A Case Study of the Change Process in an Urban Public School as Teachers React to Mandated Change

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LOYOLA UNIVERSITY CHICAGO

A CASE STUDY OF THE CHANGE PROCESS IN AN URBAN PUBLIC SCHOOL AS TEACHERS REACT TO MANDATED CHANGE

A DISSERTATION SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL IN CANDIDACY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY DEPARTMENT OF CURRICULUM, INSTRUCTION, AND EDUCATIONAL PSYCHOLOGY

BY SUSAN KURLAND

CHICAGO, ILLINOIS MAY, 1996
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To the Little Blue Engine Who Thought He Could and Mrs. Ticklefeather’s faithful parrot.
And to my Mom, who missed all the good stuff, I dedicate this work.
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CHAPTER I

INTRODUCTION

Violence and insubordination, disrespect for elders and peers, and self-destructive behavior on the part of the offenders, are well documented in public air waves and in the press. Teachers and administrators experience these behaviors on a daily basis within the school environments.

In December, 1993, at the research site, security was called by an eighth grade teacher. A 5'9" 13 year old male student brandishing a six inch scissors threatened both the teacher’s authority and physical well-being.

In February, 1994, at the research site, during gym class a fourth grade girl pulled a lighter from her pocket and singed another girl’s hair.

In May, 1994, at the research site, four first grade boys tackled and pushed another first grader to the ground. Holding a safety razor to his face, they threatened to cut his throat; they cut his finger instead.

These vignettes are but a fraction of the situations that occur in schools.

Vandalism, assault, truancy, and apathy on the part of students cannot be eliminated by more of the same—metal detectors, identification cards, automated lateness calls, automatic expulsion and holdovers. Instead, these ills require an assault by school people on the culture of anonymity that permeates youngsters’ lives. (Meier, 1995, p. 373)

When and how do we rectify these situations? What is our moral and ethical stance? Do we have one?
The results for the offenders in the situations described above were suspension and removal from the learning environment. In such threatening circumstances the learning has been seriously compromised for not only the offenders and victims, but also for the entire class. Have educators made learning available for their student population? To what future can these students look forward? How will these students fit into or change the work force?

In 1986, the Carnegie Forum on "Education and Economy," in its report, *A Nation Prepared*, announced the need to "restructure schools."

This restructuring, it was thought, would respect and support the professionalism of teachers to make decisions in their own classrooms that best met local and state goals, while also holding teachers accountable for how they did that. (Hargreaves, 1991, p. 1)

While the specific components of restructuring vary from one writer to another, most seem to agree that what is centrally involved is a fundamental redefinition of rules, roles, responsibilities and relationships for teachers and leaders in our schools. (Schlechty in Hargreaves, 1991, p. 4)

Beyond this point, though, the desire for consensus about and commitment to restructuring in general has left its specific meaning inchoate (Hargreaves, 1991, p. 4).

Schools struggling with these problems have turned to the Comer School Development Program. The Comer School Development Program emphasizes the social context of teaching and learning. Its founder, Dr. James Comer, Director of the Yale Child Study Center’s Project for Change
in Education, has spent a quarter of a century building a program that is epitomized in the African proverb, "It takes a whole village to raise a child."

Dr. Comer states that no academic progress is possible until there is a positive school environment where teachers, parents, and students respect each other and work together for the good of all the students. The Comer School Development Program addresses seven areas. They are:

1. quantity of relationships
2. school climate
3. policies that impact on child development
4. conflict resolution and problem solving practices
5. staff development
6. school improvement plan, and
7. student learning and achievement

Planning for school improvement is a process by which schools ask and attempt to answer the following questions:

Where are we as a school?
Where do we want to be?
When?
What is the current curriculum?
Is the curricular and instructional program appropriate for our students? (Comprehensive School Improvement Planning, Department of Research, Evaluation and Planning, Chicago Public Schools, 1994).

The Comer Process is a systems approach to school improvement. It uses the parents and school staff as collaborative decision makers to develop policies, procedures, and programs that affect the academic and social climate of the school. Shared purposes and values are
translated into decisions about the curriculum and its design. Within the process, a SPMT is created. This team, the School Planning and Management Team, is charged with developing and coordinating a comprehensive school plan which systematically addresses academic achievement goals.

Education is a process of individual becoming. According to Dewey, education and life experiences are inter-dependent. A student's concept of himself, his self-realization, depends upon how he sees himself within the educational and social community. This is another example of the village raising the child, but from the child's point of view. As Dewey said:

Since growth is the characteristic of life, education is all one with growing; it has no end beyond itself. The criterion of the value of school education is the extent to which it creates a desire for continued growth and supplies means for making the desire effective in fact. (Dewey, 1916, p. 53)

What, then, is academic achievement? In the broadest sense, academic achievement means learning the concepts, skills and attitudes necessary to become a productive citizen, a life-long learner, a person who understands the history and cultures of the past and present, and a person who works successfully with others. Unfortunately, academic achievement is generally measured in its narrowest sense. Once a year, through standardized testing, which focuses on discrete skills in reading, language arts and math, the research site measures student performance.
Youth Guidance, a private non-profit organization that works on behalf of at-risk children, spearheading the Comer Program in Chicago in December 1992, engaged a consultant to develop a plan for school-planning management teams of the Comer Project to increase student achievement through examining time usage and curriculum/test alignment. Realizing the process nature of the task, the consultant worked with the staff in discovering the key factors inhibiting student achievement. Dr. Squires wrote, "While standardized tests do not measure the full range of academics, they do give an insight into a school’s performance in some important areas of reading, language arts and mathematics" (1992). He emphasized that the school’s curriculum should be designed and delivered to insure that the students do well on standardized testing.

The Comer Process of school improvement focuses on increasing student achievement. The School Planning Management Team has the task of targeting the improvement of standardized test scores. The research site consultant’s proposal examined three areas:

- TIME ON TASK/How engagement rate affects the amount of instructional time.
- ALIGNMENT AND COVERAGE/How actual curriculum delivery matches the concepts covered by the standardized assessment.
- STUDENT SUCCESS/How accurately and completely the students render assignments.

Academic learning time is defined as the amount of time that a student spends actively working on criterion-related
content at high success rates. The consultant theorized that academic learning time combines time on task, alignment and coverage, and student success into one measure which has been correlated with improved scores on standardized achievement tests.

In January, 1994, Youth Guidance received a $20,000.00 grant from Woods Charitable Fund, Inc. for the Comer School Development Program. Prior to the grant, Youth Guidance assumed mistakenly that the school would at least have a well-developed curriculum. In the letter of appreciation the Executive Director stated that the grant would correct this problem. The funds would be utilized for curriculum development, an area that did not receive sufficient attention in the beginning years of the project. Thus, the $20,000.00 grant enabled Youth Guidance to provide two services for addressing the problem. First, an experienced curriculum specialist, who already had been used by The Yale Child Study Center, would be hired to offer an overview of the anticipated project of aligning curriculum. Second, another consultant with expertise in the area of curriculum development would be employed from the Chicago area, thus providing continuing support to the Comer Schools curriculum alignment process. In her letter of appreciation of January 18, 1994 (C:\WPDOCS\LETTERS\THANK\1-18-94\js), Executive Director Johnstone stated, "We have brought in a curriculum specialist from New Haven to work directly with Comer
principals; and second, we are in the final stages of hiring a person with expertise in this area."

Paralleling the process established for the Comer schools, the City of Chicago and the State of Illinois shifted their emphasis toward curriculum alignment issues. "The ultimate goal for school improvement and for Chicago School Reform is student learning" (Chicago Board of Education, Pathways to Achievement: Self-Analysis Guide, 1994, p. 3).

The world is changing. Right now, the United States is striving to maintain its place in an increasingly competitive global economy. In Chicago, this means that we must rethink what our students will need in order to take part in this demanding future. (Chicago Board of Education, Framework for Transforming Teaching and Learning Chart, 1994)

In 1981, as the twenty-first century approached, the Illinois Board of Education felt it was imperative to review state educational mandates and study the quality of educational personnel. This review led the Illinois General Assembly to create the Illinois Commission on the Improvement of Elementary and Secondary Education. Ultimately, this Commission, consisting of 12 legislative and eight lay members, was directly responsible for legislation on school improvement.

**Legislated Reform in Illinois**

In 1985, Public Act 84-126, education reform legislation addressed many aspects of schooling, among them, "... the development of learning goals and assessment
systems at both the state and local levels" (Illinois State Board of Education, 1986, p. iii). The 1985 statewide educational reform measures provided the basis for the establishment of the State Goals for Learning. Thirty-four state goals were developed for the six fundamental learning areas: reading/language arts, mathematics, science, social studies, fine arts and health/physical education.

Three years later the School Reform Act of 1988, Public Law 85-1418, required all schools with local school councils to prepare School Improvement Plans (Prior to this, the 1985 Reform Act, which applied to Illinois districts, required a separate school improvement plan per district. The Chicago Board of Education, District 299, fulfilled the requirement by submitting a Learning Assessment Plan.) The School Improvement Plan, the blueprint for school improvement, reflects the school's plans to offer an educational program that fits the specific need of its students. The 1988 Act required the plan to be developed by the principal in consultation with the Local School Council, which consists of representatives of the school's teaching staff, parents, and community residents. The State law focused on a system of activities intended to help students achieve the State learning goals. The 1988 Reform Act also identified variables which affect learning and achievement.

In 1991 and 1992, the amended 1985 reform measures were incorporated into the School Code of Illinois. The revised
format mandated each school to include elements required of schools governed by the Reform Act of 1988 (Section 34-2.4, 34-1.02 of the School Code of Illinois) and the State Accreditation School Improvement Plan required by the Reform Act of 1985 and 1992 (Section 2-3.63 of the School Code of Illinois). The Illinois State Board of Education augmented the requirements for the State School Improvement Plan through 1992 legislation.

The revision of the 1985 school reform through legislative action (Public Acts 87-599 and 87-934) and the implementation of a new system of curricular and instructional accountability provide the opportunity to improve the accountability process. (Illinois State Board of Education, 1994, p. 2)

This new plan which addresses the use of learning outcomes is the centerpiece of the State Accreditation Process. As of May 1994, the State and Chicago plans have been integrated into one school improvement plan.

The focus of the State plan is on state learning goals related to the fundamental learning areas. As each school develops its own plan, it creates a systematic process for aligning state goals, curriculum, instruction and assessment, and evaluates the extent to which all students are learning. The Illinois Public School Accreditation Process requires schools to provide evidence that all students are learning and all students are being served in relation to the State Goals for Learning.

The framework for the Illinois School Improvement Plan reflects instructional planning and improvement. The seven
new components are designed as part of an ongoing cycle of
development and implementation. They include: (1) analysis
of existing conditions; (2) learning outcomes, standards and
expectations; (3) assessment systems; (4) analysis of
student performance data; (5) evaluation of student
performance and the instructional program; (6) reviewing
expectations and implementing activities to increase student
performance; and (7) reporting to the public.

Schools are required to use the district’s Learning
Outcomes as a basis for developing school level standards
and performance expectations for a student’s achievement as
well as a foundation for determining assessment and
developing the School Improvement Plan.

The Framework for Transforming Teaching and Learning,
adopted by the Chicago Board of Education February
1994, defines Learning Outcomes for benchmark grades 2,
4, 8, and 11. These Learning Outcomes were developed
as a result of the Chicago Learning Outcomes Standard
Project, a collaboration among the Chicago Public
School, the Chicago Teachers Union, and the Council for
Basic Education to define academic goals for Chicago
students. (Framework for Transforming Teaching and
Learning, 1994, p. 2)

With the adoption of the Learning Outcomes for
benchmark grades 2, 4, 5, and 11 by the Board of
Education, District 299 fulfilled the mandate of the
State of Illinois to provide benchmark Learning
Outcomes for Grades 1-8 and 9-12 attendance centers.
Schools may elect to develop supplemental learning
outcomes that address local needs or priorities;
however, the Chicago Learning Outcomes may not be
replaced. (Learning Outcomes, 1994, p. 2)

The Learning Outcomes within each of the six fundamental
learning areas are defined as:
Specific statements of what students should know and be able to do in academic principles. The statements are also known as content standards. (Learning Outcomes, 1995, p. 3)

Learning Outcomes address the State Goals for Learning, are broader than classroom objectives, probe the range and depth of thinking skills appropriate to the State Goal(s) for Learning, and are amenable to assessment. (Illinois State Board, 1993, p. 2)

The State components focus on a system of activities intended to help students accomplish State learning goals. The Illinois State Board of Education augmented the requirements for the State School Improvement Plan through the 1992 legislation. This new plan is the centerpiece of the State Accreditation Process; and as of May 1994, the State plan and the Chicago plan are integrated into one plan. Each school develops a systematic process for aligning State goals, curriculum, instruction and assessment, and evaluates the extent to which all students are being served and all students are learning. Schools develop their plans around a structure of priority goals.

Mandated site-based restructuring focuses on the school organization and the role of the teacher in the reform process. This dissertation will use a case study approach to examine the actions of teachers as they respond to the changes inherent in implementing State Learning Outcomes. The investigator will use the vehicle of curriculum alignment of Language Arts to hypothesize about change. The teachers at this Comer urban public school will determine the skills their students need in Language Arts, plan for
the instructional program and develop assessment tools for the curriculum.

The questions that this study will address are:

What happens when a school tries to change?

What factors need to be in place before the change process begins?

What factors facilitate the change process at the research site?

What factors impede the change process at the research site?

What factors are neutral to the change process at the research site?

The researcher’s goal is to document the change process occurring in the school from August 1994 to June 1995. The school, in its second year as a Comer School, uses the principles of collaboration and consensus. The School Planning Management Team has established constituency groups and "team" participation. As a participant/observer, the researcher will look at the human processes of communication, team decision making and performance. The study will examine the actions of teams of teachers involved in planning and implementing instructional practices. The study’s chief methods of data collection will be the researcher’s notes documenting meetings and agendas. During the compilation and completion of these notes the researcher will administer a team questionnaire and two concern
questionnaires; conduct a semi-structured exit interview with teachers; participate in conferences with an out-of-building facilitator; participate in conferences with principal/administration; and document both the researcher's and participants' comments and observations. The theoretical perspective will include the key perspectives on the change process culled from the works of Fullan and Hord et al., and the Concerns Based Adoption Model (C.B.A.M.) developed by Berlin and Jensen. Berlin and Jensen (1989) focused on the Concerns-Based Adoption Model and Fullan's School Improvement Process Model to identify seven conditions that could maximize teacher change. These factors are:

1. Staff participation
2. Leadership
3. Communication
4. Culture
5. Support and follow-up
6. Adaptation, and
7. Time

The researcher is documenting the CHANGE PROCESS. Effects and implications involving the human element in school based change will be discussed and analyzed in terms of staff participation, leadership, communications, culture, support/follow-up, adaptations, and time.
CHAPTER II

REVIEW OF THE LITERATURE

The second wave of reform involves a comprehensive view of restructuring schools. This means rebuilding relationships among all school community members, changing organizational arrangements, and rethinking curriculum.

Lieberman, Building a Professional Culture in Schools

The purpose of this study is to determine the importance of the seven factors identified by Berlin and Jensen (1989) to the human element in a school based change process. The factors examined are: staff participation, leadership, communication, culture, support and follow-up, adaptation and time. This documented change is the curriculum alignment of Language Arts in a Comer-based urban public school within a single school year.

The researcher will examine the following literature: The Comer Process, Climate, Curriculum Alignment, Leadership, and Educational Change.

The Comer Process

The Comer School Development Program (SDP) was developed by Dr. James P. Comer, "a professor of child psychiatry and director of the School Development Program at Yale University's Child Study Center and associate dean of
the Yale University School of Medicine" (Comer, 1988, p. 42). In 1968, Dr. Comer and his colleagues started an intervention project at two inner city schools in New Haven, Connecticut. "The two schools involved were the lowest achieving in the city, had poor attendance, and had serious relationship problems among students, staff and parents (Comer, 1980, 1987, 1993)" (Comer, 1994, p. 1). Unlike many reforms that focus on academic concerns such as teacher credentials and basic skills, this program promotes development and learning by building supportive bonds that draw together children, parents and school. The Comer Development Program created a theory of community as an alternative to the traditional view of schools as a formal organization.

The program was structured around Dr. Comer's view of child development which takes into account that children are born helpless and grow via five critical developmental pathways: the socio-interactive, or how a child interacts with others; the psycho-emotional, concerning such factors as personal control; the moral; the linguistic; and the intellectual and cognitive. Children from marginal backgrounds may not perform or behave well in school due to different patterns of development. (Comer, 1993, Document Resume)

The model is based on Comer's belief that "the relationship between school and family is at the heart of a poor child's success or lack of it" (Goldberg, 1990). The major purpose of schooling, according to this model, "is to advance students' social, emotional, and academic development toward the goal of becoming successful citizens" (Ramirez-Smith, 1995, p. 14).
The concept of shared governance at the school building level offered an exciting alternative to the hierarchical, autocratic, control-oriented models. The landmark research of Dr. James P. Comer demonstrated that the process of involving parents and educators in child-centered, school-based planning increased student attendance, achievement, feelings of self-worth and overall development. (Joyner, 1993, p. 1)

Dr. Comer spent a quarter of a century building the program that may be epitomized in the African proverb, "It takes a whole village to raise a child." The Comer School Development Program model emphasizes the social context of teaching and learning. "Schools that adopt the Comer Model establish teams of stakeholders to create a comprehensive plan for the school, including goals and staff development" (Ramirez-Smith, 1995, p. 15). Dr. Comer states that "no academic progress is possible until there is a positive environment at the school where teachers, parents, and students like each other and work together for the good of all the students. Consequently the program addresses seven areas. They are:

1. quality of relationships
2. school climate
3. policies and practices that impact on child development
4. conflict resolution and problem solving practices
5. staff development
6. school improvement plan, and
7. student learning and achievement

(C:\WPDOS\COMER\SDPDESCR.418\4-21-94\bdm).
The Comer School Development Program

"The School Development Program (SDP) is an intervention model that uses collaborative efforts: parents, teachers, support staff and administrators work together to address the psychological and academic needs of students (Comer, 1980, 1988, 1990)" (Boger, 1993, p. 1).

"The Comer Process is a positive approach for working through problems together in a systems approach to school management, using mental health principles of child growth and development" (C:\WP5\COMER\SDPDESC.128\7-30-93\mj). It uses the talents and interests of parents and school staff as collaborative decision makers to develop policies, procedures, and programs that affect the academic and social climate of schools. The Comer Process builds a purposeful community in a school. There are nine components of the school development program: three mechanisms, three operations and three guidelines. The three mechanisms are: The School Planning and Management Team (governance team), the Mental Health Team and the Parents Program. The three operations are: The School Improvement Plan; Staff Development and Assessment and Modification. The three guidelines are: no fault; consensus decision making and all collaboration.

The SDP is comprised of three mechanisms: a school-governance team (The School Planning and Management Team); a mental-health team (The Mental Health Team); and broad
parental participation (The Parent’s Program).

The School Planning and Management Team.

The most critical mechanism of the School Development Program is the governance and management team, known as a School Planning and Management Team (SPMT). The SPMT coordinates the major program activities in the school, and carries out the three important operations of the School Development Program (the Comprehensive School Plan; Staff Development; Assessment and Modification). The School Planning and Management Team is comprised of representatives of each of the following groups: parents, teachers, the principal/administration, and certified and non-certified support staff. (Comer, 1992, Segment 12-E29)

The governance team is responsible for developing a comprehensive school plan that fosters a sense of community and a climate conducive to learning.

The SPMT provides a structure and a process, which together allow adult stakeholders to identify collectively those concerns related to teaching and learning, and to respond with creative solutions. It is a vehicle for reducing the isolation experienced by educators, support staff, and administrators as they engage in their challenging tasks related to developing children. (Joyner, 1993, p. 10)

The Mental Health Team. "The Mental Health Team includes the principal, and such staff members as school counselors, social workers, school psychologists, speech and hearing specialists, special education teachers, and the school nurse" (Comer Audio Tapes, E30). "The primary purpose of the Mental Health Team is to foster a climate which is consistently child-focused--one which encourages all adult stakeholders to interact with children according to each child’s developmental needs" (Comer Audio Tapes, E31).
The Mental Health Team: (a) addresses individual student needs with its focus on preventing problems; and (b) identifies and eliminates school procedures and practices that are harmful to students, staff, and parents.

The purpose of the Mental Health Team is to coordinate and integrate the work of the mental health personnel within the school, preventing potential problems from developing into crises, and intervening in specific cases referred to it by parents, teachers, or other staff. (Boger, 1993, p. 3)

The Parents' Program.

Parents are their children's first teachers, and the source of their children's self-affirmation. Parents' active and ongoing participation within the school program makes them true partners with teachers and other staff in the educational process. Their presence helps children identify with school people and programs. (Comer, 1992, Segment 12-E31)

The Parent's Program promotes broad parental participation in three major ways: (a) as a group working with staff to plan social and academic activities/support children's education; (b) as part of the governance team, through their representative/decision makers; (c) as general participants in various school activities/volunteers (Boger, 1994).

The SDP focus of how to best support the total development of all children within the school represents the three operations: Comprehensive School Plan; Staff Development; and Assessment and Modification.
Comprehensive School Plan.

The Comprehensive School Plan provides the school with yearlong direction and focus in both its academic and social missions. The school Planning and Management Team, after reviewing a wide range of student information: grades, test scores, attendance, suspensions, behavior referrals, etc., develops the Comprehensive School Plan. Toward the end of the year, the SPMT develops a Comprehensive School Plan for the next academic year. (Comer, 1992, Segment 12-E34)

Staff Development Program. (supports the goals of Comprehensive School Plan)

As the goals and objectives are developed, staff development needs become apparent. And when there is a good climate of relationships—with trust, mutual respect, no fault finding or scapegoating—teachers feel comfortable about discussing areas in which they need help or suggestions in order to achieve the goals of the Comprehensive School Plan. In this way, a staff development program is largely generated and carried out at the building level based on the specific needs of the staff. (Comer, 1992, Segment 12-E35)

Assessment and Modification.

A strategy intended to solve a particular problem may not produce the expected outcome. Assessment and modification, done on a consistent basis, allows schools to determine whether programs, policies, and procedures are effective in meeting the needs for which they were designed. Decisions about effectiveness and/or the need for changes are made by consensus, and rooted in a commitment to serve the best interests of children in each particular instance. Schools that adopt the Comer Model establish teams of stakeholders to create comprehensive plans for the school. (Comer, 1992, Segment 12-E36)

The three guidelines of the School Development Program—"no fault," consensus decision making, and collaboration—help to create a positive culture and a good climate of relationships in a school, which in turn, allows the School Planning and Management Team, the Mental Health Team, and
the Parents' Program to work cooperatively and effectively.

"No Fault".

"No fault" suggests that no one -- teachers, parents, administrators, society -- should be blamed for problems that have occurred in the past or in the present. Fault finding causes defensiveness and conflict, and interferes with problem solving. "No fault" allows people to use all their time and energy on problem solving, reinforcing the notion that things can change. (Comer, 1992, Segment 12-E37)

A "no fault" approach, focusing on solving problems, makes the group solution-oriented.

Consensus Decision Making.

The School Development Program uses consensus decision making rather than voting as the way to make decisions. Each person contributes ideas on issues and proposed solutions, and the team discusses the merits of each. Discussions center on the developmental needs of children. They continue until all team members are comfortable with the decision, and accept it with the understanding that modifications can be made if necessary. (Comer, 1992, Segment 12-E38)

"Decision making by consensus" means that strategies and potential solutions are selected based on what appears to be best for student development and learning (Comer, 1993b). No voting eliminates "winner-loser" feelings and behavior which may prevent full cooperation. This allows people to express their opinions and disagree with one another in an atmosphere that is safe and respectful. It is also important to the process that the decisions which result are ones everyone can support. Each person contributes ideas on issues and proposed solutions, and the team discusses the merits of each. Discussion continues until all team members are comfortable with the decision, and accept it with the
understanding that modifications can be made if necessary.

Collaboration. "Collaboration" means that power is shared, not shifted from one constituent group to another. Groups play an important role contributing to self-esteem and self-concept, and providing both opportunities to learn and vehicles through which ideas and opinions are communicated to others. Effective schools depend on everyone's ability to work in groups using a collaborative process. By joining forces with parents and staff, a principal become a more powerful and effective agent for school improvement.

The Comer School Development Program/A Systems Approach to Change

"The School Development Program is a systems approach to school improvement: Change is best achieved when there is support for it at every level, and initiative at every level to bring that change about" (Comer, 1992, Segment, E16). To implement the program, it is necessary to select a School Development Program facilitator. A school achieves the full benefit of the SDP due to the efforts of many people: staff within the individual school and at the central office, as well as people in the community. But the Comer facilitator plays a very particular role. Selected as an agent for school change, the SDP facilitator:

1. Provides the kind of information and training that permits everyone involved in the SDP implementation to understand the nine components of the model;
2. Supports and coaches the School Planning and Management Team, the Mental Health Team, the Parents' Program, and the principal as they implement the SDP;

3. Accesses and mobilizes school system resources to support the SDP implementation (e.g., resource people for staff development, space for retreats);

4. Monitors whether the three mechanisms (the School Planning and Management Team, the Mental Health Team, and the Parents' Program), the three operations (the Comprehensive School Plan, staff development, and assessment and modification), and the three guidelines ("no fault," consensus decision making and collaboration) are being implemented appropriately. (Comer, 1992, Segment 12-E21 & E22)

In Chicago, the Comer School Development Program is a vehicle of Youth Guidance, a private social agency whose mission is to help disadvantaged inner-city children become productive adults. On site, the Youth Guidance Comer team facilitators assist the schools in establishing and using the components of the process. Now in its fourth year, the Youth Guidance Comer Program is a faithful replication of the original implementation in New Haven, Connecticut. It is currently providing 12 public elementary schools with resources to implement the process.

There were six Comer Programs started in 1993-1994. The school where this research is being conducted, was one of the six.

The best news is that the '93-'94 schools are getting off to a fine start. The schools seem better organized than most of the earlier ones, both principals and Youth Guidance have introduced the SDP more carefully. Youth Guidance studied these schools before they went in. For the first time schools got extensive inservicing before the teams were set up. Facilitators
and principals were more carefully matched. (Payne, 1994, p. 47)

Included in the report were profiles of each school to convey the complexity of the process. The research site was described as:

Virtually a charter school. Brand new school, brand new staff, hand-picked by principal. Student body ethnically and racially and economically mixed. Younger staff, more white staff than in our other schools and probably more professional.... Good principal facilitator relationship already. Principal seems child-oriented, interested in parents. School seems to be having humongous discipline problems. That topic seemed to dominate all meetings through January. (Payne, 1994, p. 77)

The Comer Project is being extensively evaluated by a team of researchers from Northwestern University. The evaluation will examine both process and outcome. The overall purpose will be to guide and evaluate implementation, and to relate quality and other aspects of implementation to outcomes.

Climate

"Is there anyone who has not sensed some invisible, yet powerful presence, which defines the essence of the organization in which they work?" (Chand, 1991, p. 6). "If you were to walk into a school building and try to gain a sense of its prevailing climate, what would you look for? Along what lines would you assess its positiveness or negativeness?" (Fox et al., 1973, p. 7). How does one describe a positive climate? This unseen, but powerful determinant of behavior in organizations has been referred
to variously as the organization's personality, tone, or climate.

Researchers have used a variety of approaches to develop holistic pictures of school environments. Halpin and Croft (1962) provide the definition:

... School climate may be thought of as characteristics that distinguish one school from another and permit a certain degree of prediction about instructional outcomes.... Characteristics range from the physical environment itself to the attitudes of those within the building. (Krug & Samuel, 1993, p. 8)

Hoy, Tarter and Kottkamp provide the definition:

School climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception of behavior in schools. (Hoy et al., 1991, p. 10)

Witcher says that climate is a multidimensional and proximal variable.

Positive school climate may be described as a concordant relationship about the forces that comprise the school setting - the students, teachers, parents, and administrators - and with those members of the general community who support the school setting. (Witcher, 1993, p. 5)

Gonder states:

Climate reflects what is happening today. Climate is a term that refers to the atmosphere in a school. It consists of the attitudes shared by members of subgroups, such as students, faculty, and staff, and by the school population as a whole. Climate characteristics affect the morale, productivity, and satisfactions of persons involved in an organization. (Gonder, 1994, p. 11)

"Researchers have typically measured organizational climate by assessing group members' perceptions of organizational characteristics" (Stockard & Mayberry, 1992,
Each developed a unique way to pool the perceptions of organizational participants so that the salient aspects of the normative environment could be identified. Halpin and Croft (1962) are generally cited as the first to develop measures of a school's climate.

They developed a descriptive questionnaire which measured teacher-administrator and teacher-teacher relationships. The Organizational Climate Descriptive Questionnaire (OCDQ) consists of 64 Likert items which are distributed among eight subtests. A second-order analysis of subtests resulted in six clusters of factors ranging in a continuum from 'closed' to 'open'. (Chand, 1991, p. 6)

Likert (1967) extended the research carried out in business and industry to educational settings. The Profile of a School (POS) examines subordinate/superordinate relationships across eight organizational processes. Variables can be profiled in a continuum. (Chand, 1991, p. 7)

School climate, an elusive but encompassing component of education, gained recognition when research on effective schools was undertaken. This group of research focused on the total school environment. It looked at "school effectiveness" trying to "identify the attributes and characteristics that distinguished 'effective' schools and 'effective' teachers from their less effective counterparts" (Brophy & Good, 1986; Purkey & Smith, 1982). "This research defined effective schools as those that 'promote the average academic achievement' of their studies" (Brophy & Good, 1986, p. 570).

"Much of this research has focused on schools comprising students from disadvantaged backgrounds--the
groups most likely to experience achievement problems" (Stockard & Mayberry, 1992, p. 23). Proponents of effective schools identify exemplary schools they believe to be effective based on criteria that they establish and describe the characteristics of the schools that make them effective. Edmonds (1982) defined effective schools as those that are "sufficiently powerful to raise otherwise mediocre pupils to levels of instructional effectiveness they might not ordinarily have thought they could aspire to" (p. 1). In his study of 1,300 public schools in New York, a needs assessment of each school was done to identify its strengths and weaknesses with respect to five characteristics. The five characteristics of effective schools identified by Edmonds are:

1. Style of leadership in school
2. Instructional emphasis
3. Climate of school
4. Implied expectations derived from teachers
5. Presence and use of and response to standardized instruments for increasing pupil progress

Bossert, Dyer, Rowan, and Lee (1982) identified essentially the same characteristics of effective schools as Edmonds. Bossert listed the following:

1. School climate conducive to learning, free of disciplinary problems and vandalism.
2. A schoolwide emphasis on basic skills instruction.
3. Expectations among teachers that all students can achieve.


Another major study that focused on the identification of characteristics of the effective school supported the contention that schools do make a difference. Differences in the characteristics of schools as social institutions is the primary determinant of differences in outcomes attained by students. These differences are more important than aptitude of the student or socioeconomic status of the home (Rutter, Maughan, Mortimore, Ouston, & Smith, 1979). This study of 12 London schools "found that student achievement, attendance, and behavior were better in schools where teachers expected all students to achieve" (Gonder, 1994, p. 8).

Beginning in the 1980's the Comer School Development Program (SDP) (Comer, 1980; 1988), has tried to create a school environment that supports the academic and psychological development of students. The nine components of the Comer Process are intended to create "a community of empowered individuals" (Haynes & Comer, 1993, p. 172). The SDP is a research-based, systems approach to school improvement that uses the principles of child growth and development and focuses on interpersonal relationships within the school. The Comer Model does not merely predict
changes in children's achievement performance; it predicts changes as a consequence of children's changed perceptions about support for academic learning and their personal capabilities for learning and achievement. Haynes and Hamilton-Lee (1988) looked at children's social and personal outcomes as a result of a perceived altered school climate. Using a Classroom Environment Scale designed by Trickett and Moos (1973), a one-year study of school climate enhancement through parental involvement was undertaken. Children in Comer schools showed significant positive change but children in control schools did not.

Anson, Cook, Habib, Grady, Haynes and Comer (1991) conducted a careful content analysis of Comer's writings.... They stress that a perceptible change in school climate occurs prior to demonstrable changes in the structure of governance and in the importance attached to the quality of social interaction within the school (Anson et al., 1991, p. 68).... Instead of an atmosphere of conflict and crisis in schools and classrooms, a climate of trust, mutual respect, cooperation, and collaboration among children, their teachers, peers, and parents must be established. (Slaughter-Defoe & Carlson, 1994, p. 2)

Yet another way to focus on the climate of a school is to qualify how school systems monitor their schools. When schools are reviewed the reports focus on school and classroom conditions that are likely to promote an effective learning environment. In the Handbook for School Evaluation for the Archdiocese of Chicago, Office of Catholic Education (1993), evaluators validate the school's "fulfillment" in specified areas. Section Five refers to the environment of the school:
5.1 A positive school climate is recognizable.

5.2 A positive relationship exists within the school community.

5.3 The worth of all individuals is emphasized. (Handbook for School Evaluation, 1993)

Although there is no one acceptable definition of climate effective schools researchers have identified a number of characteristics found in effective schools. Characteristics common to effective schools vary somewhat by organization and study, but the studies have proven that climate makes a difference in schools. Climate affects student achievement and behavior independent of a student's intelligence or home environment. Climate of a school affects student attitudes, educational values and academic achievement.

The climate of a social environment is formed by the attitudes reflected in the conditions, events, and practices of a particular environment. Climate refers to prevailing or normative conditions which are relatively enduring over time and which can be used to distinguish one environment from another. Climate conditions, as perceived by persons who work within or know a particular environment, serve as the basis for establishing expectations and interpreting events or activities which occur within that environment. (Kelly, 1980, p. 2)

Curriculum Alignment

Conceptual views of curriculum range from the explicit view such as everything happening within the school. To a narrow view such as a specific educational activity planned for a particular time. (Eisner, 1985) Beauchamp (1964, p. 6) states there are three ways in which the term curriculum
is most legitimately used:

1. curriculum is a written document that may contain many ingredients, but basically is a plan for the education of pupils.

2. curriculum refers to a curriculum system as a subsystem of schooling, and

3. curriculum is a field of study.

"Eisner (1985) discusses the overt and covert curriculum in terms of three curricula provided in schools: the explicit, the implicit, and the null" (Cross, 1992, p. 32).

McCutcheon defines curriculum as what students have an opportunity to learn under the auspices of the school through both the hidden and overt curriculum and what they do not have an opportunity to learn because certain matters were not included in the curriculum. (McCuthcheon, 1988, p. 191)

Learning is an individual process that is shaped in the classroom. On a daily basis, teachers and students work together to extend and refine each learner’s set of concepts and skills. Curriculum is the dynamic interaction of the what and why of instruction, along with the who, the where, the when, the how, and the with what results. (Northwest Regional Educational Lab, 1984, p. 3)

The Omega district has defined curriculum as:

... all the learning experiences which the schools provide for children and youth. The curriculum of the schools is a dynamic program of learning activities to be continually studied, evaluated and changed if it is to continue to serve the ever-shifting needs of the student population and the community where the school serves. (Braunius, 1991, p. 10)

The components of the curriculum should include the following: a philosophy statement, a rationale, learning outcome statements (competencies), learning activities, assessment of competency attainment, and specifics of the learning environment. It is important that 'curriculum alignment' be considered a focus of curriculum development. This term refers to the agreement between learning outcome statements, learning
activities, and the assessment of competency attainment. (Dowd, 1993, Document Resume)

"Curriculum alignment is the process of coordinating instruction so that a particular curriculum builds on skills students have learned in previous courses which providing skills for future success" (Reichman & Rayford, 1988, Document Resume). Crowell and Tissot refer to the "congruence of a school's curriculum: curriculum goals; instructional program--what is taught and the materials used; and tests used to judge outcomes" (1986, p. 2). "Curriculum alignment is a term used to denote the conscious alignment of three educational elements: curriculum, instruction, and assessment" (Savard & Cotton, 1982, p. 1). Savard and Cotton explain curriculum alignment as the process for "determining precisely what is intended to be taught, teaching that specifically, and measuring what was taught" (1982, p. 1).

The concept for curriculum alignment is supported in the literature on effective schools. Those practices identified as emerging from the research of effective schools would appear to result in an organization where the curriculum and instructional program would automatically be aligned with the goals of the school and the monitoring/assessment process. The effective schools literature points out that teachers know, and can articulate, where the school is going and how they can provide the instruction to get there. This statement reflects a curriculum which is aligned. (Crowell & Tissot, 1986, p. 4)

Research has found that the closer the match between the content covered and the assessment instruments, the higher the achievement shown. The extent of the actual instructional mismatch ranged from as little as four
percent to as much as 95 percent. (Roberts & Smith, 1982, p. 6)

Brookover, Beady, Flood, Schweitzer, and Wisenbaker (1979) points out that,

in an effective school, the grade-level objectives are clearly identified and understood by all members of the staff; there is regular monitoring and assessment of the instructional program; and, the principal sees to it that the appropriate tests and evaluations are used in the process. (Crowell & Tissot, 1986, p. 4)

Research by Niedermeyer and Yeben (1981) indicates

the relationship among three things--what is planned, what occurs in the instructional activity, and the assessment of concepts and skills acquired through that instruction--is correlated with achievement gains in the basic skills. For example, the Los Angeles Unified School District Curriculum Alignment Project has shown consistent achievement score gains by utilizing the concept of curriculum alignment in developing curricular materials. (Westbrook, 1982, p. 18)

According to Brophy and Good (1986)

school goals, school grade-level and classroom instructional objectives, instructional content and objectives, and measures of pupil performance are carefully coordinated such that instructional efforts of teachers and other instructional staff are consistent and additive. (Crowell & Tissot, 1986, p. 5)

James L. Olivero gives a somewhat different slant to curriculum alignment. He calls it a new approach which takes a fresh look at some old ideas about how to make an impact upon student learning. According to Olivero, "elements in the curriculum alignment process fall into two categories: what and how. What involves three components: (1) the school mission, (2) the curriculum objectives, and (3) the evaluation criteria. How involves seven components: (1) texts and supplements, (2) time on task,
(3) instructional technique/delivery, (4) disciplinary policies, (5) positive school climate and learning environment, (6) staff and curriculum development, (7) staff motivation (Department of Curriculum, Chicago Public Schools, 1991, pp. 21-22).

Squires (1992) in *The Curriculum Alignment Presenter's Manual* provides the components of curriculum alignment: Student Prerequisite Skills, Curriculum, Instruction, Unit Test (formative assessment), and Standardized Test (summative assessments). Dr. Squires has added students' prerequisite skills to curriculum alignment. It is his belief that students' prerequisite skills are not in alignment with the expectations of the curriculum. "What has happened in many school systems is that students have come to school with more needs and fewer prerequisite skills for learning" (p. 20). He states that teachers have attempted to "cover" curriculum but students have not been allowed the time to learn important skills. Coverage does not equal learning and students fall behind.

Curriculum alignment is not a new panacea. Rather, it makes use of the resources which teachers and administrators have always had at their disposal.

Classroom effectiveness appears to be related to instructional processes in which specific objectives, incorporating sequenced skills, are clearly defined; instructional events are determined by those objectives; and subsequent assessment is based on content covered during that instruction (Roberts, 1985, p. 6).
Leadership

Historically, leaders were those who had titles and possessed power. Leaders made the decisions. The positional power of the early leaders was very important. It worked; authority at the top was seldom challenged. French and Raven (1968) identified five bases of power that cause change in other individuals. They defined power in terms of influence, and influence in terms of psychological change.

These five influences are: reward power, coercive power, legitimate power, referent power, and expert power. Their goal was to enable one to compare these powers according to the changes they produce and to note the other effects which accompany the use of a particular power. (Sister Toriskie, 1994, p. 2)

To cope with rapid growth and respond to contemporary challenges of education and institutional effectiveness, leaders shifted their emphasis from structure to strategies and a wider range of initiatives to involve others.

Four decades of research have contributed to our current portrait of effective learning environments. Schools and classrooms that enhance achievement appear to be characterized by: a) academic expectations and excellence, b) strong, collaborative school leadership, c) orderly environments and school coherence, and d) high student and teacher morale. (Stockard & Mayberry, 1992, p. 24)

Despite the different disciplinary roots and sometimes various goals of the research, the results are fairly consistent.

"A variable most often noted in the school effectiveness literature is strong, administrative
leadership (Brookover et al., 1979; Edmonds, 1979a; Fullan, 1990; Klitgaard & Hall, 1973; Levine, 1991; Purkey & Smith, 1982)" (Stockard & Mayberry, 1992, p. 26). "The effective principal is portrayed as one who creates an environment that emphasizes achievement, and intellectualism and nurtures cooperative relations" (Stockard & Mayberry, 1992, p. 28).

These studies do not argue that this is the only factor that accounts for a school's effectiveness, they suggest that in 'effective' schools, the principal is perceived as a strong leader having control over school functions, and as an expert instructional manager. Effective principals appear to be those who are involved in instruction (Brookover et al., 1979; Edmonds, 1979a) and communicate high expectations for staff members (Brookover et al., 1979)... Effective administrators promote both academic learning and cohesive relations within a school; they perform a balancing act, with a high concern for both task accomplishments and social relations.... This involves the ability to not only manage but to develop an ethos or culture that enhances morale, mutual trust and respect, and shared norms and values (Brophy & Good, 1986, p. 596; Halpin, 1966, p. 170; Hoy et al., 1991, p. 150). (Stockard & Mayberry, 1992, pp. 26-27)

"Changing conditions and new images under which schools operate are requiring broader definitions of professional development. Restructuring and site-based management have become the most recent clarion calls for educational reformers..." (Seller, 1993, p. 23). Conley (1991, p. 2) suggests that restructuring is "complex, multidimensional, and at times contradictory. It involves discussion, planning, programs and structures." He defines restructuring as "activities that change fundamental assumptions, practices and relationships, both within the
organization, and between the organization and the outside world in ways that lead to improved student learning outcomes" (Conley, 1991, p. 19).

In the 1980's, the importance of participatory decision making, collaboration, and collegiality became apparent (Lieberman, 1990; Louis & Miles, 1990). Darling-Hammond (1988) cites research that indicates that participatory school management by teachers and principals based on collaborate planning and collegial problem solving, produces both student learning gains and increased teacher satisfaction and retention. The words, "participatory decision making" alone, however, do not produce these outcomes. Louis and Miles (1990) suggest that real ownership means sharing influence and authority. Fullan and Hargreaves (1991) and Sarason (1990) highlight the necessity for collegial and collaborative work environments. Levine and Lezotte (1990) and Glickman (1990) concluded that the principal's ability to generate a collaborative community is extremely important.

The concept of facilitative power helps lead to an identification of behaviors that are consonant with this set of human relations. Dunlap and Goldman (1990) have argued that principals who use facilitative power will acquire and arrange material resources, create synergistic groups, provide feedback and reinforcement, and use outside networks to link schools. (Goldman, Dunlap & Conley, 1991, p. 23)

School administrators must focus their attention on using facilitative power to make changes in their schools.

"Transformational leadership" provides such a focus. As
Roberts (1985) explains: The actions that transforming leadership generates empower those who participate in the process. There is hope, there is optimism, there is energy. In essence, transforming leadership is a leadership that facilitates the redefinition of a people's mission and vision, a renewal of its commitment, and the restructuring of its systems for goal accomplishment.

Transformational and transactional leadership practices are often viewed as complementary. Both Bass (1987) and Sergiovanni (1990) consider transactional practices to be central in maintaining the organization — getting the day-to-day routines carried out. Transactional leadership is based on an exchange of services for various kinds of rewards (salary, recognition, etc.) that the leader controls. It is sometimes referred to as bartering. Transformational leadership provides the incentive for people to attempt improvements in their practices. This is why Avolio and Bass (1988) refer to transformational leadership as 'value added'. The idea of transformational leadership was proposed in a mature form first by Burns (1978) and subsequently extended in noneducational contexts (political leaders and business executives) by Bass (1987) and others. There has been a shift in business from hierarchical organizations (Type A) to organizations (Type Z) that reduce differences in status between workers and managers, emphasize participative decision making and are based on a form of 'consensual' power. (Leithwood, 1992, p. 9)

"Principals' visions should therefore be provisional and open to change. They should be part of the collaborative mix" (Fullan & Hargreaves, 1991, p. 90). "In short, the principal should not strive to be an instructional leader, but rather a leader of instructional leaders" (Glickman, 1991, p. 7).

"During the 1990s and beyond, schools will be required to be learning organizations (Garmston, 1991; Senge, 1990b)."
The initial goal in schools is to improve their capacities for organizational learning" (Heitmuller, Leuzinger, McAffe, Smith, & Pajak, 1993, p. 31). Peter Senge said that we are in the midst of a fundamental shift in management philosophy and practice. "Traditional resource-based organizations are giving way to knowledge based organizations, fundamental change that requires a transformation of the practice of management" (Senge, 1991, p. 5).

Generative learning, involving ideas, experimentation, innovation, and initiative, leads to creation of a learning culture in the organization. Applied to leadership and management, these assumptions move us away from traditional top-down management, from unquestioning adherence to policy, regulations, and structures, from controlling, competing, and counting. Every aspect of Senge's 'metanoic' (shift of the mind) organization (p. 13) is rooted in learning, from developing a system's view, to cultivating personal mastery, questioning and rethinking assumptions, having a shared vision, and team learning. (Gratton, 1993, p. 100)

"Creating a learning organization will require a fundamental rethinking of our concept of leadership" (Senge & Lannon-Kim, 1991, p. 12). Senge (1990) describes the role of leaders in learning organizations as being designers, stewards and teachers. Similarly, Warren Bennis (1990) observes that leadership revolves around a common vision, similar ideas and a focused director. According to Nonaka (1991), the key to continually bringing tacit knowledge to the surface and testing is "personal commitment, the employee's sense of identity with the enterprise and with its mission" (p. 97). Fullan (1993a, p. 21) describes the
new approach to leadership as "eminently more practical than our usual ways of introducing change" and suggests that only as we begin to see lessons or disciplines in their interactive complexity will the "new paradigm of dynamic change" have a positive effect.

Turning schools into learning organizations will require some fundamental changes in the way they are run. The challenge is to extend learning to all levels of the school--not just in the classroom, but among teachers, administrators, and all staff. (Senge & Lannon-Kim, 1991, p. 10)

The assumption is that learning is at the heart of continuous improvement. Effective leadership may emerge anywhere true learning is taking place. Leadership is the ability to coach, teach and interpret reality with others as they learn. "Shared leadership is a great concept! It can result in a multiplicity of vision and while it creates some management challenges it can also inspire and engender great creativity in the solution of problems" (Pulling, 1990, pp. 8-9). The objective is not teacher-managed schools, but the assignment of responsibility to appropriate people and the recognition of multiple visions. Thus, the current conception of leadership is based on shared decision making involving all members and segments of the school community. This concept is almost identical with the conceptual base of the Comer Program.
Educational Change

"Although reform efforts in education have been numerous, many attempts at educational change have been unsuccessful" (Sarason, 1990). Fullan (1990) stated that change was a major part of life and asserted it was part of the education process. "Prior to the 1970’s, change was rarely if ever viewed as a process. The approaches to change in the earlier decades of this century treated the phenomena as an event" (Hall, 1991, p. 6).

The Rand Change Agent studies, four federally funded programs, examined the school implementation phenomena. They offered temporary funding at local sites to create innovative practices in the schools.

The key concept of 'mutual adaptation' suggested that in the 'effective projects', a reason for success was that there was an adaptation of the innovation to fit the local setting and adaptations by the local users to fit the innovation. (Hall, 1991, p. 8)

An important note about the Rand Change Agent Study was that although adoption was voluntary, district’s involvement was opportunistic.

Local school officials may view the adoption of a change agent project primarily as an opportunity to garner extra, short term resources. In this instance the availability of federal funds rather than the possibility of change in educational practice motivates project adoption. Or, school managers may see change agent projects as a 'low cost' way to cope with bureaucratic or political pressures. Innovation qua innovation often serves the purely bureaucratic objective of making the district appear up-to-date and progressive in the eyes of the community. Or a change agent project may function to mollify political pressures from groups in the community to ‘do
something' about their special interests. (Berman & McLaughlin, 1978, p. 14)

The consequences of the various federal policies examined by Rand primarily depended on local factors, not federal guidelines or funding levels. The Change Agent Study concluded that the return to the general investment was the adoption of many innovations, the successful implementation of few, and the long-run continuation of still fewer. Which findings would hold true today? A general finding of the Change Agent study that has become almost a truism is that it is exceedingly difficult for policy to change practice, especially across levels of government. (McLaughlin, 1990, p. 12)

Another early study of change focused on teachers and their individual classroom practices. The Concerns Based Adoption Model (CBAM) was used for this project.

The CBAM was developed by researchers at the Research and Development Center for Teacher Education at the University of Texas at Austin from extensive study of the educational change process. The CBAM was developed when the focus of change was on the organizational level. Strategies were being designed to improve communication, problem solving, and decision-making structures in schools; however, little attention was given to teachers and their needs, the people expected to make the sudden changes. (Rindone, 1993, p. 24)

The researchers from the University of Texas at Austin concentrated on how teachers respond to change when it occurs in schools. Issues includes what occurs within a school to improve it, who the actors are, and what they do. The studies have sought to learn what happens during improvement efforts by focusing on what the individual user does and on what happens to an innovation (a curriculum program or practice new to the user) in the process of its implementation. These studies have helped us understand that change is a long-term process rather than a discrete
event, and that the key to successful school improvement is not only new programs, but more importantly, the participants within the school (Hall & Hord, 1987). Hall (1991) has hypothesized that individuals have different kinds of concerns about their involvement with change at different times. Their findings support the legitimacy of having self concerns when exploring the use of an innovation. Failure to resolve these concerns is likely to detract from or be an obstacle to the implementation of the innovation.

Because change is experienced differently by every individual, the concerns associated with implementing any proposed organizational change will also vary from one individual to another. Hall and Loucks (1978) have identified seven stages of concern about implementing educational innovations. These concerns move from self, to task, to the innovation's impact of the proposed change. (Bloom, Sheerer, & Britz, 1991, p. 172).

A brief definition of each of the stages of concern about the innovation are:

0. Awareness: Unconcerned about the innovation

1. Informational: Concerns about general characteristics of the innovation and what is required to use it

2. Personal: Concerns about one's role and possible conflicts between the role and anticipated demands of the innovation

3. Management: Concerns about time, organization, management, and making the innovation work smoothly

4. Consequence: Concerns about student outcomes

5. Collaboration: Concerns about working with others in use of the innovation
6 Refocusing: Concerns about finding other and even more effective ways to use the innovation. (Gonder & Hymes, 1994, p. 111)

The use of CBAM, and especially Stages of Concern, proved an important breakthrough in understanding the nature of teachers' needs (and problems) related to the use of new programs as well as ways to address these needs. This team effort now celebrating 20 years of concentrated study of the dynamics of the change process have made these conclusions about the nature of change:

1. Change is a process, not an event. Change must be viewed as a process occurring over a period of time, usually several years.

2. Change is accomplished by individuals. Change affects people, and their role in the process is of paramount importance.

3. Change is a highly personal experience. Some will pick up a new practice rapidly; others will be reluctant. Change will be most successful when support is geared to the diagnosed needs of the individual users.

4. Change involves developmental growth. Individuals involved in a change tend to demonstrate growth in terms of feelings and skills. These change as individuals develop more experience with the program.

5. Change is best understood in operational terms. Teachers and others on the front lines will relate to a change in terms of how it will affect them or change classroom practice.

6. The focus must be on individuals, innovations, and context. We tend to focus on concrete aspects of a program, such as books or a curriculum. The essence of any change lies in its human, not its material, component. (Gonder & Hymes, 1994, p. 108)
Surprisingly, the majority of research on school improvement ignored the dynamics of change and focused on student academic performance at effective schools. Considerable effort has been devoted in the past years to research on factors related to school improvement. The literature on school effectiveness although bountiful (Brookover et al., 1979; Brophy & Good, 1986; Edmonds, 1979a; Purkey & Smith, 1982), does not specify how and why improvement occurs. Fullan (1985) states that factors related to school improvement provide little knowledge of how the change occurred. The process of implementation is complex, and there are no blueprints for change (Fullan & Miles, 1992). Fullan (1982, 1991) distinguishes a theory of change from a theory of changing in his basic premises of conceptualizing the change process.

I do not think that a detailed technical treatment on how to plan for change is the most profitable route to take, although such a treatment may have some benefit. The most beneficial approach consists in our being able to understand the process of change, locate our place in it, and act by influencing those factors which are changeable and by minimizing the power of those which are not. All of this requires a way of thinking about educational change which has not been characteristic of either planners or victims of past change efforts. (Fullan, 1982, p. 88)

When looking at effective schools, Fullan (1985) tried to identify elements common to success. He divided the factors into two groups.

The first group is a list of eight organization variables that are typical of the characteristics of effective schools described in the literature; the second group consists of four process variables that
have been largely overlooked or inadequately understood. Taken together, these 12 factors identify in a more systematic manner the theoretical framework.

Organization variables of effective schools include: 1) instructionally focused leadership at the school level; 2) district support; 3) emphasis on curriculum and instruction (e.g., maximizing academic learning); 4) clear goals and high expectations for students; 5) a system for monitoring performance and achievement; 6) ongoing staff development; 7) parental involvement and support; and 8) orderly and secure climate. Process variables include: 1) a feel for the improvement process on the part of leadership; 2) a guiding value system; 3) intense interaction and communication; and 4) collaborative planning and implementation. (Fullan, 1985a, pp. 399-400)

The statement change is a process, not an event provides the image of something happening to individuals over a period of time (Louchs, 1983); its complexity is often underestimated (Hord, Ruthorford, Huling-Austin, & Hall, 1987). Fullan has spent his career studying, learning and documenting the process of change within schools. The wealth of information that he has garnered makes it difficult to abstract that which is most significant. Therefore, it will be the researcher's approach to document some of Fullan's statements, processes of implementation and vision of changing the individual as the learner and doer.

Fullan (1991) categorizes characteristics that influence the direction of change. He believes that the more structures and processes that exist to support the change, the more the change in behavior or practice. These factors exist at the school level, the school district level and at some levels external to the system. The first grouping of characteristics is at the school level. They include the types of participants (i.e., principal and teachers) involved in the process of implementation, their relations with one another and their attitude towards change. The second category of characteristics is defined at the school
district level and consists of the past history of innovative attempts, the relative ease of adopting the program, the level of central administration support and involvement in the school, the existence of staff development (in service) projects, the presence of a continuous monitoring system, and the extent of support from the school board and community. In the third category, he states that the role of the government and the type of external assistance provided may influence the process of implementation. Fullan (1991) emphasizes the need to clarify the complexities of change, especially in terms of the quality, relevance and practicality of the program for program participants. (Habib, 1994, p. 17)

Fullan (1992) suggests that educators have learned that change works or fails based on the motivation and skills of teachers. Specifically, the core of education change concerns alterations in teaching in at least three components:

Material/structures--most concrete, new program, technology, innovation
Practices/behavior/skills - attitude and motivation
Beliefs/understanding - rationales, philosophy.
(Fullan, 1992, p. 11)

The process of change is the ability of acquiring the skills and ideas to handle change.

It is much easier to introduce new materials and alter structures than it is to develop new skills and practices, and harder still to obtain new beliefs and understandings. (Fullan, 1992, p. 12)

Fullan contends that for change to occur one must influence classroom and school improvement.

Research indicates there are three phases of the change process. The first phase, initiation, is characterized by a focus on awareness and orientation, and involves the lead-up activities or the decision to proceed with a change (Fullan, 1991). At this point, individuals have informational and personal concerns. Commitment and support from key people are necessary to maintain the energy needed to proceed with the change (Loucks,
The second phase, implementation, consists of putting the program into practice (Fullan, 1991). Management concerns are high during this phase as teachers want to know how to do it (Loucks-Horsley, 1989). The third phase, institutionalization or continuation, refers to the decision to incorporate the change into the present system... the change has been built into the current structure via budget, policy, and/or schedule (Fullan, 1991). This phase is also characterized by skilled staff members committed to the change, and the development of a set of procedures or guidelines for continued change (Loucks, 1983). Often innovations are discarded due to lack of interest or support, lack of funds, or staff and administrative turnover (Fullan, 1991). (Rindone, 1993, pp. 25-27)

In the Meaning of Educational Change, Michael Fullan (1982) argues:

The problem of meaning is central to making sense of Educational Change... Neglect of... how people actually experience change as distinct from how it might have been intended is at the heart of failure of most social reforms. (p. 4)

Berlin and Jensen (1989) focused on the Concerns-Based Adoption Model and Fullan’s School Improvement Process Model to identify seven conditions that could maximize teacher change. These factors are: Staff Participation, Leadership, Communication, Culture, Support and Follow-up, Adaptation, and Time. These conditions recognize the centrality of the teacher to the change process and are used during the interviews to measure the impact of change on the individual.

Staff Participation: The teacher’s direct involvement is a necessity in all stages of the change process. The new role for the researcher is as inventor of engaging work. Change is a human endeavor and strategies for powerful
change are required that restructure and integrate teacher
development and school improvement (Fullan, 1986).

**Leadership:** Facilitating change involves leadership,
commitments and knowledge. "Literature on the role for
school leaders underscores the importance of active,
supportive visionaries in the process for school reform

**Communication:** For change to occur and continue formal
and informal communication among the staff and public is
imperative. Also, ideas matter and the way by which ideas
evolve are communicated is the key to change.

**Culture:** The culture of the school influences the
change process (Sarason, 1990). As the organization
undergoes change, so must its participants.

Implementation is social learning, consisting of a
process of resocialization as individuals attempt to
come to grips with the value and meaning of possible
new goals, materials, teaching behavior and concepts of
education. (Fullan, 1982, p. 214)

This creates a need to build a common vocabulary and
philosophy.

**Support and Follow-up:** Change requires feedback,
encouragement and support. The most successful way of
communicating new strategies is modeling the behavior.
"Research indicates that staff development which promotes
continuous interaction and training helps participants to
internalize the new behaviors required (Fullan, 1982)"
(Habib, 1994, p. 24).
Adaptation: For change to occur it must become part of the individual as well as the instruction. Fullan's central position is that change must involve people. Change success through implementation of policy will be constructed by individuals and groups as they experience the change process. Any change requires either internalizing new skills or finding new meaning in new ways.

Time: Change takes time. Fullan (1991) suggests three to five years and Tyler (1949) indicates five to seven years for change to take affect.

People-oriented institutions change in the same way people change: slowly, step by step, as a result of evolving beliefs, feelings, attitudes, values, and goals of individual persons. Indeed, the accumulation of solutions brought about by this process can transform an institution. (Combs, 1988, p. 39)

"Educational change is a learning experience, sometimes challenging core values and beliefs which are not often explicit or understood (Fullan, 1991; Sarason, 1990)" (Rindone, 1993, p. 22). Change involves teachers in a process of learning new roles and unlearning old ones. Change requires those directly involved to incorporate new beliefs, attitudes and understandings (Fullan, 1982). The newly emerging educational paradigm is about teachers becoming learners along side their students, as well as beside administrators, parents, and the community-at-large. Change is part-and-parcel of school renewal and transformation. Change can help transform schools into true learning organizations. Senge (1990c) suggests to approach
one’s life as a creative work. He viewed living life from a creative as opposed to reactive viewpoint.

An organization in transformation is in the process of becoming and fulfilling its potential; it is changing from what it has been to what it must be, given the forces within and the forces without. As such the organization transformation must find a way to build in the ability to continually learn, to assess the environment and to absorb relevant changes important to its mission. In the Fifth Discipline, The Art and Practice of the Learning Organization, Peter Senge asserts that "the organizations that will truly excel in the future will be the organizations that discover how to tap people's commitment and capacity to learn at all levels of the organization" (Senge, 1990c, p. 4).

To create fundamental change in our schools, we must learn new ways of thinking and interacting that emphasize continual learning. Senge’s (1990c) five disciplines provide a framework for examining school improvement efforts in a more holistic and integrated fashion. "Systems thinking is a discipline for seeing wholes, recognizing patterns and interrelationships, and learning how to structure those interrelationships in more effective, efficient ways" (Senge & Lannon-Kim, 1991, p. 10).

In conclusion, change occurs for many reasons. Change may flow from personal or political causes, a need to serve
the community or an enthusiasm to be innovative. Outside
sources may also impose change or it may be sought
voluntarily. Regardless of the source and motivation,
change is not necessarily always a predictable process.
Therefore, continuous assessment and careful reflection
concerning the elements and outcomes from the process of
change are necessary as they interact with each individual
in the change process.
CHAPTER III
METHODOLOGY

Background Information

The urban public school that was the site of this research, opened in September, 1993, to relieve overcrowding in the neighboring communities' schools. Designed to accommodate pre-kindergarten through eighth grade, the school has reached its projected enrollment. There are approximately 800 students, 45 professionals and 40 auxiliary staff. The student population ethnic background is 65% African-American, 33% Mexican and 2% other. A Transitional Bilingual Education program serves 120 Hispanic students with limited proficiency in English. Over 95% of the school enrollment is currently receiving federally-funded free or reduced lunch (88% free, and 8% reduced). The average daily attendance rate is approximately 94%. A high mobility rate among students is evidenced by the transfer rate. As of April, 1994, 34% of the students had transferred out of the building and were replaced by new enrollees. Based on standardized tests administered in March, 1994, academic achievement is considerably below national norms in both reading and mathematics.
The research site is a model for inclusion in special education.

'Inclusion' is the education of a child with a disability in the age-appropriate school and classroom the child would attend if he or she did not have a disability, with the provision of the appropriate supplementary aids and services identified in his/her Individual Education Program (I.E.P.). (Chicago Public Schools Special Education Handbook, 1994, p. 3)

The Chicago Public School's Department of Special Education and Pupil Support Services promotes educational programs that provide the least restrictive environment.

Services are provided collaboratively by the special education teacher and the regular education teacher. It should be noted that inclusion may not meet the needs of every child with a disability. (Chicago Public Schools Special Education Handbook, 1994, p. 3)

Placement of special education students in age-appropriate public school settings integrates these students with their non-disabled peers. "The decision to include a child with a disability must be made on an individual basis through the I.E.P. process" (Chicago Public Schools Special Education Handbook, 1994, p. 3). At the research site approximately 10% of the student population (78 students) have been identified as children with disabilities.

There are 26 regular classrooms and four special education classrooms. The facilities include: technology based library, full gymnasium, art laboratory with kiln, science laboratory, greenhouse, computer laboratory (30 computers, modem, internet, software and terminals that can be connected to each classroom's computer), multi-purpose
music room/auditorium and lunchroom.

In the spring of 1993, the Assistant Principal of a neighboring school was named Interim Principal of this soon-to-be-opened facility. Aware of the needs of the local community and the anticipated school population, he believed the Comer Process of School Management (March 18, 1993, Interview) would be a way of creating a school environment that supports the academic and psychological development of students. He approached Youth Guidance, a private non-profit organization that works on behalf of at-risk children, for assistance in adopting the Comer School Development Program and was accepted in the Comer Program. The Principal hired a staff based on staffing patterns that embraced the principles of child growth and development.

The research site blended the Comer Process for curriculum alignment into the School Improvement Plan required by the district and the state. The following chronology reflects the site’s preparation for the process.

March 1994

At Comer Principals’/Administrative Meeting, the second item on the agenda was Introduction to Curriculum/Instruction Consultant
a. Youth Guidance Consultant
b. Purpose of Curriculum Alignment
c. Expectations of Comer Schools
d. Role of Consultant
e. Dr. David Squires
April 1994

Curriculum Alignment In-Service Meeting with Dr. Squires, at the research site, to deliver presentations:
8:15 to 8:55 a.m. general faculty overview
3:00 to 6:00 p.m. curriculum alignment meeting to a representative at each grade level and a member of each constituency

August 1994

At Comer Principals/Administrative Summer Retreat school reported on its progress of alignment of the curriculum. Youth Guidance curriculum consultant gave overview of anticipated involvement within each of the Comer sites.

At the Administrative Annual Board of Education Professional Development Workshop mandatory participation included meetings on:
The Three-Tiered Process
T.I.M.E. Project
Chicago Systematic Initiative
School Improvement Planning and State Accreditation
Learning Outcomes

Research Design

The first research question asked: What happens when a school tries to change? In order to answer this, a research design was selected which is qualitative. Krathwohl (1993) points out, "qualitative data may be gathered from situations as diverse as human imagination permits" (p. 314). The data collection methods included participant observation, interviews, and document analysis.

Interpretive, participant observational fieldwork has been used in the social sciences as a research method for about 70 years. Fieldwork research involves: (a) intensive, long-term participation in a field setting; (b) careful recording of what happens in the setting by writing field notes and collecting other kinds of documentary evidence (e.g., memos, records, examples of work, audio-tapes); and (c) subsequent analytic
reflection on the documentary research obtained in the field, and reported by means of detailed description, using narrative vignettes and direct quotations from interviews, as well as by more general description in the form of analytic charts, summary tables, and descriptive statistics. Interpretive fieldwork research involves being unusually thorough and reflective in noticing and describing everyday events in the field setting, and in attempting to identify the significance of actions in the events from the various points of view of the actors themselves. (Erickson, 1986, pp. 120 & 121)

A ten month case study was conducted from September, 1994 to June, 1995. The case study documents the process of change when urban public school teachers in teams of two or more on each grade level (pre-kindergarten to eight) respond to the task of aligning the Language Arts curriculum as mandated by State Learning Outcomes. The study's researcher assumed the role of participant/observer.

As a participant observer the researcher shares as intimately as possible in the life and activities of the setting under study. The purpose of such participation is to develop an insider's view of what is happening. (Morris, 1994, pp. 59 & 60)

As Assistant Principal and an accepted member of the staff, the researcher focused on isolating the qualities that make teams of teachers better able to enact change. The researcher analyzed the concerns of the participants in order to ultimately predict if change is initiated and enacted.

Using participant observation, the researcher attempted to gain an in-depth knowledge of the teachers' perspective as the researcher gathered data naturally and spontaneously. This study is an ethnography, "that tradition within
sociology which produces detailed descriptive studies based primarily on direct observation" (Payne, 1994, p. 3). The study concentrated on the process of change. In wanting to see the process work, the researcher was partisan. Personal hopes notwithstanding, the researcher was as objective as possible and included participants' verbal comments, reactions and notes. This study's use of ethnographic fieldwork techniques fits Yin's (1984) definition of case study procedures: "to investigate a contemporary phenomenon within the real-life context; when the boundaries of phenomenon and context are not clearly evident; and multiple sources of evidence are used" (p. 23). Peacock (1986) describes this approach as taking place in a natural setting "contrived by the natives, and not the ethnographer, resulting in a multi-dimensional, holistic view through the close examination of specific details which yields a concrete picture that is both literary and scientific; subjective and objective" (p. 83).

To answer the question, what happens when a school tries to change, the researcher used three tools: a Chronology, Reflections and an Examination of the Products of Curriculum Alignment.

The Chronology is an explicit account of what occurred at the research site. Data for the Chronology has been gathered by a variety of methods--direct observation at meetings, minutes of meetings, sessions with the curriculum
alignment consultant, formal and informal interviews with school staff and principal, and the examination of documents related to aligning the curriculum in language arts. By documenting meetings, copious note taking, observations, comments and participants' written responses, the researcher established what transpired at the research site.

The study is presented in the form of a running account/chronology. The study is documented by School Planning Management Team minutes, Board of Education day in-service agendas/notes, Board of Education half-day in-service agenda/notes, Restructured Day half-day in-service agendas/notes, school preparation planning meeting agendas/notes, released time planning meeting agendas/notes and after school planning meeting agendas/notes. Participants were asked to occasionally jot down what they heard, what they experienced, or how they evaluated what was taking place. The participants' notes, though not plentiful (as they were requested not required), are included in the documentation. The researcher will collect and analyze the actual products of the alignment process--Language Arts curriculum. This will be collected after the first semester and at the end of the second semester.

These meetings and documents become integrated as the researcher relates chronologically what evolved at the research site. The agendas/notes will document why the meetings were convened and specific information/progress
pertinent to process of change as the teams of teachers align the Language Arts curriculum.

It is essential to understand each of the meeting formats.

School Planning Management Team Meetings

The School Planning Management Team, one of the nine components in the Comer School Development Process, is the planning team for the school containing representatives of all adult stakeholders... constituency groups (primary, intermediate, upper, bilingual, special education, mental health team, administrative, custodial, paraprofessionals, parents, community, etc.). This group has a scheduled meeting every other Thursday afternoon from approximately 3:00 P.M. to 5:00 P.M. There is a designated recorder to take minutes of each session. A copy of the minutes is distributed to each stakeholder.

Board of Education Day In-Services

The Board of Education designated city wide whole-day in-services for the 1994-1995 school year. The dates of the full-day in-services were: September 1, 1994; September 2, 1994; September 6, 1994; January 27, 1995; June 19, 1995; June 21, 1995; June 22, 1995; June 23, 1995; and, June 26, 1995. Teachers report at 8:30 A.M., have one hour for lunch and remain until 3:15 P.M. These are days established for teachers and are non-attendance days for students. The Board informs the principal how the day is to be used...
Board of Education Half-Day In-Services

The Board of Education designated city wide half-day in-services for the 1994-95 school year. The dates of the half-day in-services were: October 12, 1994; November 16, 1994 (report card pick-up); February 22, 1995; and April 5, 1995 (report card pick-up). Students leave the school premises at 12:00 P.M.; teachers have one hour for lunch and remain until 3:15 P.M. The Board informs the principal how the day is to be used... i.e., teacher preparation, or specific in-service training.

Restructured Day Half-Day In-Services

In May, 1994, the research site voted and applied for a Restructured Day Plan. Teachers, by relinquishing ten minutes of their allotted morning preparation planning time, can accumulate minutes which are applied towards extended planning time. The school staff agreed to receive their students at 8:50 A.M., thereby providing the necessary 300 minutes of pupil instruction. By doing this, every twentieth day the school allotted a half-day in-service. On Restructured Days students arrive at 8:50 A.M. and are dismissed at 12:10 p.m.; staff receives a 20-minute break; and the in-service/meetings are held until 2:30 p.m. The dates of the half-day in-services were: September 27, 1994; October 20, 1994; November 15, 1994; December 9, 1994;
January 9, 1995; January 31, 1995; February 24, 1995; March 20, 1995; April 11, 1995; May 10, 1995; and June 1, 1995.

**School Preparation/Planning/Release Time**

During the school day meetings were convened and classroom coverage was provided if needed.

**After-School Meetings**

During the start-up stage meetings were held after school weekly. Each grade level or interest group was required to have representation. It had been mentioned that participation in the planning sessions would be compensated at the hourly standard in-service rate of eight dollars and that there was a possibility of lane credit. These never came to fruition.

As the process of change proceeded in the school, the researcher examined the numerous sources comprising the Chronology. A close examination of the on-going curriculum alignment of Language Arts together with an interpretation of the actions of the players resulted in the tool called Reflections. This research measure attempts to look below the surface of the events to determine the factors at work as the change proceeded. This measure also yields information regarding the factors identified by Berlin and Jensen, which might facilitate, be neutral to, or impede the change process.

An Examination of the Products of Curriculum Alignment from the first, third and eighth grade, both mid-way and at
the end of the school year (final product), was undertaken. "Curriculum alignment means that we should teach students what we expect them to learn and we should test students on what they have had an opportunity to learn" (Scott, 1983b, p. 4). The researcher used the following criteria to evaluate the work:

1. Did the product(s) construct a sequence of instruction?
2. Did the product(s) establish desired outcomes?
3. Did the product(s) determine instructional strategies?
4. Did the product(s) reflect the local school/school population?

Next, the researcher used the criteria established by the Los Angeles Unified School District (Scott, 1983b, Resume Abstract) to evaluate the product(s) of curriculum alignment:

1. Did teachers establish consensus on essential skills objectives for each grade?
2. Did teachers set specific instructional priorities?
3. Did teachers plan instruction?
4. Did teachers check progress?
5. Did teachers acknowledge accomplishments and plan next steps?

The process began by distributing a Participant’s Consent Form (Appendix A) which requested that the participant consent to completing questionnaires and being interviewed. The participant’s signature was required to authenticate willingness.

The employees at the research site, an urban public school, consisted of 44 professionals and 40 auxiliary staff. The professionals (teachers and administration) were
targeted as subjects for this study. This population is multi-ethnic, multi-racial; male and female; and range in age from their 20s to 60s. Forty-three members of the staff agreed to partake in the research. Of the 43 professionals, 35 said that they were willing to complete questionnaires and be interviewed; and, eight said they were only willing to complete questionnaires. During the course of the fieldwork four staff members left the work site. Consequently, the findings will be based on 39 questionnaires and 31 interviews.

A Demographic Data Form (Appendix B) was distributed. The demographic survey included such data as: age of participant, years of teaching experience and educational background. When this data was returned to the researcher, it was coded with the last four digits of the participants' social security number; thus, the participants' answers were grouped and compared but the participant remained anonymous.

The second research question asked: What factors need to be in place before the change process begins? Change is a human endeavor. Fullan said it best when he cautioned about the complexity of the process (1992). He referred to the individual’s natural resistance to change, by using the concept of the "implementation dip". Fullan explains that if the change process is working, things will get worse before they get better! The corollary is, if things aren’t getting worse then no change is occurring. Based upon this
concept, it is essential to track the evolving chronology and ask: Are staff members participating? Are teams of teachers communicating their understandings? Are there basic stages that individuals go through in changing behaviors?

There is a great myth that suggests that people will always resist change. While change for many individuals may be difficult, people are more likely to change on a personal level if they can overcome some of the fear and anxiety that come with a request to do something unfamiliar and different. . . . There are frames that you must look through in order to understand why individuals will either accept or resist change. They include knowledge about the change, personal beliefs, pay-off or reward, will, skill and resources. (Joyner, 1993, p. 2)

Berlin and Jensen (1989) focused on the Concerns Based Adoption Model and Fullan's School Improvement Process Model to identify seven conditions that could maximize teacher change. These factors are:

1. Staff participation
2. Leadership
3. Communication
4. Culture
5. Support and follow-up
6. Adaptation
7. Time

These conditions recognize the centrality of the teacher to the change process. Effects and implications involving the human element in school based change will be discussed and analyzed in terms of these factors. It, therefore, was
appropriate to use the Year-End Interview to provide information concerning the change process.

In the Year-End Interview, participants (professional staff with teaching certificates) were interviewed by the researcher between May 15, 1995 and August 25, 1995. The interview questions were distributed prior to the interview. The researcher attempted to do the 15 minute interview in person, at the research site, but when that did not meet the schedule of the participant, the interview was conducted by telephone.

The interview questions were an adaptation and modification by the researcher, of the questions used in the dissertation, *Designing a Collaborative Work Environment: A Case Study of Transformational Change* by James Baker Morris (1994).

The structured interviews included seven categories with five questions in each category... The first four questions of the structured interview focus on critical events that have taken place... The fifth question focused on recommendations for simplifying and duplicating change efforts in the future. (Morris, 1994, p. 83)

Morris' questions "focused on the feelings and reactions experienced by the interviewees during the change process" (p. 84) and were administered numerous times to assess critical events. The questions have been adjusted to the needs of this research project (Appendix C).

planned Change at the Secondary Level, also used the oral exit interview as a principal method of data collection. This approach was chosen because it provided a balance between flexibility and structure recommended by McCracken (1988). As a model for these interviews, ideas were drawn from McCracken’s guidelines.

In addition, during the oral exit interview, the researcher asked participants for a numerical evaluation of their feelings on each point of every question. Kirkpatrick (1987) recommends that data-collection instruments "be designed so that tabulations can be readily made" (p. 304). As he points out, free-response forms make "it very difficult to summarize comments and to determine patterns" (p. 304) (Kaufman, 1994, p. 58). The instrument designed for the study uses a Likert scale from 0 to 7, 0 being the lowest and 7 the highest. Once the participant decided on the numerical value, they were asked to explain the response.

The interview questions (Appendix C) were distributed prior to the interview. The researcher tried to establish a predictable and comfortable environment by distributing the questions and setting up an approximate time criterion prior to the interview (Appendix D).

Change is not a discrete event that occurs at some point in time, but a process that occurs over time. ... Not only does implementation of an innovation take time, the time and difficulty or ease of implementation will vary from person to person. When involved with an innovation, persons within an institution change as
individuals, not as one uniform group. (Mouton, 1989, p. 104)

Each interviewee was asked to participate in one pre-scheduled interview (Appendix E). The appointment was to be set-up at the interviewee’s convenience. Many time options were made available i.e., before or after school, during a preparation period, during break, etc. Recognizing that time was precious as the school year drew to a close, it became necessary to conduct more than half the interviews by telephone. All interviews were completed before the new school semester. The data collection instrument, used for the interviews, was completed by the researcher during the informal one-on-one interview. The interview was taped to supplement and verify what transpired during the interview. The data was analyzed to identify themes and trends. The researcher’s intent for conducting the interview was to determine which of the seven factors: (1) staff participation; (2) leadership; (3) communication; (4) culture; (5) support and follow-up; (6) adaptation; (7) and time influenced the change process. The researcher concluded the interview by asking the participant to identify what influenced (positive/negative) the alignment of the Language Arts curriculum. The interviewee was asked to give insight into what might be done differently if he/she were to align another part of the curriculum.

Adler and Adler (1987) suggest that the researcher take a membership role in the community he studies. As
participant observer and Assistant Principal, the researcher chose the role of peripheral member. The researcher became aware that colleagues did not view themselves as equals and some participants were hesitant and reluctant to be interviewed. Participants expressed a belief that answers, remarks and comments in the face to face interview would be a reflection of their school performance. Considering the level of paranoia, it was reasonable that participants did not rush to be interviewed. The researcher assured participants that they would not be judged personally and that responses would be unidentifiable and recorded as numerical data. Ultimately, the researcher believes that the outcome of interview will be relevant and useful data. The distribution of the questions prior to the interview helped to establish a more comfortable environment. The researcher conducted 31 oral exit interviews.

The researcher also used the Stages of Concern Questionnaire. This was administered in winter and spring, 1995.

One of the basic discoveries in the 1970’s was that change is a process, not an event. ... This key assumption was first stated in 1973, in the original concept paper for the Concerns Based Adoption Model (CBAM). (Hall, 1991, p. 4)

One of the key perspectives in the CBAM approach is that there must be an understanding of how the individuals within a school become confident and competent in using educational innovations. It is argued from the concerns-based perspective that a school has not changed until the individuals within it change, and that is done on an individual basis. For each individual, change is a developmental phenomenon,
thus during the introduction, implementation and institutionalization phases, change facilitators must provide leadership (i.e., interventions) differently in order to best address the developing concerns and use of teachers within the school. (Hall, 1991, p. 11)

Seven Stages of Concern have been defined to describe the feelings individuals experience in regard to the innovation. The Concerns Based Adoption Model/Stages of Concern Questionnaire provided the researcher the opportunity to reflect on the participants' level of adoption. This instrument provides a profile of the teachers' stages of concern. The Stages of Concern Questionnaire is an instrument that generates the individuals' concerns in each of seven stages: awareness concerns, informational concerns, personal concerns, management concerns, consequence concerns, collaboration concerns, and refocusing concerns. This instrument was developed at the Research and Development Center for Teacher Education at the University of Texas at Austin. The Questionnaire (Appendix F) consists of five questions for each of the stages of concern totaling 35 items. It is scored on a Likert scale.

The researcher administered the C.B.A.M./Stages of Concern Questionnaire on February 22, 1995 and May 10, 1995. The researcher used the questionnaires to document feelings, perspectives, and attitudes of individuals as they consider, approach and implement an innovation. The intent of research question two was to examine the factors that need to be in place for the change process to proceed. The
individuals' responses to the questionnaire (February 22, 1995 and May 10, 1995) will be tallied and a composite will be compiled. This will enable the researcher to look at responses A, responses B, and make a comparison between them: responses AB. Secondly, the individuals' responses to the questionnaires will be tallied and a composite will be compiled at the first, third and eighth grade level. This will enable the researcher to examine the stages of concern in the context of closure to the change process using the vehicle of aligning the Language Arts curriculum.

Each stage has dangers or opportunities, depending on how people are trained to view the anxiety and confusion that comes with major changes. If they have some preparation and understanding of the change process, they can focus their energies. ... The effort that is lost when people are anxious and confused is used to analyze problems, probe for solutions, and initiate the change effort. Successful change is a delicate process that balances too-much-too soon with too-little-too-late, apathy with anxiety, and tasks with relationships. (Joyner, 1993, p. 9)

The second wave of reform involves a comprehensive view of restructuring schools. This means rebuilding relationships among all school community members, changing organizational arrangements, and rethinking curriculum. (Lieberman, 1988, Document Resume)

The last three questions asked:

What factors facilitate the change process at the research site?

What factors impede the change process at the research site?

What factors are neutral to the change process at the research site?
These questions allowed the researcher to determine and analyze which of the seven identified variables influenced the change process. As mentioned in question two, these factors include: staff participation, leadership, communication, culture, support and follow-up, adaptation and time. The methodology chosen by the researcher was a Chronology, Reflections, an Examination of the Products of Curriculum Alignment, Stages of Concern Questionnaire, a Team Functioning Survey, and a Year-End Interview.

The Team Functioning Survey (Appendix G) was devised to reflect collaboration and consensus between group members. This survey was adapted and modified from Jensen's dissertation, *A Case Study of Organizational Change* (1994).

As part of an effort to discern what, if any, impact the training had on the functioning of teams within the company... the researcher reviewed a draft of a potential 'team functioning' survey that could be used with training managers. Team leaders helped to review and refine the instrument, and to set the schedules for administering it. (Jensen, 1994, pp. 63-66)

This survey, modified to the research site, was distributed April 4, 1995. The researcher will compile a mean composite of the individual surveys. Secondly, the individuals' responses to the survey will be tallied and a composite will be compiled at the first, third and eighth grade level. This will enable the researcher to examine the survey in conjunction with the stages of concern questionnaire compiled at the three grade levels. The comparison should provide insight in the context of closure to the change
process using the vehicle of aligning the Language Arts curriculum.

This study constructed a portrait of what transpired at an urban public school as the staff reacted to change mandated by the State. The researcher enumerated on the seven factors that document change (Berlin & Jensen, 1989) in conjunction with their being crucial for the success or failure of planned change. To study the process of change the researcher used multiple methods of data collection: a States of Concern Questionnaire, administered twice, a Team Functioning Survey, a one-to-one semi-formal Year-End Interview, a Chronology, Reflections, and an Examination of the Products of Curriculum Alignment to cross-validate and triangulate data through observation, comments, program documentation and minutes.

Using triangulation of data means gathering data, comparing, and cross-checking the consistency of information derived at different times and by different means within qualitative methods. It means validating information obtained through interviews by checking program documents and other written evidence that supports what interviewees state. Triangulation of data sources will seldom lead to a single, totally consistent picture. The point is to study when and why there are differences. (Morris, 1994, p. 61)

"The newly emerging educational evaluation paradigm is not about right answers, it is about right questions and about critical inquiry" (Johnson, 1992, p. 14). The goal of this study coincides with the famous definition of ethnography: "to grasp the native's point-of-view, his relation to life, and realize his vision of the world
"(Malinowski, 1922/1984)" (Kaufman, 1994, p. 51). This study provides an understanding of what happened at the research site, as the school implemented the alignment of the Language Arts curriculum. More importantly, this study prioritizes the importance of the seven factors in the change process: (1) staff participation; (2) leadership; (3) communication; (4) culture; (5) support and follow-up; (6) adaptation and (7) time. The data from the separate sources is clustered to address the research questions:

What happens when a school tries to change?
What factors need to be in place before the change process begins?
What factors facilitate the change process at the research site?
What factors impede the change process at the research site?
What factors are neutral to the change process at the research site?

The results are reported in Chapter IV by data source and discussed in Chapter V.
CHAPTER IV

RESULTS

Overview

Chapter IV is divided into three segments. Each segment corresponds to a different research question or group of questions. The first research question asked, What happens when a school tries to change? Segment one answers this question with three different research tools which probed the change process at the research site. The first is a running Chronology of what took place at the research site pertaining to curriculum alignment in Language Arts. This chronology begins September, 1994, with the first in-service and concludes with establishing time slots for the oral exit interview in June, 1995. Secondly, the researcher in Reflections examined the actions of the 'players' as an indication that the change process is a chronology of the human element. Lastly, in segment one, the researcher examined the Products of the Curriculum Alignment for the Language Arts curriculum midway and at the project's conclusion (final product). The researcher used the products from the first, third and eighth grade levels as representative of the school. The final product was not available at the end of the study but was completed during
the first semester of the following year. The researcher compared both products to the definition of curriculum alignment to determine the quality of each product.

The second research question asked, What factors need to be in place before the change process begins? The second segment used two research tools to answer this question. The first is an analysis of data collected from administering the Concerns-Based Adoption Model/Stages of Concern Questionnaire. The researcher gives an analysis of CBAM 1/Winter (administered February 22, 1995) and CBAM 2/Spring (administered May 10, 1995). The researcher looked at the group as a whole and then compared the findings of CBAM 1 and 2. The researcher then looked at the mean of the first, third and eighth grade levels and compared these Winter and Spring findings to the groups' mean. The second research tool, the Year-End Interview, was distributed to the staff in May. Participants were asked to schedule an appointment. Interviews were conducted from May, to August of 1995. The interview allowed participants to tell their experiences of immersion in the change process. During the oral interview the researcher asked each participant for a numerical evaluation of his/her feelings on each point of every question. Once the participant decided on a numerical value he/she explained the response. Using a Likert scale the researcher tabulated the group’s mean feeling and compared the findings at each grade level to the mean of the
The last three research questions asked:
What factors facilitate the change process at the research site?
What factors impede the change at the research site?
What factors are neutral to the change process at the research site?

Segment three responds to these questions through the research tools of the Team Functioning Survey and the Year-End Interview. The Team Functioning Survey was administered in April, 1995. Using the same procedure as the Stages of Concern Questionnaire, the researcher looked at the group's mean and compared the findings at the three grade levels to the mean of the group.

The Year-End interview provided an analysis of how the seven variables (staff participation, leadership, communication, culture, support and follow-up, adaptation and time) influenced the change process.

Segment 1

The Chronology

Organizational change of any kind requires the time and energy of all those involved (Fullan, 1991). Dramatic outcomes cannot be expected overnight; and the literature plainly states that implementation of any school intervention takes time (Fullan, 1991; Louis & Miles, 1990). (Habib, 1994, p. 40)

The statement, 'change is a process not an event' provides the image of something happening to individuals over a period of time (Hall, 1991). Therefore, it is
necessary to present the 'players' who were involved in the change process at the research site. They will be cited in the one school-year chronology. It is their actions that explain what transpired as they responded to changes inherent in implementing State Learning Outcomes. The investigator will use the vehicle of curriculum alignment of Language Arts to examine the actions of teachers in teams as they respond to change.

The 44 'Players':

1. A principal (1)
2. The administration (4)
   2 assistant principals, one of whom is the researcher (did not complete surveys),
   1 counselor,
   1 bilingual coordinator,
   1 curriculum coordinator (assigned the task of coordinating the alignment of the language arts curriculum),
3. 38 teachers, Pre-Kindergarten (Pre-Kg.) through eighth and specialties, (34) (1 teacher did not wish to participate and 4 teachers left the work site due to illness or pregnancy) and
4. An out-of-house curriculum consultant, a Comer facilitator (did not complete surveys).

Minutes, Notes and Agenda

This chronology is documented by minutes, notes and agendas from the various meetings that took place at the research site during the school year, September, 1994 to June, 1995.

School Planning Management Team (S.P.M.T.) - Meetings were held every other Thursday, from 2:45 PM to 5:00 PM.

There was a recorder and minutes were distributed to all school personnel and stakeholders (i.e., P.T.A.,
Local School Council, etc.).

**Constituency Groups** - Meetings were held every other Wednesday, from 8:15 A.M. to 8:45 A.M. There was a recorder and minutes were distributed to the S.P.M.T.

**School Planning Management Team Committees** - Meetings were convened by the chairperson. The S.P.M.T. Committees were: Agenda, Program, Staff Development, Social Climate and Curriculum. Committees were asked to report progress to the S.P.M.T.

**Curriculum Coordinator** - Is the chairperson of Curriculum/ Curriculum Alignment Committee and formulated the agenda for each curriculum alignment meeting. Part of her responsibility is to oversee the completion of tasks assigned to the staff by the outside Consultant.

**The Outside Comer Consultant** - Created agendas for meetings of the entire staff regarding curriculum alignment.

September 1994 to June 1995:

September 1, 1994

ALL STAFF IN-SERVICE
WHOLES LANGUAGE WORKSHOP
9:00 A.M.-3:30 P.M.

**Agenda:**
Principles of Whole Language - Theory and Practice
Strategies for a Whole Language Classroom/
'Open' Discussion
Transitioning to a Holistic Curriculum/Action Agenda

Curriculum Alignment was not part of the in-service.

ROCHELLE LEE FUND/DR. CARMEN WOODS CHAPMAN
CITY WIDE IN-SERVICE 3:00 P.M. to 5:00 P.M.
SULZER REGIONAL LIBRARY
What Chicago Teachers and Principals need to know about the State's expectations. What should students know? What are the standards? How do we make sense of the assessments results? What do we really learn from Illinois Goal Assessment Program?

September 2, 1994

ALL STAFF IN-SERVICE
9:00 A.M.-3:30 P.M.

Curriculum Alignment/Comer Consultant

9:00 to 11:45 A.M. Pre-Kg.-third grade
12:45 to 2:45 P.M. Fourth-eighth grade and specialties

School Improvement Plan/School Staff

9:00 to 11:45 A.M. Fourth-eighth grade and specialties
12:45 to 2:45 P.M. Pre-Kg.-third grade

Two staff members were in charge of the A.M. and P.M. in-service on the School Improvement Plan. State School Improvement Plan Framework hand-outs, nine pages, were distributed. A presentation and discussion ensued.

The outside consultant, Comer facilitator, was in charge of the A.M. and P.M. in-service on Curriculum Alignment. Activity 3 (Define the Components of a Good Mathematics Program) and Activity 4 (Outline Unit Titles and Specify Length of Teaching Time for Each Unit) were distributed. The consultant explained the purpose of curriculum alignment as detailed in Dr. Squires' Math Curriculum Alignment Presenter's Manual (1992). A discussion ensued. He made approximately a one hour presentation and directed the question and answer period.
The researcher was present during both in-services.

The morning in-service included the staff that serviced Pre-Kg. through third grade. Much discussion ensued concerning curriculum alignment, i.e., "planned teaching" verses holistic language approach, i.e., "you do everything when a child shows readiness." The morning in-service ran over the allotted time and participants left the presentation feeling that holistic language was a contradiction to curriculum alignment.

The afternoon in-service included the remaining school staff of grades fourth through eighth and specialties. The meeting was called at 1:30 P.M. This 45 minute delayed start was due to people leaving late for lunch and the presentation began at 1:35 P.M. The afternoon meeting had little discussion and curriculum alignment was not compared and/or related to the holistic approach in language.

At the conclusion of each presentation the researcher made an information request: "Please, take a minute and jot down any comments regarding the Curriculum Alignment/S.I.P. In-Service." These are the responses submitted to the researcher:

"I feel as though the main theme of the S.I.P. Meeting was knowing our ability to meet the needs of all the students, on all grade levels through a collaborative and cooperative effort between parents (of the students), teachers and administrative staff. We must focus our efforts and attentions toward doing an effective job as educators."
"Teachers will work cooperatively to create and develop a curriculum which will focus on their school's needs, expectations and abilities to realistically accomplish goals. This curriculum will be one that integrates all content areas for instruction as well as being aligned with state, local and national goals and/or objectives."

"Show us how to connect curriculum."

"We, teachers, are to be empowered to design and implement our own curriculum and assess with our own instruments."

"We need to assess our programs and our children's achievement. We must make this realistic. We are in charge of what our assessment is and this is a new concept. The basic theme this afternoon is that we are making decisions rather than having unrealistic goals imposed on us. Our goals, however, must be in line with state goals."

"We need to think about the needs/goals of our students when we design our aligned curriculum--assessments. Our assessments need to be validated and informed by research and experiences. We need to consider testing coverage, the Illinois Test of Basic Skills (I.T.B.S.), in our curriculum development and not just 'text' coverage. Teachers are expected to provide the professional expertise to make decisions about curriculum development so that more autonomy is given to the school. Our goals need to be realistic so that our students can succeed and work towards the outcomes expected of them."

"Our S.I.P. and our individual classroom curriculum could be aligned and the benefit to our student body will be:

1. raising life-long learning strategies,
2. increasing competence for career placement,
3. promotes staff 'sharing' and 'consensus',
4. feed school climate,
5. student self-esteem,
6. better testing scores, and
7. help our schools 'Report Card'."

"One of the major things that I heard is that we have a chance to develop programs that I feel will meet the needs of our children. We will also be able to design a way to assess our programs so that we can use the results to measure and improve student performance. Mainly, we will be able to work together to get
curriculum alignment and support to each others' areas. Lastly, to make sure our programs are competent and we are accountable in its implementation."

"I understand that we as a school need to align the curriculum so that teachers are teaching the same concepts at the same time using our techniques. I understand that we need to be preparing kids to enter the next grade at the same time. So that the fourth grade teacher knows what the third grade teacher has taught. This alignment provides teachers with more power."

"From what I understand from this morning's presentation, we are going to sit down with our constituency group and decide what we want our students to learn, how they're going to learn, and what tools we'll use to measure their degrees of success. We are going to have to decide how to do this within a child-centered classroom so we'll be designing this plan to include our students' previous experiences. I think it's going to be hard to reconcile the two!"

"I do understand that curriculum alignment is necessary and there needs to be some consistency between state goals for learning and the outcomes. My confusion is how this ties in with whole language philosophy, particularly in regards to assessment."

"Our difficult job is made more difficult by being asked to achieve two different and often contradictory goals by using sometimes antithetical methodologies. I understand the public's need for accountability in the schools but so much of the new and enlightened approach depends upon objectives which are not on the I.T.B.S. We must decide which we want: (1) test passers or (2) educated, personally involved, active learners."

"Curriculum Alignment--
Making sure teachers are guiding the children towards the same ultimate academic goals. Textbooks and tests are not the end-all, but they are a reality that the children will eventually encounter, so it would be nice if they could be successful.
Concerns--
I think alignment is a possibility--and, to some extent, necessary for the sake of consistency. I'm concerned that the administration expectations and the staff's approach can be aligned so we can encourage each other's morale."
"I think that we are being asked to incorporate our current beliefs, philosophies and methods into a curriculum that is in sync throughout grade levels and meets state, city, school objectives. I don’t think this impossible. However, it’s going to be very time consuming and confusing."

September 12, 1994 CONSTITUENCY GROUPS MEMO

Constituency Groups of the School Planning Management Team (S.P.M.) held their first meeting. Constituency groups are an important vehicle for collaboration, brainstorming and problem solving. The purpose of the constituency group is to improve communication throughout the school, and to increase staff participation in decisions regarding day-to-day management of the school. Constituency groups are: Pre-Kg. and Kindergarten (Kg.); first through third; fourth through sixth; and seventh and eighth.

September 14, 1994 CONSTITUENCY GROUP MINUTES SPECIALS

Constituency group goals:

Provide students with integrated curriculum opportunities....
Facilitate curriculum alignment by maintaining open communication between providers of special problems and classroom teachers.

September 21, 1994 INITIAL PLANNING SESSION

LANGUAGE ARTS CURRICULUM
8:30 A.M.-9:30 A.M.

The meeting was held in the conference room from 8:30 A.M. to 9:30 A.M. Participants included: the Consultant (outside Consultant provided by Youth Guidance/Comer Program), the administration (Principal, Assistant Principal and Curriculum Coordinator) and the two teachers who were
instrumental in writing the current School Improvement Plan (S.I.P.). The Consultant suggested setting up an alignment committee of a core of teachers (one from each grade level). The Consultant presented an approach to aligning the curriculum which would include a series of meetings and training sessions where the alignment committee would be coached by the Consultant and then directed back to their teams to share the process of alignment. The teams of teachers would include: grade level teachers and special education teachers, bilingual teachers and specialty/auxiliary teachers. The Curriculum Coordinator would oversee the completion of tasks assigned to the staff by the outside Consultant. The Consultant constructed an overview of curriculum alignment bringing in other content areas:

- local and national standards
- Illinois Goals Assessment Program
- IOWA Test
- performance based assessment
- unit titles
- unit based activities

The Consultant would work with the alignment committee after school. Some of the half-day in-services would be set aside for the consultant to address the entire staff and/or the constituencies would discuss the process of curriculum alignment with the consultant present to assist. The principal will investigate the use of State Chapter I Funds to compensate teachers for their work. Teachers would be paid a stipend of $10.00 per hour when participating in in-service sessions and $20.00 per hour when writing curriculum
materials. The consultant will investigate Lane Placement Credit for participating teachers. (Neither of these proposals--funding or Lane Placement came to fruition.) The plan to initiate the process of curriculum alignment was to be announced at the S.P.M.T. meeting of September 22, 1994.

September 21, 1994

YOUTH GUIDANCE
CURRICULUM ALIGNMENT NOTES

The following plan was developed to initiate the Curriculum Alignment Process at ___. The Principal will use the State Chapter I funds. Teachers will be paid a stipend of $10.00 per hour when participating in in-service sessions, $20.00 per hour when writing curriculum materials. The Consultant will investigate and arrange Lane Placement Credit for participating teachers. Bilingual and auxiliary teachers will be integrated into Grade Level Teams. Plan to initiate the process after it is announced at the S.P.M.T. meeting on Thursday, September 22, 1994. Three meetings are scheduled. A meeting of the full staff will be held on October 20, 1994 during the half-day in-service session. Two preliminary meetings will be held with Grade Level Representatives prior to the full staff meeting. A representative from each grade level will attend these meetings. These will be open meetings; other staff may wish to attend. Meeting dates are October 5, 1994 and October 13, 1994 at 2:45 P.M.
Meeting 1 - October 5, 1994

Explanation of how the writing process will be conducted and the relationship of the Grade Level Representatives to their teams. Curriculum at each grade will be organized into Units. Staff will discuss types of Units and numbers of actual weeks of instruction in the school year. For the next meeting--Grade Level Representatives to meet with teachers to begin writing of Unit Titles for each grade. Prepare a listing of the components of an effective Language Arts Program.

Meeting 2 - October 13, 1994

Consensus on number of actual weeks of instruction in the school year. Consensus on components of an effective Language Arts Program. Discussion on Unit Titles. For the next meeting--Prepare a chart listing the Unit Titles and the number of weeks for each unit for each grade.

Meeting 3 - October 20, 1994

Charts with Unit Titles to be displayed. Review of the process activities to date. A discussion of the Unit Titles will be led for each grade by the Grade Level Representative. First Alignment: Unit Titles with (a) Components of an Effective Language Program, (b) for content consistency, and (c) for appropriateness of time schedule. This will be followed by a discussion of the National Standards for Language Arts and a brief overview of the need to develop Unit Based Activities. For the next meeting:
Grade Level Representatives will participate in an in-service to prepare colleagues to begin writing Unit Based Activities.

September 22, 1995

Sub-Committee Reports

Curriculum alignment—Plan was presented; it related to forming an alignment committee. Curriculum alignment committee would meet on: October 5, 1994 and October 13, 1994; and an All-Staff in-service was planned for October 20, 1994. No discussion ensued. Plan was to be taken to constituencies for approval.

S.P.M.T. MINUTES

Curriculum Alignment--Assistant Principal wants the constituency groups to discuss the attached notes (Youth Guidance/Curriculum Alignment Meeting Notes) concerning curriculum alignment. Curriculum alignment meetings start October 5th. Groups should see attached sheet and be prepared. Constituency groups meet next Wednesday, September 28th. Please discuss Curriculum Alignment.

September 27, 1995

Half-Day In-Service/SHORTENED DAY
PEER MENTORS
12:30 P.M.-2:30 P.M.

In-Service on Peer Mentors. Agenda:
What barriers prevent the sharing and collaboration between teachers, necessary for school improvement?
What experience in or understanding of peer coaching do you have?
How would you describe the culture or climate in your school as it relates to collaboration?
What do you perceive is your school's administrative view of this concept?
Curriculum alignment was not part of the in-service

September 28, 1994

CONSTITUENCY MINUTES

Mental Health Team--No mention of curriculum alignment.

Special Education--No mention of curriculum alignment.

Pre-Kg.--Kg. Discussed curriculum alignment process. Want to know if it is possible for teachers to take turns attending each meeting.

Primary--Dates mentioned and teachers chosen for curriculum committee.

Intermediate--No minutes.

Upper--No minutes.

October 5, 1995

ALIGNMENT COMMITTEE MEETING

The consultant and one teacher from each grade, Pre-Kg. through eighth, met in the faculty planning area from 2:45 P.M. to 4:00 P.M. The consultant's agenda read:

A. Introductions
B. Discussion-Structure/Relationship of representatives to grade level teams
C. Components of a good Language Arts Program

The meeting started at 3:00 P.M. The Math Curriculum Alignment Presenter's Manual Activity 3 (Define the Components of a Good Mathematics Program) and Activity 4 (Outline Unit Titles and Specify Length of Teaching Time for Each Unit) were distributed to the alignment committee members. The consultant explained the purpose of curriculum alignment. Consultant, "You are representing what your grade is going to do at your grade level. This is the trainer of trainees model. I am training you so that you can take the manual and train others in curriculum
alignment. The school is to work together... collaboration --internally. You will craft the ideal through collaboration and consensus and move forward as a single curriculum." A discussion ensued. One participant commented: "My co-mate doesn't see units the same way. I define it as skills versus seeing them as themes." Another participant claimed, "I teach in a holistic approach-whole language. I can't do this. I present everything as I go along and am constantly reviewing." Each committee member was asked to discuss the following with their team members:

1. the components of an effective language arts program
2. number of weeks of instruction in a school year
3. a brief sketch of Unit Titles

The meeting adjourned with the understanding that at the next alignment committee meeting the members would be prepared to discuss these issues.

October 6, 1994

CONSTITUENCY GROUP MEMO

Re: Curriculum Alignment Meeting

Please be advised that the next Curriculum Alignment Meeting has been changed to Friday, October 14, 1994.

Those present at the October 5, 1994 Curriculum Alignment Meeting agreed to disseminate information to others in their grade level and/or members of their constituency groups. The alignment committee will meet again Wednesday, October 12, from 1:30 P.M.-2:30 P.M., to discuss the items listed below. Results of that discussion will be reviewed at the curriculum meeting of October 14, 1994.
Items to be completed for the next session:

List components of an effective Language Arts Program
Number of school weeks of actual instruction time
Brief sketch of Unit Titles

Please send the Curriculum Coordinator the names of the teachers (at each grade level) who will attend the meeting scheduled for Friday, October 14, 1994.

Thank you,
Curriculum Coordinator

S.P.M.T. MINUTES

Plans for half-day in-service Wednesday, October 12, 1994.

12:20 - 1:20 P.M. Constituency Group meetings
1:20 - 1:30 P.M. Break
1:30 - 2:30 P.M. Curriculum Alignment-grade level meetings

Curriculum Alignment Committee Report - Will work with Consultant to do our alignment in Language Arts this year. This committee leads directly to School Improvement Plan writing later in the year.

October 11, 1994

COMER CALENDAR MEMO

Dear Teacher and Staff:

The following is a Comer calendar for quick reference of meetings for the month.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 12</td>
<td>12:20-1:20 PM</td>
<td>Constituency Group</td>
</tr>
<tr>
<td></td>
<td>1:30-2:30 PM</td>
<td>Curriculum Alignment Grade Level Meetings</td>
</tr>
<tr>
<td>October 14</td>
<td>2:45-4:00 PM</td>
<td>Curriculum Alignment Meeting/Consultant</td>
</tr>
</tbody>
</table>
### October 19
8:00-8:50 AM  
S.P.M.T. subcommittee meetings:
- Agenda
- Program
- Staff Development
- Social Climate
- Curriculum

2:45-5:00 PM  
S.P.M.T. Meeting

### October 20
12:30-2:30 PM  
Half-Day In-Service - Curriculum Alignment/Consultant

### October 26
8:15-8:50 AM  
Constituency Group

### October 12, 1994
Half-Day In-Service/BOARD DAY
12:20 P.M.-2:30 P.M.

Agenda:
- 12:20 P.M. to 1:20 P.M. Constituency Group Meetings
- 1:20 P.M. Break
- 1:30 P.M. to 2:30 P.M. Grade Level Meetings

Please meet in your regular meeting place.
The second hour was set aside to complete the curriculum task assigned October 5, 1994.

The researcher recorded the following. "Constituency Group started and ended late. Curriculum Alignment grade level meetings did not begin in a timely fashion and members were still discussing Constituency Group issues... unable to switch hats. The talk continued about concerns and not alignment. Most groups were unable to focus. The lack of productivity was not necessarily due to the lack of clarity."

**NOTES/PRIMARY TEACHER**

We reviewed the S.P.M.T. notes and volunteered for subcommittees. ...This team believes that we have the opportunity to change curriculum, instruction, evaluation and all aspects of the school experiences to meet the
specific needs of our population. ...Then we brain stormed what we felt a school graduate should know upon graduation relative to language arts and moved on to curriculum alignment. We reviewed the minutes from the curriculum alignment meeting and decided that the requirements were too rigid. We feel that we develop skills that we promise our students will have upon completion of our grade that the unit titles and time allotments should be flexible to allow for student input and interests.

Personally I feel that once we develop our promise list that the units will fall into place. It was also noted that units vary from year to year sometimes you plan a four week unit and it is dead in two and sometimes it goes for six.

CONSTITUENCY MINUTES

All constituency groups picked representatives for the S.P.M.T. Committees. Specials--Curriculum alignment feeds into the S.I.P. Our constituency suggests that the writers be the Curriculum Coordinator and the Assistant Principal. These people are freed from classroom responsibilities and will be able to work on the S.I.P. without disruption of the instructional program.

October 13, 1994 ALIGNMENT COMMITTEE MEETING

This date had been rescheduled at the October 5, 1994 meeting for October 14, 1994.

October 14, 1994 ALIGNMENT COMMITTEE MEETING

The consultant and alignment committee members met in the
The researcher recorded, "This meeting did not resolve the questions that had been posed at the previous meeting. The group did come to a consensus on components in an effective language arts curriculum and the number of weeks of instruction--34 weeks, for the school year. Unfortunately, two issues came into play that would then go unresolved and impede the alignment. There was concern from two primary teachers that alignment was a direct clash with the philosophy of whole language. Unit Titles were approached as undesirable and not understandable. One teacher talked about not pre-determining themes until you interpret the interests of your students. The consultant referred to the possibility of themes being skills-based. This Friday meeting, did not answer the members’ questions and left issues unclear. A split occurred between different philosophical approaches to the Language Arts Curriculum. The question arose between holistic versus text/teach. The
consultant had not met this impasse at any of the other Comer schools. The consultant assumed the curriculum coordinator would help the alignment team prepare the two sets of charts requested.

October 19, 1994

CURRICULUM ALIGNMENT MEETING
8:00 A.M.-8:50 A.M.

The Principal convenes an 8:00 A.M. meeting with the curriculum alignment committee and the consultant. The researcher recorded, "The Principal brought the group together to re-focus on alignment. The Principal states:

identify needs, content delivery system, unified effort pacing the skills/a spectrum integrating more meaning, experiential need for a road map... a blueprint make promises you are going to deliver

"Alignment of instruction is that they do what they are supposed to do. Teachers identify all necessary skills and deliver them. One identifies activities in a generic enough fashion and within the quarters so that the skills are covered. How are we going to get there? Tell us our destination and the needs of our children? Philosophy can happen later." Members on the committee comments vary:

"Our children need direct instruction... skill-based."
"Creativity is being stifled. Why do we have to say what we are going to do."
"I'm getting off of the ship and getting back on yours --more basal versus the whole language approach."
"Unit titles are skill-based?"

Half of the members voiced an opinion. The Principal concluded, "True reform is the empowerment of teachers. We are working on an integrated approach that you share with
your peers. Curriculum alignment is a strategic approach. You plan, assess what is happening and monitor the progress in your classroom. We are going to make it meaningful for the learner so that we can raise student achievement. "There is not one innovative approach, or one way to teach, this is a basic approach to aligning the curriculum. Are we on the same wave length? You are developing a delivery system.... It does not take identifying a single philosophy to move forward."

STAFF DEVELOPMENT COMMITTEE
PRIMARY TEACHERS NOTES

We need more time in our classroom to catch up on records and paperwork. We need to know how much control we have over staff development time. We need to review the in house expertise and come up with a list of potential in-services and they do not have to be geared to the entire faculty

S.P.M.T. MINUTES

No mention of curriculum alignment.

No reports were submitted for the sub-committees.

October 20, 1994

Faculty In-Service
October 20, 1994
12:20 P.M.-2:30 P.M.
CURRICULUM ALIGNMENT/CONSULTANT

MEMO

CONSULTANTS AGENDA

1. Curriculum Coordinator makes a display chart with Components of Good Language Program
2. Typed copy with all staff
3. Each grade list of Unit Titles with number of weeks per unit.... on chart paper
Entire staff met in library with the Consultant. Meeting begins ten minutes late, at 12:30 P.M. Principal starts with other school items. At 12:55 P.M. states that a Drug Presentation has been scheduled for 20 minutes. Drug Presentation ensues with one staff member and one outside guest/consultant. At 1:15 P.M. meeting is turned over to Comer Consultant. He suggests a five minute break. Meeting begins at 1:25 P.M. as staff is still filtering back to Library. Consultant distributes Component of a Good Language Arts Program (Appendix H). During the remaining one hour period the group discussed components of a Language Arts Program. Each level was to have completed a chart. The Library was sunny and the charts were not easy to decipher. Consultant talked in lecture style about alignment:

- skill oriented
- skill based
- work in progress
- evolves as it goes
- integrated approach
- Unit Titles
- consensus on 34 weeks of instruction

He asked, "What should our students be able to do? How you say it is less important than that you deliver. Once you agree curriculum will follow. You may not want to assign a title but in order for the curriculum to be aligned you need to know the skills. You have a responsibility to the
Requests group to break up by grade level so that they can complete task of creating units/titles... skills, project, process oriented. "You are going to have to divide the 34 week time frame; as to, what children are going to be taught. Approach what you are going to cover. Align what you do... tap State goals, outcomes for learning, activity-based objectives, lesson plans, a significant piece of instruction, specific amounts of time." Groups by grade levels slowly establish themselves at different tables. It was already 2:15 P.M. The staff seems tired and aware that the remaining time was not a significant block of time to tackle a task they were previously unable or unwilling to do. The consultant moves between groups. Works with 1st. grade. Group is unable to set themes. Comprehensive/so much... global, parts of books, author, illustrations, personal responses, connecting ideas, responding, use of standard English, speech, etc. Moves to Pre-Kg.-Kg.... 2:30 P.M. After meeting Consultant addresses Assistant Principal and asks, "When do they introduce concepts?"

October 28, 1994

MEMO
CURRICULUM COMMITTEE

Re: Curriculum Alignment Subcommittee: Test Scores
The committee met on October 27, 1994 and decided on both the focus for the test analysis and the purpose. The committee will look at all the I.T.B.S. scores for each of the grade levels and the I.G.A.P. scores for those grade levels assessed in order to establish the strengths and
weaknesses of our student population. This information will be valuable when we set our curriculum goals in our alignment and write our S.I.P. for 1995. We request that all necessary data be given to the committee in time for our next meeting on Thursday, November 3, at 8:30 A.M. in the Commons Area.

November 3, 1994

S.P.M.T. MINUTES

Subcommittee Reports

Curriculum Alignment - No report

November 10, 1994

MEMO CURRICULUM COORDINATOR

To: Teachers

Re: Staff Development (Half-Day In-Service)

Topic: Curriculum Alignment

Location: Library

Date: Tuesday, November 15, 1994

Time: 12:20 P.M.-2:30 P.M.

The next Curriculum Alignment meeting with the Consultant, is scheduled for November 15. Please bring your copy of the Curriculum Alignment chart which was started at the last meeting. The charts will be reviewed and completed this Tuesday.

Agenda:

a. Review of Curriculum Alignment Charts
b. Review of Learning Outcome Standards

Thank you,

Curriculum Coordinator
November 14, 1994

WEEKLY MEETING NOTICE

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<tr>
<th>DATE</th>
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<th>MEETING</th>
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<tr>
<td>November 14, 1994</td>
<td>2:45 P.M.</td>
<td>Agenda</td>
<td>Office</td>
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<td>November 15, 1994</td>
<td>8:15 A.M.</td>
<td>Curriculum Alignment/</td>
<td>Library</td>
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<td>Curriculum Coordinator</td>
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<td>12:20-2:30 PM</td>
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<td>November 15, 1994</td>
<td>2:45 P.M.</td>
<td>S.P.M.T.</td>
<td>Faculty Planning Area</td>
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November 15, 1994

ALIGNMENT COMMITTEE MEETING
8:15 A.M.

Members and Curriculum Coordinator met in conference room. Charts were supposed to be ready per the principal's instructions. Curriculum Coordinator begins the meeting stating, "We need to complete charts. How can I be with you in smaller groups? We need to align objectives, goals, units." Coffee and doughnuts served by the Curriculum Coordinator. Researcher remarks, "Why was follow-up of charts not undertaken prior to this meeting."

CONSULTANT'S AGENDA
12:20-2:30 P.M.

Comer School Development Program
Curriculum Alignment Process
Outline of Curriculum Alignment Process (Appendix I)
Discussion Learning Outcomes Chart - Unplanned
List of Terms:

Goals
Outcomes
Benchmark Grades
Objective
Skills
Lesson Plan

Review of previous lesson (Unit Titles).
Teachers in grade level groups develop charts with Unit Titles.

All charts to be turned in at the end of the day.
Unfinished charts to be completed and ready for display and discussion by the next session.

NEXT SESSION

Review Unit Titles
Gallery Walk and Discussion
Language Arts Standards
Introduce Activity-Based Objectives
Use sample worksheet
Show _______ school sample
Work in groups

Schedule a series of meetings with grade levels/assist writing Activity-Based Objectives

Half-Day In-Service/SHORTENED DAY
CURRICULUM ALIGNMENT
12:20 P.M.-2:30 P.M.

Meeting starts fifteen minutes late, at 12:35 P.M.

Principal is not in building. Assistant Principal states that we are going to go right to the task at hand and introduces the Consultant. Charts are not completed.
Consultant distributes Curriculum Alignment Process Outline (Appendix I). Consultant speaks: There is a beginning and middle and an end to the process. We must identify at each grade level.... How to align the benchmark goals. How to organize the school. In Chicago, because of reform, curriculum is designed at the building. It is a two-fold process... whatever your philosophy. Good practices--how you are going to move youngsters. Alignment focuses on things that are important to teach/relates to benchmark goals/national standards/I.G.A.P.... Consultant follows the outline. At 1:25 P.M. the Consultant is still lecturing. At 1:30 P.M. are there questions before we go on? Too much talking at... a long presentation, some referred to it as preaching, curriculum is bigger than anyone, all are part of it, etc. Consultant gave five-minute break. When staff returned at 1:45 P.M. they had 45 minutes to work on their grade level charts. The Consultant circulated around the room. First grade... skills not unit titles... What you teach/not what you practice. Pre-Kg. did a good job of breaking skills into 10 week periods. Kg.-unable to divide the year into quarters. What do you really teach per marking period? When do you introduce it? reinforce it? Meeting ended at 2:30 P.M.
"The Consultant is redundant."
"We hear the same stuff."
"He spoke too long/too much talk... less lecture."
"He gave us a half an hour to work."

S.P.M.T. MINUTES

Curriculum Alignment - Curriculum Coordinator will set up times to meet with the constituency group representatives to clarify procedures.

November 16, 1994 Half-Day/REPORT CARD PICK-UP

Distribute Report Cards to Parents.

Curriculum Alignment was not part of this student non-attendance day.

November 23, 1994 PLANNING SESSION

A meeting of the Consultant, Curriculum Coordinator and Assistant Principal was scheduled at a neighboring Field House, off the work site. The Consultant arranged that the Curriculum Coordinator attend and the Principal instructed the Assistant Principal to be present. The scheduled meeting was for 1:00 P.M. and the Consultant, on time, awaited the arrival of the Curriculum Coordinator and Assistant Principal. The Assistant Principal had difficulty getting the Curriculum Coordinator to be present at the meeting. When approach as to the readiness of the Coordinator to attend the meeting, the person replied, "I was unaware that the meeting was being held out of the
The meeting started 30 minutes late, at 1:30 P.M. The Consultant discussed the lack of responsiveness from the staff. The Consultant expressed his displeasure with the process of alignment at this school. He related more positive experiences at other Comer schools. The Consultant referred to the Outline of Curriculum Alignment Process (Appendix I) distributed on November 15, 1994 and Activity 4 Outline Unit Titles and Specify Length of Teaching Time for Each Unit distributed on September 2, 1994 (Math Curriculum Alignment Presenter's Manual). He stated that he was displeased with the staff's questions, i.e., what is a unit, defining goals and objectives, outcomes, etc. He did not appreciate the resistance, the constant tardiness and the lack of willingness to complete the assigned task. He talked about a shared vision.

Who is behind this shared vision?

Who is giving direction?

The Consultant was not pleased with the Curriculum Coordinator's morning meeting (November 15, 1994) on the day of a scheduled half-day in-service. This was not viewed as a good idea. Coordinator related that the group was confused. Consultant asked Coordinator to define what is a unit. The Coordinator responds she knows, but does not answer the question. Consultant responds... so we will back track. I'll walk you through what I see.
1. Call each grade level down
2. Identify teaching weeks--34
3. Units--break up the number of weeks
4. Create Unit Chart--reading skills, writing skills, speaking, and listening skills
5. Activity oriented
6. What we want our children to know and do

Consultant takes out two charts. One chart is good and one chart is not so good. Curriculum Coordinator replies that you had said both these charts were good. Consultant responds, Why would I say it was bad? It is a start and needs work. Consultant gives Coordinator several papers: Enabling Verbs, Activity-Based Objectives--empty and completed form, and Language Arts Activity-Based Objectives. Discussion ensues regarding schools next half-day in-service. Is it small groups--sub-committees? What is the Principal's priority? The meeting concluded with the Curriculum Coordinator agreeing to follow-up the arrangement of dates with the Consultant, i.e., December 9, 1994 and January 9, 1995.
November 28, 1994
CURRICULUM COMMITTEE
MEMO

Re: Unit Wall Charts

Please submit completed unit charts, if you have not done so already, to be displayed in teacher's lounge. See Curriculum Coordinator if you are having any difficulty. The deadline to submit all charts is Monday, December 5, 1994.

Thank you,
Curriculum Coordinator

November 29, 1994
STAFF DEVELOPMENT COMMITTEE
MEETING

Surveys are placed in staff's mailboxes to provide input to the Staff Development Committee regarding future in-services. Initial survey gets five responses. Committee responds to staff's needs and agrees to distribute survey at the next in-service in the hope of a better response. The requests indicated a need for training in curriculum areas, i.e., math, science, Young Author's program, book binding, etc. Group feels that there are talented individuals on the staff who could conduct these in-services... "Teacher-given workshops are better than most from people outside the school." Committee sees a need to break into smaller groups when in-servicing (primary, intermediate, and upper).

Consultant is discussed. "He is disliked." "Talks too long." "Doesn't know what he wants." "That's why He says O.K. when He means No." "Ugh, no one likes him." "Don't
think he is any good." "He is not qualifying goals for outcomes." "What are the measurable objectives?"

Agenda is planned for the December ninth in-service:

12:30-2:30 P.M. Curriculum Alignment Committee/Consultant
12:30-1:15 P.M. Science--Primary
  Nutrition and Young Authors--Inter/Upper
1:15-2:00 P.M. Science--Inter/Upper
  Nutrition and Young Authors--Primary
2:00-2:30 P.M. Sub-Committee Groups

December 9, 1994

Sub-Committee Reports
Curriculum Alignment - No report.

December 1, 1994 S.P.M.T. MINUTES

The Principal was out of the building during the afternoon In-Service. The Assistant Principal instructed teachers to report to their meeting places at 12:30 P.M. The Curriculum Alignment Committee was two people short. One committee member was absent and one was a presenter at another in-service. The Assistant Principal asked for coverage from each of the grade levels. Also, it should be noted that earlier in the day a teacher on the curriculum committee approached the Principal for permission to work with the art teacher on scenery during the afternoon. Although a harmless request, that the Principal almost allowed, it would have undermined the importance of representation. It would have also prioritized the lack of importance and/or understanding of the curriculum alignment process. The
Assistant Principal suggested that allowing the teacher to not be present would sabotage the activity and Consultant. The Consultant set the stage by reviewing the Language Arts curriculum of reading, speaking, writing, and listening and the related skills. He reviewed the 34 weeks of uninterrupted teaching time and expectations at each grade level. He talked of a common thread and a commonality or sequence. He wanted the group to set the stage and be prepared to write activities... conception of how children were going to learn skills. Asked group to focus on instruction. How many weeks are needed to complete task? When? Which quarter do you present what? What are the prerequisite skills? Cut back if necessary as less could be more... the essential school. Sets individual to create time frame by quarters.

Objectives with goals
Units with objectives with goals
Intent of what should be taught... may decide to drop some skills.

Consultant works with each teacher on his/her grades chart. At 2:15 P.M., he is completing the eighth grade chart. The Consultant addresses the group. "You did a good job. You talked about your grade. The _____ school curriculum will make teaching easier. We are all on the same page. When we meet again the charts will be complete, we will take a gallery walk with the staff, and be ready to write our activities... good job."
When the meeting was adjourned the Consultant told the Curriculum Coordinator what needed to be done before the January meeting. A concise summary follows:

Kg. - revise
First grade - nail it down
Second grade - re-do
Third grade - complete
Fourth-fifth grade - make separate chart for each grade
Sixth grade - re-do
Seventh grade - revise 1/2 done... departmental so that is what you get
Eighth grade - re-do

The Consultant thought the meeting went well and that the group was focused on completing the task.

STAFF DEVELOPMENT MINUTES

Old Business:

Initial Staff Development Surveys

Only five of these have been returned. We will remind teachers that we need these responses in order to continue to plan meaningful staff development days.

New Business:

Principal requested a change for the January 9, 1995 program. Youth Guidance will bring in facilitators to conduct a workshop of the Comer Process.

Verbal responses to the December ninth staff development seemed positive. We have decided to place short surveys in teachers' mailboxes after each staff development in order to validate the effectiveness of the staff development program.
STAFF DEVELOPMENT REPORT

A tally of the nine responses, from the December ninth inservice was compiled.

December 14, 1994

Old Business:

Initial Staff Development Surveys
We have seven returned. Additional copies will be given to each committee member. We will ask for responses on the P.A. and on one-to-one contact to get more responses.

January 9, 1995 in-service

New Business:

Math Their Way Program
The committee scheduled the in-service for January 31, 1995. Since this is only for primary teachers, we discussed what could be a beneficial program for the other groups. Shop talk was suggested... a professional sharing time, i.e., behavior modification, conflict resolution, paper work management, etc.

February 22, 1995 will be the Mental Health Team’s in-service.

After the meeting was concluded a member of this committee attended the S.P.M.T. The S.P.M.T. requested a change for January ninth. There is a conflict resolution program that they would like to introduce at that time. The S.P.M.T. asked to postpone Comer in-service.
Sub-Committee Reports

Curriculum Alignment- Dates for the next meeting will be scheduled.

January 5, 1995

Staff Development- Summary of sub-committee meeting on December 14, 1994. Results of follow-up survey from December 9, 1994 in-service were positive. Respondents liked small group arrangements and grade level groupings and would like more of the same. Special class teachers would like to visit other schools during January 31, 1995 In-Service. Primary will have Math-Their-Way hands on activities. Other groups will have Shop talk. February 22, 1995 in-service is Mental Health Team. January 9, 1995 in-service has been changed from Comer to conflict resolution hearing board training.

January 9, 1995

Half-Day In-Service/SHORTENED DAY

Conflict resolution, building self-esteem, and the hidden curriculum were discussed. Curriculum alignment was not part of this student non-attendance day.

STAFF DEVELOPMENT REPORT

A tally of nine responses, from the January 9, 1995 in-service, was compiled.
January 18, 1995

ALL STAFF MEETING
8:15-8:45 A.M.

Agenda/Curriculum Workshop

Curriculum Coordinator has scheduled a second consultant from the Board to assist staff. The charts that have been created have holes and gaps and this second consultant will provide a different perspective... back mapping. Classroom coverage will be provided.

January 19, 1995

ALIGNMENT WORKSHOP
BOARD CONSULTANT

You will be relieved to attend that workshop according to the following schedule:

8:20- 8:40 A.M. General Meeting
9:30-10:30 A.M. Kg. (115,112); First (114,102,103,104); Second (105,106)
10:45-11:45 A.M. Sixth (207,208); 5/6 Bilingual (304)
12:00- 1:00 P.M. 3/4 Bilingual (217); Third (215,216); Fourth (212,214)
1:15- 2:15 P.M. Seventh (205,206); Eighth (203,204); Special Ed. (301)

The Board consultant referred to the Comer consultant and said, "This is a direct tie-in with where he wants you to go. The Learning Outcomes, Benchmark Goals, and State Goals are mandated by the State." The in-service proceeded by defining the above and building a pyramid. Then the teachers were asked to back map. Clarification of the Curriculum Alignment process was a match-up of very specific, very discrete skills with broader skill descriptions in a given time frame. The Board consultant was personable, knowledgeable and well prepared. The feedback from teachers surveyed was positive. "The walk
through with the Board consultant was very helpful." "The combination of the back mapping and objectives packets will be of great use for me in future instruction." "I finally have something cleared up." Teachers felt that this was school time; their work ethic was reinforced.

S.P.M.T. MINUTES

Sub-Committee Reports

Curriculum Alignment-second consultant came out to in-service all the teacher's on January 19, 1995 on Curriculum Alignment. Feedback indicates the information she gave was very helpful. Thanks to the Curriculum Coordinator for arranging for her to come.

Staff Development-

January 27, 1995- Institute Day
8:30-12:30 P.M. Record Preparation
12:30-12:50 P.M. Lunch
12:50- 1:35 P.M. Inter/Upper Math
1:40- 2:25 P.M. Shop Talk/or Conflict Resolution
12:50- 2:25 P.M. Primary Math Their Way

January 31, 1995- Half-Day
12:30- 2:30 P.M. Curriculum Alignment/Consultant

January 24, 1995 STAFF DEVELOPMENT MINUTES

Initial Staff Development Surveys and follow-up surveys
Quite a few have not been received. A summary of the responses will be presented at the next meeting.

January 27, 1995 Staff Development Time
Two revisions had to be made in the program for that day.
1. We did not think about this being a board-mandated day. Therefore the schedule, as reported in the S.P.M.T. minutes had to be revised.

2. The materials that the math teacher was going to use for her presentation have not yet arrived. A substitution of Science and Language Development was made.

New Business

Second Consultant Curriculum Alignment

1. Reactions were very positive about this In-Service. Many teachers felt that this clarified the alignment process.

2. We would like the January 31, 1995 half day to be used to work through this process with the other curriculum areas. Since the Consultant will be here, we could use him to aid us in getting over the humps and the back mapping once the outlines have been completed. There is an unanimous and urgent feeling among staff that we must do more of the developing of curriculum before the S.I.P. is to be completed and before the old school year ends.

Future Staff Development Half-Days

1. January 31, 1995 - Consultant Scheduled (we are asking for development time).


3. February 24, 1995 - Unscheduled (tentative curriculum alignment committee meeting with Consultant).


5. April 5, 1995 - Unscheduled.

6. April 11, 1995 - Consultant Writing Session.


8. June 1, 1995 - Unscheduled.

January 27, 1995

A tally of 11 responses, from the January 27, 1995 In-Service, was compiled/Primary group.

A tally of 13 responses, from the January 27, 1995 In-Service, was compiled/Inter-Upper group.
January 27-28, 1995  

City-wide Comer retreat. Curriculum Alignment was not a topic of discussion.

January 31, 1995  

Half-Day In-Service/SHORTENED DAY CURRICULUM ALIGNMENT  
12:30 P.M.-2:30 P.M.

Agenda  
1. Curriculum Alignment (Brief Review) 1:00-2:15 P.M.  
   Work Groups-  
   Kg.-second grade in the Commons Area  
   Third-fourth grade in the Science Lab  
   Fifth-eighth grade in the Teachers Lounge  
2. Work Sessions  
   Curriculum Alignment (Library)  
   Fifth 1:00-1:15  
   Special Education: 201,218,301,318 1:15-1:30 P.M.  
   101/202/219/Library 1:30-1:45 P.M.  
3. Wrap-up Session 2:15-2:30 P.M.

Teachers worked on back mapping. Consultant was not present. No further work was done on wall charts.

February 2, 1995  

S.P.M.T. MINUTES  

Sub-Committee Reports  
Curriculum Alignment- No report.  
Staff Development- Summarized from minutes at Staff Development meeting of 1/24/95.

February 8, 1995  

PRIMARY CONSTITUENCY MINUTES  

Discussed Curriculum Alignment. Bilingual second grade teacher agrees to represent second grade as other teacher takes leave due to illness.

February 16, 1995  

S.P.M.T. MINUTES  

Sub-Committee Reports  
Curriculum Alignment- No report.
February 22, 1995  
Half-Day In-Service/BOARD DAY  
MENTAL HEALTH PRESENTATION  
12:20 P.M.-2:30 P.M.  

Mental Health Team presented a workshop on Inclusion and referral procedures.  
Curriculum alignment was not part of this student non-attendance day.  

February 24, 1995  
Half-Day In-Service/SHORTENED DAY  
12:30 P.M.-2:30 P.M.  

The meeting was 20 minutes late in starting. Principal, Assistant Principal, and four staff members had attended a board in-service on assessment (Urban District Assessment Consortium {U.D.A.C.} by Boston College). The Board in-service ended at 12:00 P.M. and these individuals did not arrive back at the school until 12:45 P.M. Six staff members attended the P.M. Board session.  

Principal addressed the group and set a tone by impressing on teachers the importance of academic standards/success. Principal discussed U.D.A.C. and how teachers are to encourage higher order thinking skills. He discussed not giving dittos or other busy work to students. He talked about pacing objectives throughout the year and increasing student performance. His remarks were not complimentary.  

The Consultant had not been at the school since December 9, 1994. Work had not been done on the unit title charts since his last visit. The Consultant distributed the Math Curriculum Alignment Presenter's Manual Activity 6
Generate Activity-Based Objectives of Each Unit. The Consultant begins speaking. The group again asks for a definition of the terms. Discussion follows about a unit of content, unit skill, integrating areas, etc. At 1:40 P.M. fourth grade teacher says, "I still don't understand." Primary teacher suggests a planning wheel or lesson plan overviews. Consultant becomes angered at group and relates to what other schools have accomplished and what the Consultant has achieved as a Principal in the system. Group slowly moves to work on charts. Consultant moves about the staff as they are working on their grade level charts.

February 27, 1995

ADMINISTRATIVE MINUTES

Curriculum Alignment

- meeting after school (committee will come up with suggestion for a possible date)
- teachers will be paid a stipend
- Principal provided "coffee and" Thursday to let the teachers know he appreciates their effort.

STAFF DEVELOPMENT MINUTES

Survey Review

Reactions to Staff Development Programs

- Identify successful components

Determine needs, as indicated by staff

- Prioritize needs

- Review resources within the building

The survey consisted of four items:
The area(s) that I feel I need staff development in is(are):
The area(s) that I feel I will be able to contribute to the staff development program is(are):
The staff development program(s) that have been helpful to me this year was(were):
The staff development program(s) that have been least helpful to me this year was(were):

It is noteworthy that of the 14 surveys returned only one respondent found curriculum alignment helpful whereas, seven respondents mentioned either the Consultant specifically or curriculum alignment as being least helpful. The comments for staff development program(s) that have been least helpful to me this year included: "Consultant’s Curriculum Alignment meetings," "Curriculum Alignment," "Curriculum development-directions are unclear," "All the curriculum alignment."

Staff Development Suggestions

Curriculum Alignment - Update on Friday’s meetings

Tentative Scheduling Future Half Days

March 20, 1995- Consultant/Teacher Directed Writing Session
April 5, 1995- Unscheduled
April 11, 1995- Consultant
April 12, 1995- Report Card Pick-Up
May 10, 1995- Unscheduled
June 1, 1995- Unscheduled

March 2, 1995 S.P.M.T. MINUTES

Sub-Committee Report

Curriculum Alignment- A group is going to be meeting to finish up curriculum alignment. See below for tentative dates for your grade level to meet with those below and above you.
Staff Development - After looking at times prioritized on
retreat, the committee decided to focus on communication.
That will be the subject of April 11, 1995 in-service.

March 16, 1995

Sub-Committee Reports

Curriculum Alignment - Teachers are almost finished! Thanks
for all the hard work.

Staff Development - April 11, 1995 - Comer will sponsor
workshop to facilitate better
communication.

May 10, 1995 - Inclusion In-Service to
help improve program for each
constituency group. There will also be
three other workshops from which to
choose: Management, Grant Writing and
Computing.

March 20, 1995

Staff worked on aligning objectives in grade levels. No
Consultant was present. At the conclusion of this In-
Service, the researcher distributed a typed statement and
made the informal request to: "Please, take a minute and
jot down any comments regarding:

"What I understand about curriculum alignment... and
what comes next!"
These are the responses submitted to the researcher:

"I understand that when instruction and assessment match the stated objectives, the curriculum is then aligned. An aligned curriculum is a reflection of an effective school. The curriculum must be tailored to fit our school population (students), not individual teacher personalities.

____ is a Comer school. Dr. Comer has stated the importance of building social skills. We overlook this concept (totally!). My question is when are we going to implement Dr. Comer’s curriculum development plan? In my opinion, the reason for our strife with curriculum alignment is... failure to activate The Comer Project. Mr. consultant is a facilitator in helping us to align the curriculum. Our staff views him as an enemy or as someone assigned to bring about hardship. We must come together as a staff in order to move forward."

"What I understood as of March is that curriculum is not holistic, instructional or feasible the way we are now headed! Where does the Activity-Based Objectives go? A prescription will be typed up--each grade level having its own list of specifics, very discrete skills as objectives in sequence that grade levels will be expected to master. What is curriculum alignment now? Simply matching objectives with outcomes. Meeting with grades above and below to write up a guide of curriculum. It will replace the already existing book. What was curriculum alignment before? Finding neat instructional/units to teach the objectives?

"I understand the curriculum alignment is designed so that children are building on skills that they have learned the previous year. If grade levels are learning specific skills that prepare children for the next grade; then the review process is review and not re-teach/re-invent (the wheel) each year. At ____ curriculum alignment, would result in a more team-oriented approach. However, although, I believe in the principles of curriculum alignment, I don’t believe in the process that our school has chosen for completing the alignment. It appears that there are two agendas that are causing conflict. Agenda 1--the administrator and outside personnel get done the fastest way possible; fill in the forms; save our rear ends. Agenda 2--teachers let’s design a program that works and that we can use. Therefore, I’m not sure what comes next."
"Teachers are attempting to ‘promise’ to complete certain units each year. This promise will be communicated to the next grade teacher. By doing this, curriculum skills, topics will be introduced, developed, reviewed, etc. according to plan. S.I.P.--implementation of what was promised, how to get there, how to assess!"

"Our Curriculum Alignment is nothing at all like I anticipated. I ‘assumed’ we would be delineating areas to be covered and perhaps some strategies to achieve a success. Instead, I find us discussing "School Improvement Plans," "Outcomes," "Back mapping," and other things that I feel do not help teachers or students directly. We could have brought a correlation chart, and then moved on to the issues that would help teachers and students more directly, like units, themes, approaches, techniques, etc. Sorry."

"Dome
1. Aligned Grade 2-4-8-Benchmark Outcomes to State Goals

To Do
1. Meet Benchmark Cycles (K-2, 3-4, 5-8) to refine, add objectives for each grade in cycle.
2. Coordinate cycle objectives on school-wide basis.
4. Develop assessments for objectives.
5. Write activities for objectives."

"Each class should have units that are basically teaching in the same areas but on different levels."

"I understand curriculum alignment to be an understanding between grade levels above and below you so that your students come prepared to the next level and leave prepared for the next. If the school’s curriculum is aligned--eighth graders will graduate prepared for High School. Next--meet with your grade level for consensus on what is needed by the grade below and what the outcomes should be. After that--meet with grade levels below and above (in that order)."

"It’s excellent. It allows wonderful communication among teachers--vertically and horizontally. Assessment (horizontally and vertically)."
March 30, 1995

Sub-Committee Reports

Curriculum Alignment- No report.

Staff Development-

1. Working with Youth Guidance to prepare for upcoming In-Service on Communication.
2. May 10, 1995 in-service will be about inclusion.

April 5, 1995

Half-Day/REPORT CARD PICK-UP

Distribute Report Cards to Parents.

Curriculum alignment was not part of this student non-attendance day.

April 11, 1995

Half-Day In-Service/SHORTENED DAY
COMMUNICATIONS WORKSHOP
12:30 P.M.-2:30 P.M.

This workshop was planned as a result of the Comer Retreat (January 26, 1995-January 27, 1995). The workshop was facilitated by Youth Guidance.

Curriculum alignment was not part of this student non-attendance day.

April 27, 1995

Sub-Committee Reports

Curriculum Alignment- No report.

May 10, 1995

Half-Day In-Service/SHORTENED DAY
12:30 P.M.-2:30 P.M.

Today's staff development will present topics that you have indicated you would like to explore in your surveys. The presentations are made by staff members, another recommendation resulting from your comments on the surveys. Please take a few minutes to inspect this schedule and
decide which of the break-out sessions you will be attending. Knowing ahead of time where you are going will facilitate movement from one session to another. Please be prompt. Enjoy!

12:30-12:45 P.M.  All Staff Meeting/Library
Aims manuals have arrived. Come and preview these books.

12:45-1:15 P.M.  All Staff Meeting/Library
Professional Development Program, Co-Operative Learning and Social Skills Development.

Break Out Sessions:

1:20- 1:50 P.M.  Select one.
1:55- 2:25 P.M.  Select one.

Break Out Selections and Descriptions

Class Organization and Paper Management - Room 105
Conflict Resolution - Commons Area
Grant Writing - Science Lab

May 11, 1995  S.P.M.T.MINUTES

Sub-Committee Reports

Curriculum Alignment- Curriculum Coordinator reports that teachers should have first copies of the goals and objectives!

June 1, 1995  Half-Day In-Service/SHORTENED DAY
U.D.A.C. WORKSHOP
12:30 P.M.-2:30 P.M.

Staff and parents are trained in the Urban District Assessment Consortium. Personnel work on:

Student Responses: open-ended Items
Scoring Guides: open-ended Items

Curriculum alignment was not part of this student non-attendance day.
Sub-Committee Reports
Curriculum Alignment- No report.

Reflections from September 1994 to June 1995

The statement "change is a process, not an event" provides the image of something happening to individuals over time (Hall & Louchs, 1977). The purpose of this dissertation was to determine the importance of the seven factors identified by Berlin and Jensen (staff participation, leadership, communication, culture, support and follow-up, adaptation and time) to the human element in a school-based change process. One of the factors identified was leadership. "A variable most often noted in the school effectiveness literature is strong, administrative leadership (Brookover et al., 1979; Edmonds, 1979a; Fullan, 1990; Klitgaard & Hall, 1973)" (Stockard & Mayberry, 1992, p. 26).

The chronology of the actual minutes, notes and agendas documented what took place at the research site. The researcher, during this one-year study, examined the actions of participants. The Principal, as the leader of organizational change, set the stage by sending an official welcoming communique to the staff.

This year we must concentrate on improving student’s achievement by evaluating how instruction is delivered, determine what we can do to improve, and identifying what we need to make those improvements.

September 1, 1994, the first in-service, provided training in the holistic approach to Language Arts. Under the
direction of a paid outside consultant, recognized for expertise in the field, the school staff was exposed to the philosophical approach to holistic language.

The in-service of September 2, 1994, where the Consultant was a presenter, was the second staff meeting of the school year. This workshop, planned by the Principal, provided an overview of the curriculum alignment process and a rationale for curriculum alignment. The statements written by the participants at the completion of the September 2, 1994, workshop showed an understanding of what was expected and a willingness to accomplish the task of aligning the curriculum in Language Arts. There was an appreciation of what needed to be done, and an understanding/optimism of how it would affect their students' academic success.

The Consultant, while conducting all of these meetings, however, found it difficult to lead a discussion on the curriculum alignment of Language Arts, without evoking faculty remarks on holistic language (i.e., "I use the child's interests to teach." "I don't plan like that."). The proximity of the two in-services and the fact that the primary teaching staff had had monthly in-services on techniques in the use of holistic language during the 1993-1994 school year impeded the endeavor of aligning the Language Arts curriculum.
The first sign of strain occurred on October 19, 1994, at the meeting convened by the Principal arranged on the advice of the Consultant. Although the principal was in the building during the previous afternoon alignment sessions of October 5, 1994 and October 14, 1994, he seemed unaware of what was taking place. The continuing faculty debates on whole language verses curriculum alignment could not be resolved by the Consultant and consequently necessitated the Principal's re-focusing the group on alignment. The Principal states to the committee: "You are developing a delivery system... It does not take identifying a single philosophy to move forward." Although the meeting went smoothly and consensus seemed to be achieved, the schism between whole language and curriculum alignment would remain throughout the process. Because the alignment Consultant was unable to resolve this issue, he lost considerable expert power with the primary teachers.

During the first all staff meetings on curriculum alignment, October 20, 1994, many deterrents to the alignment process became visible. The Consultant and faculty were prepared for a meeting devoted solely to curriculum alignment. The Principal, through his actions, undermined the importance of the task.
1. The Principal started the meeting late.
2. The Principal used one and a quarter hours of the time designated for curriculum alignment to discuss other school issues and to schedule a second program.
3. The Principal allocated 45 minutes to complete a two hour alignment task.

Teachers were unable to complete the work assigned and were still confused about the Language Arts alignment task. It was at this October twentieth meeting that one began to see a lack of communication and less than a complete understanding between the Consultant, the curriculum alignment committee, the Principal and the rest of the staff. It had been assumed that the committee would understand and disseminate information regarding curriculum alignment. The Consultant had asked the committee to explain that which they were unsure of and not convinced of themselves. The Principal seemed unaware that the Consultant had not provided an understandable overview of the process. The group was not prepared to move forward with the information that had been provided.

The Principal had not attended any of the alignment meetings nor met the requests made by the Consultant to obligate the Curriculum Coordinator to have the committee complete the charts. On the morning of the next half-day in-service, the Curriculum Coordinator called a curriculum committee meeting. Although the Coordinator had not followed through on her assignment, the required completed charts, she nevertheless placated the non-compliant members
by offering them refreshments. Thus the November 15, 1994, the 8:15 A.M. meeting held by the Curriculum Coordinator, acted as a reward to members for not completing their charts. One should have anticipated some repercussions and disappointment from the Consultant who had assigned the task nearly one month earlier. The Principal received notification of alignment meetings from the Coordinator but was not aware that the charts remained unfinished.

The half-day in-service followed in the afternoon. The Principal, present at the start of the meeting, left after the first half hour. During the all staff meeting (12:30 P.M.-2:30 P.M.) of November 15, 1994, the staff questioned definitions and talked among themselves. The Consultant became enraged by questions such as: "How can skills be themes?" "What is a Unit?" "What is the difference between a goal and an objective?", etc. The meeting was one of misunderstandings, and a breakdown in leadership as the participants were alienated by the Consultant. The group became more and more inattentive. The Consultant suggested, as the Principal was not present to offer him support or structure, that the staff take a short break and upon returning begin working on the charts. After the break, however, the Consultant's lecture style presentation continued and the communication breakdown was evident in the growing hostility and undercurrent of staff conversation during his lectures. The direct feedback from participants:
"Way too much talk."

"He gives mixed messages."

The teacher's feelings, both intellectually and emotionally, were now hostile and set against him. The meeting was counter-productive. The Principal was not in attendance for the last hour and a half and the administration never discussed the happenings of the November 15, 1994 meeting. The results were disastrous for the process.

Youth Guidance personnel suggested to the Principal the necessity of an administrative curriculum alignment meeting. On November 23, 1994, the Consultant, Curriculum Coordinator and Assistant Principal met outside the school environment. The Principal did not participate in this meeting. The meeting convened late as the Curriculum Coordinator was not a willing participant and did not arrive on time. The Consultant was displeased with the performance of the curriculum alignment committee and discussed the inappropriateness of the Coordinator's 8:15 A.M. meeting on November 15, 1994. The Consultant related the failure of the curriculum alignment process directly to the lack of follow-up and support by the Coordinator. He delineated his expectations of the Coordinator and established a time frame to continue the process. Dates were to be confirmed by the Coordinator. Although advised that there had been a meeting, the Principal nevertheless requested no information regarding what ensued.
After the meeting of November 23, 1994, the chastened Curriculum Coordinator issued a memo regarding a deadline for the charts. The curriculum alignment committee meeting of December 9, 1994 was to prepare to start teachers on the process of refining their charts. Although the charts were incomplete and many needed re-doing, teachers were now on the right track to curriculum alignment. The Principal was never actively involved. The charts were left in the hands of the Curriculum Coordinator, who supplied no appraisal of what needed to be done. Later that day the Consultant specifically went over what had to be addressed at each of the grade levels (December 9, 1994), with the Coordinator. Completed charts were to be placed in the Faculty Planning Area in preparation for a gallery walk through by the staff. However, nothing was undertaken by the Coordinator. The Curriculum Coordinator did not complete the task. The charts, in their draft form, were hung up in the Faculty Planning Area. The staff remained confused and wanted more direction than the Curriculum Coordinator could supply. As noted previously, the staff had expressed the opinion that the Consultant gave mixed messages and they were unable to understand and/or comply with any directives. Under her own authority the Curriculum Coordinator abandoned the idea of addressing or re-doing the charts.

The Comer Consultant did not have any firm dates from the Curriculum Coordinator for him to return and
consequently he did not reappear at the research site until February 24, 1995. The Principal did not request notification of future in-services. The Curriculum Coordinator, never conferred with the Principal and/or other administrators, took it upon herself to respond to the disgruntled remarks of the staff. The Curriculum Coordinator went to the Central Office to seek support of the alignment process. Without the Principal’s prior approval or knowledge, a second consultant was brought to the research site by the Curriculum Coordinator. Although this second consultant had expertise in back mapping, the process and its effect on alignment was never discussed.

Back mapping is the creation of a schema by determining what came before.

ALIGNMENT

Fundamental Learning Area (State)

Goal (State)

Learning Outcomes (District/School)

Learning Objectives

System wide objectives and Standards (Classroom)

The second consultant’s approach looked at the largest, broadest goal and worked backwards mapping what had to be mastered to achieve the goal. Using this process, strands of learning feed into objectives which in turn feed into Benchmark goals.

To the researcher this marks the total breakdown of
leadership and the antithesis of the curriculum alignment principles of individual initiative and empowerment. The merits of the back mapping process were never discussed. The allotment of time was never articulated. The results and the use of the finished product were never investigated. The finished product of very specific, very discrete skill with broader skills descriptors would not apprise a teacher of when to teach a concept, how to teach a concept, what activities to use to teach a concept and the assessment of the concept. With this completed back mapping document in hand what will the teachers implement? Working on back mapping would prove tedious, time consuming and counter productive. In her need to remedy the existing situation, the Curriculum Coordinator undermined the alignment of the curriculum. The Principal remained uncommitted.

The alignment meeting of January 19, 1995, under the tutelage of the Board of Education consultant took place as constituency groups were relieved from classroom duty during instructional time. The Principal provided substitute coverage for teachers. The one hour session, with ten or fewer in attendance, made it easy for most of the staff to respond positively to the in-service. Also, this second, personable consultant was well prepared. However, some staff expressed displeasure:

"This reminds me of a paragraph's Main Idea and Supporting Details lesson in an English text. This confused me for the first time. I thought we were creating curriculum of our own based on our expertise,
founded in theory and practice and grounded in our unique population. This Consultant proved to me that she had the 'correct answers' and that our ideas on this match-up were either wrong or right."

"If somewhere all the alignment is written down, having been decided by people trained and paid specifically for this job, why must we struggle to replicate that?"

"Why can’t we move on to creating our Units that we will use in the future to ensure both alignment and accountability?"

On the half-day in-service of January 31, 1995 the Curriculum Coordinator instructed staff to work on back mapping. Neither the second Board consultant, the Comer Consultant, nor the Principal was in attendance. The back mapping in-service was intended as an independent work session allowing constituency groups to match goals with objectives. The researcher recorded the following comments:

"It reminds me of having students do rote learning, like copying a correct sentence off the board rather than composing one."

"Don’t we really need to clarify just what is meant by the Goals and Objectives in terms of instruction?"

"We are reinventing the wheel."

When the Comer Consultant reappeared on February 24, 1995, 11 weeks after his last visit of December 9, 1994, no initiative had been undertaken on the part of the staff, the Curriculum Coordinator or the Principal to continue or complete the charts. It was a repeat of past performances. The teachers arrived late for the meeting. The Principal, prioritizing assessment over curriculum alignment, sent six staff members out of the building to attend an assessment
workshop. After returning from the Board's assessment meeting, the Principal addressed the staff in a less than positive manner. To paraphrase his sentiments, "I expect to see academic achievement—or else." No work had been done on the charts. Many teachers had been unimpressed with back mapping and it had become difficult for teachers to discuss alignment amongst themselves. The issue of alignment was not a topic for discussion at the infrequently held administrative meetings.

As the staff got drawn into back mapping by the Curriculum Coordinator some understanding of alignment became evident. Teachers, however, were disturbed with the amount of time required and concerned with the lack of results in relationship to time outlay. There was no visible product which, if it materialized, would substantiate or enhance an aligned curriculum. The meetings continued on each of the grade levels. The Curriculum Coordinator worked exclusively on back mapping. She was determined that the Language Arts curriculum would be aligned. There would be a document.

During the entire alignment process no one prevailed on or had the audacity to tell the Curriculum Coordinator to stop being side tracked and to terminate the back mapping. The Principal had not addressed the alignment process. He had not investigated the reason for the staff's discontentment. He had not studied which of the grade level
groups had completed the charts. He was not apprised of who had remained on task. Ironically, the researcher could not determine if the Principal understood the exact task. He had not comprehended the magnitude of his lack of leadership.

The staff became increasingly disillusioned. Their enormous effort resulted in a tool that would not assist in future lesson planning. The Principal expected results—academic achievement. More than a year later, as of November 1, 1995, the document that the Curriculum Coordinator orchestrated and the staff created remained obscure and its purpose questionable.

**Examination of the Products of Curriculum Alignment**

In the Fall of 1994, the staff at the research site began efforts to ensure that teachers teach students what they are expected to learn. The initial stage of this projected alignment of the Language Arts curriculum was to define the essential skills to be taught in the elementary grades. Youth guidance had proposed that instructional alignment at the individual school buildings would help schools become more effective at promoting student learning.

Curriculum alignment is the conscious congruence of three educational elements: curriculum, instruction, and assessment. Alignment is rooted in the belief that instructional plans are established through outcomes-based content goals and the goal of assuring that delivery and assessment are congruent. (Leitzel & Vogler, 1994, Resume abstract)
The educational reform movement has inspired school improvement programs focusing on the classroom as the unit of change.

This segment of results describes and compares the products of alignment both midway and at the end of the school year. An evaluation of the products from first, third and eighth grade were used as works representative of the school. The researcher used the following criteria to evaluate the work:

1. Did the product(s) construct a sequence of instruction?
2. Did the product(s) establish desired outcomes?
3. Did the product(s) determine instructional strategies?
4. Did the product(s) reflect the local school/student population?
### First Grade Mid-Semester Curriculum Alignment Chart

**Unit I**
- Identify alphabet and letter sounds
- Left to right progression
- Visual discrimination
- Predicting
- Rhyming
- Sight vocabulary
- Listening - directions
- Manuscript writing

**Unit II**
- Predicting
- Rhyming and word families
- Sight vocabulary (reinforce)
- Manuscript writing
- Sequencing
- Identify main ideas and details
- Developmental Writing
- Associate initial, final consonants

**Unit III**
- Identifies character, place setting, conflict, plot
- Recognizes long, short vowels
- Associate consonant blends, digraphs with sounds
- Recognize cause/effect relationships
- Compares and contrasts
- Developmental writing
- Vocabulary Development

**Unit IV**
- Write lists, labels, captions, letters stories
- Write a simple sentence with standard conventions appropriate grade
- Critical thinking
- Able to read at level appropriate to ability
- Locate information in books
Third Grade Mid-Semester Curriculum Alignment Chart

Thematic Focus: Self Esteem

(1.) Reading, Writing, Listening, Speaking

Skills:
- Main idea, cause and effect
- Predictions, infer main idea, sequence facts and opinions, dictionary use
- Personal narratives orally creative expressions - poetry writing and recitation
- Speak with clear and understandable voice
- Use thesaurus
- Reads aloud
- Sentence writing, sentence combining

(2.) Customs and Cultures - Thematic Focus

Skills:
- Listen attentively recall the content of oral messages
- Write with various purposes, research
- Write in an organized manner
- Write and use standard English
- Research and write about various cultures and countries
- Identify relationship of main idea and supporting detail
- Spelling and terminology

(3.) Environment - Thematic Focus

Skills:
- Provide rationale for predictions, Before, During and After
- Compare character traits and settings
- Demonstrate poise when speaking
- Speak courteously
- Develop cursive writing skills
- Edit and Revise

(4.) Exploring the World

Skills:
- Present a message appropriately
- Share information respectfully of other cultures
- Listen to socially-acceptable ways to gain attention
- Research and write about
Eighth Grade Mid-Semester Curriculum Alignment Chart

I. Community Awareness (Local)
   (A.) Elements of a community
   (B.) Business/Economics of a community
   (C.) Services of a community
   (D.) Demographics of a community
   (E.) Contributions to and from a community

Skill enhancement: Research skills, Expository writing skills, Personal Narratives, Letter writing, Listening, Speaking, Critical thinking.

II. United We Stand (National)
   (A.) Our Government
   (B.) Relationships to local level politics and community
   (C.) Current Events

Skill Enhancement: Debates, Public Speaking, Evaluations, Persuasive and Expository writing.

III. The World at Large (World)
   (A.) Multicultural Awareness
   (B.) Global Affairs
   (C.) Friendships around the world
   (D.) As the world turns


IV. Universal Reflections (The World And You)
   (A.) Universal languages
   (B.) Environmental consciousness, How can you help?
   (C.) Changing attitudes


V. The Writing Process
   (A.) Organize thoughts and ideas
      1. sequencing
      2. brainstorming
   (B.) Outline (format of an essay)
   (C.) Write an essay (generate, develop and revise)
   (D.) Write four standard styles of writing.
1. expository
2. narrative
3. descriptive
4. persuasive

(E.) Transactional writing: Journalistic approach
Benchmark Outcomes to Systemwide Objectives, First Grade

Backmapping

LAO/2-1. Apply reading strategies using a variety of materials and resources.
1. Recite rhymes and poems.
2. Make predictions.
3. Identify sequence.
4. Identify main idea.
5. Identify ideas.
6. Compare and contrast information.
7. Associate initial and final consonants with letters.
8. Recognize long and short vowel sounds.
9. Apply alphabetical order to the first letter.
10. Understand, appreciate and respect one's own heritage and other cultures through literature, holidays, music, art, clothing, dance and language using all modalities of communication.
11. Dictate and write language experience stories and messages.
12. Locate info in parts of a book incl. table of contents, title pg. dedication pg. numbers.
13. Introduce a primary dictionary.
14. Develop sight vocabulary using word sorts, families and other strategies.
15. Develop reading skill using materials written by authors representing different cultures.
16. Identify word meaning from context and picture cues.
17. Associate consonant blends and consonant digraphs with sounds.
18. Introduce plural forms, inflectional endings, compounds words and contractions.
19. Shared reading probably doesn't belong-how would we assess?

LAO/2-2. Analyze and critique own work and the work of others.
1. Identify the setting of literary works.
2. State the main idea and details of a selection.
3. Tell the events of a story in sequential order.
4. Explain causes of character behavior.
5. Understand and appreciate the cultural backgrounds of authors.
6. Express reactions to stories, poems and plays.
7. Seek offer and respond to information and to various audiences.
8. Understand, appreciate and respect one's own heritage and other cultures through literature, holidays, music, art, clothing, dance and language using all modalities of communication.
LAO/2-3. Write for different purposes and audiences using all stages of the writing process.
1. Write for various purposes and audiences.

Third Grade Curriculum Alignment Final Product/Excerpts

State Goals
1. Read, comprehend, interpret, evaluate, and use written material.
2. Listen critically and analytically.
3. Write Standard English in a grammatical, well organized and coherent manner for a variety of purposes.
4. Use spoken language effectively in formal/informal situations to communicate ideas and information, ask and answer questions.
5. Understand the various forms of significant literature representative of different cultures, eras, and ideas.
6. Understand how and why language functions and evolves.

State Goals to Benchmark Outcome Alignment
1. Read, comprehend, interpret, evaluate and use written material.
   LAO 3-1 Interpret, analyze, and critique the literal and non-literal messages in oral and written texts that represent different cultures.
   LAO 3-2 Appraise the work of self and others and reassess one's own thinking, speaking, and writing, using new understandings.
   LAO 3-6 Construct meaning of unfamiliar words and ideas from oral and written texts, using a variety of strategies and resources.
   LAO 3-7 Read, comprehend, evaluate, and interpret genre representing literature of various cultures, eras, and ideas.
   LAO 3-9 Read and write for various purposes including recreation and enrichment.
   LAO 3-10 Use technology as a tool for communication and investigation.

2. Listen critically and analytically.
   LAO 3-8 Listen actively, critically, and analytically for a variety of purposes.
   LAO 3-10 Use technology as a tool for communication and investigation.

3. Write Standard English in a grammatical, well-organized, and coherent manner for a variety of purposes.
   LAO 3-3 Speak and write, using standard conventions in a well-organized and coherent manner appropriate to a variety of audiences and purposes and audiences, using all stages of the writing process.
LAO 3-4 Write narrative, descriptive, expository, and persuasive material for different purposes and audiences, using all stages of the writing process.

LAO 3-9 Read and write for various purposes including recreation and enrichment.

LAO 3-10 Use technology as a tool for communication and investigation.

4. Use spoken language, effectively in formal/informal situations to communicate ideas and information, ask and questions.

LAO 3-3 Speak and write, using standard conventions in a well-organized and coherent manner appropriate to a variety of audiences and purposes, and audiences, using all stages of the writing process.

Eighth Grade Curriculum Alignment Final Product/Excerpts

State Goals
1. Read, comprehend, interpret, evaluate and use written material.
2. Listen critically and analytically.
3. Write Standard English in a grammatical, well organized and coherent manner for a variety of purposes.
4. Use spoken language effectively in formal/informal situations to communicate ideas and information, ask and answer questions.
5. Understand the various forms of significant literature representative of different cultures, eras and ideas.
6. Understand how and why language functions and evolves.

State Goal to Benchmark Outcome Alignment
1. Read, comprehend, interpret, evaluate and use written material.

LAO8-1 Analyze and evaluate the communication of self and others, using a range of strategies.

LAO8-5 Make valid inferences when reading texts that represent literature of different cultures and eras, including ancient cultures.

LAO8-7 Evaluate literature of different cultures on the basis of personal response and analysis of literary elements and devices.

LAO8-9 Read and write independently for personal and academic purposes.

LAO8-10 Communicate an understanding of the academic and social purposes of technology.

2. Listen critically and analytically.

LAO8-8 Use listening and reading strategies appropriate to purpose and textual difficulty.

LAO8-10 Communicate an understanding of the academic and
social purposes of technology.

3. Write Standard English in a grammatical, well-organized, and coherent manner for a variety of purposes.

LA08-2 Write effectively in different modes; personal experience narrative, summary, story, sketch, poetry, dialogue, essay, and report.

LA08-9 Read and write independently for personal and academic purposes.

LA08-10 Communicate an understanding of the academic and social purposes of technology.

4. Use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

LA08-1 Analyze and evaluate the communication of self and others, using a range of strategies.

LA08-3 Give oral presentations, including extemporaneous and formal speeches, in a clear and concise manner, using appropriate techniques.

LA08-4 Determine, discuss, and debate pros and cons of various issues in an informed manner.

LA08-10 Communicate an understanding of the academic and social purposes of technology.

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<th>Establishes</th>
<th>Determines</th>
<th>Reflects Local School/ Sequence of Desired Instructional Student Instruction Outcomes Strategies Pop.</th>
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<tr>
<td>Eighth grade Final</td>
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<td>No</td>
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</tbody>
</table>
This chart demonstrates that the staff was more in-tune with actual curriculum alignment task midway through the project than at the conclusion of the project.

Thus, the first grade midway through the project had established desired outcomes and reflected the local school student population in their curriculum alignment efforts. At the end of the project they only had established desired outcomes.

In sharper contrast the third grade midway through the project had all four elements of curriculum alignment: constructs sequence of instruction, establishes desired outcomes, determines instructional strategies and reflects the local school student population. Regrettably, at the end of the project they had lost all of these elements except for establishing desired outcomes.

The eighth grade pattern is similar. Midway through the project they had established a sequence of instruction, determined instructional strategies and reflected the local school student population on their Language Arts curriculum alignment chart. At the end of the project their back mapping endeavors only established desired outcomes.

Next, the researcher will use the criteria established by the Los Angeles Unified School District to evaluate the midway and final curriculum alignment products of the research site. This criteria consists of five steps.
Step 1: Reviewing the Essential Skills

The first step is for teachers to become familiar with the objectives—the essential skills for their grade level (Scott, 1983a, p. 5).

<table>
<thead>
<tr>
<th>Essential Skills</th>
<th>Mid-Semester Product</th>
<th>Final Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Step 2: Setting Priorities

The second step is for teachers to identify specific priorities for instruction. While all of the essential skills need to be included in the instructional program, it is usually helpful to identify a small number of skills to receive special attention (Scott, 1983a, p. 6).

<table>
<thead>
<tr>
<th>Setting Priorities</th>
<th>Mid-Semester Product</th>
<th>Final Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Step 3: Planning Instruction

Once priorities have been set, teachers plan instruction for the year. Teachers determine which instructional strategies are likely to work best, which instructional materials are most appropriate, and the time that is likely to be needed for instruction. (Scotta, 1983, p. 6)
Planning Instruction

<table>
<thead>
<tr>
<th></th>
<th>Mid-Semester Product</th>
<th>Final Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Step 4: Checking Progress

During the year, teachers are encouraged to continually monitor their progress in teaching the essential skills, but at least once, no later than midway through the school year, teachers should meet formally to discuss their progress. Progress needs to be evaluated in terms of the extent to which the teachers' plans for instruction are being implemented. (Scott, 1983a, p. 7)

Checking Progress

<table>
<thead>
<tr>
<th></th>
<th>Mid-Semester Product</th>
<th>Final Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Third Grade</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Step 5: Acknowledging Accomplishments and Planning Next Steps

Near the end of the year, it is useful for teachers to have an opportunity to identify their accomplishments in teaching essential skills. This is also an appropriate time to discuss problems that have arisen during the year, and to identify ways to minimize or eliminate these programs in the future. (Scott, 1983a, p. 7)
Acknowledging Accomplishments and Planning Next Steps

<table>
<thead>
<tr>
<th></th>
<th>Mid-Semester Product</th>
<th>Final Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Third Grade</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

These five charts indicate that based on the criteria established by the Los Angeles Unified School District, the staff was only able to complete one step in the final product which was to formalize essential skills. The final product, however, did contain an abundance of essential skills although it did not move the process ahead. Unfortunately, the midway original curriculum alignment charts, which were constructed around actual teaching and the needs of the students at the research site, were never completed. Teachers were unable to complete the charts because the help provided was insufficient. The researcher believes that if the groups had continued with the charts, activities and specific goal setting the results would have lead to setting priorities and planning instruction.

The final product, delivered in November of 1995, was unrelated to the original charts. The original charts were abandoned when the process of back mapping began. The final curriculum alignment product represents the integration of three guides:
State Goals

Benchmark Objectives

System-wide Objectives

The teachers cut, pasted and organized goals to develop a Language Arts curriculum. The process and the product did not address setting priorities, planning instruction, checking progress or acknowledging accomplishments.
Concerns-Based Adoption Model/Stages of Concern

Questionnaire Results

The Stages of Concern Questionnaire focuses on the concerns of individuals involved in change (Hall, 1991). Research has identified seven kinds of concerns that users, or potential users, of an innovation may have.... The developmental nature of the concerns is further reflected in the three dimensions--self, task, impact--into which the seven stages may be grouped. (Hord et al., 1987, p. 30)

Hord et al., (1987) presents the individual stages of concern on a continuum ranging from zero (0), the lowest level of awareness, to six (6) the refocusing stage, the highest level of awareness (Chapter II, p. 43). The stages progress from self to task to impact. The first Stages of Concern Questionnaire was administered to the entire staff February 22, 1995. These Winter questionnaires were scored and each individual's stage of concern was identified. Once the seven raw scores and the total raw score were obtained, it was necessary to convert them into percentile scores to interpret them. The results are based on the responses of 39 individuals (see Graph 1).

This first profile, February 22, 1995, represents individuals who have not begun using the innovation. The staff scored highest, 86% at the awareness stage and second highest, 78%, at the information stage. This is the "most readily identified and commonly found concerns profile of the nonuser. Nonusers' concerns are normally highest on stages 0, 1, and 2, and lowest on stages 4, 5, and 6"
Graph 1. Curriculum Alignment Total Staff Concerns - Winter Mean
(Hord et al., 1987, pp. 35-36). This profile is that of interested individuals who are somewhat aware of the innovation and want additional information. The low tailing-off scores suggests that the staff has no ideas that compete with the proposed innovation.

The second Stages of Concern Questionnaire was administered to the entire staff May 10, 1995. These Spring questionnaires were scored and each individual's stage of concern was identified. Once the seven raw scores and the total raw score were obtained, it was necessary to convert them into percentile scores to interpret them. The results are based on the responses of 39 individuals (see Graph 2).

This second profile, May 10, 1995, represents individuals who have not begun using the innovation. The staff scored highest, 84%, at the awareness stage and second highest, 72%, at the information stage. This is the "most readily identified and commonly found concerns profile of the nonuser. Nonusers' concerns are normally highest on stages 0, 1, and 2, and lowest on stages 4, 5, and 6" (Hord et al., 1987, pp. 35-36). This profile is that of interested individuals who are somewhat aware of the innovation and want additional information. The low tailing-off scores suggests that there are no ideas that compete with the innovation.
Graph 2. Curriculum Alignment Total Staff Concerns - Spring Mean
The researcher then compared the findings of Stages of Concern for the winter questionnaire to the spring questionnaire (see Graph 3).

The findings of Stages of Concern Questionnaires 1 and 2 comparison can be interpreted as the staff becoming entrenched at the awareness stage (self concerns). In fact, when the researcher compared the staff’s mean (Winter/Spring), it shows that in the Spring there was a loss of 12 points between the awareness and the information stage concerns. The normal change process would see staff moving from awareness (self concerns), to management (task concerns), and on to consequences (impact concerns).

The researcher then looked at the mean of the first, third, and eighth grade levels, Winter and Spring, and compared these findings to the groups’ mean. The researcher seeks to determine if substantial differences exist between a single grades profile and the group’s mean (see Graph 4).

In the Winter, the first grade scored highest in awareness concerns, 60%. This mirrored the total group’s mean. In the Winter, the first grade level also showed concerns about refocusing, scoring 44%. The combination of high awareness and refocusing means that grade level one staff was interested in making adjustments to the proposed process of curriculum alignment.

In the Spring, the first grade again scored highest in awareness concerns, 55% and also showed concerns about
Graph 3. Curriculum Alignment Total Staff Concerns - Winter and Spring Mean
CURRICULUM ALIGNMENT
FIRST GRADE STAFF CONCERNS

Graph 4. Curriculum Alignment First Grade Staff Concerns - Winter and Spring Mean
management, 48%, and refocusing, 43%. The first grade level seemed aware but showed various degrees of doubt and potential resistance to the innovation. This differs from the Spring group's mean which showed only awareness concerns (see Graph 5).

The third grade level Winter mean showed high levels of concern in all of the stages. Although awareness concerns were the highest, 90%, information concerns received 80%, personal concerns received 85%, consequences received 88% and refocusing received 85%. In the Spring informational concerns were highest, 85% and refocusing received 80%. Both of these profiles could be classified as multiple-peak profiles. "Multiple-peak profiles are not easy to interpret" (Hord et al., 1987, p. 38). Neither of these profiles are interpreted in the literature. The researcher can only assume that in both Winter and Spring self concerns were highest but the staff was involved in the innovation and had progressed into concerns of task and impact. In both the Winter and Spring profiles, the third grade had not reflected the group's mean (see Graph 6).

In the Winter, the eighth grade staff scored highest in awareness concerns, 82%. The eighth grade level also showed concerns about information, 79%, and personal concerns, 80%. "In general, profile interpretations can be based heavily upon the definition of the stage that has the highest score" (Hord et al., 1987, p. 37). Thus the Winter profile can be
Graph 5. Curriculum Alignment Third Grade Staff Concerns - Winter and Spring Mean
Graph 6. Curriculum Alignment Eighth Grade Staff Concerns - Winter and Spring Mean
interpreted as eighth grade staff at the stage of self concerns which reiterated the Winter group's mean.

In the Spring, the eighth grade staff again scored highest in awareness concerns, 98%. The eighth grade level also showed concerns about management, 88%. The profile shows a degree of potential resistance around the concern of management of the innovation. This resistance was not evidenced in the Spring group's mean profile.

In conclusion, all the grade level profiles, and the means of the group both in Winter and Spring, indicate that the stage of concern was that of self concern or the first of three descriptors... i.e., self, task, impact. Thus, although the grade levels and group mean profiles did vary they remained at the stage of nonusers. Using what is known about change (Hord et al., 1987), that it is a process not an event, that occurs over time the data indicate that there was no movement to an implementation of change. The Stages of Concern Questionnaire concluded that awareness of the required change must be in place before change can occur.

**Year-End Interview Results**

This segment considers the question, what factors need to be in place before change begins. The results are based on the data of 31 Year-End Interviews. A Likert type measurement instrument was used with eight scales from 0 to 7. Zero was the lowest negative feeling; 7 was the highest positive feeling. The arithmetic means are calculated for
each question. These means reflect the overall feeling about each tested item. The subjects' feelings are classified in three categories by using their response:

A.) If arithmetic mean of the response is lower than 3.00, the subjects have negative attitude or feeling about this particular item.

B.) If arithmetic mean of the response is higher than 3.00, and lower than 4.00, the subjects have neutral attitude or feeling about this particular item.

C.) If arithmetic mean of the response is higher than 4.00, the subjects have positive attitude or feeling about this particular item.

In this Year-End Interview questions 1-6a, 1-6b, 1-6d, 1-7a, 1-7b, 1-7c, 1-7d, 1-8a, 1-8b, 1-8c, and 1-8d comprise the Comer School, Board of Education and the Research Site school subscales. The results were that in addition to an awareness of the required change, the school must perceive how that change fits into the school's identity before change can occur (see Table 1).

Table 1
Year-End Interview Subscale with Related Question Numbers and Means

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Question</th>
<th>Mean of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comer</td>
<td>6a, 6b, 6c, 6d</td>
<td>3.3</td>
</tr>
<tr>
<td>Board</td>
<td>7a, 7b, 7c, 7d</td>
<td>2.9</td>
</tr>
<tr>
<td>Research Site</td>
<td>8a, 8b, 8c, 8d</td>
<td>5.5</td>
</tr>
</tbody>
</table>
Segment 3

This segment examines the impact of various factors on the change process. These factors are: staff participation, leadership, communication, culture, support and follow-up, adaptation and time. Multiple research tools were used to analyze these factors. The tools were a Chronology, Reflections, an Examination of the Products of Curriculum Alignment, Stages of Concern Questionnaire, Team Functioning Survey, and Year-End Interview. The chart below presents the integrated results of these research tools. The Team Functioning Survey is on a scale of 1-4. The Year-End Interview is based on a scale of 0-7.

<table>
<thead>
<tr>
<th>Variable (Identified by Berlin &amp; Jensen)</th>
<th>Research Tool</th>
<th>Rating</th>
<th>Interpretation/ Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Participation</td>
<td>Chronology</td>
<td>---</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>Examination of the Products of C.A.</td>
<td>---</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>Team Functioning Survey/School</td>
<td>3.3</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/Subscale</td>
<td>61%</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/ques.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Chronology</td>
<td>---</td>
<td>negative</td>
</tr>
<tr>
<td></td>
<td>Reflections</td>
<td>---</td>
<td>negative</td>
</tr>
<tr>
<td></td>
<td>Examination of the Products of C.A.</td>
<td></td>
<td>negative</td>
</tr>
<tr>
<td></td>
<td>Stages of Concern Questionnaire</td>
<td>stage 0</td>
<td>negative</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/subscale Consultant</td>
<td>2.0</td>
<td>negative</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/subscale Principal</td>
<td>2.7</td>
<td>negative</td>
</tr>
<tr>
<td>Communication</td>
<td>Year-End Interview/ques.1-2A</td>
<td>5.0</td>
<td>positive</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/ques.1-2B</td>
<td>4.9</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/ques.1-2C</td>
<td>4.4</td>
<td>positive</td>
</tr>
<tr>
<td>Culture</td>
<td>Team Functioning Survey/School</td>
<td>3.3</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/subscale Comer</td>
<td>3.3</td>
<td>neutral</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/subscale Bd. of Ed.</td>
<td>2.9</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/subscale Research Site</td>
<td>5.5</td>
<td>positive</td>
</tr>
<tr>
<td>Support &amp; Follow-Up</td>
<td>Stages of Concern Questionnaire</td>
<td>stage 0</td>
<td>negative</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/subscale Support</td>
<td>3.9</td>
<td>neutral</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/subscale Follow-up</td>
<td>3.1</td>
<td>neutral</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Stages of Concern Questionnaire</td>
<td>stage 0</td>
<td>negative</td>
</tr>
<tr>
<td></td>
<td>Year-End Interview/subscale Adaptation</td>
<td>4.2</td>
<td>positive</td>
</tr>
<tr>
<td>Time</td>
<td>Year-End Interview/ques.1-5</td>
<td>&lt; 50%</td>
<td>negative</td>
</tr>
</tbody>
</table>

**Team Functioning Survey Results**

The data on Team Functioning is based on 39 participant responses. One survey, however, was returned with a social security number but no answers.

To gather data relating to team functioning within the organization, 12 "numerical rating" survey items were used. The "1-4" ratings indicated the extent to which a participant felt the behaviors were evident in their teams.
(1="Seldom", 4="Always"). The specific question which are delineated in Appendix G, and means of survey respondents’ ratings for these items, are provided in Table 2.

Table 2

Team Functioning Survey Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>3.1</td>
</tr>
<tr>
<td>b.</td>
<td>3.0</td>
</tr>
<tr>
<td>c.</td>
<td>3.4</td>
</tr>
<tr>
<td>d.</td>
<td>3.3</td>
</tr>
<tr>
<td>e.</td>
<td>3.0</td>
</tr>
<tr>
<td>f.</td>
<td>2.8</td>
</tr>
<tr>
<td>g.</td>
<td>3.1</td>
</tr>
<tr>
<td>h.</td>
<td>2.6</td>
</tr>
<tr>
<td>i.</td>
<td>3.2</td>
</tr>
<tr>
<td>j.</td>
<td>3.1</td>
</tr>
<tr>
<td>k.</td>
<td>3.4</td>
</tr>
<tr>
<td>l.</td>
<td>3.1</td>
</tr>
</tbody>
</table>

Table 2 shows that the teams at the research site functioned positively. As is shown above there is no mean which is less than 2.6, and 83.3% of the means are equal to or larger than 3.0.

The teachers worked in teams by grade level on the curriculum alignment process. In some cases, however, not every member of the team returned this survey thus making analysis of the results by grade level teams difficult. The researcher, therefore, presented the mean results of the Team Functioning Survey for grades one, three and eight as a representative sample of the school. Each of these grade
levels had three respondents' ratings. The mean of the schools' Team Functioning Survey, as well as the mean of grade levels one, three and eight are: School, 3.3; grade one, 2.8; grade three, 3.8; and grade eight, 2.4 respectively.

This shows that the lowest mean belongs to the eighth grade teachers, 2.4 while the highest mean belongs to the third grade teachers, 3.8. As a descriptive statistic the mean indicates that the third grade teachers have the most positive feeling about team functioning within the organization while the eighth grade teachers have neutral feeling. The mean of the school, 3.3 is more positive than the mean of grade level one, 2.8 and grade level eight, 2.4. The mean of grade level three, 3.8, is more positive than the mean of the school, 3.3.

Year-End Interview Results

The Year-End Interview was the most powerful research tool to discriminate among the factors involved in the change process. The frequencies of the response to each item and the arithmetic means are given below in Table 3.
Table 3

Year-End Interview Frequencies and Arithmetic Means of the Responses

<table>
<thead>
<tr>
<th>Question: 1</th>
<th>Res. 0-2 Fr.</th>
<th>Res. 0-2 %</th>
<th>Res. 3-4 Fr.</th>
<th>Res. 3-4 %</th>
<th>Res. 5-7 Fr.</th>
<th>Res. 5-7 %</th>
<th>No Response Fr.</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1a</td>
<td>16</td>
<td>53</td>
<td>4</td>
<td>13</td>
<td>10</td>
<td>34</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>1-1b</td>
<td>15</td>
<td>50</td>
<td>6</td>
<td>20</td>
<td>9</td>
<td>30</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>1-1c</td>
<td>3</td>
<td>10</td>
<td>5</td>
<td>16</td>
<td>23</td>
<td>74</td>
<td>-</td>
<td>5.2</td>
</tr>
<tr>
<td>1-1d</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>20</td>
<td>22</td>
<td>70</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>1-2a</td>
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<td>3</td>
<td>10</td>
<td>32</td>
<td>20</td>
<td>65</td>
<td>-</td>
<td>5.0</td>
</tr>
<tr>
<td>1-2b</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>39</td>
<td>17</td>
<td>54</td>
<td>-</td>
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<td>13</td>
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<td>42</td>
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<td>45</td>
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<td>73</td>
<td>4</td>
<td>14</td>
<td>4</td>
<td>14</td>
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<td>1-3b</td>
<td>22</td>
<td>74</td>
<td>4</td>
<td>13</td>
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<td>14</td>
<td>1</td>
<td>1.7</td>
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<tr>
<td>1-3c</td>
<td>5</td>
<td>15</td>
<td>3</td>
<td>10</td>
<td>23</td>
<td>74</td>
<td>-</td>
<td>4.9</td>
</tr>
<tr>
<td>1-3d</td>
<td>6</td>
<td>18</td>
<td>5</td>
<td>16</td>
<td>20</td>
<td>65</td>
<td>-</td>
<td>4.7</td>
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<tr>
<td>1-4a</td>
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<td>50</td>
<td>8</td>
<td>26</td>
<td>7</td>
<td>23</td>
<td>1</td>
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<td>36</td>
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<td>3.4</td>
</tr>
<tr>
<td>1-4c</td>
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<td>5</td>
<td>16</td>
<td>23</td>
<td>77</td>
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<td>5.5</td>
</tr>
<tr>
<td>1-4d</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>26</td>
<td>35</td>
<td>78</td>
<td>-</td>
<td>5.3</td>
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<tr>
<td>1-5 Measurement Instrument Not Relevant/Verbal Description</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
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<td>1-6a</td>
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<td>29</td>
<td>7</td>
<td>22</td>
<td>15</td>
<td>49</td>
<td>-</td>
<td>3.9</td>
</tr>
<tr>
<td>1-6b</td>
<td>14</td>
<td>47</td>
<td>5</td>
<td>16</td>
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Question:2 Measurement Instrument Not Relevant/Verbal Description

Question:3 Measurement Instrument Not Relevant/Verbal Description

Question:4 Measurement Instrument Not Relevant/Verbal Description

The interpretation of Table 3 for each question is given below.

In question 1-1, the subjects have negative feelings about communication with the consultant and the principal.
while they have positive feelings about communication with the administration/curriculum coordinator and the other teachers.

In question 1-2, the subjects have positive feelings about having a common language, common philosophy about student learning, and consistent view of aligning the curriculum when they were involved in aligning the curriculum in Language Arts.

In question 1-3, the subjects have negative feelings about the efficacy of the follow-up with the consultant and the principal while they have positive feelings about the efficacy of the follow-up with the administration/curriculum coordinator and the other teachers.

In question 1-4, the subjects have negative feelings about the adaptation level of the consultant, neutral feelings about the adaptation level of the principal, and positive feelings about the adaptative level of the administration/curriculum coordinator and the other teachers to process of curriculum alignment of Language Arts at the research site.

In question 1-5, the measurement instrument was not relevant and a descriptive interpretation follows this section.

In question 1-6, the subjects have neutral feelings about building consensus, support and encouragement factors, while they have negative feelings about the resource factor.
In question 1-7, the subjects have negative feelings about the help of the Board of Education/Central Office to build consensus and support while they have neutral feelings about the help of the Board of Education to encourage and provide resource in the Language Arts curriculum alignment process.

In question 1-8, the subjects have positive feelings about the help of the local administration to build consensus, support, encourage and provide resources in the Language Arts curriculum alignment process.

In question 1-9, the subjects have negative feelings about the efficacy of the consultant in selecting directions, planning, implementing and evaluating.

In question 1-10, the subjects have neutral feelings about the efficacy of the principal in selecting directions, planning, and implementing while they have negative feelings about the efficacy of the principal in evaluating.

In question 1-11, the subjects have positive feelings about the efficacy of the administration/curriculum coordinator in selecting directions, planning, and implementing while they have negative feelings about the efficacy of the administration/curriculum coordinator in evaluating.

In question 1-12, the subjects have positive feelings about the efficacy of the teachers in selecting directions, planning, and implementing while they have neutral feelings
about the efficacy of the teachers in evaluating.

In question 1-13, the subjects have neutral feelings about their efficacy in selecting directions and planning while they have negative feelings about their efficacy in implementing and evaluating.

In question 2, the measurement instrument was not relevant and a descriptive interpretation follows this section.

In question 3, the measurement instrument was not relevant and a descriptive interpretation follows this section.

In question 4, the measurement instrument was not relevant and a descriptive interpretation follows this section.

The measurement instrument was not relevant for question 1-5, two, three and four. The interpretation of these question requires a descriptive response as respondents' answers varied substantially.

In question 1-5, the subjects responded to the issue of time. In response to the ideal time frame for curriculum alignment the answers ranged from two full days to three years. The researcher ordered the responses by length of time.
Responses:  
X: two full days  
X: two weeks  
XX: two to three weeks (summer)  
XXXX: one month/or five weeks (summer)  
XX: three months  
XXX: five to six months/one semester  
XXXXXX: one year  
X: one to two years  
XXX: two to three years

The responses also included these statements:

- before school starts
- not sure
- on going/involve half-day in-services for two years

The data shows that most responses ranged from one to 12 months.

The second part of question 1-5 required the participant to address where the research site was in that time frame. Again, respondents' answers varied substantially. However, the majority of responses, specifying an exact amount of time, indicated that at the research site curriculum alignment had not been completed. In responses to where they were in the time frame the answers ranged from the beginning stage to the completed stage. The researcher ordered the responses by time allotment.

Responses:  
XXXXXXXX: beginning stage  
XX: one-third of the way  
XXXX: one-half of the way  
XX: three-fourths completed  
XX: completed stage  
XX: ready to implement
The responses also included these statements:

- just aligned goals
- unproductive
- I've not seen anything

The researcher concluded that the majority of participants viewed the process as somewhere between the beginning stages and being half done.

In question 2, the subjects responded to the issue of what part of the process of curriculum alignment was positive. The researcher sorted the responses by frequency:

- teachers working together/teams (8 responses)
- work with interested people/sharing ideas (4 responses)
- go right to the objectives (4 responses)
- outline process/set-up units/activity-based objectives (4 responses)
- teacher participation (3 responses)
- bench mark goals/objectives (2 responses)
- consensus (2 responses)
- time to work together (2 responses)
- brainstorming/charts
- back mapping

In question 3, the subjects responded to the issue of what part of the process of curriculum alignment was negative. The researcher sorted the responses by frequency:

- the 'specific' consultant/outside consultants (12 responses)
- time spent with consultant (4 responses)
- structure/redundant/fragmented (4 responses)
- large group/all-school meetings (3 responses)
- back mapping (3 responses)
- confusing/unclear (2 responses)
- isolate one subject area

In question 4, the subjects responded to the issue of what part of the process of curriculum alignment was not included and could be added. The researcher sorted the statements by frequency:
clarify idea of task/organization of how to impart
knowledge (10 responses)
calendar/time frame (4 responses)
time on task (4 responses)
evaluation (2 responses)
practical application (2 responses)
better materials (2 responses)
ownership (2 responses)
communication between grades
administration needs to be involved

The respondents' answers to questions 2, 3, and 4 indicated that the interpretation of what worked, should be eliminated or added varied from participant to participant. However, in question 2, respondents' indicated that small groups or interested teachers working together was seen as positive. In question 3, a sizable number of participants viewed the consultants' contributions/influence as negative. Participants' answers to question 4, indicated a need for long-range planning, and clarification and organization of the task.

The 12 subscales are created by regrouping some of the questions. These scales and their means are given in Table 4.

As is given in Table 4, the mean of the responses in the Consultant subscale is 2.0 which indicates that the subjects have negative feelings about the Consultant in aligning the curriculum in Language Arts. The mean of the responses in the Principal subscale is 2.7 which indicates that the subjects have negative feelings about the principal in aligning the curriculum in Language Arts. The mean of the responses in administration/curriculum coordinator
Table 4

Year-End Interview on all Subscales

Related Question Numbers and Means

<table>
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<tr>
<th>Subscale</th>
<th>Question</th>
<th>Mean of Questions</th>
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<td>Principal</td>
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<td>Adm/Curr.</td>
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<td>Adaptation</td>
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Subscale is 4.7 which indicates that the subjects have positive feelings about curriculum coordinator in aligning the curriculum in Language Arts. The mean of the responses in the teachers subscale is 4.5 which indicates that the subjects have positive feelings about themselves in aligning the curriculum in Language Arts. This ten indicates that participants viewed the Principal and Consultant as impeding
The process and the Curriculum Coordinator and teachers as facilitating the process.

The leadership subscale is a recompilation of questions dealing with the leadership of the school and the curriculum alignment process. The mean for the leadership subscale is 2.3 which indicates that the subjects have negative feelings about the leadership in aligning the curriculum in Language Arts. The mean of the responses in Communication subscale is 4.8 which indicates that the subjects have positive feelings about communication in aligning the curriculum in Language Arts.

The mean of the responses in Comer subscale is 3.3 which indicates that the subjects have neutral feelings about being a Comer school in aligning the curriculum in Language Arts. The mean of the responses in the Board of Education/Central Office subscale is 2.9 which indicates that the subjects have negative feelings about the Board of Education/Central Office's assistance in aligning the curriculum in Language Arts. The mean of the responses in the research site school is 5.5 which indicates that the subjects have positive feelings about their School in aligning the curriculum in Language Arts. The mean of the responses in follow-up subscale is 3.1 and the mean of the questions in support subscale is 3.9. They indicate that the subjects have neutral feelings about both follow-up and support in aligning the curriculum in Language Arts. The
mean of the responses in adaptation subscale is 4.2 which indicated that the subjects have positive feelings about adaptation in aligning the curriculum in Language Arts.

In conclusion, in Segment 1 to answer the first question, What happens when a school tries to change?, the researcher recorded what took place at the research site (a Chronology), analyzed the actions of the participants (Reflections) and examined the products of the Curriculum Alignment (Examination of the Products of Curriculum Alignment).

In Segment 2 to answer the second question, What factors need to be in place before change begins?, the researcher used the Stages of Concern Questionnaire. The researcher focused on the concerns of the participants regarding the innovation, in February and May. The researcher analyzed the group mean results in February and May and compared the group mean result to grade level one, three and eight results. The researcher also used the Year-End Interview which provided both narrative and numerical data.

Finally, in Segment 3 to address the last research questions, What factors facilitate the change process at the research site?, What factors impede the change process at the research site?, and What factors are neutral to the change process at the research site?, the researcher used a Chronology, Reflections, Examination of the Products of
Curriculum Alignment, Stages of Concern Questionnaire, the Team Functioning Survey and the Year-End Interview. The Team Functioning Survey was administered in April. The researcher analyzed the group mean results in April and compared the group mean result to grade level one, three and eight results.

The Year-End Interview provided an analysis of how the seven (staff participation, leadership, communication, culture, support and follow-up, adaptation and time), identified by Berlin and Jensen, influenced the change process.

The data have been enumerated in Chapter IV and will be interpreted in Chapter V.
CHAPTER V

FINDINGS, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Findings

This case study examined participants at the research site, as they aligned the Language Arts curriculum. The researcher, using the variables (staff participation, leadership, communication, culture, support and follow-up, adaptation and time), identified by Berlin and Jensen (1989), documented which of the variables facilitate, impede or are neutral in the change process. Six research tools (a Chronology, Reflections--an analysis of participants' actions, Examination of the Products of Curriculum Alignment, Stages of Concern Questionnaire, Team Functioning Survey and Year-End Interview) were employed to provide insight into how the individual(s) responded. Interestingly, regardless of which evaluation tool was used, the results were similar.

Segment 1, which addressed the question, What happens when a school tries to change?, documented that time was allotted for the process and that the teaching staff were involved in aligning curriculum. It implied that although leadership of the project was delegated to the Consultant and the Curriculum Coordinator, the lack of involvement of
the Principal contributed to the lack of communication, understanding and completion of the project. The analysis of the participants in Reflections, denoted that the lack of leadership impeded the process of change. The teaching staff did create curriculum alignment projects at each of the grade levels but expressed a lack of understanding and the need for more supervision, knowledge and direction. The Examination of the Products of Curriculum Alignment verified that the mid-way product evidenced depth and movement, whereas the final product was stagnant and had regressed. Thus, the researcher found that meetings and participation were plentiful when the school tried to change. But the lack of the principal's leadership and failure of the delegated leaders to define the essence of the change and its process to the staff yielded a change product (the Curriculum Alignment Charts) which was more advanced mid-way through the process than at the project's conclusion.

Segment 2 examined, What factors need to be in place before change begins?. The participants' completion of the Stages of Concern Questionnaire, both in February and May, indicated that they functioned at the awareness stage. The researcher compared the group mean to the means at the first, third and eighth grade levels. Again, the results remained the same. The researcher concluded that the staff was entrenched at the awareness stage, the first of seven stages. In the Year-End Interview, the participants were
unable to conclude that the Board of Education School (2.9/negative), the Comer School (3.3/neutral), and the research site school (5.5/positive) were all the same school. The participants never realized a clearly defined end product or understood the change, its benefits or ramification. Thus, the researcher determined that both an awareness of the required change and how it fits into the school’s identity needed to be in place before the change began. These factors were not in place at the research site.

Segment 3 examined, What factors facilitate the change process at the research site?, What factors impede the change process at the research site?, and What factors are neutral to the change process at the research site?. The Team Functioning Survey showed positive data regarding participants’ reactions to teaming. The individual team level means indicated that the third grade team had a higher score than the group mean. This team also was the most successful with their Mid Semester curriculum alignment project.

In the Year-End Interview the whole group had negative ratings of leadership for the Principal and the Consultant and positive ratings of leadership for the Curriculum Coordinator/Administration and teachers. In considering the culture of the school, the participants responded to Central Office negatively, to Comer neutrally and to the research
site positively. The participants valued the time spent working in small groups and refuted the need for required large group activities. The group concluded that the alignment of the Language Arts curriculum was at best only half finished at year’s end.

The researcher will present each of the seven change factors, identified by Berlin and Jensen (1989), and examine the data compiled at the research site, to understand what facilitated, impeded or was neutral in the process of change.

Staff Participation

The teacher’s direct involvement is a necessity in all stages of the change process. Richard Riley, the United States Secretary of Education, feels that teachers must be partners in school reform.

If I have one message for you, it is simply this: improving American education will only take place when you stop being objects of reform and instead become partners in reform and leaders in reform. As teachers you need to find your public voice. You need to speak out on behalf of American education. And we need you at the table when we come together to decide the future of American education. We have a long way to go before we can honestly say to the American people that every child in America is getting a quality education of high standards that he or she deserves. (U.S. Department of Education, 1995, p. 1)

At the research site the staff, although not always in-tune with what was being presented, was actively involved in the alignment of the Language Arts curriculum. The chronology documents numerous meetings regarding curriculum alignment. A committee of teachers was established to help instruct and
disseminate information. Meetings are scheduled during the teacher's paid working day to facilitate the staff's participation. Meetings are convened both for the entire staff and at grade levels. Yet the tool, Reflections, indicated that there was discontent. Although the staff was participating, a lack of knowledge, understanding and direction made them unable to complete the product. The staff was willing to participate in the planning but the needed direction was not provided. The Examination of the Products reveals that the grade level midway product was superior and more advanced than the final product. The Stages of Concern Questionnaire indicated that the staff members were at the beginning stage of an innovation and were aware of the proposed change. Also, the Team Functioning Survey was positive and reinforced the staff's participatory role. Lastly, the Year-End Interview strongly indicated the preference of teachers to work in small groups and not as one large unit. Thus the research tools reveal that staff was actively involved in aligning the Language Arts curriculum. Full faculty participation was launched with the half-day in-services. The logistics of assembling the staff for the time necessary to engage in planning, although complex, was undertaken. Only after the staff was unable to complete the alignment task, due to lack of intervention, did negativity in the process of change surface. In this study, the staff's participation
facilitated the process of change.

... when a process makes people feel that they have a voice in matters that affect them, they will have greater commitment to the overall enterprise and will take greater responsibility for what happens to the enterprise. (Sarason, 1990, p. 61)

Leadership

Facilitating change involves leadership, commitments and knowledge. Outstanding leadership, usually on the part of the building principal, has long been recognized as a prerequisite in effective schools. The importance of leaders being explicit about what they want and setting the course to achieve it is supported by the research on school change (Loucks, 1983). "Obiakor et al. cites direct input and involvement by the building-level principals as being critical to the eventual success or failure of reform efforts" (1993). It is clear that actions of the Principal have a direct effect on how teachers feel about an innovation. At the research site, each of the six tools indicated that the direct actions or lack of action by the Principal impeded the process of change.

In the Chronology, the Principal's actions at staff meetings (i.e., starting the meetings late, devoting curriculum alignment time to other topics, etc.) and the lack of involvement with the process of aligning the curriculum created a negative environment for change. In Reflections, the Principal's actions which foster the recurring stagnation of the process are his lack of
leadership and his inability to clarify the situation and explicitly take into account the interpretations of others. The Examination of the Products of Curriculum Alignment again confirms that the staff was further ahead midway into the project than at its completion. The data obtained from the Stages of Concern Questionnaire disclosed that the group mean was at the awareness stage both in the winter and spring. Innovation users' first concerns about an innovation are how it will personally affect them. Once the self concerns are resolved the users will become concerned about the task and its impact. The research site group was stuck at the awareness stage, the first of seven stages, and this attests that the group lacked direction and leadership and received no satisfactory responses to their concerns. The Team Functioning Survey indicated that staff was working in a positive accord. Time was provided to facilitate change. Since change did not occur, one may imply that the Principal's vision and direction were never operational. In the Year-End Interview, the question of leadership resulted in a negative response for both the Principal and Consultant.

Principals are managers. A high level management person must give impetus to a project, organize resources, provide motivation, coordinate efforts, and deliver formal directives as needed. In this study, the leadership did not act as an instructional resource or a resource provider.
The Principal was an ineffective communicator and lacked a visible presence. The researcher concluded that the lack of leadership, demonstrated by the Principal’s lack of support for curriculum alignment, emerged as a significant determinant and impeded the process of change.

**Communication**

For change to occur and continue, formal and informal communication is imperative. The question becomes, Was change communicated? The unspoken assumption to remember is, what’s not in focus is out of it.

The data provided in the section on leadership negated any possibility of positive communication on the part of the leadership. However, the Year-End Interview questions disclosed some positive results. The questions regarding communication (1-2a, 1-2b, and 1-2c), asked about a common language, a common philosophy and consistent view in aligning the Language Arts curriculum. The participants viewed this communication as positive.

With proper incentives, locally-based shared decision making (Comer School Development Program), effective communication was developed and helped implement the process of change. To fill the vacuum created by poor leadership, staff may have banded together in grade level groups, as indicated by the positive responses in the Team Functioning Survey.
In this study, with an emphasis on teamwork in the school, effective communication is essential to the project's success. As the researcher contemplated the happenings at the research site, it was evident that communication among staff members promoted success and that the lack of communication of a vision and a clear plan from the principal led to failure. The researcher concluded that the lack of the leadership's ability to communicate did impede the alignment of the Language Arts Curriculum.

Reality is defined through shared assumptions about appropriate attitudes and behaviors, and meanings are exchanges negotiated through communications and observation (Rosenholtz, 1989). Therefore, other data indicated that the participants responded positively to communications amongst themselves and these positive communications advanced the process of change.

Each year the Comer Project facilitates a survey of every Comer school. The First Year Findings, 1993-1994, indicated that the staff's strength was being open to innovative ideas. The Second Year's Findings, 1994-1995, indicated that the staff viewed their colleagues as being open and willing to listen to their input. These results reiterate the data that was compiled by the researcher.

Culture

School culture, or ethos, describes the characteristics and distinguishing attitudes, habits, and beliefs of those
people in a school. Culture of an institution manifests itself in speech, daily experiences, interpretations of reality, and determines what happens in the future based on the happenings of the past. The culture of the school influences the change process (Sarason, 1990).

The research site, a modern facility in existence for only two years at the time of the study, has begun to establish a culture. Therefore, in this study, the researcher concentrated on the climate at the work place.

The notion of school culture is used like that of school climate to capture the feelings and nature of an organization. Organizational culture may be defined as 'a system of shared orientations that hold the unit together and give it a distinctive identity' (Hoy et al., 1991, p. 5). This may involve the shared norms, values and ideologies, and taken-for-granted assumptions within a group (Schein, 1987). (Stockard & Mayberry, 1992, p. 22)

In this study, climate referred to emotions that were evoked about the goings on in the institution, how individuals related to each other, and the safety and orderliness of the institution. Next a subscale was created to compare the culture of a Board of Education school, a Comer school and the research site school. There was a positive response to the culture in the research site, a neutral response to the culture in a Comer school, and a negative response to the culture in a Board of Education school.

The researcher also looked at the Team Functioning Survey. The Team Functioning Survey reflected positive results for climate. These two measures, consequently,
enable the researcher to conclude that there was a positive climate established and a favorable esprit de corps among staff members. This is evidenced in the teachers' common language, common philosophy and consistent views of aligning the Language Arts curriculum.

Research on school climate supports the hypothesis that the climate, atmosphere, or morale at a school is related to the effectiveness of the school staff. The researcher concluded that positive school culture facilitated the process of change.

Support and Follow-Up

Change requires feedback, encouragement and support. Rational choice assumes that individuals know what is in their best interest and make choices accordingly. Ideas matter, and the way that ideas are supported among individuals is crucial to the process of change.

At the study site uncertainty, not risk, characterized choice-making. As curriculum alignment of Language Arts was a priority at the research site, it was assumed by staff that tangible support of the process would be evident. The school improvement effort depended on encouragement and resources for the school community.

In effect, this never materialized. The Year-End Interview asked participants how effective was support and follow-up in aligning the curriculum in Language Arts. A subscale on support was created by combining the support
offered by being a Comer school, a Board of Education school and the research site school. The participants viewed support as neutral in the process of change. The subscale on follow-up was created by combining the Consultant, Principal, Curriculum Coordinator and teachers. This yielded a neutral response. When the whole group was partitioned into individual subjects, however, the staff responded that the Consultant and Principal impeded the process and the Curriculum Coordinator and teachers facilitated the process.

In retrospect, all the mixed messages and inconsistencies were captured in the Year-End Interview. The staff branded leadership’s actions as impeding if not sabotaging the process. The researcher thus concluded that support and follow-up were neutral to the change process at the research site.

**Adaptation**

For change to occur it must become part of the individual as well as the instruction. Fullan’s central position is that change involves people. People relate to change in terms of what it means to them and how it will effect them. Bogdan and Biklen (1982) in *Applied Qualitative Research for Education*, addressed the concerns of teachers.

Change is serious because the goal is to improve life for people. Change is complicated because beliefs, life styles and behavior come into conflict. ... Since it is the people in the setting that must live with the
change, it is their definitions of the situation that are crucial if change is going to work. (Bogdan & Biklen, 1982, p. 193)

Purkey and Smith (1985) note that efforts to change schools are productive and enduring when directed toward influencing the entire school culture by involving collaborative planning, shared decision making, and collegial work. The Year-End Interview looked at the extent of adaptation of the innovation and of the users. The question asked at what level did the Consultant, Principal, Curriculum Coordinator and teachers adapt to the process of aligning the curriculum in Language Arts. The subscale of all these factors was positive. Taken individually, however, the Consultant was viewed as negative--not being able to adapt, the Principal was viewed as neutral, and the Curriculum Coordinator and teachers were viewed as positive--being able to adapt.

Despite their responses, at best the process was incomplete. There was no time to adopt the new Language Arts curriculum much less adapt it to the needs of the research site. The Stages of Concern Questionnaire indicated a similar result. The participants were entrenched in stage 0. They never reached stage 6, refocusing, which would show an internalization of the change.
Change takes time. Fullan (1991) suggests three to five years and Tyler (1949) indicates five to seven years for change to take effect. While those initiating the change may have made sense of it and have come to terms with it, others who are involved in the change must be given opportunities and time to make the adjustment.

Allocating time for the process of aligning the curriculum in Language Arts, an important and difficult piece of work, was a challenge for the research site school.

Giving broader choices and more power to those closest to the classroom seems messy and hard to track.

They cannot be initiated on Monday and measured on Friday. They require fewer restraints, fewer rules—not more of them. They require asking why it matters and who cares—not lists of 465 skills, facts, and concepts multiplied by the number of disciplines academia can invent. They require initiating a debate in this nation that might shake us to the roots, a debate about what we value so dearly that we incarcerate our children for 12 years to make sure they’ve ‘got it’ (Meier, 1995, p. 373)

Using time is a validation of important work. At the research site, members worked together as equals, sharing ideas, planning and supporting each other’s new efforts.

School time was allotted for aligning the curriculum in Language Arts. At year’s end the group concluded that at best the alignment was only half complete. The participants valued the time spent working in small groups and discredited the large group meetings. The process requires adequate time. Unfortunately, the Principal denied his time
to this process. The group also experienced time as a negative factor. Lastly, the Year-End Interview revealed that 70 percent of the participants saw the project as half or less completed at the end of the school year. Thus, the factors of staff participation, communication and culture facilitated the change process, while the factors of support and follow-up and adaptation were neutral to the change process at the research site. Leadership and time impeded the change process.

Conclusions

Since change is a personal experience, and individuals react to change differently, the human component remains a critical consideration. In this study the participants overwhelmingly responded that the lack of leadership from the administration of the research site impeded the process of change.

Despite the administration, the group did begin the process of aligning curriculum. The teachers had strong reasons to want to change. Their responses to the variables of staff participation, communication, and culture indicated that the variables facilitated aligning the curriculum.

The Curriculum Coordinator was involved in the process of aligning the Language Arts curriculum and participants responded favorably to the Curriculum Coordinator’s participation. Unfortunately, just as time or frequency of meetings does not mean focus at these meetings, so too,
facilitating the process as noted in positive responses does not mean leadership. The Curriculum Coordinator, empowered by the Principal to lead, was unable to provide appropriate direction. The Chronology illustrated the friction between the Curriculum Coordinator and Consultant. The Curriculum Coordinator was unable to complete the Consultant’s directives. The alignment process proceeded in an alternate direction with results that did not move the process forward.

The research site environment enabled teachers to accomplish change. The focus on the Language Arts curriculum, in and of itself, advanced the staff’s understanding of alignment. The researcher found that all the variables enumerated by Berlin and Jensen, except follow-up and support and adaptation, effect the process of change. However, the most critical factor at the research site was leadership.

Limitations

The study’s data were collected during the 1994-1995 school year at one urban elementary school. The researcher, a member of the administration, was involved in documenting the process. The data consisted of a chronology, the examinations of curriculum alignment products, two Stages of Concern Questionnaire, a Team Functioning Survey, and a Year-End Interview. This study documented how change mandated by the State effected a school staff. The
participant observer used the research tools to document the process of change. The interpretation was documented by one observer partisan to wanting the process of change to move forward.

**Recommendations**

Change is clearly more easily discussed than achieved. Each of the 11 Comer schools in Chicago underwent the process of aligning curriculum. The researcher participant examined one site for one year. This leaves a medley of research that could be investigated.

The Comer School Network requested and received funds from the Annenberg Challenge Initiative to improve teaching and learning in 11 Comer schools by systematically addressing: Instruction, Curriculum, Child Development and Relationships. Annenberg support will enable the Network to build upon existing structures, one of which was curriculum development and alignment.

Curriculum will be developed and aligned, in relation to state, city and national learning standards. Two curriculum facilitators will provide follow-up and support for schools that have begun the curriculum alignment process. The 'train the trainer' model will be used to educate teacher leaders in the curriculum alignment process. The teacher leaders will work with their individual schools to align the curriculum. (Youth Guidance, Inc., 1995, pp. 5-6)

One could return to the present site in three, five, or even seven years to see if the process is in place and moving forward. One could investigate each of the other Comer schools to see how change was achieved in the
alignment process. Or, one could investigate the process of change by comparing the actions of participants at the other Comer schools.

This research documented how the factors identified in the process of change could impede, facilitate or were neutral to change. Once a small change has been accomplished, an enormous change enters the realm of possibility. Dr. Comer stated, "We must not dwell on limitations... we must focus on possibilities" (Comer, 1996, Comer City-Wide Conference).

The role of the leader is crucial to the success of a major change process. Leadership must plan, lead and adjust to whatever needs arise.
APPENDIX A

PARTICIPANT'S CONSENT FORM
I am compiling an analytic chronology to document curriculum alignment at School.

Be assured that my study will treat the collected data in a general manner, and that your name and responses will be kept completely confidential. Survey forms and "comments" that are returned will be identified by the last four digits of your SS#. Also, this study necessitates one-on-one interviews.

Please respond by completing the form below and returning it to me.

==============================================

YES I will participate in surveys and "comments".

NO I do not wish to participate.

YES I am willing to be interviewed.

NO I do not wish to be interviewed.
APPENDIX B

DEMOGRAPHIC DATA FORM
To complete my observations I need a way of sorting all the data. Please be kind enough to FILL-OUT/and or CIRCLE (as indicated) the seven items below.

LAST FOUR DIGITS SOCIAL SECURITY #

AGE: 21 to 30  31 to 40  41 to 50  51 to 60  61+

YEARS OF TEACHING EXPERIENCE: 0 to 5  6 to 10  11 to 15  16 to 20  21+

TEACHING CERTIFICATES (types):

03 Elem.  39 Bi-Lingual
04 E.C.E.  72 Guidance
09 H.S.   75 Admin.
10 Sp.Ed.

DEGREES:

__________ YEAR __________

MOST RECENT YEAR YOU COMPLETED A COURSE FOR CREDIT _______

NUMBER OF SCHOOLS YOU’VE TAUGHT IN _______
INTERVIEW QUESTIONS

Question
1. WHAT WAS THE IMPACT OF THE LANGUAGE ARTS CURRICULUM ALIGNMENT PROCESS PERSONALLY/PROFESSIONALLY? I’m examining the language arts curriculum alignment process and I’ll be asking you a number of questions. For each question I’ll ask you to give me a rank order between 0 and 7 (0 is the lowest/7 is the highest). Once you have decided the rank order I’ll ask you to give an explanation or example of why you placed it at that rank order.

Since ‘working together’ is vital how effective was communication in aligning the curriculum in language arts...

1-1a-between yourself and the consultant?
1-1b-between yourself and the principal?
1-1c-between yourself and the administration/curriculum coordinator?
1-1d-between yourself and other teachers?

1-2a-On a scale of 0 to 7 do you feel there was a common language, common vocabulary when you were involved in aligning the curriculum in language arts?
1-2b-On a scale of 0 to 7 do you feel there was a common philosophy about student learning when you were involved in aligning the curriculum in language arts?
1-2c-On a scale of 0 to 7 do you feel there was a consistent view of aligning the curriculum in language arts?

On a scale of 0 to 7 how effective was the follow-up aligning the curriculum in language arts...

1-3a-between yourself and the consultant?
1-3b-between yourself and the principal?
1-3c-between yourself and the administration/curriculum coordinator?
1-3d-between yourself and other teachers?

1-4a-On a scale of 0 to 7 at what level did the consultant adapt to the process of curriculum alignment of language arts at _____?
1-4b-On a scale of 0 to 7 at what level did the principal adapt to the process of curriculum alignment of language arts at _____?
1-4c-On a scale of 0 to 7 at what level did the administration/consultant adapt to the process of curriculum alignment of language arts at _____?
1-4d-On a scale of 0 to 7 at what level did teachers adapt to the process of curriculum alignment of language arts at _____?
1-5 What is the IDEAL time frame for the process of curriculum alignment of language arts to take effect? Where would you say _____ is in that time frame? I’m going to ask you to look at four factors as they relate to the process of curriculum alignment in language arts: consensus building, support, encouragement and resources.

1-6a-How much do you feel that being a Comer school helped to "build consensus" in the language arts curriculum alignment process?
1-6b-How much do you feel that being a Comer school helped to "support" the language arts curriculum alignment process?
1-6c-How much do you feel that being a Comer school helped to "encourage" the language arts curriculum alignment process?
1-6d-How much do you feel that being a Comer school helped to "resource" the language arts curriculum alignment process?

1-7a-How much do you feel that the Board of Education/Central Office helped to "build consensus" in the language arts curriculum alignment process?
1-7b-How much do you feel that the Board of Education/Central Office helped to "support" the language arts curriculum alignment process?
1-7c-How much do you feel that the Board of Education/Central Office helped to "encourage" the language arts curriculum alignment process?
1-7d-How much do you feel that the Board of Education/Central Office helped "resource" the language arts curriculum alignment process?

1-8a-How much do you feel that the _____ School administration helped to "build consensus" in the language arts curriculum alignment process?
1-8b-How much do you feel that the _____ School administration helped to "support" the language arts curriculum alignment process?
1-8c-How much do you feel that the _____ School administration helped to "encourage" the language arts curriculum alignment process?
1-8d-How much do you feel that the _____ School administration helped "resource" the language arts curriculum alignment process?

I’m going to ask you to look at four factors as they relate to the process of curriculum alignment in language arts: selecting directions, planning, implementing and ongoing evaluation. On a scale of 0 to 7 at what level do you feel the consultant was
effective at
1-9a-selecting direction?
1-9b-planning?
1-9c-implementing?
1-9d-evaluating?

On a scale of 0 to 7 at what level do you feel the principal was effective at
1-10a-selecting direction?
1-10b-planning?
1-10c-implementing?
1-10d-evaluating?

On a scale of 0 to 7 at what level do you feel the administration/curriculum coordinator was effective at
1-11a-selecting direction?
1-11b-planning?
1-11c-implementing?
1-11d-evaluating?

On a scale of 0 to 7 at what level do you feel the teachers were effective at
1-12a-selecting direction?
1-12b-planning?
1-12c-implementing?
1-12d-evaluating?

On a scale of 0 to 7 at what level do you feel you were effective at
1-13a-selecting direction?
1-13b-planning?
1-13c-implementing?
1-13d-evaluating?

2. IF YOU HAD TO START ALIGNING THE CURRICULUM IN ANOTHER CONTENT AREA (i.e., MATHEMATICS, SCIENCE), WHAT PART OF THE LANGUAGE ARTS CURRICULUM ALIGNMENT PROCESS WOULD YOU APPLY (UTILIZE)?

3. IF YOU HAD TO START ALIGNING THE CURRICULUM IN ANOTHER CONTENT AREA (i.e., MATHEMATICS, SCIENCE), WHAT PART OF THE LANGUAGE ARTS CURRICULUM ALIGNMENT PROCESS WOULD YOU ELIMINATE?

4. IF YOU HAD TO START ALIGNING THE CURRICULUM IN ANOTHER CONTENT AREA (i.e., MATHEMATICS, SCIENCE), WHAT PART OF THE LANGUAGE ARTS CURRICULUM ALIGNMENT PROCESS WOULD YOU ADD?
APPENDIX D

TIME CRITERION
I have chosen to adapt and modify the questions used in the dissertation, *Designing a Collaborative Work Environment: A Case Study of Transformational Change*, by James Baker Morris, c.1994. Dr. Baker Morris' questions "focused on the feelings and reactions experienced by the interviewees during the change process" (p. 84) and were administered numerous times to assess "critical events". The questions have been adjusted to the needs of this research project and will be administered once. Then using a similar format to the previous research, the data will be analyzed and categorized to identify themes or trends.

I decided to distribute the interview questions prior to the interview in order to give my colleagues time to focus on the process of change they underwent. Some were still hesitant and reluctant to address orienting themselves to this change. By providing the questions, I hoped to give them time to digest and analyze whatever they had experienced. Also, I felt my colleagues did not see me as equal, but rather as 'administration'. Providing the questions ahead of time would allow them "equal footing"--with no surprises. I was aware that providing the questions ahead of time allowed the possibility of communication among peers. However, that possibility is less damaging than the element of surprise--fear, resistance, lack of preparedness, or an attempt to placate the interviewer (administration).

Secondly, many participants had registered concern that
their answers would be a reflection of their performance in the school; and, were worried that they would be judged personally. I assured them repeatedly that their responses were unidentifiable and recorded as numerical data. Their anonymous results would be collated and analyzed. However, considering the level of paranoia, a colleague in a face-to-face interview would have more trouble seeing their responses as unidentifiable. Their concerns prompted my decision to provide the interview questions prior to the interview.

Ultimately, I believe that the 'interview data' will prove to be the most relevant and useful data. By distributing the questions and setting up approximate time criteria, prior to the interview, I have established a predictable and comfortable environment. I can only hope that these efforts will prove to be productive.
APPENDIX E

PRE-SCHEDULED INTERVIEW
Dear Colleagues,

I have appreciated all your feedback during this last year. Your honesty has helped me to gather data for my research project/dissertation.

YOU OFFERED TO BE INTERVIEWED... AND I NEED TO TAKE YOU UP ON YOUR OFFER. Please find the attached paper which contains the interview questions I will be asking you during the interview. I have provided the questions ahead of time in order to give you ample time to formulate your responses. The actual interview will take approximately 10-15 minutes. Feel free to use the paper to jot down ideas or make notes.

I’m available to meet with you at your convenience. I am in the building from 7:30 a.m. and stay most days until past 5:00 p.m.. Please SCHEDULE a time that works for you!

Sincerely,

Susan Kurland
APPENDIX F

STAGES OF CONCERN QUESTIONNAIRE
**Concerns Questionnaire**

In order to identify this data, please give the last four digits of your Social Security number:

---

The purpose of the questionnaire is to determine how you feel about Curriculum Alignment. Please respond to the items in terms of your present concerns, or how you feel about your potential involvement with Curriculum Alignment. Some of the items on this questionnaire may have little relevance to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with Curriculum Alignment.

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<td>Not true</td>
<td>Somewhat true</td>
<td>Very true</td>
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1. I am concerned about students' attitudes toward this innovation. 0 1 2 3 4 5 6 7

2. I now know of some other approaches that might work better than Curriculum Alignment. 0 1 2 3 4 5 6 7

3. I don't even know what Curriculum Alignment is. 0 1 2 3 4 5 6 7

4. I am concerned about not having enough time to organize myself each day. 0 1 2 3 4 5 6 7

5. I would like to help other faculty in their use of Curriculum Alignment. 0 1 2 3 4 5 6 7

6. I have very limited knowledge about Curriculum Alignment. 0 1 2 3 4 5 6 7

7. I would like to know the effect of reorganization on my professional status. 0 1 2 3 4 5 6 7

8. I am concerned about conflict between my interests and my responsibilities. 0 1 2 3 4 5 6 7
9. I am concerned about revising my use of Curriculum Alignment.

10. I would like to develop working relationships with both our faculty and outside faculty using Curriculum Alignment.

11. I am concerned about how Curriculum Alignment affects students.

12. I am concerned about Curriculum Alignment.

13. I would like to know who will make decisions in the new system.

14. I would like to discuss the possibility of using Curriculum Alignment.

15. I would like to know what resources are available if we decide to adopt Curriculum Alignment.

16. I am concerned about my inability to manage all that Curriculum Alignment requires.

17. I would like to know how my teaching or administration is supposed to change.

18. I would like to familiarize other departments or persons with the progress of this new approach.

19. I am concerned about evaluating my impact on students.

20. I would like to revise Curriculum Alignment's instructional approach.

21. I am completely occupied with other things.
22. I would like to modify our use of Curriculum Alignment based on the experiences of our students.

23. Although I don't know about Curriculum Alignment, I am concerned about things in the area.

24. I would like to excite my students about their part in the approach.

25. I am concerned about time spent working with nonacademic problems related to Curriculum Alignment.

26. I would like to know what the use of Curriculum Alignment would require in the immediate future.

27. I would like to coordinate my effort with others to maximize Curriculum Alignment's effects.

28. I would like to have more information on time and energy commitments required by Curriculum Alignment.

29. I would like to know what other faculty are doing in this area.

30. At this time, I am not interested in learning about Curriculum Alignment.

31. I would like to determine how to supplement, enhance, or replace Curriculum Alignment.

32. I would like to use feedback from students to change the program.

33. I would like to know how my role will change when I am using Curriculum Alignment.
34. Coordination of tasks and people is taking too much of my time.

35. I would like to know how Curriculum Alignment is better than what we have now.
APPENDIX G

TEAM FUNCTIONING SURVEY
Team Functioning Survey

<table>
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<th>Seldom</th>
<th>Always</th>
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a. My team functions efficiently and effectively using the principles of collaboration and consensus. 1 2 3 4

b. My team maintains ownership of the process and outcomes in team meetings. 1 2 3 4

c. All team members are treated as colleagues on my team. 1 2 3 4

d. When differences of opinion arise on my team, we objectively explore the "truth" in each other's views. 1 2 3 4

e. Team members go beyond their individual perspectives and think from an organization-wide perspective. 1 2 3 4

f. My team takes the time to fully explore complex issues before deciding what actions to take. 1 2 3 4

g. Team members are willing to question their own assumptions and viewpoints. 1 2 3 4

h. As a team, we spend adequate time developing long-term solutions to root causes of problems (not just "putting out fires"). 1 2 3 4

i. On my team, we hold ourselves responsible and accountable for the team's performance. 1 2 3 4

j. My team relies on facts and analyzes assumptions rather than defending opinions or jumping to conclusions. 1 2 3 4

k. I feel I am respected and "listened to" by other members of my team. 1 2 3 4

l. Team members value and actively seek diverse viewpoints. 1 2 3 4
APPENDIX H

COMPONENT OF A GOOD LANGUAGE ARTS PROGRAM
Component of a Good Language Arts Program

1. Reading

Reads for enjoyment
Appreciates a variety of genres
Identify explicit and implicit ideas

2. Writing

Write an essay (generate, develop and revise)
Write expository, descriptive and persuasive essays
Negotiate writing terrain from conception to completion
Transactional writing
Use appropriate writing skills

3. Speaking

Public Speaking - (interview, debate, speak before groups)
Participate in quality interaction
Use appropriate volume, rate, articulation, intonation and gestures when speaking before a group
Pronounce words distinctly

4. Literature

Reads quality literature and authors on a daily basis
Recognize simple rhyme, alliteration and onomatopoeia in poetry
Understand uses of speech, dialogue, description and action to create characters

5. Good Listening Skills

Capacity to develop sense of story after listening
Listen for understanding

6. Integrated Skills

The following tasks combine the skills listed as 1-4. Specific skills used are indicated by numbers within parentheses.

Express ideas with visual aids (2/3)
Reading, writing process - Interlocked (1/2)
Quality reading and writing: analyze, synthesize and compare (1/2)
Use of appropriate vocabulary and spelling (2/3)
Be able to summarize (1/2/3)
Locate and use appropriate references (1/2/3)
7. Comprehensive

These tasks combine all skills listed in 1-6.

Derive a humanistic view of world
Use technology as a tool
Accommodate and simulate whole language process
Understand critical thinking skills in Language Arts
Understand use of language
Evaluate literature
View oneself as an empowered writer/reader
Uses imagination/inquisitiveness in creative expression
Ability to relate learned experiences to self
Become reflective learners
Manipulate assessments
Become life long learners
Use variety of strategies to gain meaning
Use scientific method to solve problems
Explore various cultures to develop a multicultural view
Distinguishes between fact and fiction
APPENDIX I

OUTLINE OF CURRICULUM ALIGNMENT PROCESS
Outline of Curriculum Alignment Process

1. Overview of Curriculum Alignment Process and rationale for the need.

2. Define the components of a good (content area) program.

3. Outline unit titles, specify teaching time for each, share with grade above and below.

4. Review national standards.

5. Generate activity-based objectives for each unit.

6. Align activity-based objectives with:
   - national standards
   - IGAP goals
   - ITBS objectives
   - Chicago Public Schools Learning Outcomes

7. Review the purpose of unit assessments and research on aligning unit assessments with standardized assessments.

8. Develop unit assessments aligned with:
   - Unit objectives
   - Texts
   - Standardized tests' format and content.

9. Develop implementation plan.
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VITA

The author, Susan Kurland, was born in New York City on April 4, 1945.

Her elementary and secondary education was obtained in the New York Public School System where she graduated from Forest Hills High School in 1962.

She attended the City University of New York where she was awarded a Bachelor of Science in Education in June, 1966. In February, 1968, she received a Master of Education from the City University of New York.

Susan began her teaching career in September, 1967, at P.S. 11 in Manhattan, in the New York Board of Education. She relocated to Chicago and from 1970 to the present, she has worked for the Chicago Board of Education. From 1970 to 1973 she worked as a teacher at the Truth Child-Parent Center, in Cabrini Green. From September 1973 to June 1992, she worked at the Disney Magnet School, on Marine Drive, as a Teacher and Unit Leader. In 1993, she accepted the position of Assistant Principal at the newly-opened Jordan Elementary School in Rogers Park.
APPROVAL SHEET

The dissertation submitted by Susan Kurland has been read and approved by the following committee:

Dr. Barney M. Berlin  
Associate Professor, Curriculum, Instruction, and Educational Psychology, Loyola University Chicago

Dr. Robert C. Cienkus  
Associate Professor, Curriculum, Instruction, and Educational Psychology, Loyola University Chicago

Dr. Max A. Bailey  
Associate Professor and Chairperson, Educational Leadership and Policy Studies, Loyola University Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

March 21, 1996  
Date

Director's Signature