 19 different languages." Her Title I community was composed of a large number of families in poverty for whom English was a second language. Students and their families required "funding to get teeth and dental care, to get vision screening, to get English language acquisition, to get African refugee families linens and food from food banks" along with differentiated academic support.

The music teacher remembered her experience as a novice teacher and the importance of feeling her voice was listened to and that her voice mattered in the collective discourse of the school. She stated:

> [At Eastside], we were hearing from voices that ranged the spectrum of new teacher to experienced teacher. I think that principals need to understand that everyone has a voice. Some will be more timid…but to find a way for people to find their voice in a civil and supportive community…the principals I've had…knew how to do that! It was never…you were new you should just listen.

One participant remembered moving her school forward when dealing with change initiatives. She offered the following perspective:

> I think when you go in and you say, 'We're doing X,' then you give them as much support and you start at the beginning and you assure them that we're taking this one step at a time…everybody is starting together and you just do one little piece at a time and just build it and build it and build it and you give constant in-services…you focus on as much as you think you can accomplish and…then provide everything they need…and then they can see how it works and then gradually [they] can take it over.

Another participant recalled the importance of the principal's focus on learning for all and on supporting teachers in their professional development. She shared:

> I think it's a matter of communicating…every time you visit a teacher's classroom to reinforce what they're doing and make suggestions and encouraging people to go to different [grade] levels or go back to school or…go to a particular training program.

Principals supporting teachers' learning is critical for their growth and development as educators. One participant said:

> Your job is…to look for experiences that are [going to] get [teachers] outside your building…you have to be informed and you have to know about those opportunities…look for opportunities for your teachers to shine, ones that have leadership capacities…you celebrate when you see things going on in their classrooms that are outstanding. You do that in a way that you can celebrate and try to bring it to the attention of the other people on your staff.

Another teacher talked about teachers developing student leadership and the positive impact it can have on student learning. This teacher stated:

> My awesome teachers…[got] the results just by teaching! Just by knowing individual kids. Just by being present every day! Just by being good listeners, by being human…they know the challenges that are before them. They are able to rise to the occasion…Harry Wong [reminds us that] once you allow the kids to know they are the leaders, they are in charge of themselves, you really don't have to teach the rules anymore. Once you allow those teachers to let kids know that they are in charge of their education and the teachers are here…to assist [students] in [their] learning…and then to encourage [them] to want to learn, the kids take over! I've had teachers in every school like that! So, I think for a principal the only thing we can do is to support [teachers and students] in the midst of this thunderstorm.

Principals and teachers serving children in contemporary schools are required to customize school cultures in ways that serve the community and maintain a laser focus on excellence and learning for all. A rigorous curriculum, democratic practices, leadership in implementing change initiatives, and focus on adult learning through professional development and keeping up-to-date with the latest research are essential. Engaging students in becoming leaders and taking ownership of their own learning, supported by teachers, provides an empowering context in which community leadership develops and thrives.

Chapter Summary

This chapter describes the most important ways for principals to develop teacher leadership in contemporary schools from participants' perspectives. These perspectives most certainly are the result of their lived experiences at Eastside and the emergent findings of my study. Their enactment of leadership in different settings after leaving Eastside, with a majority navigating school improvement in schools and school districts since the passage of NCLB, provides a critical viewpoint to contribute to discourse focused on leadership in contemporary schools.

Leaders must have extensive knowledge and skills in building strong relationships, collaborative teams, and a culture that enriches and supports diverse

school communities. They must also have a thorough understanding of research and best practices and build capacity with teachers to provide exemplary learning opportunities for students in all classrooms. Active engagement in mentoring and coaching by principals and teachers provides critical support and encouragement for personal and professional growth and development. Reflective practice and discourse, shared leadership, involvement by novice teachers, and developing learning partnerships among principals and teachers are essential to build capacity in schools to address the diverse learning needs of all students. A rigorous curriculum, democratic practices, leadership in implementing change initiatives effectively, and focus on adult learning are also critical. Developing students as leaders and having students take ownership of their own learning, supported by principals and teachers, provides an empowering culture in which community leadership develops and thrives.

Chapter Eight

Discussion

Chapter Introduction

Chapter Eight presents a discussion of study findings linked to current scholarship. This study was conducted to explore the ways in which one principal mentored and built capacity with a school-based cohort of teachers who became school leaders themselves in a variety of settings. Additionally, this study was conducted to also explore the ways in which the school's culture and its colleagues supported teachers in developing leadership capacities. There is also a discussion of implications for future research and significance of the study.

Comparison of Principal and Teacher Findings

An analysis of principal and teacher findings and the similarities and differences that emerged are important to a discussion of overall findings of the case study. A critical perspective to keep in mind in examining similarities and differences between principal and teacher findings are data sources. Principal findings developed from narratives of Janey Barker's lived experience as principal at Eastside and were supported by documents and artifacts. Teacher findings were derived from 15 narratives of lived experiences as teachers at Eastside while Janey was principal and were also supported by documents and artifacts. Comparing these data sources, five themes converged: strong philosophical and theoretical foundations, female generative leadership, enriched innovative culture, building leadership capacities, and learning organizations.

An additional theme, relationships, was evident in both data sources. All 15 teacher participants shared the importance of personal and professional relationships and the significant impact the relationships made on them individually, which suggested identification as a separate theme. Janey shared the importance of building strong relationships with her faculty, and she intentionally and explicitly modeled relationship building in her leadership. She also shared the importance of building strong relationships with students, parents, and community members in the larger surround. As this may be a qualifying general characteristic of female leadership, I chose to incorporate the ways in which she built relationships with her teachers in the theme, female generative leadership. Combined findings suggest relationships were critical to the leadership development of teachers and thus emerged as a substantive finding of this investigation.

Three additional findings developed from teacher participants: leadership dispersion, strong community identity, and personal transformational experiences. These themes suggest that the enactment of leadership, teaching, and learning at Eastside all contributed in teacher leaders choosing to become leaders in other educational settings, developing a strong community identity, and experiencing personal transformation.

Figure 2
Visual Representation of Case Findings

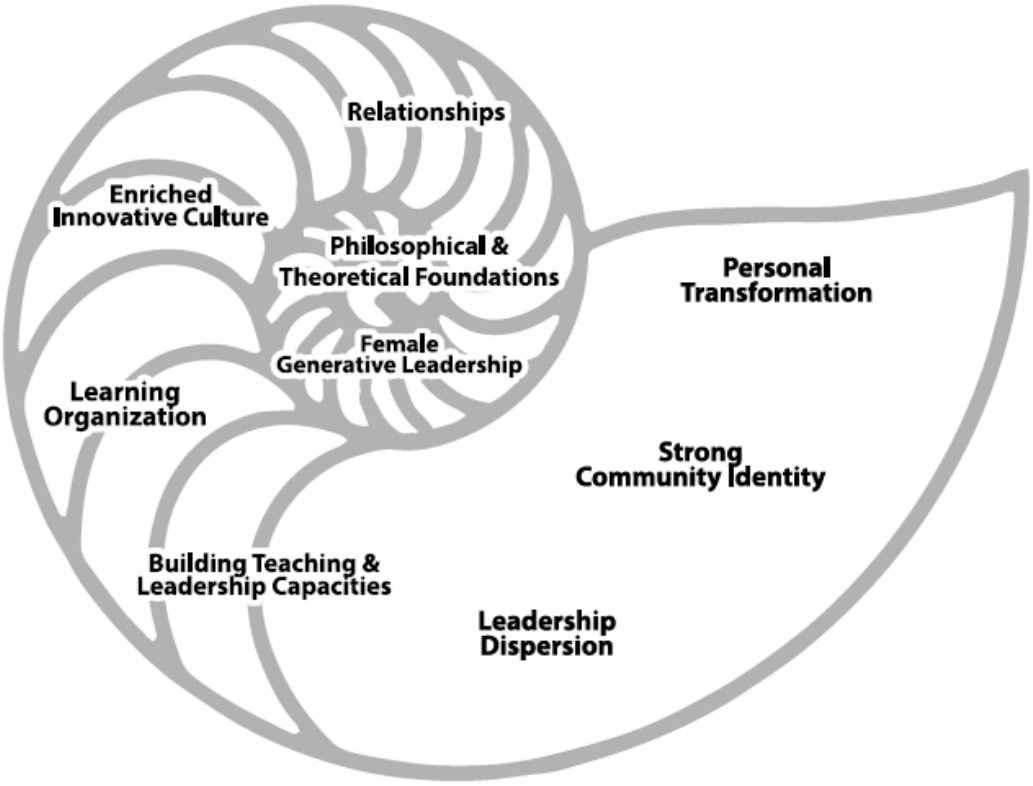

Figure 3 is a visual representation of case findings superimposed on an image of a fractal. I have chosen a conch shell. Findings reveal that Eastside is an example of a self-organizing system, and fractals are self-organizing systems found in the natural world. Two themes, strong philosophical and theoretical foundations and female generative leadership, are placed in the center and represent the foundations on which leadership was enacted at the school. Surrounding these two themes are four themes: relationships, enriched innovative culture, building teaching and leadership capacities, and learning organizations, which resulted from the co-creation and enactment of leadership, teaching, and learning by Janey and the teachers at the school. The three

themes of leadership dispersion, strong community identity, and personal transformative experiences are located in the large outside area which fans out from the shell's core. These three themes identify the results of the co-creation and enactment of leadership, teaching, and learning for teachers who became educational leaders in other settings.

Connecting Study Findings with Existing Scholarship

Deweyian and Piagetian perspectives were foundational pillars on which the school was envisioned and created. Janey's vision of creating a consensus school where the school community shared in leading and learning was enthusiastically embraced by the inaugural faculty and continued throughout her principalship. The faculty continually strived to create a learning environment where students experienced expression, communication, construction, and investigation which created an environment for them to thrive and grow (Mayhew & Edwards, 2008).

The school community's commitment to democratic practices was observable through shared decision-making, collaborative problem-solving, reflective inquiry, and valuing diverse opinions and ideas (Cate et al., 2006; Parker, 2006). Beane and Apple (1995) identify seven central concerns of democratic schools which were implemented at Eastside: open flow of ideas; faith in the individual and collective capacity of people to create possibilities for solving problems; use of critical reflection and analysis to evaluate ideas, problems, and policies; concern for the welfare of others and the common good; concern for the dignity and rights of all people; an understanding that democracy includes a set of values that we must live by and that must guide others; and

the organization of social institutions to promote and extend the democratic way of life. Students became active participants with adults in the schooling experience.

Teachers held an in-depth understanding of constructivist practices as the process through which content was taught and commitment to this philosophy was realized. The faculty as a whole, teams, and individual teachers engaged in continuous discourse and reflective conversations about how to implement these practices in the content taught. Students were encouraged to mess around (Dworkin, 1959) through observation and investigation of the world that surrounds them in socially directed contexts. Learning by messing around requires students to discuss ideas and to share experiences, which creates sense-making (Greene, 1978) in socially constructed ways.

Janey was a generative leader (Klimek et al., 2008) who understood systems thinking (Senge, 1990) and modeled the importance of developing strong relationships with all stakeholders at the school. Janey's leadership embraced the essential elements of female leadership identified in empirical studies: a focus on building relationships, communication, consensus building, power as influence, and working together for a common purpose (Eagly & Carli, 2003; Eagly & Johannesen-Schmidt, 2001; Northouse, 2013; Trinidad & Normore, 2005). This body of research also identifies creating a sense of community, empowering subordinates, and concern for compassion and fair treatment of others as essential elements of female leadership (Deaux & Kite, 1993; Eagly et al., 2000; Fondes, 1997; Gibson, 1995; Noddings, 1993; Noddings, 2013).

Research findings clearly demonstrate the importance of strong and effective principal leadership that contributes to school effectiveness (Hallinger & Heck, 1998;

Sergiovanni, 2005) and Wahlstrom et al. (2010) found that "school leadership directly influences school and classroom conditions, as well as teachers…[and] is central in addressing and facilitating the work of teaching and learning, as well as managing the influences related to work outside the school" (p. 5). Case evidence suggests that Eastside's principal was a central figure in the school enterprise and the development of teacher leadership at the school.

Research supports the importance of principals being instructional leaders (Cuban, 1984; Elmore, 2000; Heck & Hallinger, 1999; Murphy & Hallinger, 1988) and monitoring and evaluating the effectiveness and impact of the school's practices on student achievement (Marzano et al., 2005). Janey understood that to maintain the integrity of the disciplines an intentional focus on teachers' in-depth understanding of the content taught was essential, and she provided professional development and resources to ensure that exemplary instruction was upheld. She monitored classroom instruction through daily walkthroughs, conversations with individual teachers and teams, and formal evaluations through clinical supervision.

Shared leadership, first identified by Spillane et al. (1999), contributes significantly to the development of leadership capacities in teachers and Gronn (2002) suggests that shared leadership builds organizational capacity. Bennett et al. (2003) found that when shared leadership is embraced by organizational leaders it provides an effective way of coping with a complex, information-rich environment. Case evidence suggests that all of these findings are corroborated.

Relationship building was at the heart of the schooling enterprise at Eastside. Caring and nurturing relationships built throughout the school community resulted in

trust, support, and encouragement between the principal, faculty, students, and parents and were foundational to the enactment of teaching and learning at the school (Noddings, 1993; Noddings, 2013). Janey's understanding of the importance of building strong relationships coupled with her interpersonal skills and her commitment to create a school in which people were valued and developed were modeled throughout her principalship. Building capacities in effective communication protocols coupled with Janey's expectations that all teachers work together as professionals supported building strong relationships among teams and the faculty. These relationships strongly supported building a learning community where students came first and students and parents became active partners with faculty in accomplishing the vision and mission of the school.

Case findings are supported by empirical evidence identifying the importance of building strong relationships that create positive school climates (Deal & Peterson, 1999; Epstein et al., 1997). Five of Saphier and King's (1985) norms suggest the significance and impact of strong relationships on school improvement initiatives: collegiality; trust and confidence; appreciation and recognition; caring, celebration, and humor; and honest, open communication. Barth (2002) identifies culture building as the most important job of a principal because of the impact it has to shape the professional learning of staff and to improve student achievement. Case evidence suggests "the way we do business" (Deal & Kennedy, 1982, p. 4) at Eastside is to nurture and to care about each other and to engage (Noddings, 1993; Noddings, 2013) in teaching, learning, and leading that is generative and empowering for the community engaged in the enterprise.

Saphier and King's (1985) norms were well established at the school which contributed to an enriching and innovative learning environment. Clearly, the arts initiative embraced at the school contributed significantly to community members sharing aesthetic experiences and the expansive possibilities these create (Dewey, 1934). Eastside teachers focused on developing children's imagination and creativity (Mayhew & Edwards, 2008) through the arts and curriculum taught at the school. The arts were an integral component of children's experiences at the Dewey School (Eisner, 2002) and bringing the arts forward at Eastside provided an opportunity for the community to experience the generative possibilities the arts make possible.

The importance of the arts and the impact on the community are well documented in previous chapters. Good Morning Eastside, grade-level programs, Looking at Art, and artists-in-residence became essential elements of the culture and established treasured traditions throughout the bounded years of my study. The impact of the arts, evident in study participants' narratives 25 years later, expanded worldviews and provided a deeper understanding of themselves and the world around them (Eisner, 2002; Greene, 1978).

Eastside was known as an innovative and progressive school and enthusiastically embraced Saphier and King's (1985) norms of experimentation and reaching out to the knowledge bases. The faculty's shared commitment to excellence created a synergistic enthusiasm for reading and sharing research, risk taking, and trying new ideas. Innovative structures and programs were implemented from the opening of the school and continued for many years: grade-level configurations (K-1, 2-3, 4-5), Zweig reading, whole language, Afternoon Adventures, and Special Friends. Schein

(1985) identifies these structures and programs as visible artifacts of the way schooling was enacted. These artifacts reflect both the espoused values and the basic underlying assumptions of the community and support strong congruence between the core values and how they were made visible in the school's structures and processes.

Learning for all was a community commitment for teachers and students at Eastside that required teachers to continuously build pedagogical capacities and deeper understandings of the bridge between theory and instructional practices. Participants identified Janey's modeling as one of the most important contributors to their development of teaching and leading capacities. Shared leadership through mentoring and coaching with Janey, peer-colleague teachers, and associates outside of Eastside provided continual teaching and leading capacity by building opportunities. Participants described the diverse ways Janey encouraged and supported them as their mentor and coach which contributed significantly to their development as teachers and leaders. All teachers were expected to be leaders in their classrooms as well as in school-wide committees and were encouraged to become leaders in school district and community groups. Rotation of committee leadership and membership contributed significantly to teachers' development of leadership capacity and collective engagement in school improvement initiatives at the school.

Empirical studies suggest that the differentiated mentoring and coaching practices enacted at Eastside resulted in transformational learning (Drago-Severson, 2004; Kegan, 2000; Leithwood, 1992) and Day et al. (2007) found that the quality of principal and teacher leadership, relationships with colleagues, and personal support are key influencing factors in developing leadership capacity. Lambert's (1998)

Leadership Capacity Matrix identifies five critical features of developing high leadership capacity in a school, all of which were in place at Eastside: broad-based, skillful participation in the work of leadership; inquiry-based use of information to inform shared decisions and practice; roles and responsibilities that reflect broad involvement and collaboration; reflective practice and innovation as the norm; and high student achievement.

Professional development was enthusiastically embraced by the faculty as a way to reach out to the knowledge bases and to build common understandings of research topics identified as important to focus new learning, and this activity supported a commitment to a continuous learning ethic (Frick et al., 2009). Eastside teachers believed that professional development expanded their knowledge and skills, contributed to their growth, and enhanced their effectiveness with students (Hord, 1997; Guskey, 2002; Lieberman & Miller, 2001; Newmann & Wahlage, 1995). Many teachers remembered being presenters at site in-services and developed skills and confidence which significantly supported them as they moved into leadership positions outside the school. Janey modeled the importance of joining professional organizations and being active professionally which teachers remembered as an important expectation in their career development.

Case evidence suggests that nested, multidimensional physical and cultural elements contributed significantly to daily opportunities for teachers to engage in reflective discourse and collaborative conversations focused on teaching and learning. Janey also provided opportunities in many faculty meetings for the faculty to reflect on a given topic and provide feedback. Topic of the Week provided an additional avenue

for teachers to reflect in writing on a wide variety of topics. These practices are embraced by cultures that value collaboration and shared decision-making optimize learning opportunities for students and staff and overall effectiveness of a school (Detert et al., 2000; Hallinger & Heck, 1998; Katzenmeyer & Moller, 2009; Schön, 1983). Additional research supports that collective reflective practice and inquiry build capacity for improved teaching and student learning (Copland, 2003; Katzenmeyer & Moller, 2009; Reitzug et al., 2008).

Eastside was a learning organization and invested in building teaching and leading capacities of the faculty, thereby ensuring growth and sustainability throughout Janey's principalship. Senge's five disciplines (1990) were strongly in place and supported the school's successful navigation of school improvement and change initiatives. Systems thinking (Senge, 1990) was modeled by Janey and supported teachers learning how to think systematically and how to make decisions understanding the impact on the entire system. The Adams district provided strong support for Eastside and other district schools to achieve excellence as learning organizations.

Janey shared during her first interview that she thought faculty members chose to develop personal mastery in leadership, which is one of Senge's five disciplines (1990). Case evidence confirms that participants did indeed develop personal mastery in leadership and felt confident in their leadership abilities because of their experiences at Eastside. They also felt empowered and wanted to make a difference in the lives of teachers, students, and their families, which they did in many PK-12 and higher education settings.

Eaker et al. (2002) identify seven school-wide essential elements of a learning organization which were in place at Eastside: shared values, goals, collaborative culture, parent partnerships, action research, continuous improvement, and focus on results. Eastside exemplified the tenets of communities of practice (Wenger, 1998), communities of responsibilities (Sergiovanni, 2001), and professional learning communities (DuFour et al., 2004). DuFour and Eaker (1998) assert that the most promising strategy for sustained school improvement is building the capacity of school personnel to function as a professional learning community.

Janey taught the faculty CBAM, and this model was used to deal effectively with change initiatives throughout her principalship. This practice supported teachers in developing a broad perspective when dealing with change and in learning how to use a research-based model to deal successfully with change initiatives. Participants identified using this model to deal with change after becoming leaders in other settings. Wheatley's (1994) research identifies schools as self-organizing systems when they govern themselves and deal with change effectively as the system evolves. They must learn to adapt, to be creative, and to co-exist with the environment. Schein (1985) suggests organizational leadership plays a strategic role in supporting sustainability and in adapting successfully to the changing environment which surrounds them. Case evidence suggests that Eastside was a self-organizing system led by a generative leader who built capacity with her faculty to deal effectively with change thus ensuring growth and sustainability of the school.

Eastside's 15 teachers who became leaders in PK-12 schools and higher education are evidence of leadership dispersion on a small scale. A large body of

research investigating large-scale dispersion involves ways in which districts and systems are engaged in developing leadership (Elmore, 2000; Fink & Resnick, 2001; Fullan, 2003a; Fullan, 2005). The scope of this investigation did not include collecting data on how the Adams district and state in which the case is located developed teacher leadership. This investigation also did not include collecting data on participants' developing teachers who became leaders in other settings but the generative possibility is implied by the tangible depiction within this historical and instrumental case study.

Eastside teachers became educational leaders for a wide variety of reasons. Many felt that their experiences at the school with Janey and their colleagues prepared them to become successful administrators. Many also felt that they could make a difference in the lives of children and were passionate in creating this experience for others. In many environments building strong relationships and strong community, developing capacities to grow as learning organizations, and supporting teachers' growth through clinical supervision were replicated. Shared leadership and successful navigation of multiple school improvement initiatives were also replicated. A participant acknowledged that a balance is required when replicating leading and learning experiences in a new school community and that building relationships and trust with a new faculty are the most important steps in leading a new school.

The focus of learning for all at Eastside supports Elmore's (2000) work, which suggests that improvement of instruction to meet the demands of standards-based reform can be accomplished when both children and adults learn in a school. As a learning organization (Senge, 1990), Janey and the faculty were committed to continuous learning to build capacity and to ensure students' success (Sergiovanni,

2005). The school embraced what Fullan (2003a) identifies as the moral imperative of school leadership at the classroom and school levels and actively engaged in collaborative problem-solving, decision-making, and reflective practice and inquiry (Deal & Peterson, 1999). Vision and mission were collaboratively developed and explicit short and long-term goals were written to operationalize organizational direction (Brown, 2004). The embrace of democratic principles and practices for community members supported equal participation in making a contribution to the mission, to the purpose, and to leadership development at the school.

Eastside teachers developed a strong sense of community through personal and professional relationships, mentoring and coaching by Janey and colleagues, shared practice, commitment to shared beliefs and values, building teaching and leading capacities, and collective engagement in the schooling enterprise. Wenger (1998) posits that community members in learning organizations develop a strong identity in practice through lived experiences and through social engagement in the community. He asserts that learning is the vehicle by which newcomers are socialized into a group and the conduit for the development and transformation of identities.

Theoretical underpinnings that support the strong sense of community identity that emerged in my study are identity theory and social identity theory. Identity theory (Burke, 1980; McCall & Simmons, 1978; Stryker, 1968) focuses on the individual's identification in a role and incorporation, into the self, of the meanings and expectations associated with a role and its performance (Stets & Burke, 2000). Social identity theory (Hogg & Abrams, 1988; Tajfel & Turner, 1979; Turner 1982, 1985) focuses on a person's social identity and belongingness to a group. Becoming a member of an in-

group means embracing attitudes, values, behavioral norms, discourse patterns vs. an out-group (Hogg et al., 1995) and Ellemers et al., (1997) found that in-group identification leads to greater commitment to the group and less desire to leave the group. Hogg and Hardie (1992) found when individuals identify with a group they feel a strong attraction to the group as a whole. The strong sense of community shared in participants' narratives suggests a profound impact on their personal and professional development and their career and life trajectories.

Participants experienced personal transformation through their lived experiences at the school. They created life-long friendships, were empowered by the modeling of Janey and other colleagues, built teaching and leadership capacities which resulted in confidence and recognition of personal abilities and skills, and had a passion to create this opportunity for others in different settings. Their worldviews enlarged to see potentials and possibilities that were not present before joining the Eastside community.

All teachers became very emotional when they described how being a part of the Eastside family impacted their lives. The strong community identity coupled with the transformative learning which each experienced and the impact of life-long friendships shared through the work of the school created life-changing personal and career trajectories. Eastside's legacy, co-created by Janey and the faculty, is embodied in case participants and the difference they made in the lives of others in the communities in which they served as leaders.

Significance of the Study

My study addressed a need identified by Fullan (2003c) to study development of leadership capacity with all individuals engaged in the work of teaching and learning as

a primary strategy for large-scale sustainable reform. Leithwood and Duke (1999) posit a need to study relationships between leadership practices, capacities, and motives, and they selected elements of the environment in which schools are located, which is illuminated in my research findings. Building understanding of human interaction and meaning in context is particularly important for professionals who want to become administrators (Chapman et al., 1999). Study findings suggest the nested, multidimensional elements of building teaching and leading capacities in a school and the ways in which Janey and the faculty collaboratively developed leadership.

Schools in which principals and teachers collaboratively share leadership, build individual and collective capacity, and lead and learn together create a generative learning environment for both adults and students, irrespective of setting, social surround, or particularistic context (Klimck et al., 2008). In these schools, student achievement is a priority, and teachers are supported in developing the knowledge and skills needed for all students to be successful (Blasé & Blasé, 1999; Senge, 1990; Sergiovanni, 2001; Smylie & Hart, 1999). In these schools, teachers are mentored by principals and peer-colleagues, and they develop the knowledge and skills needed to become skillful practitioners (Day et al., 2007; Drago-Severson, 2004; Katzenmeyer & Katzenmeyer, 2005). When teachers build capacity in their ability to work with students, they become more confident and more willing to continue working to build pedagogical knowledge and skills and to become leaders in their classrooms and schools. This has the potential to mitigate the high rate of teacher attrition and the diminishing pool of teachers who choose to become principals. Case evidence suggests that Eastside teachers experienced a generative learning environment where student

achievement was a priority and where they were supported in building teaching and leading capacities by the principal and their colleagues. Co-creating a learning environment in which they experienced transformational learning and empowered to be leaders in their classrooms and school led to many choosing to become leaders in other settings.

Study findings also suggest ways in which contemporary principals can develop teacher leaders. It requires school cultures be customized in order to serve the community and maintain focus on excellence and learning for all. A rigorous curriculum, democratic practices, leadership in implementing change initiatives, a focus on adult learning through professional development, and studying research are essential. Engaging students in becoming leaders and taking ownership of their learning, supported by teachers, provides an empowering context in which community leadership develops and thrives.

The importance of illuminating leadership development at Eastside and adding to the scholarship in teacher leadership development by principals is of significant import to me. The Eastside story is finally being told and I am the one to share it. Eastside's legacy continues to live through sharing the story with others and hoping the lessons learned decades ago can support educational leaders and teachers in contemporary schools to create exemplary schools in which all community members thrive and grow.

Implications for Future Research

Generalizability of case findings is not possible because of the particularistic and heuristic nature of the chosen methodology and Eastside being a unique case

situated in a particular state and community. Spillane et al. (1999) argued that a rich understanding of how leaders go about their work and why leaders do and think what they do is needed to help other school leaders think about and revise their practice. My historical case study addresses this gap in the literature by providing a rich, in-depth investigation of the enacted leadership in the case and the mentoring and capacity-building experiences and processes delivered through one principal that led to the leadership development and consequent leadership enactments of a group of teachers originally associated with that principal.

Eastside Elementary is situated in a suburban school district in a Southwestern state and the focus of the study in a 19-year period between 1973 and 1992. Further investigations need to explore teacher leadership development in urban, suburban, and rural schools in contemporary contexts in which principals have developed large numbers of teacher leaders who have become leaders in other settings. Additional studies of leadership development at different organizational levels (e.g. elementary, middle, high school) and in various national and international locations are needed. Senge et al., (2000) posit a systems perspective that requires the understanding that schools are nested in a larger context and support additional studies of ways districts and states as well as school leaders develop teacher leaders in identified schools.

My study focused on the experiences of one principal developing a cohort of teacher leaders who chose to become educational leaders in other settings. Important to the study of developing teacher leadership are the formative experiences of teachers and principals prior to entering the profession. This suggests that a study of the knowledge and understandings teachers and principals develop in their preparation programs prior

to entering the profession is needed. In Chapter Five, Janey shared some of the formative experiences and understandings that she developed in her graduate program which influenced her thinking and leadership prior to becoming a principal. Interview questions with teacher participants did not ask about their higher education preparation programs. Investigating in-depth understanding of philosophical and theoretical foundations, leadership, culture building, mentoring and coaching, and systems theory of professionals who are enrolled in principal preparation programs would support illuminating understandings, knowledge, and skills of professionals prior to becoming identified leaders at a school or district site. It would also support university faculty teaching courses in principal preparation programs to support leadership development in prospective principals by providing experiences and building understandings in areas identified for growth.

Additionally, are there principal preparation programs nationally or internationally that have been identified as exemplary and principals graduating from these programs who have demonstrated strong performance in leading a high-achieving school where parents are partners in the schooling enterprise and where students excel? This type of investigation would be important for understanding the formative experiences of prospective principals and the essential components of preparation programs that support exemplary performance when becoming a principal.

Chapter Summary

In the final chapter, a discussion of case findings, significance of the study, and implications for future research are presented. Eastside was led by a generative female leader who envisioned a consensus school where democratic and collaborative practices

would be enacted and the community engaged in developing learning and leadership capacities of all members. Teachers embraced these perspectives and became co-creators of a culture where strong relationships were built and everyone was committed to making a difference in the lives of community members. An arts-enriched and innovative culture provided an environment in which constructivist practices were infused with creativity and generative possibilities. Teachers developed teaching and leadership capacities and became empowered and confident in their strengths and abilities. Janey and the teachers also developed a strong sense of community and community identity through their shared experiences. Learning was the vehicle through which identities were developed and transformed, and the teachers' personal and professional development and career and life trajectories were profoundly impacted, as was Janey's.

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Appendices

Appendix A: IRB Approval Letter

The UNIVERSITY of OKLAHOMA

Institutional Review Board for the Protection of Human Subjects

Approval of Initial Submission – Expedited Review – AP01

Date: June 12, 2013

IRB#: 3258

Principal Investigator: Ms Patricia R Simons, MS

Approval Date: 06/11/2013

Expiration Date: 05/31/2014

Study Title: TAKING A CLOSER LOOK: A CASE STUDY OF ONE PRINCIPAL WHO DEVELOPED TEACHER LEADERS WHO BECAME ADMINISTRATORS AND EDUCATIONAL LEADERS IN OTHER SETTINGS

Expedited Category: 6 & 7

Collection/Use of PHI: No

On behalf of the Institutional Review Board (IRB), I have reviewed and granted expedited approval of the above-referenced research study. To view the documents approved for this submission, open this study from the *My Studies* option, go to *Submission History*, go to *Completed Submissions* tab and then click the *Details* icon.

As principal investigator of this research study, you are responsible to:

- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Obtain informed consent and research privacy authorization using the currently approved, stamped forms and retain all original, signed forms, if applicable.
- Request approval from the IRB prior to implementing any/all modifications.
- Promptly report to the IRB any harm experienced by a participant that is both unanticipated and related per IRB policy.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- Promptly submit continuing review documents to the IRB upon notification approximately 60 days prior to the expiration date indicated above.
- Submit a final closure report at the completion of the project.

If you have questions about this notification or using iRIS, contact the IRB @ 405-325-8110 or irb@ou.edu.

Cordially,

Aimee Franklin, Ph.D.
Chair, Institutional Review Board

Appendix B: Interview and Narrative Protocols

Superintendent Interview

1. Tell me about yourself.

2. Tell me about the years you served as district superintendent (include number of years and degree when hired).

3. You recommended hiring the principal when the school opened in 1973. What were the personal and professional qualities that you identified that supported your recommendation?

4. Many teachers became leaders while teaching at the school. What do you think contributed to their developing leadership capacities?

5. Tell me about the ways in which the principal built leadership capacities with her teachers.

6. Describe the school's culture.

7. Tell me about the ways in which the faculty worked together to build leadership capacities with each other.

8. In this high-stakes accountability environment, what do you think are the most important things for principals to do to develop leadership capacities with teachers?

9. (Additional questions as needed)

Principal First Interview

1. Tell me about yourself.

2. Tell me about the years you were principal at the school (include number of years and degree when hired).

3. As principal, what were your goals for the school? Teachers? Students? Parents?

4. When you hired teachers, what were the most important things you looked for?

5. What leadership positions did you hold while serving as principal?

6. Many of your teachers became leaders. What were the things you believe you did or opportunities they had to develop leadership capacities?

7. Describe the school's culture during your tenure.

8. How did school culture impact your leadership or your leadership impact school culture?

9. In what ways did the school culture impact teachers in developing leadership capacities?

10. In what ways did colleagues impact each other in developing leadership capacities?

11. In this high-stakes accountability environment, what are the most important things for principals to do with teachers to develop leadership capacities?

12. (Additional questions as needed)

Principal Second Interview

1. Tell me about the process you used to hire the beginning faculty.

2. When did it become common practice for a team of teachers and you to interview and recommend an applicant for a position?

3. The initial faculty retreat prior to school opening in 1973 -- tell me about your goals for the retreat and who you invited to help you work with the beginning faculty.

4. Tell me about the OU professors' involvement in the early days.

5. How did it happen that the OU professors were invited to become a part of the school community?

6. The curriculum work that started at Kennedy – how did this carry over to Eastside?

7. We didn't have team leaders did we?

8. Tell me about the ways groups of children were put together to form class lists? Did we ever have homogenously grouped homerooms?

9. A participant (K.T.) told me about arts grants we received provided funds to research the arts in reading and math instruction and these results were shared throughout the state. Tell me about this.

10. From your perspective, what were the most important outcomes for students and families during your principalship? Teachers?

11. When you were the designated teacher representative to talk with the superintendent about concerns at _____, why were you selected to present concerns to him? Please summarize concerns you shared with him.

12. Several of the participants were in an OU class when you talked to them and both were so impressed by what you knew and could articulate early in your career. How is it that you came to this in-depth understanding so early in your career? What were the topics you talked about in these presentations?

Principal Second Interview (cont.)

13. When you say it is important to "maintain the integrity of a discipline", please tell me more about what this means to you.

14. Tell me about "The School as a Model of Society" by Grannis and Wiseman.

15. Tell me about "The Central Purpose of American Education."

Teacher Interview

1. Tell me about yourself.

2. Tell me about the years you taught at the school (include number of years and degree when hired).

3. (If a member of the founding faculty) Tell me about the controversy that led up to the "big meeting" in April 1975, the second year the school was open.

4. What are the things that you experienced as a teacher that most helped you build leadership capacities?

5. What leadership opportunities did you experience as a teacher? Site? District? State? National/elected vs. volunteer?

6. What recognition or honors did you receive when you were teaching?

7. What recognition or honors have you received since teaching at the school?

8. What are the most important things the principal did to support you in your development as an educator?

9. Tell me about the school culture and the ways in which it impacted you personally and professionally.

10. Tell me about your peer-colleagues and the way in which they impacted you personally and professionally.

11. In this high-stakes accountability environment, what are the most important things for principals to do with teachers to develop leadership capacities?

12. Why did you become a principal/administrator/college professor?

13. (Emergent Question) How was being a part of Eastside a personally transformative experience?

14. (Additional questions as needed)

Narrative Prompts

Superintendent Prompt

Share one of the most important stories about the principal building leadership capacities with her teachers.

Teacher Prompt

Share one of the most important stories about developing personal and professional leadership capacities when you were teaching at the school.

Appendix C: Case Documents and Artifacts

Documents:

1. Site goals, 1991-92 School Year
2. CBAM Model Handout
3. *The Central Purpose of American Education,* Educational Policies Commission, 1962
4. Topics of the Week, 1979-92 School Years
5. Poems and Personal Correspondence, 1973-92
6. Local and State Newspaper Articles, April 1-8, 1975 and May 6, 1975
7. Class Observation Feedback Sheet
8. Question Types Handout
9. Grade-level and Concert Chorus Programs
10. School Events Documentation
11. Letters to Parents From Eastside, 1984-1992
12. Social Sciences Disciplines' Documentation
13. Principal's Page, *Instructor,* December 1974
14. Piaget Is Practical, *Science and Children,* October 1971
15. "The Elementary School Library Media Specialist in Concert with Curriculum: Mathematics and Science"
16. Staff Development in Arts in the Curriculum, *A New Wind Blowing,* 1978
17. "Connections – Linking the Arts with the Basic Curriculum", 1980
18. Your Principal, Your Ally, *Public Relations for School Library Media Centers,* 1990
19. Student Discipline Form
20. Communication Processes Handout
21. Monday Memo, November 20-22, 1989
22. "Independent Activities for Grades Three-Six", Collaboratively Developed Language Arts Activities by Teachers Documentation
23. PDK Membership Recognition Certificate, Janey Barker
24. Teacher Induction Letter, 1983
25. November is a Special Time to Say Thanks (Appreciation Note to Teachers from Janey)
26. Change: Considering the Ramifications Handout
27. Photographs, Grade-Level Programs and Faculty
28. Parent Welcome Letter
29. Newspaper Articles Documenting School Events, 1973-92
30. "The School as a Model of Society" by Grannis and Wiseman
31. Resume, Janey Barker
32. Research-based Frameworks
33. Meeting Agenda Form
34. Decisions for Excellence, District Research-Based Plan for School Improvement
35. Faculty Workshop Planning Documentation
36. "The Bridge", University Publication, May 12, 1979
37. Note of Appreciation from a Teacher to Janey

Artifacts:

1. Eastside Scrapbooks, 1976-80, 1982-83, 1985-88, 1989-90, 1991-92
2. Eastside Yearbooks, 1982-83, 1989-90
3. "Arts in Education in Schools", State Department of Education
4. "Sunrise to Starlight" (Book given to Janey by the Faculty), 1976
5. "Retention in Grade: Looking for Alternatives", Center for Evaluation, Development, and Research, Phi Delta Kappa, 1992
6. "Teachers' Manual for Teacher Performance Evaluatioon"
7. "Teacher Evaluation: Five Keys to Growth", Joint Publication of the American Association of School Administrators, National Association of Elementary School Principals, National Association of Secondary School Principals, and the National Education Association
8. "Individualizing Reading Instruction", Science Research Associates, Inc., 1968
9. Eastside Facility Construction Documentation

Appendix D: Initial Coding Categories Case Principal

Culture

- Open school
- Arts-in-Education
- Collegiality
- Experimentation
- High Expectations
- Trust and confidence
- Tangible support
- Reaching to the knowledge base
- Appreciation and recognition
- Caring, celebration, and humor
- Involvement in decision making
- Protection of what's important
- Traditions
- Honest, open communication
- Student, family, and community support
- Faculty induction letter
- Caroled negative parents

Leadership

- Shared leadership
- Learning from others and apply
- Year in review
- Bridge gaps: PD
- Taught norms to faculty
- P: Faculty meeting planning
- Confidence from Supt. & BOE
- Topic of the Week
- CBAM
- Consensus model
- AIE demonstration school
- Everyone's equal
- Modeling
- No team leaders
- Student leadership
- State of the School
- Byproduct: lead. decisions
- Built learning foundations
- Visible vision

Relationships

- Visible school-wide support
- Strong com. relationships
- Principal notes
- EOY skit
- Lake trips
- BDs: Monday Memo
- New faculty: equal
- Everyone's voice equal
- Listening
- Discourse
- Professors: Critical friends
- Shared leadership
- Build strong relationships

Foundations

- Dewey
- Piaget
- Gesell
- Respect for all
- Fairness
- All kids can learn
- Everyone has valuable ideas
- Democratic everydayness
- Preparing kids: dem. society
- Mentoring new kids
- Shared leadership
- Teachers on interview teams
- Visionary Superintendent
- District Central Committee
- District mission statement
- Philosophical congruence: School to district

Building Capacity

- Mentoring and coaching
- Shared leadership
- Modeled leadership
- Democratic practices
- Embedded professional development
- Systems and processes
- Social studies' four-month study
- Homogeneous grouping discourse
- Encourage teachers to become more

Learning Organization

- Team learning
- Shared vision
- Mental models
- Dialogue
- Sustainability
- Quality school
- Student learning first
- Zweig
- Integrity of the disciplines
- Teach for understanding
- Inquiry
- Learning community
- Comprehensive planning
- Data-driven decisions

Opening Eastside

- Bring forward
- Left behind

Outcomes

- Students
- Families
- Teachers

Community Challenge

- Modeling leadership
- Context
- Community after meeting
- Personal reflections

Initial Coding Categories Case Participants

Principal Leadership

- Modeled leadership
- Open
- Inspirational
- Supportive
- Visionary
- Maverick
- Belief in me
- Never afraid to ask
- Ideas listened to
- Watch her in action
- Asked questions
- Built collective identity
- Receptive
- Shared decision making
- No limits
- Quiet and direct leadership
- Brought energy
- Articulated thinking and insights
- Knew what to do
- Modeled inquiry
- Nothing top-down
- Calm under pressure
- Believed in what she was doing
- Driving force
- Progressive
- Unselfish
- Forward thinker
- Conflict resolution
- Buffer
- What's best for kids
- High expectations
- Modeled excellence
- Ahead of the curve

Democratic Practices

- Shared decision making
- Shared leadership
- Populist
- Everyone had a voice
- Team interviews
- Shared responsibilities
- Opinions valued
- Student leadership
- Build consensus
- Hiring new music teacher

Culture

- Music teacher: Arts. Spec.
- Students first
- Celebratory
- Welcoming
- Know every child
- Optimism

Culture (Cont.)

- Grade-level programs
- April Fool's Day
- Adventures
- Looking at Art
- CAP Program
- Trust and support
- Safe environment
- Norms of a Strong Culture
- Morning assembly
- Parents wanted children there
- Special Events
- Worked hard/played hard
- All in it together
- Faculty parties
- Enriching
- Innovative
- Supportive team
- Heart first, content second
- Connect with every kid
- Teachers had keys
- Passion
- Importance of the arts
- Agree to disagree
- Progressive
- Go extra mile
- Risk taking
- Collaborative
- Teachers' desks together
- Open, hon. communication
- Positive
- Cutting edge
- Exploration
- Nourish and nurture

Relationships

- Supportive community
- Strong com. relationships
- Helped each other
- Trust
- Relationships first
- Good friend with principal
- Prof. and pers. friendships
- Prin. proud of you
- Prin. belief in you
- Taking care of each other
- Loyalty to each other
- Social time together
- Family
- Lifelong friendships
- Enjoyed each other
- Cared about each other
- Appreciation

Building Teaching and Leading Capacities

- Mentoring and coaching: P & C
- Experimentation
- Professional development
- Shared leadership
- Shared decision-making
- Ts Presented PD
- No team leaders
- AIE
- Modeling: P & C
- Leading builds confidence
- New teachers equal faculty members
- Action researcher
- Help others learn
- Knew things others didn't
- Shared responsibilities
- Teams
- Shared leadership: district initiative
- Open classrooms
- Democratic practices
- Professional growth + learning
- Confidence in skills
- Encouraged to read research
- Learned individualization
- Learned to write units
- Learned curriculum
- Reflective practice and discourse
- Learned self-pacing
- Learned team teaching
- Learned gifted
- Learned to discipline kids
- District committees
- Visit from "Annie" cast
- P: First year support
- Principal pushed me
- Feedback: P & C
- Ind. time with P
- Prin. support
- P: inspirational mentor
- Helped me think deeper
- Peer coaching

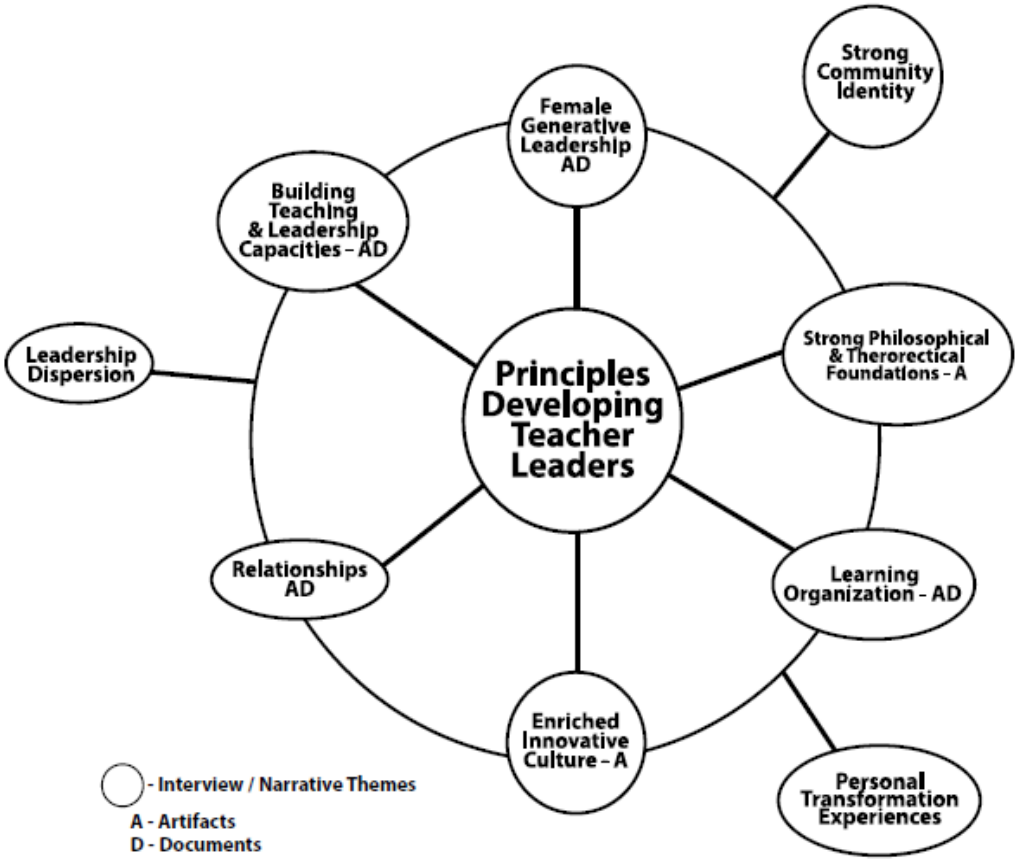
Learning Organization

- Innovative Practices
- Individual growth
- Professional growth
- Dif. thinking: system grew
- School of leaders
- Accomplished master Ts
- Movers and shakers
- Surrounded by excellence
- Felt well rounded
- Risk taking
- Creative camaraderie
- Learned from mistakes

Learning Organization (Cont.)

- Cutting edge
- Learning culture
- Moving forward through change
- Learning from other schools
- Embraced Gesell initiative
- Discourse: build common understandings
- Interdisciplinary curriculum
- Piagetian perspective
- Constructivism across the board
- Teachers met all the time
- Respected colleagues
- Esprit de corps
- Team approach
- Collaborative pedagogy
- Modeling best practice: P & T

Appendix E: Visual Representation of Data Analysis



Appendix F: Community Challenge Newspaper Articles



20 The Transcript, Sun., April 6, 1975

Transcript Readers' Forum

Criticized

Editor, The Transcript:

I am very dissatisfied with the quality of education at Elementary. First of all, the definition of education is "the development of knowledge, skill, ability, or character by teaching, training, study, or experience. Educator is a person whose profession is education; teacher. Teacher is a person who teaches. Teach is to give knowledge of, lessons in, or instruction about."

Allowing a child to roam free or play, if that is his or her desire for the day, does not develop knowledge, etc. They might just as well stay home and play. Open-concept schooling does not mean giving a 6- or 7-year-old or even older child a choice of whether or not he wants to learn. I can remember how much I disliked school and had I been given the choice of whether I wanted to learn to read, etc., or play games such as dominoes, I most certainly would have chosen the games. I believe that children today are still very much the same as they were then. We all have to do some things that we dislike. It happens to be one of the basic facts of life.

This is not the first experience we have had with open-concept schooling, but it is the first where it is not working. It is not supposed to wipe out formal education; it is supposed to compliment it. It is supposed to allow the bright or gifted child to progress at his or her own speed. It is also supposed to allow the teacher time to spend with the slow-learner, not to shun him and say "Well, Johnie or Suzie doesn't want to learn today maybe he'll decide he wants to tomorrow." These children have no way of knowing the importance of learning.

I am also very much against the combining of kindergarten and first grade. It is not fair to either group. Kindergarten is supposed to be an introduction to school, not a beginning of formal education. This age group should not be made to compete with first-graders and first-graders should not be held back for kindergartners nor should they have to share the same teachers even in a team teaching situation.

I also would like to see a change in the method of teaching reading. I am a firm believer in phonics and think that it should be used along with the other methods. I have seen too many kids in my school days, in high school, who could not read because they went to experimental schools where they did not believe in phonics, which seems to be the case here judging from the words of the week papers that my son has brought home.

Don't tell me to transfer my child to another school, I can't and don't want to. We don't have the transportation to do so and besides that, the other schools close by are already overcrowded. Let's get our school working and end the overcrowding of the other schools.

Parents 'Disappointed' With City Open School

Editor, The Transcript:

Things in our world are constantly changing. Some of these changes are wonderful and necessary, but all too often the majority of our citizens sit idly by and have changes forced upon them when they can see from the results that the changes are not working for the betterment of our world. When we become aware of this, I think we should busy ourselves with making improvements.

Our family returned to make our home in last summer. We had moved away for a year and were very anxious to return here to live permanently. We had really learned to love . We had found the people of to be very nice and friendly and had made many Christian friends here.

We have two young children

We had been very impressed with the schools and thought our children would benefit greatly from such a fine school system. We are very disappointed now to find

Readers' Forum

that we live within the Elementary School district.

We have found Elementary school to be totally different from the other elementary schools in . It is our opinion that unless some changes are made in the school, that our children will not be as well educated, disciplined, or emotionally ready to compete in the outside world when they become adults, as the children from the other elementary schools.

From our observations of the school, we have found the children are given too much free unsupervised time and are not disciplined well enough. Most children had rather play or waste time than study if given the opportunity to decide for themselves. We have often found this to be the situation.

It seems the children do not have the proper respect for the teachers and adult staff. We feel this is caused by the lack of discipline and supervision.

We wish for our children to get a good sound basic education, be disciplined for control as well as for misbehavior, learn to respect all adults and people in authority, learn and practice good morals, and above all love and obey God. We hope all parents want these things for their children.

We wish to urge all Elementary School parents to attend the Board of Education meeting on Monday, April 7, at 7 p.m. at the Board of Education Building at the corner of Main Street and Berry Road to discuss the quality of education our children are receiving.

P.S. Parents in California were faced with these same problems per an article in the February, issue of the Readers Digest.

Mother Tells Reason For Child's Transfer

Editor, The Transcript:

My son attended kindergarten and first grade at Kennedy elementary. He was slow but able to move on to the second grade. Elementary School was opened and he attended the 2nd grade there. To my regret I didn't pay much attention to his progress that year. During the summer we began to read some books he had read in the first grade, and to my surprise, he could no longer remember the words. He was able to read only three words, "and, the, a." He had regressed in his learning as if he had not been in school the past year.

I transferred him back to for his 3rd grade, but found that he was far behind the others in the class, and the teachers were unable to give him the individual help he needed. The teachers recommended he be transferred to Elementary, where the teachers would be able to work with him. He has progressed well and he once again likes school. During the second grade at he cried and was always saying he was sick. This year he doesn't complain even when he is feeling bad. He enjoys school and is enthusiastic about learning. I just wish I had taken him out of in the second grade, so he wouldn't have been so far behind.

4/2/75

Parent Gives Views

Editor, The Transcript:

Here are the reasons why I transferred my children out of [redacted] school:

—Lack of discipline in the school system. I was in the school briefly many times and children were allowed to leave their seats and classes and roam about the building at will.

—Inadequate reading program. The 1973-74 schedule printed up for the first grade children showed that they had reading classes twice a week. They were also taught to read by starting with the consonants rather than using the vowels and it's obvious, they do not learn to read as well with that method.

—Inexperienced staff. The principal was in her first year at the school as were many of the teachers there. Some had been teaching previously but it was their first year to teach that particular grade level.

—No motivation in the children. The children were allowed to work (or play) at their own pace. I believe this is okay to a certain degree but I do believe certain things should be expected of the children and they should have a challenge to meet. I do not believe they should be allowed to pick their own pace of work from kindergarten on up.

—Bribery used. I know of 2 or 3 instances where bribery was used in trying to maintain some discipline and in encouraging children to learn to read.

—Lack of papers brought home for parents to see. My second grade student at [redacted] brought home a workbook at the end of the school term which was very incomplete. The child said it was a long time before he got the workbook as there were not enough to go around. I was not aware of this until the term was over.

—Experimental - type of school. I don't want my children used as guinea pigs to find out if a system is going to work when it deals with their "once-in-a-lifetime" education.

—Too many field trips, etc. The KINDERGARTEN children were taken to Oklahoma City to see the "Festival of the Arts." (I could see no reason why a 5-year-old should attend such an event.) The school was always having bicycle days, an afternoon when everyone brought their pets to school, a day to fly kites, etc., instead of maintaining the regular school schedule.

—Cooking in kindergarten. I don't feel this could have been a very sanitary practice for that age group. I was also informed by the Dept. of Health that it should not be allowed.

—I felt all programs could have used reinforcement. In general, I didn't feel the school system was adequate.

The above are reasons why I no longer wanted my children to attend [redacted] school.

MRS. V.P.S.



4/4/75

Readers' Forum

City Parent Says System Can Work

Editor, The Transcript:

In light of the recent spate of letters regarding [illegible] school, I feel it is important to note that the open classroom, which might appear to the visitor as unstructured, and the philosophies of self-motivation and self-discipline, and of each child moving at his or her own pace, need not be, and are not unsuccessful in other schools.

It has been my experience as a social worker and as a parent of children attending Kennedy School, that these concepts, given sensitive and experienced teachers and administrators, can produce remarkable results.

I concur with the school board's philosophy that the home and school must cooperate in educating the child, which might mean our making the school aware more frequently of our concerns and satisfactions as parents.



Parents Pleased 4/4/75

Editor, The Transcript:

We have two children who attend [illegible] Elementary School. Our impressions of the program offered there are good. We like the kinds of school experiences our children have and just as importantly, don't have.

In the first place both of them like school. Having attended some form of schooling half their lives, we're pleased they still enjoy it. Undoubtedly, the wide variety of activities, the varying personalities of the teachers, and the spirit of the school account for their (and our) high degree of satisfaction. The activities are teacher-directed, self-directed and group-centered spanning a variety of areas, including basic skills and related nontraditional areas, such as cooking, which serve to make traditional work more meaningful and broaden the children's horizons.

They have learned not only the usual academic skills but social and personal ones as well. We're confident that they're progressing very rapidly to be self-reliant and independent and grateful for [illegible] program encourages progress in these areas.

We're also grateful for some of the things they haven't learned. They have not learned that work and play are mutually exclusive. Neither of them is caught up in MBO pressure and desire competition. They don't know any teachers who fantasize for control and who never smile until Christmas. (They do know teachers by first names and no call them Mr. or Mrs.) But most importantly, they haven't learned that children are supposed to be adults.



Big Headline 'Expected' For Backers

Editor, The Transcript:

From the letters appearing in your paper the 1st and 2nd of April, it appears your "letters to the editor" section is being used to launch an organized campaign against [illegible] school by one of your employes and a few other people living in that area.

Countless personal attacks have been made on the principal and staff of that very personal "Experimental" School. We will expect that equally bold headlining be given the letters in reply by those of us who are not your employes or his schools.

Our two children, ages 8 and 10, are in [illegible] by choice, not by chance. We moved to Norman after a thorough investigation of both private and public schools in the [illegible] City metropolitan area. We considered [illegible] the best school system in the area and [illegible] the best elementary school in the system.

This year we have watched the parents and teachers function, as a team to enhance the educational capabilities of the school. We think that is what PTA is all about. There we do not live in the neighborhood we have met only those parents who care enough to take or make the time to find out for themselves the educational concepts being employed and the qualifications of the staff. Those we have contacted are shocked and outraged by the attacks.

We have only known the staff this year but have made it a point to learn enough to know they are experienced, qualified and dedicated. Enthusiasm for learning permeates the atmosphere. On evenings and weekends when we have been working on PTA projects, there have always been teachers working on their own time to prepare for the next day or week. We have also spent enough time at the school during school hours to know the charges of indifference, incompetence and laxity are false.

Readers' Forum

The educational concepts are viewed as experimental as the airplane, having been in being almost as long and having been tested about as thoroughly.

The realms that have not been used more widely in the public school systems in the individualized attention required and the teacher-pupil ratio dictated by school finances. The team teaching technique employed at [illegible] parents maximum. Individual attention within the teacher-pupil ratio the school district can afford. We will continue to support the [illegible] School and do not intend to sit by and watch a minimum but vociferous minority force undesirable changes.

We Are Proud of For:

A. Widespread recognition accorded our school for its many accomplishments
   1. Special Project Grant, Elementary and Secondary Education Act Title II
   2. One of five (5) schools in Oklahoma nominated for inclusion in a publication prepared by the United States Department of Health, Education and Welfare
   3. Featured in several television programs of the series "Inside Oklahoma Education" sponsored by the Oklahoma Education Association
      Individual faculty members were included in programs on
      a. Career Education
      b. Inquiry Science
      c. Media Centers in Oklahoma
      d. Parent Effectiveness Training
      e. Teacher Effectiveness Training
   4. Having one of the two children in Oklahoma selected to present the Sequoyah Children's Book Award at the Oklahoma Library Association Convention
   5. Being filmed by the Resources and Equipment section of the Oklahoma State Department of Education to demonstrate creative media programs and use of special project grant
   6. Our principal being featured on the Principal's Page of the *Instructor* magazine, a professional journal with nationwide circulation

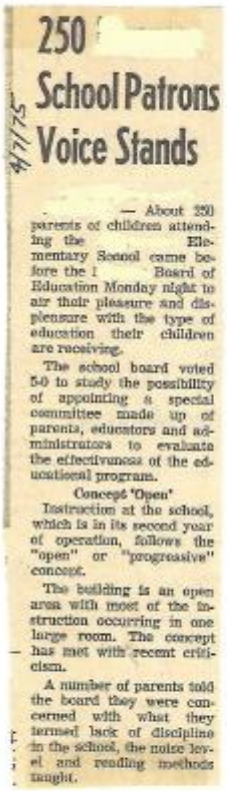
B. The professional quality of faculty
   1. Two Ph.D. candidates at the dissertation level
   2. One Ed.D. candidate at the dissertation level
   3. Thirteen have advanced certificates and two are near completion
   4. One-hundred-seven (107) years total teaching experience

C. Community Out-Reach programs
   1. Pre-school literature workshop
   2. Summer reading program
   3. Parent study groups
   4. Interstate teacher exchange
   5. The successful continuing volunteer program

There's much more we are proud of and would like for you to know about however our space is limited.

A Forum on Education will be held at the school, Sunday, April 6 from 4:00-6:00 p.m.

Sponsored by the Parents for Committee: Co-Chairmen



250 School Patrons Voice Stands

4/7/75

— About 250 parents of children attending the Elementary School came before the Board of Education Monday night to air their pleasure and displeasure with the type of education their children are receiving.

The school board voted 5-0 to study the possibility of appointing a special committee made up of parents, educators and administrators to evaluate the effectiveness of the educational program.

Concept 'Open'

Instruction at the school, which is in its second year of operation, follows the "open" or "progressive" concept.

The building is an open area with most of the instruction occurring in one large room. The concept has met with recent criticism.

A number of parents told the board they were concerned with what they termed lack of discipline in the school, the noise level and reading methods taught.

Students Withdrawn

Several patrons said they had withdrawn their children from the school and had placed them in a more traditional school within the Norman system.

They also said they were concerned about the expense and inconvenience of not being able to send their children to the school in their neighborhood.

About an equal number of parents, many of whom live in other school districts but send their children to , voiced support of the open concept.

Panel Opposed

Principal said she opposes the appointment of a panel of patrons who who are not well versed in the educational system.

"Our program in its second year, of course, needs changes and our program will need changes in 10 years," she said.

A petition signed by 61 patrons was presented to the board asking that the teaching methods be investigated.

School Supported

A second group of parents presented their own petition signed by 129 persons supporting the school program.

The board members generally expressed their approval of the program. Board President said he feels the system is particularly good in light of the system's finances.

County and receive the lowest amount of state money per student for their system of any city or county due to the large amount of tax-exempt property, he said.

Appendix G: Letter Welcoming Parents to Eastside,

1979-80 School Year

Welcome to Eastside School. In the past six years, we have built a tradition of quality. Your child's school has received recognition for its many accomplishments:

Special project Grant, Elementary and Secondary Education Act, Title II

One of five (5) schools in (name of state) nominated for inclusion in a publication prepared by the U.S. Department of Health, Education, and Welfare.

Featured in several television programs of the series "Inside State Education" sponsored by the State Education Association.

Having one of the two children in (name of state) selected to present the Sequoyah Children's Book Award at the State Library Association convention.

Featured in film by the Resources and Equipment section of the State Department of Education to demonstrate creative media programs.

Selected as one of the six (6) elementary schools in the state as a demonstration school for Arts-in-Education by the State Department of Education.

Appendix H: Eastside Visits from Harry Chapin and the cast of "Annie"



Harry Chapin entertains pupils

By Marilyn

[redacted] The usual Thursday morning assembly at [redacted] Elementary School this week took an unusual twist as entertainer Harry Chapin enthralled the student body with an hour of song.

Chapin, who performed at the Lloyd Noble Center Wednesday night, arrived with coffee cup in hand for the 8:30 a.m. surprise performance. Recognized as one of America's most imaginative singer-songwriters, Chapin agreed to the school concert because of his dedication to arts education.

[redacted] Elementary has an extensive program in the arts. Local musicians and other artists also have performed.

Kay [redacted], who is a reading specialist at [redacted], arranged the Chapin visit through her husband, Ron, who promoted the singer's Lloyd Noble appearance.

Chapin is best known for several successful singles, most notably, "Taxi," "WOLD" and "Cat's in the Cradle." As the still-sleepy musician entered the school Thursday morning, the [redacted] students were gathering in the assembly room as a recording of "Cat's in the Cradle" boomed throughout the school on the public address system.

Chapin stood near the side of an impromptu stage and sang along to the recording with the children.

What followed was about an hour of sing-a-longs and small talk, with the teachers as well as students taking an active role.

Chapin told the students that he was pleased to start the morning with them despite his late bedtime Wednesday evening. "I usually finish concerts long after you are in bed and am awakened by my kids jumping on me," he told the children.

He led the students through several familiar children's songs and then finished with a reprise of "Cat's in the Cradle," which is a profile of alienation between parent and child.

Principal [redacted] expressed disbelief and delight over Chapin's visit, saying, "The teachers are just as excited as the kids."

Chapin is deeply involved in the fight against world hunger and recently huddled with President Carter in the White House to work out details of his "World Hunger Year" program. Chapin personally lobbied successfully for the program on Capitol Hill earlier this year.

Before he left, the singer signed a "ditto" mimeograph sheet, and [redacted] said each student would be given a copy of Chapin's autograph.

Harry Chapin signs his autograph on a duplicating stencil for [redacted] Elementary School in [redacted] as Kay [redacted] looks on.

By MELOYDE
Of The Transcript Staff

Elementary School was filled with excitement Tuesday as students anxiously awaited the appearance of cast and production members from the Broadway musical "Annie" which is currently playing in Oklahoma City.

About 100 voices rang out through the open gym school as they sang one of the production's songs, "Tomorrow," to greet the visitors.

Appearing were Harve Presnell, who plays Daddy Warbucks; Patricia Doylie, Mrs. Hannigan; Jack Danon, President Roosevelt; Ivy Jones, four of the children in the cast; and, of course, Moose, the dog which plays Sandy. Accompanying Moose was his trainer, Dale Deprato.

This is the first time ever that cast members of productions playing in Oklahoma have visited a public school in the state, Patty first year music teacher at said.

In addition to the 500 students, Middle School students and several interested parents, attended. In all, about 600 people gathered while the visitors answered questions from inquisitive elementary students.

Some questions were about how long cast members had been in show business and how they liked traveling all the time. However, one student asked if Presnell's shining bald head was due to natural causes or shaving.

"I knew somebody was gonna ask that," he laughed. "There is shaving headeverry day, and I'll tell you — if you've never heard cuts before, you ought to shave your head."

The appearance was made possible through the persistence of Smith, who worked for about three months calling and persuading, said Sue Arts in Education coordinator along with Norman's three middle schools, is an AIE-programmed school.

"I started calling about three months ago and all I got was 'no,' " said "But I wouldn't quit," to."

The production's manager was firm in his negative response to 's request. But Mike Carney, promotion coordinator, got into the act. He decided to ask individual cast members if they were interested in making the appearance. They were elated about the idea, said.

also arranged for purchasing "Annie" tickets for most of the students, in addition to arranging their transportation. About 320 students attended the musical recently and that many are expected to attend one of Saturday's performances.

topped the presentation off by giving Carney an 's all T-shirt, which was accompanied by a burst of applause from the audience. Carney, in return, presented Smith with an "Ann T-shirt.

In addition, Doylie presented Dr. Jolly principal, with an "Annie" album for school. However, the studio were not left out, since the bore other gifts — "Annie" figures for every youngster, autographed after the presentation.



Dear Patty –
We want to thank you for making it possible for us to see "Annie" and meet those special people at Greenhaven — We are lucky to have you — KRISTE
TAMMY
and Karen Adam

Appendix I: Eastside Elementary Goals 1991-92 School Year

EASTSIDE ELEMENTARY

Site Goals

1991-1992

OLYMPIC ACTION TEAM COMMITTEE

Goal #1: To organize and implement a successful Olympic celebration for Smith Elementary during the 1991-1992 school year.

ARTS-IN-EDUCATION TEAM COMMITTEE

Goal #1: The Arts-in-Education percentage of yearly budget will be increased by 1%.

Goal #2: The committee will implement a recital series.

Goal #3: Thirty-five percent of the Smith faculty will participate in an Arts-in-Education sponsored event.

Goal #4: A bulletin board will be displayed which will post current and upcoming art related events.

READING/ENRICHMENT ACTION TEAM COMMITTEE

Goal #1: To implement the site based gifted program in grades T-2.

Goal #2: To provide remediation in reading for students in grades T-4.

Goal #3: To work with teachers in all grade levels with the implementation of their reading program.

OPERA ACTION TEAM COMMITTEE

Goal #1: An original opera, created and produced by fifth grade student company, will be presented for audiences consisting of students, faculty, and citizens of the community.

ELEMENTARY
Site Goals
1991-1992

MEDIA CENTER ACTION TEAM COMMITTEE

Goal #1: The media specialist will become proficient in using the new IBM computer system and Circulation Plus software.

Goal #2: The media specialist will provide faculty with information concerning new materials and equipment.

Goal #3: The media specialist will utilize the State Department Guidelines when planning with teachers.

SPECIALIST TEAMS' GOALS

Learning Disabilities Team Goals

Goal #1: Inform regular classroom teachers of new federal, state and local special education regulations that directly relate to them.

Goal #2: Present strategies for mainstreaming Learning Disabled Children to the faculty.

Goal #3: Plan and develop an inservice for the regular classroom teachers.

Goal #4: Write a modified program for team teaching and Classroom Assistance Program for the 1991-1992 school year.

Trainable Mentally Handicapped Program Goals

Goal #1: To transition more smoothly with the special education programs in our district to which and from which the elementary TMH students go and come.

Goal #2: To increase regular education peer interaction.

Music Program Goals

Goal #1: The music faculty, which consists of two full-time, certified teachers, will collaborate in music curriculum planning, development, and execution of departmental goals, and the coordination of music class activities.

Goal #2: Each music teacher will prepare and perform two contrasting musical selections on his/her instrument and/or voice for the Smith Elementary School faculty and students.

ELEMENTARY
Site Goals
1991-1992

Music Program Goals - cont'd

Goal #3: The major music programs at Smith Elementary will include: single grade level programs for kindergarten and grades 1, 2, 3, and 5; dual grade level programs for transition and grade 4; winter and spring concerts with accompanying mini-tours for Concert Chorus; participation of all 5th graders in the 5th Annual All-City 5th Grade Chorus Concert; vocal music 5th grade performance at their 5th Grade Recognition Program; and the 1992 opera production.

Goal #4: The classes of J.L. will reflect the criteria stated in the M. Public Schools Elementary General Music Articulation Chart with students learning through active participation.

Goal #5: Q.J. will enhance student opportunities in the music classroom for composition.

Physical Education Department Goals

Goal #1: The students in Physical Education will be taught the necessary skills and general rules of jump rope, tetherball, hopscotch, and four square that will enable them to successfully transfer this knowledge to recess and leisure time.

Goal #2: The Physical Education budget will be used solely for the purchase of equipment and instructional materials to be used in the Physical Education curriculum.

Goal #3: The Physical Education Department will continue to acquire the necessary equipment for the promotion and assessment of each student's physical fitness level.

GRADE LEVEL GOALS

Kindergarten Goals

Goal #1: Use the Houghton-Mifflin - Literature Experience reading program emphasizing the whole language approach, in our reading and language arts instructional program.

Goal #2: To implement a math program using the philosophy and concepts of Mathematics Their Way.

Goal #3: To organize, evaluate, and inventory materials in Kindergarten room.

ELEMENTARY
Site Goals
1991-1992

Transitional Goals

Goal #1: To arrange lesson plans for Math in notebook form for easy access.

Goal #2: To provide a weekly experience in the Arts.

Goal #3: Review and define the Transitional Philosophy.

Grades One through Five Academic Goals

Goal: At grade levels 1-5 the objectives of the achievement tests were reviewed. Each grade level identified objectives that they would hold their students responsible for in the areas of capitalization and punctuation. The scores on these subtests will be compared with past scores when the scores of the spring tests arrive.

Appendix J: Gymnasium and Auditorium Dedication Program

Gymnasium and Auditorium
Dedication
January 27, 1986

Entry Music: Chamber Brass
"Washington Post March" — John Philip Sousa

Musical Selection: Chamber Brass
"Rondeau" — J. P. Mouret

Pledge of Allegiance: Miss Janet

Song
"This Land Is Your Land" — Woodie Guthrie

Introductions:

Song
"Butterscotch Castle" — Toni Tennille, Daryl Dragon

The First Basketball Shot: Dr. James

Song
"Ifca's Castle" — Czechoslovakian Folk Song

Musical Selection: Chamber Brass
"Water Music" — George Friderick Handel

Presentation to Mrs. Charles

Song
"The Greatest Love" — Michael Masser, Linda Creed

Musical Selection: Chamber Brass
"This Old Man March" — Bob Nagle

Fanfare: Chamber Brass

Ribbon Cutting: Dr. James & Miss Heather

Appendix K: Eastside Recognized as One of Eight Finalists in the Elementary School Recognition Program, U.S. Department of Education



School Finalist

— Elementary School was selected as one of eight state finalists to compete in the National Elementary School Recognition Program.

More than 49 schools competed in the state's first-year program.

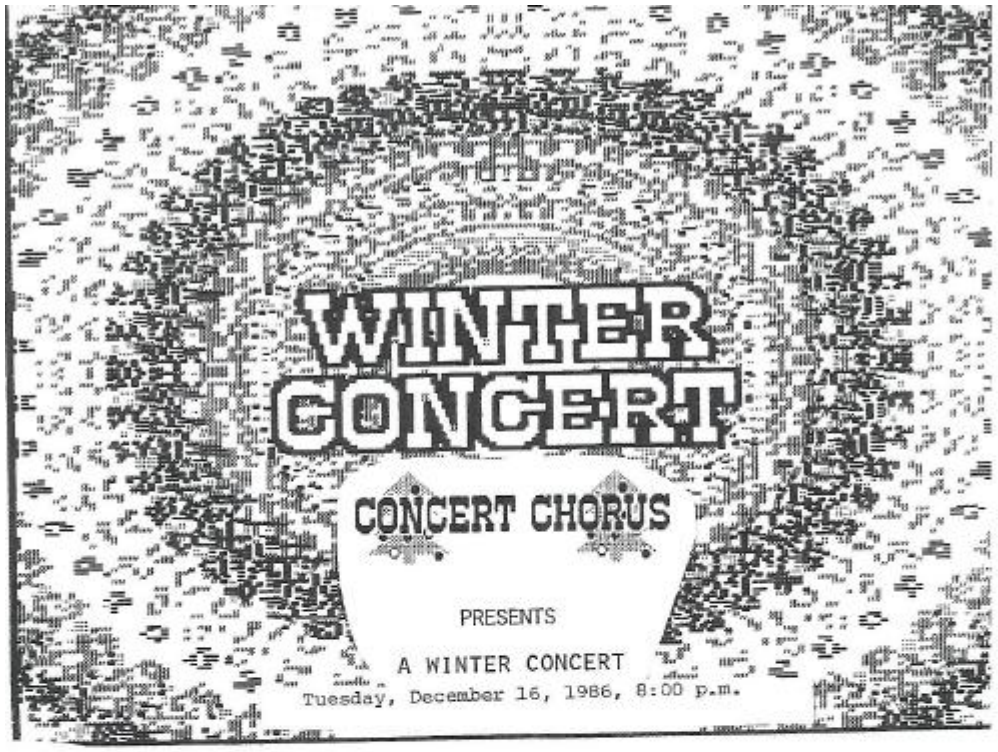
"We started this school 13 years ago with the intent of having a different and exciting school environment," principal said. "We've done it."

said has excelled because students help make school decisions and parental input is encouraged. The school also "maintains excellence" in academic, aesthetic and art programs, said.

School publicist Letty said schools applying for the honor were required to submit applications to the state education department outlining school purposes and activities.

A national review team will visit finalists nationwide and announce a national winner June 27. The principal of the winning school will be invited to a luncheon with President Reagan in Washington, D.C.

Appendix L: Concert Chorus and Grade-Level Programs

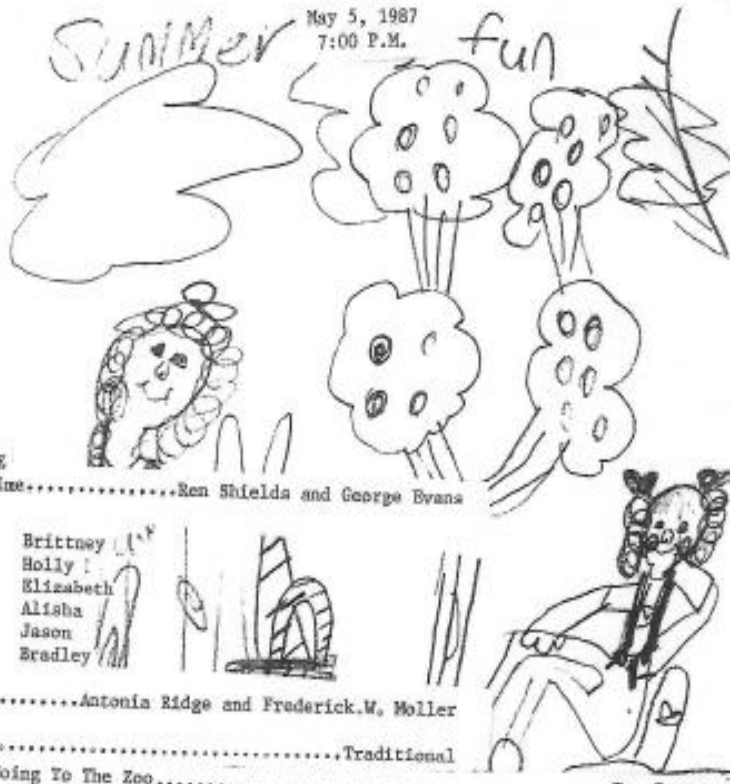


PROGRAM

O Music	Lowell Mason
O Be Joyful! Conducted by Clay	Traditional
Kookaburra	Traditional
Mrs. Jenny Wren	Arthur Baynon
The Path To The Moon	Eric H. Thiman & Madeline C. Thomas
Hanukkah Holiday	Linda Swears
The Little Birch Tree	Russian Folk Song; arr. Mary Goetze
That's What Friends Are For Cindy Soloist	Carol Bayer Sager & Burt Bacharach; arr. Gary Kramer
Deck The Hall	Welsh Carol
Silent Night	Franz Gruber

ELEMENTARY SCHOOL'S
First Graders
Presents

May 5, 1987
7:00 P.M.



INTRODUCTION AND WELCOME

In The Good Old Summertime.....Ren Shields and George Evans

Dancers

Adam
Jeremy
Brad
Lyn
Derek
Carly
Brittney
Holly
Elizabeth
Alisha
Jason
Bradley

The Happy Wanderer.....Antonia Ridge and Frederick.W. Moller

Fishpole Song.....Traditional

Going To The Zoo.....Tom Paxton

Instrumentalists

Greg
Jeff
Natalie
Adam
Emily
Jennifer
Kimberly
Ben

Animals

Chris
Jacob
Blake
Ryan
Jan
Kenny
Molly
Eric
Zac
Sharlene
Katie
Margaret

Instrumentalist - Bryan

Surfin' U.S.A.....Brian Wilson and Chuck Berry

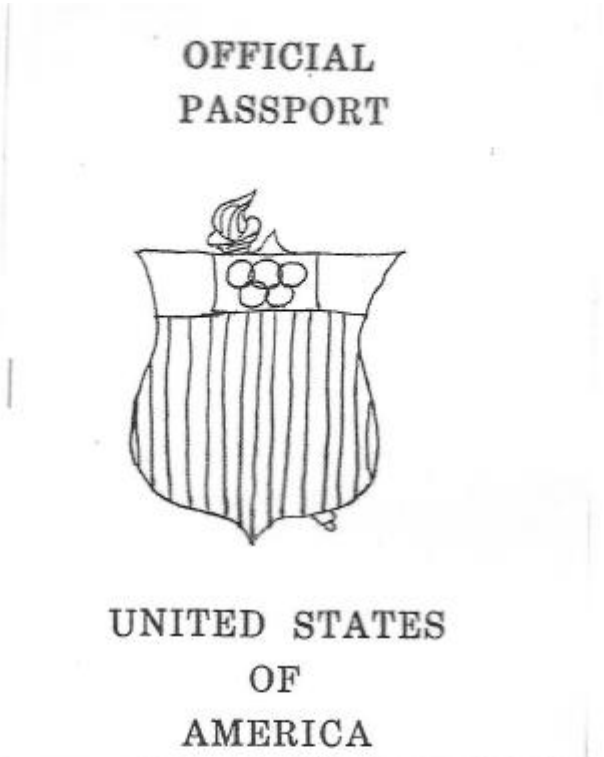
SLIDES.....Courtesy of

CLOSURE

Speakers - (in order of appearance)

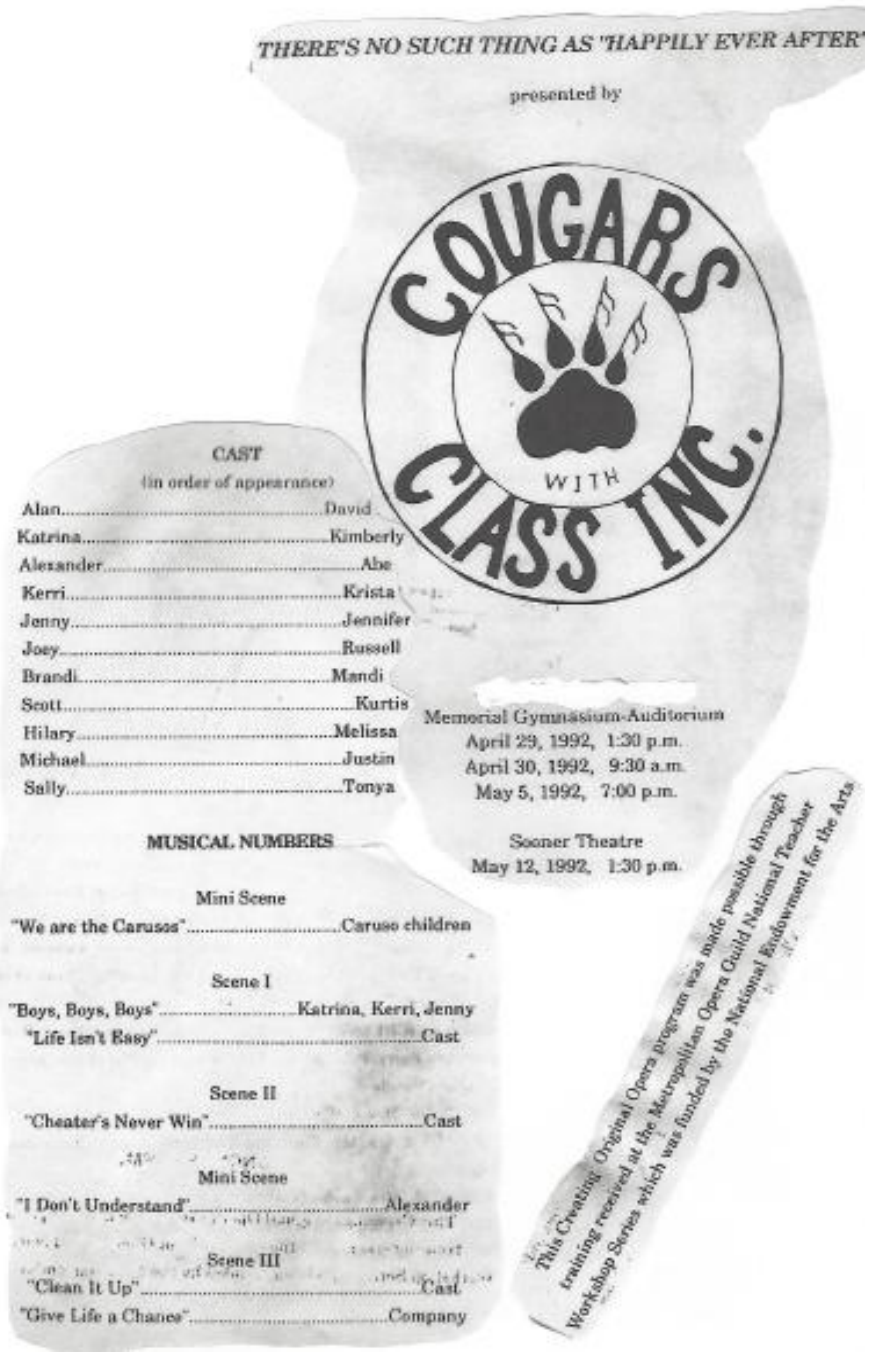
Parker
Erin
Joshua
Jennifer
Ryan
Ronda
Lisa

Appendix M: Olympic Day Documentation





Appendix N: Opera Documentation



THERE'S NO SUCH THING AS "HAPPILY EVER AFTER"

presented by

COUGARS WITH CLASS INC.

CAST
(in order of appearance)

Alan	David
Katrina	Kimberly
Alexander	Abe
Kerri	Krista
Jenny	Jennifer
Joey	Russell
Brandi	Mandi
Scott	Kurtis
Hilary	Melissa
Michael	Justin
Sally	Tonya

MUSICAL NUMBERS

Mini Scene

"We are the Carusos" ..... Caruso children

Scene I

"Boys, Boys, Boys" ..... Katrina, Kerri, Jenny

"Life Isn't Easy" ..... Cast

Scene II

"Cheater's Never Win" ..... Cast

Mini Scene

"I Don't Understand" ..... Alexander

Scene III

"Clean It Up" ..... Cast

"Give Life a Chance" ..... Company

Memorial Gymnasium-Auditorium
April 29, 1992, 1:30 p.m.
April 30, 1992, 9:30 a.m.
May 5, 1992, 7:00 p.m.

Sooner Theatre
May 12, 1992, 1:30 p.m.

This Creating Original Opera program was made possible through training received at the Metropolitan Opera Guild National Teacher Workshop Series which was funded by the National Endowment for the Arts

Appendix O: Social Science Disciplines' Analysis

ANTHROPOLOGY

I. To learn that human beings are more alike than different having the same basic needs and wants.
   a. Life style
      1. physical needs
         food
         clothing
         shelter
      2. Psychological needs
         religion
         love
         security
      3. Social needs

II. To study man in groups from family to culture.
   a. Help the child understand how he fits (his freedoms and responsibilities) in the family, school, community, state, nation and universe.

III. Population (Race) To understand that there are biologically endowed traits and socially endowed traits.
   a. Understanding the likenesses
   b. comparison of populations
   c. aspects of enviornment that cause differences,
   d. recognizing the contributions of populations.

HISTORY

To encourage the ability to see beyond the facts so that children can recognize the patterns of man's behavior and know the relationship of these patterns in time and place.

I. Historical patterns of history
   a. Immigrations
   b. Rise and fall of a nation
   c. Emergent leaders
   d. Religions
   e. settlements
   f. Contribution of geographical influence on patterns of history.
   g. Technology
   h. War and peace
   i. Values

II. Developing a time span
   a. Earlier eras

Appendix P: New Teacher Letter

Fall 1983

Dear Sue,

Congratulations on your selection as a teacher on the faculty. As you could probably tell from your interview, we try very hard to select the person that will add to our faculty and help us grow. We also try to choose a person that will feel comfortable with us and share our pride in our school.

We believe in the School Philosophy statement and have a positive and committed attitude regarding implimenting it in our classrooms. We believe that education provides an opportunity for children to build intellectual structures. These structures for elementary students are built by concrete experiences—presented in a learning cycle which allows the child to add to existing structures in a way that the acquired knowledge is understood and usable. Each individual teacher strives to provide such learning experiences.

Genuine caring, giving of oneself, smiling a lot and being flexible without becoming upset with change are all qualities that we like to see in a teammate. Team-teaching is not always easy but the benefits are indeed worth the added effort. Our teachers do not try to compete with each other, but share ideas, activities, and problems. In team-teaching, we try not to feel this is just "my class" but rather the students on the team belong to all of us.

There is a bond among our faculty that seems very special. We are all very unique yet we feel respect toward each other. Our principal does not use an authoritative approach. She expects a great deal from each of us and because we know that she does and that she puts her trust in us, we don't let her down. She brings important matters, both large and small to us to make decisions upon. We try to solve school problems together.

The respect that we have for our principal and other faculty members has been mentioned, yet, our respect does not stop there. We respect each student as an individual with special needs and interests. We try to give our students choices and responsibilities.

Discipline is important. We have rules in our school and we expect students (and teachers) to follow these rules. It is up to each teacher or each team to determine the consequences for improper behavior.

Parents are people. Because we are concerned about our students and want to help them as much as possible, we feel it is important to get to know the parents. Their support many times makes a significant difference in a child's attitude at school.

Incorporating the arts into our curriculum is important to us as a faculty. It would be difficult for a person to join our faculty if they did not feel a need to include the arts into their daily plans. It is often necessary to interupt regularly scheduled activities for presentations of artists and special guests. The arts help the basic subjects to be taught in creative ways.

We hope your pride in will grow naturally and that it becomes a part of you, too.

Don't walk behind me for I don't need a follower;
Don't walk in front of me, for I don't need a leader;
Walk side by side me and we'll be equal partners.

We have respect for you and ask that you join us as an equal colleague.

Fondly,

Your new friends

Appendix Q: Principal Support Documentation

August 79

Dear Patty,

I thought I'd write you a serious note. I tease so constantly. I do have a great deal of confidence in you — but not in a "product" I expect — just confidence in you. I'm certain you must be overwhelmed. It was my first year. (Actually I am each year.!) Most of all what I want you to know is that all we expect is you to be you and to enjoy your profession.

Fondly,

Because of your efforts

Girls young & old now dream of playing Annie.

Children ponder the complexity and mysteries of set design.

Families have shared in the unequaled friendship of attending a moving performance.

Because of your efforts

I thank you.

Teachers – Thanks for your help with the carnival!

Because of You

On the night of October thirty-one
The fun and help was a ton!

There were games and races in various spaces
Joy and excitement reflected in faces.

All through the evening the play was inspired
Until bulging with candy our little goblins retired.

Thanks to you
teachers

A successful evening we can log.
Say did you see the father that
was turned into a frog?

Fondly,

What Is It I Did?

In my job, I joined teachers search for special keys
as young eyes focused microscopes, minature mouths
explored language, and finger mathematicians counted.

I handed mothers kleenex as the last child entered
kindergarten and chatted with caring, complaining,
complimenting parents.

Paperwork? In my job? Oh, sure.
But the piles that increased somehow also
decreased. There was time to pause for playground
problems, to smell clay and paint, and to consider
each quiet boy on the back row.

Stress? In my job? Sometimes.
But the tension eased as I heard the hush of
children reading, youthful laughter enjoying
literature, or one small voice singing in the hall.

In my job, satisfied sighs, repeated tries, even black
and blue eyes paid my salary in smiles and credit was
collected in kisses.

In my job, small hands reached out and offered wisdom
only our children know.

What is it I did?
I collected moments so that when I look over my
shoulder to past years, I see a candle of care which
kindles a glow of life---of learning.

What is it you do?

To a principal colleague on his retirement from Janey Barker
Thank you for all that you did and your friendship.

Appendix R: Topics of the Week

TOPICS 1979-80 school year

August 27
Ways I've helped the children know each other better

9-4-79
Some ways I've assessed where children are in differing-skills

9-11-79
Ideas I use in keeping the noise level to a minimum

9-17-79
What is the purpose of report cards?

9-24-79
Please take a copy of Values of Art Activities to read and write a response.

Oct.1-79
When I think about conferences between parents and teachers I'm concerned about-

Oct-8-79
Some things I did for and at open house.

Oct-15-79
Feelings I have after parent conferences

Oct. 22-79
Same topic as above

Oct. 29-79
Benefits from parties at school

Nov. 5-79

Nov. 12-79
Ways we enjoyed childrens Book Week

Nov. 19-79
None

Nov. 26-79
None

Dec. 3-79
Return sheets

Dec. 10-79
Dec. 17- no topic
Jan-7-80
Jan. 14-80
Jan 21-80
Jan -28-80
Nicest thing
Feb. 4-80
Feb.11-80
Feb-18-80
The direction I'd like to see us go in S.S.
Feb. 25-80

March 3-80
Music in our schools

March 17-80
Country for international theme

March 24-80
No topic

March 31-80
No topic

April 7-80
No topic

April 21-80
Nothing as unequal as treating an unequal equally

April 28-80
Some ways that I'd like people to tell me I've done something well are.....

May 5-80
No topic

May12-80
No topic

May 19-80

THERE IS NOTHING AS UNEQUAL AS TREATING THE UNEQUAL EQUALLY

I can both agree and disagree with our topic. Academically speaking if the children are not "equal" in skills, and yet I or a teacher provide the exact same materials or methods and expect comparable results, that would be unfair.

Socially, if children come from very different backgrounds, some with naturally richer, fuller environments than others and I treat them unequally, this would be unfair. Opportunities should be provided even more so for those students lacking in richness of home environment! It is easier for an educator to expand upon the richness of those students already exposed culturally, socially, etc. than it is upon those that have not been so fortunate.

Depending on what one calls equal treatment this statement can be true. If one considers equal treatment as <u>not</u> providing barrier free design, special school situations, or equal job consideration then this statement holds validity. The word <u>unequal</u> is a poor choice of words.

THERE IS NOTHING CONFUSING AS CONFUSING THE CONFUSED

Equal to what?_____opportunity???? Double negatives bother me!
In an educational setting to treat the unequal equally can be done in several ways- To treat or allow the student to have equal opportunity is a <u>must</u> and therefore that statement is false in that context. However to expect equal work is unequal (~unfair). therefore the statementmakes sense.

My head is not there yet. Everyone should be given an equal opportunity to reach their potential. But sometimes the mass suffers because of the equality you're giving to an unequal. If you put a slow or handicapped learner in the classroom with a teacher who doesn't "have it",— just for the sake of equality, you're doinga greater unjustice to all concerned. It can also be an unjustice to equally educate the exceptionally bright child unless you have a teacher who cares, tries, and is conerned for each individual.

Boy!! My first thought was how could I ever respond to a double negative statement . I had a very good "formal" secondary language teacher. I certainly remenber that one anyway.

I think what you're getting at in a round about way, is individual learning for each child. Yes, Yes, Yes! Anytime all children in one class are using the same reading book, math book, whatever is being used, I have a very difficult time thinking about that. I do feel it is an <u>injustice</u> to them because each is different is <u>SO MANY</u> ways and learning and growing are not unique in this light.

What is <u>SO</u> neat about having AIE in our school is that the arts provides a low risk individual expression. It's the one area that hasn't been spoiled with the do's don'ts, Have to's, etc... It is OK to do whatever anyone wants!!!

If things have to always be equal, some one doesn't value equilibration/disequilibration learning.

There are too many undefined areas in the quote. What is "unequal"? It could be a great and true statement—- or it could be a real case for discrimination—- depending upon the situation to which it is applied.

That depends on the treatment! If we are equalizing standards or requirements, then indeed that is unequal! My experience in Iowa was with unequal people coping with equal requirements. Teachers said " I have to grade these children on the same curve, out of the same book, with the same tests. Anything else would not be FAIR " That's equal treatment with unequal failure.

If we are considering opportunity equality, then this statement is not true. Giving opportunities to the unequal individual can bring him/her closer to the norm, or at least allow him/her the chance to participate in a "mainstream" activity and to be included in society. Thus is the 2-edged sword of special education.

There are semantic difficulties in this statement-- to be a gadfy I ask, "what is equal? " what is unequal?" How can we ever decide?

How interesting! There are many ways to interpret this sentence. I would like to speak to the one I feel is most important. This is , the fact, that most people who are seen as different either in quanity, value, or rank are indeed seem as unequal. These seemingly unequals are treated, dealt with or acted towards equally by persons who usually place importance, desirability and utility elsewhere. Because our culture dictates what is considered desirable and of value, the people within the culture have very little chance to deal with abnormality of any kind, this causes people to strive for normality (whatever that is .) Our culture does not teach people the value of difference, and the varying degrees of sameness, until it does treating the unequal equally will continue.

Unless I am misreading the topic, I have to strongly disagree. In our culture, difference is not really wanted or appreciated. Therefore, normalicy in all areas is a goal when an individual is or appears to be different. When working with handicapped children, I feel as near normal behavior must be encouraged so that they will fit in with other children and hopefully make friends.

A lot of progress has been made in the last 10 years in the area of education of trainable children. Just a few years ago it was thought they couldn't do academics beyond a little counting or perhaps sight recoginition of a few words and then training of a very structured job. I believe they can do a great deal more in both academics and in types of jobs. They are children first, who have varying degrees of learning problems, and they should be treated as children and not as subnormal things who can't be expected to learn or enjoy ballet or music.

Philosophical time, hugh? Could this topic be a reflection of our attention given to our special kids? To treat the unequal equally? This has really stumped me. Let me think on this one.

This statement to me means that instead of treating everyone equally, they should be treated fairly . Since individuals are so different, each person and situation needs to be viewed separately in order to treat them fairly.

Different reactions to be considered fair.

Appendix S: "The School as a Model of Society"

by Grannis and Wiseman

I'M WONDERING

THE SCHOOL AS A MODEL OF SOCIETY by Joseph C. Grannis

Every school represents to its students a model of society and its possibilities. In the very composition of the students and teachers, in the authority and decision-making structure of the school, in the ways that people talk with one another, and in the expectations the school holds for its students--in all these ways and more, the school instructs about society.

We are accustomed to thinking of contents as the most important learning a school conveys to its students. It is the structure of the school, however, that instructs most systematically, and it is this structure that the students respond to first and remember longest.

It is important to me that our school reflect a democratic society. This means that time must be taken--time to know ourselves, time to know each other, time to listen to each other. Each person must feel free to express himself if he wishes.

I'm wondering if there are people who are not feeling free to express feeling or opinions?

I'm wondering if we do not know each person and their views on our faculty as well as needed for a democracy?

I feel that our faculty meetings need to include time for providing information, time for making decisions, and time for professional growth.) I'm wondering if our time is being balanced among the three? When decisions are being made, are all persons taking an active part in making those decisions?

Are you wondering about me?

PERMISSIONS

It is ok to try something you don't know.
It is ok to make mistakes.
It is ok to take your time.
It is ok to find your own pace.
It is ok to do it your way.
It is ok to bungle-so next time you are free of the fear of failure enough to succeed.
It is ok to risk looking foolish.
It is ok to be original and different.
It is ok to wait until you feel ready.
It is ok to experiment--safely.
It is ok to question the "shoulds".
It is special to be you.
It is necessary to make a mess sometimes and this is ok, because the act of creation is often messy.

It is not ok with me to be detached.
It is not ok with me to let others make all the decisions.
It is not ok to avoid conflicts that are needed for further communications.
It is not ok to not hand in [illegible] work for.
It is not ok to not keep me informed.
It is not ok to spend the majority of planning time in non school activities.

It is not necessary to have control but I must have knowledge of what is going on to feel secure.

If you think that we are each original combinations of genes that have never existed before you must pause with wonder as a new child strives to become himself. But in our haste to get things done, be efficient, save time, keep the schedule and avoid harm we rush children through childhood. For we are a very busy culture with little time for quiet thought or contemplation. It takes immense patience to allow children to learn at their own pace and through their own mistakes. Perhaps it is only vanity for us to think we can better past cultures by jumping to maturity without having exercised growth.

Our school has taken time in the past to be more than routine. I'm hoping we will continue to do this.

Appendix T: Janey Barker's Resume

Resume

Janey Barker

Total number of years spent in education profession: 46 years

Total number of years spent in education in the State: 46 years

Education:

Washburn University, Topeka, KS

University of Oklahoma, Norman, OK

Degrees – University of Oklahoma

1967 Bachelor of Science in Education (B.S.)

1969 Master of Education (M. E.)

1977 Doctor of Philosophy (Ph. D.)

Professional Experience:

Collaborating for Results, Inc., President

(1998 – present)

Director of Curriculum and Instruction, Adams Public Schools, State

(1992 – 1997)

Principal, Eastside Elementary School, State

(1973 – 1992)

Arts-in-Education Coordinator, Adams Public Schools, State

(1985 – 1986)

Adjunct Professor, State Research University

(1975 – 2003)

Curriculum Consultant K-12, Adams Public Schools, State

(1972 – 1974)

Special Instructor, State Research University

(1971 – 1972)

Team Leader and Classroom Teachers, Grades 4-6, Southgate Elementary School, State

(1968 – 1971)

Classroom Teacher, Grade 6, Elementary School, State

(1967 – 1968)

Teachers' Aide and Physical Education Instructor, Elementary School, State

(1965 – 1966)

Nominations, Awards, Fellowships, and Other Distinctions Attained:

F.D. Moon Educational Humanitarian Award (1978)

This award is given annually to the Oklahoma administrator who has contributed most significantly to advancing student and teacher rights and effective human relations in education.

Honored by the University College of Education as the Outstanding Alumnus (1979)

School Administrator's Award – Alliance for Arts Education, John F. Kennedy Center for Performing Arts (1987)

University Regents' Alumni Award (1988)

Administrator of the Year: State Music Educators Association (1991)

University College of Education, Top 75

State Educators' Hall of Fame (2005)

University Career Achievement Award (2012)

Publications and Field Research:

Science and Children, "Piaget and Children", October, 1971

Instructor, Principals' Page, December, 1974

"Innovative Methods in Elementary Education", 1977

A New Wind Blowing, "Staff Development in Arts in the Curriculum", 1978

Connections – Linking the Arts with the Basic Curriculum, Project Coordinator, 1980

Public Relations for School Library Media Centers, "Your Principal, Your Ally", 1990

Junior Leaguer, "Raising Children with Respect", September, 1992

"The Use of a Transition Class Between Kindergarten and First Grade 1978 – 1995", Field study 1995

Impact on the State Community: (speaker or workshop leader in the following areas)

The Role of Arts in Education

Four State School Districts

One State University

State Alliance for Arts Education

State Governor's Conference

State Department of Education

American String Association, MENC, Kansas City, MO

The Role of the Media Center in the Elementary School

One State School District

State Department of Education

Developmental Placement in Schools

Ten State School Districts

One Out-of-State School District

One Private School Located in the State

Gesell Institute, New Haven, CN

State Association of Children Under Six

State Department of Education

State Early Childhood Coalition

The Learning Cycle

State Department of Education

Gifted and Talented Education

State Department of Education

Parent – Teacher Conferences

Two State School Districts

The Importance of Early Childhood Education

One State Private Preschool

The Importance of the Role of the Principal

One State School District

State Administration Organization

The Value of Writing in All Subjects

Wharton School, Nashville, TN

Creating an Effective School Culture

Parent Involvement that Makes a Difference

Student Self Evaluation

Student Led Conferencing

School-to-Work Tailored to Fit Your School and Your Students

Adams Public Schools

Authentic Assessment

Two State School Districts

State PDC through distance learning

Developing an Organization

State Hospital Foundation Board

Democracy in Schooling

State Network for Excellence in Education

Developing a Comprehensive Plan

One State School District

Developing a Collaborative Organization Aligned to Produce Learning Results

Eight State School Districts

Phi Delta Kappa International Convention, St. Louis, MO

Professional Staff Development Conference, Indianapolis, IN

National English Teachers' Conference, Indianapolis, IN

Relating Research to Practice

One State School District

Ventures in Leadership

One State School District

School Facilities Task Force

One State Community

Evaluation of the Learn and Serve Grant Program

State Department of Education

Innovative Programs:

Began one of the first transitional classes in the State

Began one of the first Arts-in-Education schools in the State

Team Leader of one of the first open area schools in the State

President of one of the first companies to provide school district learning coaching services in the State

Professional Leadership Past Positions:

President, Phi Delta Kappa, Alpha Alpha State University Chapter

Administrative Chair, Budget and Salary, Adams Public Schools

President, Board of Advocates, State University College of Education

Extracurricular and Community Involvement:

United Way Executive Board, President (1988)

United Way Campaign, Chair (1990)

United Way Volunteer of the Year Selection Committee (1992)

Chamber of Commerce Board of Directors (1987 – 1990)

State Regional Hospital Foundation Board (1991 – 1992)

Canadian River Racing Club, 89er Race Committee (1991 – 1998)

City National Bank and Trust Co, Board of Directors (1991 – 1998)
(Currently branch of First Fidelity)

State Leadership Class VIII

Board of Visitors, University College of Education, President (1991 – 2003)

Associates Council, State University, President (1991 – 1999)

Children's Arts Network Board (1992 – 1998)

YMCA Board (1993)

Community Foundation Board of Directors (1996 – 1998)

State Community Institute (1996 – 1998)

LINK Community Advocacy Group (1996 – 1998)

Lendonwood Gardens, President (1998 – 2003)

Master Gardeners' Program (1999 – 2005)

Shangri-La Advisory Board (2004 – 2006)

State Time Reform Task Force (2007)

Shangri-La Women's Golf Association, President (1998 – Present)

Appendix U: Monday Memo

NOVEMBER 20 - 22, 1989

MONDAY

World Book Money turned in.
Topic of the Week - Respond to Basics of Tomorrow with at least 3 comments of questions.
Girl Scout Troop 313 in cafeteria (Mary Bass)

TUESDAY

No salad bar. Turkey dinners for everyone.
4th grade program 7:00 PM

WEDNESDAY

4th grade program 8:45 AM
Principal's Meeting AM
No faculty meeting. Have a wonderful Thanksgiving!
Girl Scouts in cafeteria (Melinda Von Holt

THURSDAY

Happy Birthday, Randy!

FRIDAY

BUS DUTY

Monday - ~~Nancy~~ Cecilia
Tuesday - Nancy
Wednesday - Nancy
Thursday -
Friday -

Lounge Duty - ~~Cindy~~ Barbara

Front Bulletin Boards - Second Grades K-7

TEACHERS

The Dept. of Parks and Recreation has been received requesting that schools contact their office when planning a field trip to the Sutton Wilderness Area. Phone # is

Remember to do news reports in team meetings.

CUSTODIAL STAFF

Happy Thanksgiving!

November 27 -Dec. 8 Book Fair
November 28 7:30 - 8:15 AM Bookfair Browsing
November 29 Principals' Meeting
November 30 Grade notices out

November 30 3:30 PM K's meet with Bob & Sandy
December 4 Class meetings
December 7 Vision screening K, 2, & 4
December 8 Hansel and Gretel Cimmeron Circuit Opera
December 13 Principals' Meeting
December 14 SCI. FAIR - Summary Notes due back
December 14 Judi to Curriculum Review (PM)
December 18 7:45 AM T-T's with Bob
December 19 Kindergarten Program
Principals' Meeting
December 21-January 1 Winter Break



Art Costa

Art Costa, Professor of Education at California State University, Sacramento, and Shirley McCune, Senior Director with the Mid-Continent Regional Education Laboratory (McREL), will be the featured speakers at the OASCD Fall Conference slated for Thursday, November 2, and Friday, November 3, at the Hilton Inn Northwest, Oklahoma City.

BASICS OF TOMORROW

TOPIC OF THE WEEK:

November 20, 1989

Evaluation & analysis skills
Critical thinking
Problem solving strategies
Organization & reference skills
Synthesis
Application
Creativity
Decision making given incomplete information
Communication skills through variety of modes

FOCUSING ON BEHAVIORS STUDENTS USE WHEN THE ANSWER IS NOT KNOWN

Persistence when the solution is not immediately apparent
Overcome impulsiveness: practice deliberativeness/ think first
Listen to others with understanding
Flexibility in thinking
Metacognition: awareness of one's own thinking
Checking for accuracy & precision
Questioning & problem posing
Drawing on past knowledge & applying it to new situations/ able to make connections
Precision of language & thought
Gathering data using all the senses
Ingenuity, originality, insightfulness, creativity
Wonderment, inquisitiveness, curiosity, & enjoyment of problem solving

Costa, who will be the keynoter for Thursday, November 2, will make both morning and afternoon presentations addressing the theme "Developing Leaders for Tomorrow's World." The morning address will begin at 9 and the afternoon presentation is scheduled for 1:45.

"There is a quiet revolution taking place," Costa believes. "The team building we hear about in effective schools and classrooms through collaborative learning, participative decision making, and peer coaching is having a secondary effect: the intellectual empowerment and fulfillment of the individual."

The Immediate Past President of ASCD, Costa is also an editor and author as well as a teacher. He acted as editor of the book *Developing Minds: A Resource Book for Teaching Thinking* and is the author of *The Enabling Behaviors, Teaching for Intelligent Behaviors,* and *Supervision for Intelligent Teaching*, co-author of *Techniques for Teaching Thinking*, as well as numerous other articles and publications on supervision, teaching strategies, and thinking skills.

Appendix V: Research-Based Frameworks

Quick reference guide STANDARDS for PROFESSIONAL LEARNING

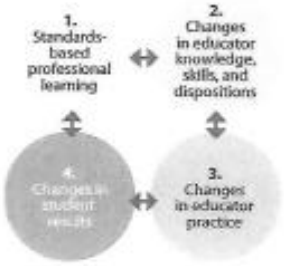
Learning Forward Framework

STANDARDS FOR PROFESSIONAL LEARNING			
Professional learning that increases educator effectiveness and results for all students ...	**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students **occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.**	**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students **requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.**	**RESOURCES:** Professional learning that increases educator effectiveness and results for all students **requires prioritizing, monitoring, and coordinating resources for educator learning.**
DATA: Professional learning that increases educator effectiveness and results for all students **uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.**	**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students **integrates theories, research, and models of human learning to achieve its intended outcomes.**	**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students **applies research on change and sustains support for implementation of professional learning for long-term change.**	**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students **aligns its outcomes with educator performance and student curriculum standards.**

Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



QUICK REFERENCE GUIDE Standards for Professional Learning 800-727-7288 www.learningforward.org

Nine Essential Elements of Effective Schools' Framework



Oklahoma WISE Planning Tool

Oklahoma Nine Essential Elements Performance Indicators

Italics = Rapid Improvement Indicators (identified in red as Key Indicators in WISE)

Academic Learning and Performance – CURRICULUM
EE1A-1.01	*Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.*
EE1A-1.02	Instructional teams articulate the learning standards through grade level objectives.
EE1A.1.03	*Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.*
EE1A.1.04	Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps.
EE1A.1.05	Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options.
EE1A.1.06	Instructional teams review alignment to standards and revise site-level curriculum accordingly.
EE1A.1.07	*School leadership and instructional teams ensure all students have access to the common academic core curriculum.*

Academic Learning and Performance – CLASSROOM EVALUATION AND ASSESSMENT
EE1B-2.01	All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.
EE1B-2.02	All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.
EE1B-2.03	*All teachers design units of instruction to include pre- and posttests that assess student mastery of standards-based objectives.*
EE1B-2.04	All students can articulate expectations in each class and know what is required to be proficient.
EE1B-2.05	*All teachers use test scores, including pre- and posttest results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.*
EE1B-2.06	Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement.
EE1B-2.07	School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.
EE1B-2.08	School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study.
EE1B-2.09	All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.

Academic Learning and Performance – INSTRUCTION	
EE1C-3.01	*All teachers use varied instructional strategies that are scientifically research based.*
EE1C-3.02	*All teachers use instructional strategies and activities that are aligned with learning objectives.*
EE1C-3.03	*All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.*
EE1C-3.04	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.
EE1C-3.05	All teachers incorporate the use of technology in their classrooms when it enhances instruction.
EE1C-3.06	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.
EE1C-3.07	All teachers examine and discuss student work collaboratively and use this information to inform their practice.
EE1C-3.08	*All teachers assign purposeful homework and provide timely feedback to students.*
EE1C-3.09	School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas.

Effective Learning Environment – Effective Teachers – SCHOOL CULTURE	
EEIIA-4.01	*School leadership fosters a positive school climate and provides support for a safe and respectful environment.*
EEIIA-4.02	School leadership implements practices that focus on high achievement for all students.
EEIIA-4.03	*All teachers hold high academic and behavioral expectations for all students.*
EEIIA-4.04	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.
EEIIA-4.05	*All teachers recognize and accept their professional role in student successes and failures.*
EEIIA-4.06	School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students.
EEIIA-4.07	*All teachers communicate regularly with families about individual student progress.*
EEIIA-4.08	All teachers and staff provide time and resources to support students' best efforts.
EEIIA-4.09	School leadership and all teachers celebrate student achievement publicly.
EEIIA-4.10	All school staff and students practice equity and demonstrate respect for diversity.
EEIIA-4.11	Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community.

Effective Learning Environment – Effective Teachers – STUDENT, FAMILY, AND COMMUNITY SUPPORT	
EEIIB-5.01	*Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.*
EEIIB-5.02	*All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).*
EEIIB-5.03	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.
EEIIB-5.04	School leadership and staff provide students with academic and non-academic guidance programs, including peer and professional counseling and mentoring, as needed.
EEIIB-5.05	*All school staff provide timely and accurate academic, behavioral, and attendance information to parents.*
EEIIB-5.06	School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school.
EEIIB-5.07	School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities.
EEIIB-5.08	School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders.

Effective Learning Environment – Effective Teachers – PROFESSIONAL GROWTH, DEVELOPMENT, EVALUATION	
EEIIC-6.01	All teachers and school leadership collaboratively develop written individual professional development plans based on school goals.
EEIIC-6.02	School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.
EEIIC-6.03	School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.
EEIIC-6.04	*School planning team uses goals for student learning to determine professional development priorities for all staff.*
EEIIC-6.05	All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.
EEIIC-6.06	*School planning team designs professional development that has a direct connection to the analysis of student achievement data.*
EEIIC-6.07	School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective.
EEIIC-6.08	School leadership implements a process for all staff to participate in reflective practice and collect schoolwide data to plan professional development.
EEIIC-6.09	School leadership provides adequate time and appropriate fiscal resources for professional development.
EEIIC-6.10	All teachers participate in professional development that increases knowledge of child and adolescent development, encourages the use of effective pedagogy, supports techniques for increasing student motivation, and addresses the diverse needs of students in an effective manner.

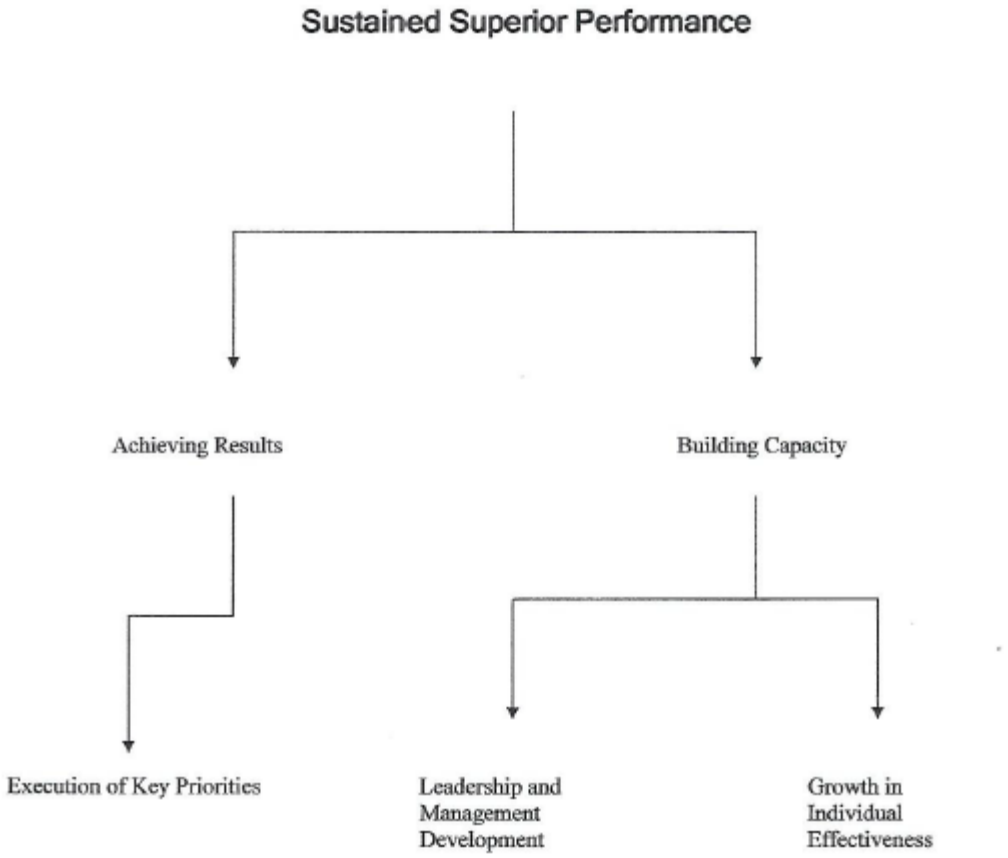
EEIIC-6.11	*School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.*
EEIIC-6.12	School planning team designs professional development that promotes effective classroom management skills.
EEIIC-6.13	*School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.*

Collaborative Leadership – EFFECTIVE LEADERS	
EEIIIA-7.01	*School leadership develops and sustains a shared vision.*
EEIIIA-7.02	*School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.*
EEIIIA-7.03	School leadership collaborates with district leadership to create a personal professional development plan that develops effective leadership skills.
EEIIIA-7.04	School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.
EEIIIA-7.05	School leadership ensures all instructional staff has access to curriculum-related materials and has received training in the effective use of curricular and data resources.
EEIIIA-7.06	School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary.
EEIIIA-7.07	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.
EEIIIA-7.08	School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.
EEIIIA-7.09	School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.
EEIIIA-7.10	*School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.*
EEIIIA-7.11	School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals.
EEIIIA-7.12	School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders.
EEIIIA-7.13	School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change.
EEIIIA-7.14	School leadership identifies expectations and recognizes accomplishments of faculty and staff.

Collaborative Leadership – Effective Leaders – ORGANIZATIONAL STRUCTURE AND RESOURCES	
EEIIIB-8.01	School leadership supports high quality performance of students and staff at their assigned site.
EEIIIB-8.02	School leadership designs the master schedule to provide all students access to the entire curriculum.
EEIIIB-8.03	*School leadership organizes and allocates instructional and noninstructional staff based upon the learning needs of all students.*
EEIIIB-8.04	*School leadership ensures efficient use of instructional time to maximize student learning.*
EEIIIB-8.05	School leadership uses effective strategies to attract highly qualified and highly effective teachers.
EEIIIB-8.06	School leadership provides time for vertical and horizontal planning across content areas and grade configurations.
EEIIIB-8.07	School leadership collaborates with district leadership to provide increased opportunities to learn such as virtual courses, dual enrollment opportunities, and work-based internships.
EEIIIB-8.08	School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.
EEIIIB-8.09	*School leadership directs funds based on an assessment of needs aligned to the school improvement plan.*
EEIIIB-8.10	School leadership allocates and integrates state and federal program resources to address identified student needs.

Collaborative Leadership – Effective Leaders – COMPREHENSIVE AND EFFECTIVE PLANNING	
EEIIIC-9.01	*School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.*
EEIIIC-9.02	School planning team collects, manages, and analyzes data from multiple data sources.
EEIIIC-9.03	School planning team incorporates scientifically based research for student learning in school improvement plans.
EEIIIC-9.04	School planning team establishes goals for building and strengthening instructional and organizational effectiveness.
EEIIIC-9.05	*School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.*
EEIIIC-9.06	School leadership and all staff implement the improvement plan as developed.
EEIIIC-9.07	*School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.*
EEIIIC-9.08	School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.
EEIIIC-9.09	School leadership and all staff document the continuous improvement through a regular data review process.

Covey (2004) Sustained Superior Performance Framework



From Franklin Covey's Approach

Six Elements of an Organization Framework

Aligning the Elements of an Organization for Results

When all six elements are aligned, organizations run smoothly and accomplish their targets.

1) Premise: the stated or assumed basis on which reasoning proceeds

Effective organizations hold premises that are built from current research.

Example: *the most promising strategy for sustained, substantive school improvement is developing the ability for school personnel to function as professional learning communities* – DuFour & Eaker, 1998

2) Strategies: the skillful use in gaining the objectives of obtaining excellence

The leaders within effective organization employ strategic thinking and action.

Create shared vision
Challenge the process
Model the way
Enable others to act
Encourage the heart
Disperse leadership

Bring the appropriate people together
Design constructive methods
Provide good information
Trust that they can and will create authentic visions & strategies

Expect
Empower
Monitor for support
Monitor for results
Celebrate

When Implementing Change

Increase urgency
Build guiding teams
Articulating the right vision
Communicate for buy-in
Empower action
Create short-term wins
Don't let up
Make change stick
Respond to the stages of change
Awareness
Informational
Personal
Management
Consequence
Collaboration

Ignore and look away—NO!
Take over and fix it—NO!
Blame away the issues—NO!
Delegate and forget –NO!

Refocus

3) **Structures: the groups of people and the documents designed to drive positive results.**

Effective schools remove isolation by placing individuals in collaborative teams. Documents are carefully planned to move quality forward.

Samples: Professional learning community teams, achievement councils, superintendent's cabinet...

Comprehensive Long Range Plan, Professional Development Plan, Technology Plan, Budget/ Finances, BOE Policies, lesson plans, goal forms ...

4) **Systems/processes: the tactics that are used to complete a project**

Effective schools sites and districts have systems of processes in place in the following areas:

Developing and implementing a curriculum that is rigorous, intentional and aligned to site and local standards.

Multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

An instructional program that actively engages each student by using effective, varied, and research-based practices to improve student academic performance.

An effective learning community that supports a climate that is safe, orderly and conductive to performance excellence.

Working with families and community groups to remove the barriers to learning in an effort to meet the intellectual, social career, and developmental needs of student.

Steps In Systematic Thinking

Very briefly, here are the steps in systematic thinking:

1. Identify and analyze the problem before jumping into action

2. Formulate multiple options

3. Define and establish a selection criteria

4. Be bold and make a final decision

Since the objective of this article is to help develop systematic thinking, the following 5 steps are focused on it.

5 Steps To Systematic Thinking

Thinking systematically is a never-ending process and it can begin at any age. But starting early is all the more better for obvious reasons.

1. Set The Bar High: With each hurdle crossed you can begin to think in small steps in order to pave the way to your bigger goal.

2. Give Thought Its Due Time: Short thoughts may generate wonderful solutions, but not always. With business and life problems getting more and more complex as you move further down the road, looking for the quick way out can be a grave mistake. Hard, long thinking about problems can open avenues to helpful information.

3. Defy The Myths: Complex problems sometimes call for radical thinking. Dare to defy the myths. Galileo uprooted the natural belief that earth was not round. Going around the earth wouldn't have revealed to Galileo that the earth is round. Instead, he chose to think in radical ways. Throughout history, those who have failed to challenge the status quo have often been proven wrong.

4. Channelize Your Thoughts: Documenting and recording your thoughts helps to put things in perspective and saves them for future examination. Many ideas and thoughts cross everyone's mind every day. Even the impractical thoughts deserve to be examined before discarding them. Thomas Edison took several years to develop that light bulb, trying out various options - but he never forgot to record each one of his steps, including failures, which ultimately prevented him from duplicating his efforts.

5. Work Within A Time Frame: Give yourself a specific timeframe within to solve a specific problem. Otherwise, you may never come to the end.

Systematic thinking allows you to solve problems by coming to practical, workable solutions, whether in business or in life. Following the above steps will give you the tools you need for your thinking and problem solving to be more efficient and effective.

Providing research-based, results-driven professional development opportunities for staff and implementing performance evaluation procedures in order to improve teaching and learning.
Supporting leadership that makes decisions focused on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
Organizational structures and resources to maximize use of all available resources to support high student and staff performance.
Comprehensive and effective planning that develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

5) **Skills and Understandings: the depth of knowledge and the ability to apply the actions involved.**

Effective schools sites and districts have systems/ processes in place to be certain that the professionals in the district have skills and understandings in the following areas:

Organize adults into department/grade level teams that write and align goals with the school's vision and the district mission.
Lead and guide continuous instructional improvement.
Support adult learning for all professionals and increase collaboration among the professionals.
Use data to determine adult learning priorities, monitor the progress of student learning, and map the status of continuous improvement.
Use multiple sources of information to guide improvement and demonstrate the impact of teaching strategies.
Use a wide variety of teaching strategies in order to convey concepts to all students.
Understand human learning and implementing changes.
Effectively collaborate.
Understand and appreciate students from all backgrounds and to create a safe, orderly and supportive learning environment.
Set high expectations for all students.
Deepen content knowledge and the understanding of research based instructional strategies to assist students in meeting rigorous academic standards.
Use a wide variety of assessment tools to judge the degree of learning.
Involve families and other stake holders appropriately.

6) **Culture: the norms that are in place that impact the ways in which personnel behave.**

Strong cultures reflect the following norms:

Collegiality
Experimentation
High expectations
Trust and confidence
Tangible support
Reaching out to the knowledge bases
Appreciation and recognition
Caring, celebration and humor
Involvement in decision making
Protection of what's important
Traditions
Honest, open communication

Appendix W: Visual Representation of Principal's Roles, Attributes, and Skills

