

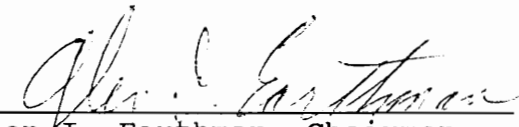
**A CASE STUDY OF LEADERSHIP BEHAVIORS EXHIBITED BY
THE PRINCIPAL AND OTHERS IN A COLLABORATIVE
SCHOOL ENVIRONMENT**

by

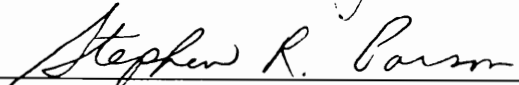
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Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION
in
Educational Administration


APPROVED:



Glen I. Earthman, Chairman



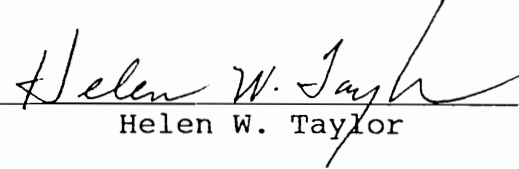
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(ABSTRACT)

In the restructuring efforts currently under way in many of the nation's schools, emphasis is being placed on involving teachers, parents, and community members in decision making. In addition, schools are working with businesses and with other community agencies to provide services to students and their families. Both of these efforts require a degree of collaboration not found in traditional schools. Successful collaboration may require changes in behavior for which participants may not be prepared. The purpose of this study is to identify and describe leadership behaviors of the principal and others in a collaborative environment.

The following questions were investigated:

1. What behaviors are exhibited by the principal in involving parents?
2. What behaviors are exhibited by the principal in working with groups in shared decision-making situations?
3. What behaviors are exhibited by the principal in

working collaboratively with other agencies?

4. What behaviors exhibited by others contribute to the accomplishment of mutual goals in a collaborative environment?

The research design was a case study of one school which met specific criteria related to shared decision making and involvement of parents, community members, and agencies with the school. Data on leadership behavior of the principal and others involved in the collaboration were collected through interviews, observation, and document review.

The AskSam software program was used to thematically analyze the data. The findings were used to develop a description of leadership behaviors used by the principal and others in a collaborative environment.

Two conclusions are drawn from the study.

1. Collaboration requires an increased awareness of and emphasis on facilitative and human relations skills. These are not new skills, but they have received little attention in traditional principal preparation programs.
2. A strong commitment to mutual goals is of vital importance in a collaborative environment.

A model of the participants and behaviors needed in a collaborative environment was developed.

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The principal, staff members, parents, agency staff, and community volunteers of the early childhood center which was the field site for this study deserve a special note of thanks. I am grateful for the warmth with which they welcomed me into their school family and the generosity with which they contributed their time and energy for interviews. Without their collaboration, this study would not have been possible.

A special expression of appreciation goes to my family for their patience and support.

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CHAPTER I
THE DEVELOPMENT OF THE PROBLEM

Introduction

For several decades, the nation's schools have been criticized by individuals, groups, and the media for their perceived failure to provide an appropriate education for students. In 1983 the National Commission on Excellence in Education focused that criticism in a report which declared the entire educational system in need of reform. This report was followed by a veritable wave of documents and publications calling for a radical restructuring of the schools (Duttweiler, 1988; Education Commission of the States, 1991; Miller, 1990).

A major emphasis in the calls for restructuring has been to involve teachers, parents, and community members in planning and decision making (Cronin, 1987; Krasnow, 1991; Strusinski, 1990). A second emphasis has been for schools to work with businesses and with other educational and social service agencies in the community to provide services to students and their families which the schools are not able to provide alone (Bentley, 1990; Boyd, 1991; Pollard, 1990). Both of these emphases require that individuals from diverse backgrounds and with varying perspectives work collaboratively to achieve results (Lane, 1991).

Most of the steps in this direction have been at the school level, either because the state or the school district has decreed that this will be so or because the individual school has chosen to work in that direction (Hill, 1991; Odden, 1982). Much of the leadership and coordination of this effort will naturally fall on the shoulders of the school administrator. A consequence of this is that the traditional role of the principal is changing (Johnson and Snyder, 1990; Smith, 1981).

Research indicates that principal preparation programs need to be reorganized to provide the training needed to lead a school in this changing collaborative environment (Alley, 1990; Hallinger et al, 1991; Murphy, 1991). In order for principal preparation programs and school districts to provide principals with appropriate training, research is needed to identify principal behaviors which this new collaborative environment requires (Daresh, 1990; Laws, 1990).

In situations where decisions are made collaboratively, persons other than the principal may assume leadership roles. In order to enable teachers, parents, and community members to act as leaders in this collaborative environment, it may be necessary to provide training which will empower them to assume this role. Research is needed to identify the leadership behaviors exhibited by persons other than the

principal in a collaborative environment.

Statement of the Problem

The following questions will be the subject of this investigation:

1. What behaviors are exhibited by the principal in involving parents?
2. What behaviors are exhibited by the principal in working with groups in shared decision-making situations?
3. What behaviors are exhibited by the principal in working collaboratively with other agencies and organizations?
4. What behaviors exhibited by others contribute to the accomplishment of mutual goals in a collaborative environment?

Purpose of the Study

The purpose of the study is to explore and identify the leadership behaviors exhibited by a principal and others in a collaborative school environment.

Significance of the Study

In the current educational environment, many groups (i.e. teachers, parents, citizens, business groups) are

becoming involved in the decisions which affect public school operations. In addition, school and community agency collaboration is becoming increasingly important to meet the needs of students. In this rapidly changing environment, it is important for administrators and those responsible for administrator preparation and training to know what behaviors are important in the daily experience of a principal working with these stakeholder groups. This study will provide that information from one perspective.

In a collaborative environment, leadership may be needed from many different persons. If collaboration is to succeed, participants must be empowered with the skills to provide that leadership. This study will provide insight into the leadership behaviors of persons other than the principal in a collaborative environment.

Definitions

For the purposes of this study, a **collaborative environment** was defined as one in which participants work together to achieve a shared goal. **Collaboration in the school setting** was defined as participation by teachers, parents, and other community members in the goal-setting and decision-making processes of the school. **Collaboration between the school and other agencies** was defined as participation in programs deliberately designed to involve

shared goal setting and decision making as well as shared resources.

Limitations

This study will be limited to one school. The conclusions drawn will apply to this case study and may not be generalizable to other situations.

Organization of the Study

The question, the purpose, the significance, and the limitations of the study have been defined in Chapter I. A review of the literature relating to collaboration within the school, collaboration with other agencies, and the role of the principal and others in this collaborative environment is presented in Chapter II. The methodology utilized in the study is outlined in Chapter III. The results of the study are presented in Chapter IV, and Chapter V consists of conclusions and recommendations for future research.

CHAPTER II
REVIEW OF LITERATURE

Introduction

This chapter contains a review of the research on the shift toward a more collaborative school environment and the accompanying changes in behavior required of principals and others. Specific topics reviewed include the movement toward shared decision making in schools, involvement of parents and community members, collaboration with community agencies to meet the needs of students and their families, the role of the principal in a collaborative school, and the skills needed by participants in a collaborative environment.

During the past two decades public schools have received criticism from a variety of sources for their perceived failure to provide an appropriate education for the nation's children. Critics have called for a radical restructuring of the schools (Duttweiler & Mutchler, 1990; Education Commission of the States, 1991; Miller, 1990). Educators have responded to this criticism with restructuring efforts in several areas.

The Movement Toward Shared Decision Making

One of the restructuring themes which recurs with

increasing frequency is the school-based management model. Also known as site-based management, this model moves a significant proportion of the decision-making authority over budget, curriculum, and personnel from the central administration to the individual school. A major emphasis in this model is to involve teachers, parents, and community members in planning and decision-making (Cronin & Ferguson, 1987; Krasnow, 1991; Strusinski, 1990).

English (1989) suggested that while there are a variety of models of school-based management, they all share two principles:

1. Decisions should be made at the lowest possible level.
2. No decisions should be made without the input of those most affected by them.

Young (1989) described the "...ability of local school principals, staff, and parents to make and implement meaningful decisions about school programs, staffing, and budgets in ways that improve teaching and learning at the local school level..." as the "...key to improving schools and sustaining those improvements over time" (p. 2).

In a review of the research on the changing roles of principals, Richardson and others (1991) concluded that "The major thrust in efforts to change the school structure includes (1) shared governance among school participants,

(2) greater teacher opportunities for collaboration with control over their work environment and work condition, and (3) restructuring roles and responsibilities to create a sense of shared leadership in the school." (p. 8)

Other writers have emphasized the importance of shared decision making. Snyder and Anderson (1986) asserted that a climate which encourages group participation is a characteristic of effective schools. In a report on participatory planning in education, the Organization for Economic Co-operation and Development (1974) argued that only a system which allows for participation by the people concerned can be responsive and practical in today's complex environment. Sergiovanni and Elliot (1975) maintained that participation in decision making is the most effective way to obtain commitment on the part of participants, thus assuring that changes made are genuine, rather than superficial. The importance of involving all those most concerned with school outcomes in making decisions which affect those outcomes is attested to by other researchers in this field (National Association of Elementary School Principals, 1991; Smith and Scott, 1990; Elliott, 1991).

Parental and Community Involvement

The increasing concern of the public about the condition of public schooling has provided the impetus for more

parents and other community members to seek avenues of influence in school decisions. Thus, decision making is being shared not only with school staff, but with parents and others in the community. The importance of this parental involvement is a major variable identified by the effective schools research (Purkey & Smith, 1983).

From earliest times, the family and the community have been responsible for educating children in the skills needed to make them productive community members. Through the early twentieth century, the home and community organizations worked in cooperation with the school to educate youngsters. Education in this sense is a broader term than schooling, including the social and moral attributes as well as academics. The workplace was also a part of the educational environment, through apprenticeships. It is only in the last part of this century that the school has been held responsible for teaching not only academics but also the social and ethical roles of children. Unable to fulfill these multiple responsibilities alone, the schools have become the focus for criticism. Parents, businesses, and community groups are now becoming more involved in education. Educators should welcome this involvement and plan carefully so that all those involved can work together for the good of the children (Sinclair, 1983).

Parents and community members may be involved in the school in many ways. These may range from using the school's library or gym to taking part in major decision-making processes. Studies indicate that involving parents and community members in a variety of ways in the school contributes to better relations among all these parties (Vaughn, 1984). Evidence from practitioners indicates that when parents and community members are invited and encouraged to participate in the school as equal partners, they respond by participating in school programs and volunteering their services to the school (Donahue, 1988). Collaboration, consensus, and communication are important factors in the process of involving parents and community in the schools (Stocklinski & Miller-Colbert, 1991).

Studies indicate that students perform better in programs designed with a strong parent involvement component than in identical programs with less parental involvement (Henderson, 1988). The parental involvement factor appears to be particularly important in situations where students are considered to be "at risk" because of poverty or cultural background. Schools need to find ways to reach the parents of these students and involve them with their children's education. An analysis of research on efforts to achieve this involvement stresses the importance of being flexible, using strong personal outreach, providing services

such as child care and transportation, and collaborating with other community agencies to reach parents (Liontos, 1991).

Achieving a working partnership with the parents and community requires sustained effort over a relatively long period of time (Zeldin, 1990). Persistence on the part of those initiating the effort is a key factor in its success (Ringers, 1976).

Collaboration with Agencies

A second major trend in school restructuring is for the school to work in collaboration with other agencies to meet the needs of students and their families. In a summary of the arguments for this collaboration, Ringers (1976) emphasized that conditions involving health, economics, crimes, and social problems in the home have a great effect on pupil behavior and progress in school. By collaborating with agencies such as courts, law enforcement agencies, social workers, and health professionals, the school contributes to more effective solutions to these problems.

Elected officials and others in positions of responsibility have recognized for at least two decades that in an era of shrinking resources, agencies must collaborate to continue to provide services at an appropriate level.

Conservation of energy and resources,

recycling and reprogramming of excess school space, coordination and co-programming of human service agencies, efficiency and economy are among the reasons why interagency programs share space, staff and other resources and are being considered by communities throughout this nation and abroad. Citizens, professionals, agency executives, and elected officials are recognizing that cooperation must take place if we are to provide effective service levels within a reasonable range of costs. We have reached the point where we can no longer afford to add on or improve service without seeking to improve cost/benefit ratios. (Ringers, 1977, p.5).

Interagency collaboration may take many forms. The city and county of San Diego, the school district, and the San Diego Housing Commission have established a collaborative Center for Children and Families which provides comprehensive family service planning, counseling, prevention, referral, and health education to about 200 families (Jehl & Kirst, 1992). Boyd (1991) described an interagency effort in which the Leadville Center, housed in a former elementary school building, provided day care and coordinated social services in an economically stricken area

of Colorado. Other collaborative efforts address a variety of issues, including adult literacy (Flores & others, 1993), school attendance, preschool programs (Stone, 1993), homeless children (Brown, 1993; James & others, 1991), and child abuse (Gittins, 1993).

Whatever form the interagency collaboration takes, the goals of the collaborative effort must be clear, and all those participating must be committed to those goals (Ryan, 1976). There must be effective leadership which develops creative solutions to problems when they arise. Each participating agency must be willing to surrender some part of its turf or resources in order to produce a collective gain. Agencies must expand their communication with each other and their clients and community in order to uncover opportunities for collaboration, coordination and cooperation (Ringers, 1977).

Schools are a logical focus for interagency collaboration for a number of reasons. A substantial portion of the community's taxes are spent on the school program, and the school buildings are a major capital asset. Every community has access to a school, and it is a place that is familiar to most of the people in the community (Ringers, 1977). Some of the benefits which research has shown to accrue from basing family support and education in the public schools include program stability, compatibility

of philosophy and goals, greater access to services, efficient use of school and community resources, and diversity of staffing arrangements (Seppanen, 1989).

The legislature of Kentucky considered this factor of the school and agencies working together for the family of such importance that it was addressed in a part of the Kentucky Education Reform Act of 1990. This act requires that resource centers be located in or near each school where agencies will offer services appropriate to the needs of students and their families (Miller, 1990). Other states have also attempted to create supportive contexts for coordinated service delivery (Pollard, 1990).

Role of the Principal

Although the mandate for the change from a traditional environment to a collaborative one has frequently come from the legislature or some other official source, managing the change in the school becomes the responsibility of the principal (Doud, 1989). The principal is charged with guiding the staff and others involved through the planning process and is the key to effective shared decision making (Flanigan & Richardson, 1991). The principal is regarded as one who engenders in others a vision for success and provides the resources needed to assist them in attaining their goals (Smith & Scott, 1990).

The importance of the role of the principal in the trend toward collaboration is well established.

While any of the component groups involved in a school system can initiate efforts to bring about a collaborative climate, some are in better positions to achieve substantial success than others. School administrators are in the best position of all, not because of a power situation but because they are the key to the communications system of their schools or school district. In this position their influence reaches beyond that of any other group. (Ryan, 1976, p. 68)

Smith and Scott (1990) observed that the importance of the principal's role has not changed, but the behavior has changed to leading by involving others in setting and accomplishing goals.

Indeed, the key actor at the school level in initiating and facilitating collaboration is the principal, who must provide the support---time, resources, and encouragement---necessary to sustain teachers' collegial interaction. (Smith and Scott, 1990, p.42)

Ryan (1976) described a successful high school principal who said that the principal's role is not to be a

decision maker, but to be the manager of the decision-making process. He functions as a stimulator, suggester, and manager of resources, and he plays a role in the implementation of the decision.

Sharing decision making with others in the school environment does not diminish the role of the principal. Through offering initiative to the greatest number of professional staff possible, the principal's influence may actually be increased (Mahon, 1991; Flanigan & Richardson, 1991).

The trends toward shared decision making, involving parents and community in the school, and collaborating with other agencies constitute a major change for most school administrators. Many principals are not comfortable with these changes. Some express feelings of concern that they are being forced too quickly into roles for which they have not been adequately prepared. They feel that the changing roles are not clearly defined, and most feel that they were not trained to work with shared decision-making procedures. While some principals are comfortable with the new role of shared decision making, many will require support as they make the transition (Flanigan & Richardson, 1991).

Traditional training for principals has not included an emphasis on sharing power or developing leadership skills in others. Many principals will need to develop new or refined

skills to function successfully in this new environment (National Association of Elementary School Principals, 1991). In a survey of school principals, Johnson and Snyder (1990) concluded that "...because of a redefinition of the principalship, principals themselves are faced with a need for new job knowledge and skills" (p. 15). They further concluded that "...the skills necessary for successful collaboration...appear to be important to the administrators for the successful implementation of instructional leadership tasks" (p. 15). "Principals ...want to know how to involve others successfully in cooperative planning and action" (p. 16). It is important that staff development support be provided for principals who need it, because ultimately the degree to which a collaborative environment develops in the school rests largely in the hands of the principal (Flanigan & Richardson, 1991).

Leadership Skills Needed

Successful collaboration requires leadership behaviors from the principal and from others involved in the collaborative environment. Some of these behaviors may be learned through training in specific areas. Others may be learned from observation and experience. Sergiovanni observed that "...most people who are in positions of leadership are not born leaders. The skills and insights

which are necessary for one to be an effective leader can be learned through training and experience" (1975, p.100).

Many attempts have been made to identify and categorize the skills needed by school administrators. As the school environment has become more complex, the list of skills has become longer. As the reform movement has shifted away from curriculum issues and toward shared decision making, skills needed to guide the human element in schools have gained prominence in the lists of skills needed by principals. Many recent inventories of skills needed by school administrators include proficiency in the following areas.

Communication

The ability to communicate effectively is important to every leader, including school principals. By using the skills of written and oral communication, the leader is able to influence others (Long, 1985; Fulbright, 1989; Fitch, 1990; Richardson, 1991). In face-to-face communication, nonverbal expression is also important (Thomson et al., 1993).

These skills are particularly important in collaborative situations where information and ideas must circulate among a larger group of participants. Clasby (1975) defined the communication skills needed as the "ability to exchange ideas, information, suggestions,

criticisms---person-to-person, person to group, and group to group" (p. 84). She concluded that two types of communication skills are needed: discussion skills and dissemination skills. She defined the discussion skills needed as "listening and leveling in person-to-person or group activities" (p.31). Dissemination skills were defined as "getting messages out clearly and promptly to those who should be informed; inviting and publishing responses" (p.31). Active listening and openness in interpersonal communication is important (Sergiovanni, 1975; Hoyle, English, & Steffy, 1985; Educational Research Service, 1982).

Personal Interaction

Trust is an essential ingredient in any collaborative effort. School leaders use personal interactions as opportunities to demonstrate a sense of caring, belief in the worth and good intentions of others, and recognition of the contributions of others to build this sense of trust in the school culture (Martin, 1990; Hoyle, English, & Steffy, 1985; Sergiovanni, 1975). They are sensitive to the individual needs and feelings of members of the school community and exhibit personal warmth in their relations with others (Hoyle, English, & Steffy, 1985; National Association of Elementary School Principals, 1991; Thomson et al., 1993).

Organization

Skills in organizing and developing work groups and in organizing the schedule so that teachers have released time from the classroom for committee work were found to be important for shared decision making (Snyder & Anderson, 1986; Flanigan & Richardson, 1990). Personal organization and time management are important to enable the principal to be visible in the school and available to staff members and others (Hoyle, English, & Steffy, 1985; Educational Research Service, 1982). The principal must have the organizational skills necessary to coordinate the use of available human, material, and financial resources to achieve the school's mission and goals (National Association of Elementary School Principals, 1991).

Leadership Development

Collaboration requires leadership behaviors from many people, and principals must possess the knowledge and skills necessary to encourage leadership qualities in others (Fitch, 1990).

Though the principal is the school's leader, the principal is not the school. Many other committed and energetic people are involved, including some with certain talents and skills that may exceed those of the principal. Proficient principals

capitalize on the talents and availability of such people and give them appropriate credit for their contributions (National Association of Elementary School Principals, 1991, p.8)

By demonstrating confidence in the ability of others to plan and make appropriate instructional decisions, the principal is able to release the full potential capabilities of all group members (Martin, 1990; Fitch, 1990).

Group Dynamics

The principal in a collaborative school does not merely tell each teacher to do what he or she thinks best, but works toward empowering a group of participants to devise the best decision for all (Foster, 1990). The productivity of a task group is dependent on the ability of its members to work through individual differences toward the attainment of the group's goal (Snyder & Anderson, 1986). The principal must understand the dynamics of groups. "Skills in group process are vital to ensure that each member of a group feels free to contribute and is valued as a person of worth" (Hoyle, English, & Steffy, 1985, p.27). The principal must be able to apply the skills associated with decision making, including conflict resolution and acceptance of goals arrived at through consensus, which will enable groups to work productively toward common purposes

(Fitch, 1990; Snyder & Anderson, 1986).

The importance of group building or team building is also noted (Richardson, 1991; Fitch, 1990; Fulbright, 1989). This requires skills in collaborative goal setting and action planning to ensure broad involvement and support (Hoyle, English, & Steffy, 1985). The principal must be able to bond the school community through shared values and beliefs (National Association of Elementary School Principals, 1991).

An emphasis on the importance of training for the principal and others involved in working collaboratively emerges throughout the literature. Groups who desire to use participatory strategies find that a lack of expertise and experience in these strategies contributes to a lack of productivity (Wood, 1989; Weiss et al., 1991). These participants may require training in the skills needed to ensure success. Fitch (1990) believed that school personnel, parents, and community members should share in this training. Skills proposed for this training include communicating, consensus and team building, problem-solving, shared decision making, facilitating, and conflict resolution (Fulbright, 1989; Richardson, 1991).

Providing support for the participants in a collaborative environment is a complex task that cannot be accomplished through generating formal rules and

standardized procedures. For this reason, a collaborative school requires a higher caliber of leadership than does one based on bureaucratic principles (Smith & Scott, 1990). In order to prepare principals and others participants for working in a collaborative environment, research is needed to determine the specific behaviors involved. Since collaboration as a major educational focus is relatively recent, studies of leadership behavior in this environment are not numerous. The focus of the available research is on collaboration in the school setting rather than with agencies.

One hundred principals selected by reputation as successful in obtaining community support were used as the subjects for one survey. The purpose of the research was to determine what skills they used in achieving their successes. The report concluded that these principals were effective in written and oral communications, community involvement in decision making, use of school volunteers, and encouragement of parent-faculty organizations (Long, 1985).

Goldman and others (1993) used an interview design to study how administrators and teachers in 16 schools in Oregon used what they termed "facilitative" power to restructure at the school site. Goldman and Dunlap (1990) defined facilitative power as power that is exercised

through, rather than over, subordinates. They concluded that many school administrators already possess facilitative skills and knowledge and that effective restructuring plans must enhance administrators' abilities to utilize facilitative power.

Walkington (1991) employed a descriptive research design to study the strategies used by principals to implement shared decision making in twelve elementary schools in California. She reported that each school developed its own model for shared decision making. All of the models were based on the same general theme, but they developed differently because of individual differences in the twelve schools. One of the major findings reported in this study is that training for all participants, including principals, teachers, classified employees, and parents, is a key issue in the successful implementation of shared decision making. Training is needed in effecting change in the schools, building collegial teams, communicating effectively, resolving conflicts, establishing goals, solving problems, and making good decisions. She suggested that further research be done to determine the knowledge, skills, and competencies needed by principals to successfully implement shared decision making.

A review of the literature revealed professional advice, but no research on the behaviors of principals

involved in interagency collaboration. It is clear that additional research is needed on the behaviors of the principal and others who fill leadership roles in today's more collaborative environment. This study will attempt to identify those behaviors in one collaborative setting.

CHAPTER III

METHODOLOGY

The research design used in the study is described in this chapter. The methods and procedures used are outlined. The criteria for selection of site and subjects, the data collection procedures, and the analytical process are discussed.

Research Design

The case study design was used. Its purpose was to explore and identify the behaviors used by the principal and others in working collaboratively with the school staff, with parents and community members, and with other agencies. While the information obtained may not be generalizable to other school sites, this design resulted in descriptions of more depth and detail than could be obtained by other methods.

Site Selection

Two strategies were used to develop a pool of possible schools for the study. Current literature was reviewed to obtain the names of schools engaged in collaborative activities. Professionals in education, social services, and community services at the state, university, and local

level were contacted to obtain additional nominations. The school was selected from this pool. The following criteria were used to select the specific school for the case study:

- * Significant decisions regarding curriculum, budget, and personnel are made at the school site rather than by the central administration.
- * The building administrator, staff, parents, and community members share the decision-making responsibilities.
- * The school collaborates with other agencies to meet the needs of students and their families. This collaboration includes shared resources, shared decision making, and shared use of physical facilities.

Data Collection

Data collection focused on the specific behaviors of the principal and others in the collaborative environment within the school and in the collaboration with other agencies. The researcher attempted to determine what knowledge and skills are needed for the principal and others to function effectively in this environment.

Fifteen visits were made to the school. The primary data collection method used was the interview. Informal observation and review of available documents provided

additional data. Interview participants included the principal, teachers, other members of the school staff, parents, community members, and agency staff.

Since the school selected for the study was small, it was possible to include all of the teachers in the interview group. Other school staff interviewed were the media specialist, the guidance counselor, the three parent technicians, and and two teacher assistants.

Parents included in the study were parents who happened to be in the building when the interviewer was present. While this was not a random sample, it was felt that the nine parents interviewed provided a broad enough range to have confidence in the information gathered from this source.

Community members interviewed were selected in two ways. Most were interviewed because they were volunteering in the building while the interviewer was present. One who is active in the community and was on the task force which helped to design the collaborative model for the school was contacted by the interviewer. Interviews were also conducted with persons within the collaborating agencies who have offices located in the school building.

Interview guides were used to ensure that specific topics were discussed in each interview, but other topics were explored with the subject as deemed appropriate. The

leading or prod questions focused upon the behaviors of the principal and others who provide leadership for the collaborative efforts of the school and its stakeholders.

A tape recorder was used to record each interview. The tapes were then transcribed. Brief notes were written by the interviewer immediately following each interview.

Group dynamics and leadership behavior were observed informally during visits to the school site. Brief notations were recorded of behaviors observed.

Available documents were reviewed for information relevant to the study. These included memos, newsletters, flyers, bulletin boards, school calendars, and the results of a parent survey conducted by the school.

Data Analysis

The AskSam software program was used to thematically analyze the data. The transcripts were analyzed and the responses coded to identify sections which appeared to relate to specific themes (e.g., communication with parents). These sections were then grouped by code and analyzed to ascertain the behaviors displayed by the principal and others in each theme area. Data from observations and document review were used to verify information gathered in the interviews. The findings were used to develop a description of leadership behaviors used

by the principal and others in a collaborative environment.

Reporting Data

Tables have been developed to display data and to provide comparisons among subjects and categories. Excerpts from interviews are included to illuminate the data. The data analysis is also reported in narrative form. Chapter 4 contains the results of the data analysis.

Description of the Site

The research site is an early childhood center established three years ago as a part of the public school system. It was planned specifically to create maximum involvement with parents and community members and a high level of collaboration with other agencies.

The center is located in an area of the city which has experienced a high level of economic blight and crime. The center was established as part of a cooperative effort between the local government and the community to empower community members to improve their individual situations and that of the community. In an effort to serve the entire community, the site was established as an intergenerational center. It is located in a building previously used as an elementary school.

The early childhood center serves approximately 180

children ages three and four. Children are enrolled at age three and remain in the same class for two years. After that time, they go to kindergarten at another site. There are twelve classes with a maximum of 15 students in each class. Each class is served by a teacher and a teacher assistant. Three parent technicians work closely with teachers to facilitate communication between the home and the school and support parent involvement in other ways.

The school day is from 8:55 a.m. to 3:15 p.m. Before-school and after-school care are provided free of charge for children whose parents are working or in school and need the additional time. Breakfast and lunch are provided in a family-style cafe rather than the usual cafeteria. Teachers, teacher assistants, and volunteers bring the food to the table and serve the children there. An afternoon snack is provided for children in the after school care program.

Health care is provided in the building by the local health department. The health office is staffed by a full-time nurse assistant and by a nurse who is in the building two days each week. The remaining days the nurse performs other community health duties including home visits. In addition to the usual services provided by a school nurse, the health office provides additional services for children and adults, such as inoculations, school physicals, health

care counseling, and referrals to physicians.

The local school system provides Adult Basic Skills and GED preparation classes in the building. Classes are available during the day and in the evening. A nursery is provided during the day for students who have young children who need care while their parents are in class.

The department of social services maintains an office in the building. The office is staffed full time by a case worker and a secretary.

The Women, Infants, and Children program maintains an office in the building. It is staffed one day per week. This program issues vouchers for the purchase of food to meet the nutritional needs of infants and young children.

The school works closely with other agencies including the police department. A monthly meeting is held in the building where agency, community, and school representatives discuss community problems and develop strategies for solving them by using their combined resources.

The building is in use from early in the morning for before school care to late in the evening for adult classes and other programs. The center is often the site for community meetings and programs.

CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to identify leadership behaviors of the principal and others which contribute to the achievement of mutual goals in a collaborative school environment. A field site was chosen on the basis of the criteria previously noted, and interviews were conducted with 41 participants at this site. The participants included the principal, all of the teachers, seven other staff members, nine parents, nine community members, and representatives of three agencies located in the building. Additional information was gathered through informal observation and document review. This chapter contains the analysis of data. The results are presented in both tables and narrative. The following questions were investigated:

1. What behaviors are exhibited by the principal in involving parents?
2. What behaviors are exhibited by the principal in working with groups in shared decision-making situations?
3. What behaviors are exhibited by the principal in working collaboratively with other agencies?
4. What behaviors exhibited by others contribute to the

accomplishment of mutual goals in a collaborative environment?

The results are presented in the order in which the questions are listed.

For each question, the analysis is displayed in the following forms:

- (1) A table listing the behaviors mentioned by interview participants relative to this question and including the number of participants in each category who described this behavior.
- (2) Excerpts from the interviews which describe the behaviors.
- (3) A discussion of the analysis of data for that question.

Behaviors Exhibited by the Principal in Involving Parents

Table 4.1 shows the behaviors which were described by the participants as behaviors exhibited by the principal in involving parents in the school. All categories of participants are included in each table for purposes of uniformity. It should be noted that some participants will naturally have more information about specific questions than others. It should be noted that differences between the total number of participants in each category and the number describing this behavior does not indicate negative

responses relating to this behavior. It indicates only that some participants did not specifically mention this behavior in the interview. An explanation of the symbols for participant categories used in the tables is located at the end of each table.

Table 4.1 Behaviors Exhibited by the Principal in Involving Parents

Number of participants in each category who described this behavior

	PR n=1	TEA n=12	OS n=7	PAR n=9	COM n=9	AG n=3
1. Organizes opportunities for parental involvement	1	8	3	6	4	0
2. Invites and welcomes parents into the building	1	9	4	2	2	0
3. Shows a personal interest in parents and children	1	6	5	4	4	0
4. Treats parents as equal partners	1	8	5	4	2	0
5. Works to make the school atmosphere comfortable for parents	1	8	4	1	1	0
6. Keeps parents informed about school activities	1	4	0	4	1	1
7. Is visible in the school and available to parents	1	6	3	2	2	1

PR = Principal
 TEA = Teachers
 OS = Other school staff
 PAR = Parents
 COM = Community members
 AG = Agency staff

Table 4.1 shows the number of participants who described specific behaviors of the principal relative to parental involvement. Following are typical excerpts from the interviews which describe each of the behaviors listed.

1. The principal organizes opportunities for parental involvement.

"She works closely with the parent technicians to set up workshops" (parent).

"She has things for you to participate in as well as the kids" (parent).

"You have to be very flexible and very open as far as what you're going to offer. Consequently, we don't just have activities scheduled during the school day. We have activities scheduled at night. We have activities scheduled for weekends. We have some activities scheduled just for moms, some activities scheduled just for dads" (principal).

2. The principal invites and welcomes parents into the building.

"(The principal) greets parents at the door in the mornings" (teacher).

"When a parent comes through the door, she immediately recognizes them and immediately makes them feel welcome" (teacher).

"She's just always needing and wanting, talking to you, sending letters home, just wanting that involvement from the parents" (parent).

3. The principal shows a personal interest in parents and children.

"Some of the things that she does is make personal contacts, calling parents by name, getting to know them and their situations and their children" (teacher).

"(The principal) is like a mother to all of us. She looks over us, and she watches over us. She always gives us encouragement and that little push that we need" (parent).

"She brings out a lot of things that you don't know you could do yourself" (parent).

4. The principal treats parents as equal partners.

"She asks for suggestions from parents" (teacher).

"She acts like a friend" (teacher).

"So I think there has to be a certain amount of trust, and there has to be a certain amount of respect, that I don't look down on you, that we are equals" (principal).

"You're developing a team that is not only within the staff, but you're also trying to develop the teamness between the staff and the parents" (principal).

5. The principal works to make the school atmosphere comfortable for parents.

"So she wants the parents to feel comfortable. And she's always telling us, 'Talk to the parents the way you want people to talk to you'" (teacher).

"(The principal) makes you feel right at home here" (parent).

"She works really hard to get them to feel comfortable and to come into the school" (teacher).

"It's a very homey, kind of friendly place" (teacher).

"Many of our parents have had very negative experiences with schools, so consequently there is a block there. We have to overcome that particular obstacle. If they feel uncomfortable, then it becomes our responsibility to make the center a comfortable place to be" (principal).

6. The principal keeps parents informed about school activities.

"They send home all kinds of papers telling what's going to happen from the beginning of the month to the end of the month. If you forget, they send a note home the day before. They let you know constantly ahead of time what's going on. If they see you in the hallway, they'll remind you. So you can't forget" (parent).

"She's always speaking to (the parents) and reminding them of activities that are coming up" (teacher).

7. The principal is visible in the school and available to parents.

"She doesn't stay in her office. Her door is open. She lets you know that 'If there's a problem, you can come and talk to me, and then we can work things out'" (other staff).

"She's always in the halls. She's hardly ever in her office" (teacher).

"She's out, around, seeing what's happening" (parent).

The seven behaviors exhibited by the principal in involving parents as described by interview participants appear to fall into three categories: organization, communication, and personal interaction.

Organization

Organizing opportunities for parental involvement is a behavior which was described by the principal as well as a large number of teachers and other staff, parents, and community members. These opportunities include workshops, volunteer activities in classrooms and other areas of the school, and special programs. The opportunities are available every school day. In addition, opportunities are provided on other days and in the evening for parents who work during the day. While responsibility for specific

activities is delegated to staff members, interview responses indicated that the principal provides strong leadership in this area. Information provided in interviews is supported by document review of newsletters and flyers announcing workshops and special activities and by observation of parents volunteering in the building during each site visit.

Communication

Communication behaviors were mentioned as key factors by the principal, teachers, other staff, parents, community members, and agency staff. Communication strategies described include newsletters, flyers, telephone calls, and personal contacts to keep parents informed about school activities. The principal expressed the view that personal contact was the most important factor in communicating with parents. The principal was described by parents, community members, and school and agency staff as being very visible in the school and always available to parents. The principal and staff mentioned that the principal makes home visits to communicate with parents. The information from interviews is supported by document review of newsletters, flyers, and bulletin boards which provide information to parents and by observation of the principal making contacts with parents during each site visit.

Personal interaction

The principal, teachers, other staff, parents, community members, and agency staff described personal interaction as a major strength for this principal. Behaviors mentioned include greeting and welcoming parents as they come into the building and inviting them back as they leave. Participants noted that the principal shows a personal interest in the families, recognizing parents, calling them by name, and showing concern for their personal situations. The principal emphasized the importance of treating parents as equals. One teacher, in describing the principal's interactions with parents, said, "She acts like a friend. She just acts like a friend." Teachers described the principal as working to make the school atmosphere comfortable for parents, not only through her own contacts with parents, but also by encouraging the school staff to engage in similar behaviors. The information gathered in interviews is supported by observation of the principal interacting with parents during site visits.

Behaviors Exhibited by the Principal in Shared Decision Making

In a collaborative environment, many decisions are made in groups. One of the objectives of this study is to determine what behaviors are exhibited by the principal in working with groups in shared decision-making situations. The analysis of data gathered in the interviews on this topic is shown in Table 4.2. It is further elaborated in the excerpts and discussion which follow the table.

Table 4.2 Behaviors Exhibited by the Principal in Working with Groups in Shared Decision-making Situations

Number of participants in each category who described this behavior

	PR n=1	TEA n=12	OS n=7	PAR n=9	COM n=9	AG n=3
1. Delegates decision-making in specific areas to committees	1	12	3	0	0	0
2. Organizes communication channels to facilitate information flow	1	12	3	0	0	2
3. Participates as a member in committee meetings rather than directing	0	8	0	0	0	0
4. Asks for input and takes time to listen	0	7	3	0	4	2
5. Models and encourages teamwork	1	12	5	2	1	1
6. Includes parents and all staff members on committees	1	4	2	0	0	0
7. Models consensus building	0	6	0	1	0	0
8. Nurtures leadership through example and support	1	6	1	1	2	0

PR = Principal
 TEA = Teachers
 OS = Other school staff
 PAR = Parents
 COM = Community members
 AG = Agency staff

The number of interview participants who described behaviors exhibited by the principal in working with groups in shared decision-making situations was shown in Table 4.2. Following are excerpts from those interviews which are typical of the statements describing these behaviors.

1. The principal delegates decision making in specific areas to committees.

"Because of the system of the committees, I see (the staff) as doing a lot of the decision making in the school rather than the principal. Of course, she has final say on some things, and the school board---we have to comply with those policies--but (staff members) really come together and make decisions" (teacher).

"So responsibility has to be delegated, and sometimes you find yourself on two or three committees. But she gives you room to do what it is you need to do. She lets you do that. She's not walking behind you seeing to it that you do it" (teacher).

(In this school) you can take any group of people at any given time and give them a job to do, and they will do that job and they will do it well. And what I tell them is, 'I'm not going to stand over your shoulder to see that you do the job.' Because I respect and I have enough belief in their ability to get the job done that I feel as an

administrator or the leader of the building, that I will provide the support when they need it or the resources when they need it" (principal).

2. The principal organizes communication channels to facilitate information flow.

"You have to be a good communicator" (principal).

"As far as the principal getting out information, having people understand what they need to understand, that's done" (other staff).

"The communication is flowing up and down" (teacher).

"There's a lot of information to get out, and we have a lot of different ways to do that" (teacher).

"It's up to that chairperson or cluster leader to communicate to the people in their group. And then it kind of goes through that channel back and forth--communication within the school" (teacher).

3. The principal participates in committee meetings as a member rather than directing.

"She's always in to see what's going on in the meetings. If she has something to contribute, she will" (teacher).

"We're not told by (the principal) that 'I want this, this, and this.' She lets us decide. Of course, she puts

in her two cents worth, as she should. But really most of the decisions are made by us" (teacher).

4. The principal asks for input and takes time to listen.

"(The principal) is really very open-minded, and she wants to hear what everybody wants to say" (teacher).

"(The principal) allows us to express our thoughts and our feelings about different situations or ideas that we have" (teacher).

"She is always open to ideas and suggestions. It's real important to her to have the input from others" (other staff).

5. The principal models and encourages teamwork.

"You have to be sort of a team builder. You're developing a team that is not only within the staff, but you're also trying to develop the teamness between the staff and the parents" (principal).

"Just like we collaborate with agencies outside the building, we want to have that collaboration with all the people who work within the building" (principal).

"(The principal) gives one hundred percent. When we see her giving one hundred percent, when the leader gives one hundred percent, the people who are under her, they want to give one hundred percent. They want to work up, to live

up to those standards" (teacher).

"She helps us to see that we can lift one another" (teacher).

"...the joining together to get the job done regardless of your function, your title, or your position. Oftentimes you'll see the principal in the cafe helping to prepare the meals. If there is a need for that, we all respond to whatever the needs are" (other staff).

6. The principal includes parents and all staff members on committees.

"We involve parents in the school improvement team. Parents are a part of the correlate committees" (principal).

"Everybody has to work on a correlate. And that includes the secretaries, the custodial workers, the food service workers--everybody works on something. And usually on every committee that we have, we have a cross section of staff workers on that particular committee. And I think that's really important because I think when people are allowed to have some input and share their ideas--anybody can have an idea--that this helps to strengthen our program and to broaden our program. Plus it helps them to buy into whatever we are trying to do, because they feel as though they are a part" (principal).

"You always have someone from each cluster and from the

parent center, the janitorial staff, the cafe. And then you have a parent" (other staff).

"Our custodial staff is involved in committees, our office staff is involved in committees, so (the principal) likes to include everyone" (teacher).

7. The principal models consensus building.

"(The principal) will put forth an idea or a problem. Then she'll take suggestions. She's more of a facilitator. She doesn't dictate--she kind of takes everybody's ideas, and kind of helps it get organized and put together" (teacher).

"When the cluster leaders meet, we pretty much decide. And of course (the principal) has her input and ideas, but pretty much---we kind of all talk about it and throw out the ideas, and kind of together decide what the best way is to handle it" (teacher).

8. The principal nurtures leadership through example and support.

"I think all of my staff members are leaders, and what we try to do is rotate the different positions in the school so that each person will have a chance to exercise their leadership talents" (principal).

"Then you take people who are parents, who have had no

educational background, but you take them and bring them in and put them into this kind of environment, provide staff development activities, work with them constantly, and you can see the difference that takes place within them personally and professionally" (principal).

"When you give them the opportunity and provide them support, it is amazing how many leadership qualities they actually have" (principal).

"She allows us to grow and to try to do it on our own" (teacher).

"She trusts you to make the best decision for the (school). We have committees that the teachers take leadership in. And (the principal) expects them to make sure it works. She overlooks, but the teachers really organize it and make sure it works" (teacher).

"She is not a principal that sits in the office behind her desk. She's walking up and down the halls to see what's going on. At lunch time she has her apron on and she's in there serving food to the children. Picking paper up off the floor, back behind the counter with the servers, whatever is needed, she's back there doing it. She's very involved" (teacher).

The eight behaviors exhibited by the principal in working with groups in shared decision-making situations as described by interview participants may be placed in four

categories: organization, leadership development, communication, and group dynamics.

Organization

The organization of committees to make decisions in specific areas of responsibility for the school was described by the principal, teachers, and other staff. That these committees were given real decision-making power was attested to by a large number of staff members, including all the teachers. The inclusion on the committees of parents and classified staff members as well as teachers was mentioned by the principal, teachers, and other staff as being an important factor. The organization of clear channels of communication which connect these committees to one another and to all areas of the school was described by the principal, teachers, other staff members, and agency staff as facilitating the flow of information and contributing to the process of shared decision making.

Leadership development

Several behaviors described are directed toward the development of leadership behaviors in others. The principal described her philosophy as "give them the opportunity and provide them support." Principal and staff reported that responsibilities such as committee chair positions are rotated to provide opportunities for leadership. A high level of trust behavior was described by

the principal and several teachers. One teacher described it as "not walking behind us." Support was described by the principal and staff as being available when it was needed in the form of staff development or other resources. Another leadership development behavior described by all categories of participants is modeling and encouraging teamwork. The principal was described by the participants as doing whatever job needed to be done in the school and always giving one hundred percent, thus setting an example of teamwork and leadership which participants described as inspiring others to do likewise. Participant descriptions of the principal doing whatever job needed to be done are supported by observation during site visits of the principal lending a hand wherever it seemed to be needed in the school.

Communication

In addition to organizing communication channels within the school, the principal was described by teachers and other staff as exhibiting an openness to ideas and a willingness to listen to others which appears to support the communication flow and the trust level needed for shared decision making.

Group dynamics

Several teachers described specific examples of the principal's behavior in group meetings. She was described

as participating in meetings as a member, contributing her ideas along with others, but allowing the committee to function without trying to direct the decision. In staff meetings one teacher described the principal's actions as that of a facilitator, taking suggestions from everyone and organizing the ideas to help the group arrive at consensus.

**Behaviors Exhibited by the Principal in Working
with Other Agencies**

An important aspect of the collaboration effort is that of the school and other agencies working collaboratively to meet the needs of children and their families. The behaviors of the principal in relation to the agencies which provide services to children and families in this community are shown in Table 4.3. The table is followed by excerpts from the interviews on this topic and a discussion of the findings.

Table 4.3 Behaviors Exhibited by the Principal in Working Collaboratively with Other Agencies

Number of participants in each category who described this behavior

	PR n=1	TEA n=12	OS n=7	PAR n=9	COM n=9	AG n=3
1. Assigns school staff duties which help to coordinate agency services	1	0	3	0	0	1
2. Provides space for agencies and community organizations	1	1	1	0	2	2
3. Promotes communication among participants in the collaboration effort	1	0	1	0	0	2

PR = Principal

TEA = Teachers

OS = Other school staff

PAR = Parents

COM = Community members

AG = Agency staff

Table 4.3 shows the number of participants who described specific behaviors of the principal relative to working collaboratively with agencies. The following excerpts from the interviews are typical of the statements in which participants describe each of the behaviors listed.

1. The principal assigns school staff duties which help to coordinate agency services.

"I've assigned different staff members different responsibilities for assisting with the collaboration efforts. For example, (staff member) is responsible for keeping up with the time of all the clients of social services. She assigns them to a site, and she also keeps up with their time. (Other staff members) are also responsible for keeping up with the additional educational hours that the adult education students need who are participating in the Employment Services Program. In other words, the adult education department of (the school district) provides 16 hours of educational experiences within a week. Social services mandates that their clients have at least 20 hours of educational experiences. We collaborate in that we provide that additional four hours per week to help meet the guidelines of the social services" (principal).

"We also have on site the Employment Services Program from social services, and there are people who are receiving Aid to Dependent Children who are required to volunteer so

many hours to complete their contract. So I am sort of like the liaison between social services and the school, and so when volunteers come into the building, I am the person that finds a place for them to volunteer in the building" (other staff).

"I'm responsible for working with the adult students here as far as career education, helping them stay focused. And I do a lot of things with job seeking, job keeping kinds of skills" (other staff).

"What we do is whenever we have a turnover, when the students from Adult Basic Skills are ready to go to GED, or from GED on to something else, we go out into the neighborhood to let our community know there are some openings" (other staff).

"I serve as a member of the (school/community/agency) team which links me to the community. We meet once a month, and there are representatives from mental health, social service, the school system, and from law enforcement. We all meet to try to identify ways that we can help this community with their personal needs, that kind of thing" (other staff).

2. The principal provides space for agencies and community organizations.

"For example, yesterday I received about three or four

calls from different organizations that wanted to use the building and wanted to provide a program for the community. They just call and say, 'Can we do this? Will you have space?' And I say, 'By all means, yes.' And if I don't have it, then I'll tell them, 'Well, we don't have space on this particular day, but we can provide space for you on another day.' Of course, it takes a lot of effort to try to keep all these things going, because you have all these different people asking for space or asking for your services. You have to be well organized, so that you don't overbook. And we try to accommodate to meet the needs of the community" (principal).

"We are a community based facility, so we have people from a lot of different agencies and organizations coming in. They come in, they have meetings. They don't necessarily have to do with the school as such, but they come in for their meetings" (other staff).

"Well, that connection with this school is mostly we have our meetings here, and I'm on the board of directors" (community).

"It's a community program. They have their meetings here, and I guess they use the building as a resource" (teacher).

"We have our tenant management council in the area where we live, and we have the meetings over here. We have

our community meetings over here at night, and it's just really community/school/children all together. It's a lot of people from around the whole area that come to the school for one thing or another, and the door's always open" (community).

3. The principal promotes communication among participants in the collaboration effort.

"We work very closely with the tenant management associations. Having talked with the residents there, they have certain perceived needs for this particular community. So consequently we try to accommodate or meet the needs of the community by providing services for those who need those services" (principal).

"As a result of these town meetings, once needs have been identified, each agency establishes the way or the procedures that they are going to use in order to help meet that particular need. And that's how collaboration takes place" (principal).

"She asked me for my input in the newsletter that they have" (agency).

"The school has a newsletter that goes home to the parents that tells you everything that is going on here in the school, the health center, social services, different things" (agency).

"Of course the services that we provide are tied into the various needs of the community. And these needs have been indicated by various surveys that have been done, information from various civic groups, community groups" (principal).

"For instance, we have an adult education continuation class, and we have several agencies that will be tied into continuation of educational services here in the building. And of course we get that information out to, for example, social services because they have many clients who are participating who need to further their education, so they need to know about these educational opportunities. We do that also through the (community/school/agency) meetings, also through various flyers and newsletters" (principal).

"When we find a parent that possibly needs some service that's not receiving service, we'll make a referral to social services or to WIC" (other staff).

"And it's just that type of give and take that they know that we are very open and we're very willing to provide whatever it is that we can offer. And on the other hand we know that if we need something then all we have to do is go to them and ask. They're willing to help us and assist with whatever we need. So that's the way it goes; it's a give and take" (principal).

The three behaviors exhibited by the principal in working collaboratively with other agencies as described by interview participants fall into two categories: resource sharing and communication.

Resource sharing

Resources shared with other agencies and community organizations by the principal include staff services and building space. The principal, other staff members, and one agency member described the staff responsibilities which provide an interactive link between the school and the agencies. The responsibilities described include planning workshops for adult education and social services clients, coordinating the work and verifying the hours of community members who volunteer in the school as part of their social services contract, and serving as a member of interagency teams. The principal, a teacher, another staff member, community members, and an agency member described the principal's behavior in providing space for many community and agency meetings and special programs.

Communication

Several participants described ways in which the principal used communication to promote collaboration among the various participants in the collaboration effort. One specific example was asking all the agency representatives

to contribute some information relative to their programs to the regular school newsletter each time it is distributed to parents and community members. Other examples include communication with community organizations to determine community needs, and establishing open communication with agencies so each party feels free to call on the other for assistance.

**Behaviors Exhibited by Others which Contribute to the
Accomplishment of Mutual Goals**

In a collaborative environment, participants work together to achieve a shared goal. The behaviors of participants other than the principal are important to the collaborative effort. Information was elicited in the interviews regarding the behavior of participants other than the principal which contribute to the achievement of mutual goals. The analysis of data on this topic is presented in Table 4.4 and in the excerpts and discussion which follow that table.

Table 4.4 Behaviors Exhibited by Others which Contribute to the Accomplishment of Mutual Goals in a Collaborative Environment

	Number of participants in each category who described this behavior					
	PR n=1	TEA n=12	OS n=7	PAR n=9	COM n=9	AG n=3
1. School personnel, agency personnel, parents, and community all work toward a common goal of empowering the families to improve their own lives.	1	7	3	1	3	2
2. Parents come into the school and volunteer	1	9	6	8	2	0
3. Parents make suggestions and initiate activities	1	4	3	3	1	0
4. Teachers and other staff members maintain constant communication with parents	1	7	5	6	1	0
5. Teachers plan together to provide activities for students and parents	1	7	3	1	0	0
6. Community members volunteer in the school	1	2	1	0	5	1
7. Local organizations who are adopt-a-school partners play active roles in the school	1	7	0	0	1	0

Note: This table is continued on the following page.

8. School and agency staff in the building volunteer to perform services which are not part of their job description but which contribute to the achievement of mutual goals

1 2 0 0 0 0

9. Agencies coordinate their services with one another as well as with the school

1 1 5 4 2 2

PR = Principal
 TEA = Teachers
 OS = Other school staff
 PAR = Parents
 COM = Community members
 AG = Agency staff

Table 4.4 shows the number of participants who described specific behaviors of persons other than the principal which contribute to the accomplishment of mutual goals in a collaborative environment. Following are typical excerpts from the interviews which describe each of the behaviors listed.

1. School personnel, agency personnel, parents, and community members all work toward a common goal of empowering the families to improve their own lives.

"I think that you're going to have to make a concerted effort to place emphasis and to impact that total family rather than extracting the children from it and then putting them back. And I think that somewhere down the line when we do a longitudinal study on these children who are in the center, hopefully it will prove that this type of intervention has been very important to them---not only to them, but to their families as well. And that it will show that these children will have successful educational careers. And hopefully that their families will be empowered to take control over their lives" (principal).

"We're here for the children, we're here for the parents, we're here for the community---a total comprehensive program" (teacher).

"And family is the main focus of this school---not just the child, but the family" (teacher).

"Because this school, it really gives you the push and the attitude to achieve your goals whatever they are in life. It really does" (parent).

"We were able to actually see what could happen if in fact we had a setting where parents and children basically could grow together. The parent would have a second chance to grow, and the child would actually get off to the right start" (community).

"I think that's what's happening with this school here. It has given children and parents an opportunity to think for themselves, to make the right decisions" (community).

"We bring them in, get them going, get a plan developed for them to participate in the goal of self sufficiency" (agency).

"We don't just take one person, we take the whole family" (agency).

2. Parents come into the school and volunteer.

"Some of the parents of some of our children who have gone to other schools--the parents have not gone. They are still here with us, and they continue to volunteer in our school" (principal).

"They come in and they help, not only with their child, but they help with whatever activities are going on in that particular room. And some of them come every day"

(teacher).

"They help in the cafe. They help in the media center. They go to the parent center and work with the parent technicians" (teacher).

"This year every parent has participated so far in at least one activity. And I have a lot of working parents that work full time, so I think that's really positive. It makes the children feel good" (teacher).

"When I see he's trying to learn, then that makes me want to come out here and help out" (parent).

"I go along on trips with them sometimes. I come and sit in the classroom and help out. I go to breakfast with them and help the teachers fix the food, because I know they can't do it by themselves, so I like to help" (parent).

"Basically, just all of the activities in the school, parents are involved" (other staff).

3. Parents make suggestions and initiate activities.

"I think one of the things they do, basically, is to help initiate things. They initiate, and they don't wait to be told, and they sort of empower themselves to take control of certain issues" (principal).

"(A parent) did a lot with fund raising. She did a lot with helping us contact some parents whom we hadn't seen at the beginning of the year. Or calling to get parents to

donate things for special activities. That's a major leadership role" (teacher).

"I have had a few that take the initiative, anticipate what needs to be done, and they go ahead and do it" (teacher).

"I think every teacher looks to at least one parent who encourages other parents to come and participate" (teacher).

"We do have some parents who are leaders, who make waves, who tell us how we can better our program. We have a real strong PTA, and yes, they take on some initiative. They get out there and they're pioneers" (other staff).

"I got on the phone and called (all the) parents. Sometimes it takes that to let them know somebody cares and the school wants them to come out and to be involved" (parent).

"Most of the time, if you tell your friends about it, they become interested in it too, and they come out. Because I have had friends come out with me to different workshops, and then they'll get interested, and they'll come out" (parent).

4. Teachers and other staff members maintain constant communication with parents.

"And I think the teachers do an excellent job of weekly communication. They send home weekly communiques from their

classrooms letting the parents know exactly what's going on" (principal).

"At the beginning of the school year, I visit all my parents" (teacher).

"One of the things that I do is to be in constant contact with them, with notes home. I call my parents every two weeks. They have my home phone number so that they can call me" (teacher).

"I have a daily kind of note that I send home. It's more like a behavior note, more than anything, but there's room to jot down other things. I send that home every day to the students that are present. Then at the end of the week, I have a Friday newsletter. And I list the things that we did, the helpers of the week. Like we had conference day Monday---I thanked the parents that came. I give things that they can work on over the week end. Just a general kind of newsy letter---things to expect that we're going to do next week" (teacher).

"They're on the phone talking to the parents. When the parents come in to drop the children off, they're talking to the parents" (other staff).

"We have three parent technicians here that go out and do the walking, delivering whatever we need to have delivered. They're on the phones all the time, calling parents, explaining things, inviting parents in" (other

staff).

"They send home letters. They'll see you in the hall and stop and talk to you" (parent).

"They constantly talk to you about your child's progress. Every time you come in they're talking to you, letting you know what your child is doing and how they are progressing" (parent).

5. Teachers work together to plan activities for students and parents.

"We kind of plan things together as far as activities to involve the parents ranging from PTA to parents in the classroom to special programs that they may be interested in" (teacher).

"We have what (the principal) calls Parents as Partners activities. So once a month we have schoolwide activities where all the teachers work together in their clusters" (teacher).

"We also try to get the parents involved with their children's education. We have a lot of activities here that involve the parents. Last Friday, we had a Kwanza celebration here at school, and the parents came out. And they went to --we work in clusters---there are three of us--and our cluster had an exchange, and the parents and their children exchanged every half hour. My session was, I read a

book called My First Kwanza. The next one made a fruit salad, and the next one made a Kwanza hat" (teacher).

"I think the planning together is really important" (teacher).

"They have a lot of workshops. Sometimes different clusters get together, and they have a workshop, and they send invitations to the parents" (other staff).

6. Community members volunteer in the school.

"Our parent technicians (staff members whose primary function is home/school liaison) do a workshop just about every day here, and a lot of them are people from the community that they go out and they seek them out. And many have continued to stay involved. You know, after we get them in initially, and they like it, and they feel like they were appreciated, and they continue to do more" (teacher).

"And we also have some people that do not even have children here that come" (teacher).

"Because they come to me, they ask me to do things, because I draw. And all of the teachers ask me to do different things for them. And it just made me feel like my drawing is needed here, or is welcome" (community).

"Every day. Don't miss any day unless I'm sick or something. I am here every day" (community).

"I come out here for classes Monday through Thursday.

Then on Friday, I'll be in the cafeteria setting up for breakfast and lunch. I pass out the milk, and the juice in the morning, collect the tickets" (community).

"It was very convenient for me to come out here because I am on disability, and I have a lot of free time" (community).

"I might tie a shoe here or button a button there, stuff a shirt here, you know. Put a hairbow back on. It's just---it's fun, really. I enjoy being here" (community).

7. Local organizations who are adopt-a-school partners play active roles in the school.

"It's really a partnership. They don't just send money over to the school. They get involved" (teacher).

"(Members of one group) come in for the aftercare program that we have from 3:30 to 6:00 p.m. and volunteer with the children" (teacher).

"(A local business) has adopted us, and they help us with special activities. Sometimes it's through donations. We put up our children's art work there" (teacher).

"We have the (senior citizens center), and they're wonderful. The older people come in. Some are in wheelchairs. They come in and read to the children and talk to them and play with them outside" (teacher).

"Well, I don't know who contacted who, but I was on the

(ship). The head people here and the head people on my ship decided to work together and form a coalition to help each other. So my master chief on the ship started asking for volunteers for this adopt-a-school program. He described the state of the school and what was happening here and how the navy and the school should come together and form a bond to help the children. And so he got volunteers, and from then on we just started coming" (community).

8. School and agency staff in the building volunteer to perform services which are not part of their job descriptions but which contribute to the achievement of mutual goals.

"It's just remarkable to see how different people--the custodian, for example, will go into a classroom and work with a group of children. And I think that is unusual, to just take these people who are considered to be classified, paraprofessionals, and suddenly they become leaders within the school" (principal).

"Well, the ABE and GED teachers are pretty much like teachers in the building only they don't work with the little children. If we have something like the program that we're going to do tomorrow, the Kwanza program, they will have a component there, doing something within that

program. Whatever we do, they'll have a component. The medical service on the other side, they help, too, with whatever needs to be done that they can do" (teacher).

"(Agency staff member) is excellent in making backdrops for our stage, and she really, really works on those, and they are just beautiful. That's not in her job description, but she's just willing to jump in and pitch in" (teacher).

9. Agencies coordinate their services with one another as well as with the school.

"All of these groups have representatives from these various agencies participating. So needs are identified. They have what are called town meetings, where they discuss the needs of the community. They invite different agencies and service providers into the town meetings" (principal).

"Then we have our little meetings going on out here. We have (community/agency) meetings, and that plays a big part, too" (community).

"The tie between adult education and social services is that many of the participants who are in adult education have been referred by social services" (principal).

"We are seeing families actually being identified, and it's being seen that they have the support that they need, rather than somebody coming in and putting a bandaid on

something, you see. Somebody is actually understanding all of the pieces of the situation that the child is in, and in order to help the child you have to help the family. We are dealing with the whole family" (community).

"WIC is here. And the majority of our parents with children under five are usually getting WIC. And what we do is we have route slips. We have a way of getting them in, which is that they come for the WIC. And then once they come in for WIC we fill out a route slip, and before they go out, they're routed around to the health department. So once they come here to me, I'll sit down and interview them, ask them if they have a health care home, and tell them a little bit about the (health care) program. If they are interested, I'll ask them if they would like to sign up. Once they sign up, I'll do a home visit. That gets me into the home. It gives me a little bit more insight into what they need, and they open up a little bit more to me as to what they need. And then we'll go from there" (agency).

"The ABE and GED, those students can bring their children in and drop them off at the nursery, so that there's no reason for them not to come to school and get their GED. They can also bring their children to the health center to get their shots or physical when it's needed" (other staff).

"So the nursery helped me out a lot. I could just

bring her here and stay in my (GED) classes and not have to miss days" (parent).

"I think it's a very good working relationship because whatever the needs of the family are and where they are and what they need---if social services sees that it's a health care problem, she'll send them to me. If I sit here and talk to a parent, and it's something to do with social service, I refer them down to social service. If it's something to do with something that is going on in the school---I mean, we work together so well with the school, we can let (the principal) know. Anything---with adult ed, with social service in the building, with health care in the building, it's just that we work together as a whole" (agency).

Achievement of mutual goals in a collaborative environment requires leadership behaviors from many people. The interview participants described behaviors on the part of parents, teachers and other school staff, agency staff, adopt-a-school partners, and other community members which contribute to the accomplishment of these goals. In doing so, the participants also expressed their own vision of these goals.

Mutual Goals

The principal, teachers, other staff members, parents,

community members, and agency staff expressed a mutual goal of empowering families to improve the conditions of their own lives. In interview after interview, this goal was stressed by participants as the driving force behind the collaborative effort and the inspiration for the contributions made by individuals. For this reason, this would appear to be an especially important factor in the collaborative process. Several factors can be identified which may account for the commitment to this mutual goal. The first factor is the task force which established the school. Its members came from all the agencies which are now involved with the school as well as strong representation from the community. The goal of the task force was to establish an intergenerational center which would empower families to create better lives for themselves and their children. The school with its agency collaborators, therefore, was established around that mutual goal. Secondly, the staff of the school were all selected by the principal. Several teachers commented in the interviews that they believed in addition to competence the principal was looking for staff members who shared her philosophy of caring for the whole family. The frequent articulation of this goal by the principal and others may be a third factor which reinforces its influence on the actions of participants.

Parents

The principals, teachers and other school staff, parents, and community members described the involvement of parent volunteers in the classroom and in other areas of the school. Both parents and school staff expressed the belief that parent volunteers are an essential part of the school and that their work contributes to the success of the program.

Parents were also described as contributing by making suggestions and initiating projects. Specific examples cited were fund raising projects, special programs, and contacting other parents to encourage them to become involved in the school.

Teachers and Other School Staff

Teachers and other school staff were described as contributing to the collaborative effort by maintaining constant communication with the parents. Examples given were letters and notes, monthly calendars, telephone calls, and personal contacts. Included in the personal contacts are home visits made by teachers and other staff members. Parents uniformly expressed satisfaction with the teachers' behaviors in keeping them informed about school activities and the progress of their children.

Teachers were also described as contributing by working

together to plan activities for students and parents. This behavior was described by the principal, the teachers, and other staff members. Teachers in particular described the planning together as an important behavior.

The principal and two teachers noted that some school and agency staff members volunteer to perform services which are not part of their job description but which contribute to the achievement of mutual goals. These members contribute through the use of a skill or talent which has no connection with their jobs but which they are willing to use for the good of the school. An example of this is the nurse assistant who uses her artistic talent to create backgrounds for school programs.

Agencies

Agency staff were described as contributing to the collaborative effort by coordinating their services with one another as well as with the school. This behavior was described by some members of every category of participants. Specific examples were described of agencies connecting clients with another agency's services when that need emerged in conversation with the client.

Adopt-a-school Partners and Other Community Members

Many examples were cited of behaviors by adopt-a-school partners and other community members which contribute to the collaborative effort. These behaviors covered a wide range

of activities including volunteering in the classroom and the aftercare program, helping to set up tables at breakfast and lunch, arranging field trips for students, and meeting with other participants in the collaborative effort to identify community needs and resources. The most important aspect of the behavior of these community members is, in the words of one teacher, "It's really a partnership. They don't just send money over to the school. They get involved."

Summary of Findings

This study was undertaken for the purpose of identifying leadership behaviors on the part of the principal and others which contribute to the achievement of mutual goals in a collaborative environment. The following behaviors were identified from the interview data. To give a more organized view of these behaviors, they are grouped into the following categories: communication, personal interaction, organization, leadership development, group dynamics, contribution of time and energy, and commitment to a mutual goal.

Communication

Communication appears to be a key factor in the collaborative effort. Communication behaviors on the part of the principal and others were described by every category

of interview participant. Written communication in the form of newsletters, flyers, and notes was used to connect the school staff, parents, agencies, and community in an information network. Telephone contacts made by teachers and other school staff and by parents strengthen the communication between the home and the school. The telephone was also used frequently in contacts with agencies located outside the building and with other community organizations. Personal contact, however, was described by several participants as being the most important communication factor in the collaborative effort. Personal contacts are made within the building by the principal, teachers, parents, community members, and agency staff. In addition, the principal, teachers, other school staff, and agency staff make personal contact with parents through home visits. Representatives of the school, agencies, and community groups meet regularly to discuss the needs of the community. The frequency of communication among participants in the collaboration enhances the flow of information and ideas among the participants and allows more group input into decision making. This communication flow through a variety of channels appears to be a vital part of the collaborative environment.

Personal Interaction

Personal interaction behaviors were described by participants as contributing to the collaborative environment. These were most frequently mentioned by parents and community members in describing teachers, and by parents, community members, teachers, and other staff members in describing the principal. Specific behaviors mentioned included greeting and welcoming people into the building, showing a personal interest in families and their situations, being available and willing to listen, and treating parents as equals.

Organization

Most of the descriptions of organizational behaviors were in relation to the principal, although it was clear that it required contributions from all members to make the organizational plans work. The data indicates clearly that the principal has made a conscious effort to organize the school in such a way that traditional barriers to collaboration are minimized. The organization of the school into clusters and committees contributes to collaboration among teachers as they plan together and allows broader input into decision making. Assigning to school staff responsibilities which provide a link between the school and agencies contributes to the collaboration in that area.

Organizing a wide variety of opportunities for parents to participate in activities in the school contributes to parental involvement in the collaboration effort.

Leadership Development

Achievement of mutual goals in a collaborative environment requires leadership behavior from many people, some of whom may not previously have viewed themselves as leaders. The principal seeks to develop the leadership skills of staff and parents by giving them leadership opportunities within the school, showing trust and respect by not supervising too closely, and providing support when it is needed. She attempts to develop the teamwork aspect of leadership by modeling it herself and encouraging it in others.

Group Dynamics

In a collaborative environment where decision making is a shared process, group dynamics are even more important than in a traditional setting. The principal was described as modeling the role of facilitator and consensus builder in staff meetings. Teachers, other staff members, and parents were described as applying similar group processing strategies in committee meetings.

Contribution of Time and Energy

An essential ingredient in the success of the collaborative effort appears to be the willingness of a large number of individuals to contribute their time, energy, and other resources to the achievement of their mutual goal. The principal, teachers, and other staff are described as working very hard and "going the second mile" to meet the needs of the children and families. A principal and staff who work hard, however, may be found in traditional settings as well. The additional ingredient in the collaborative environment is the number of other people who make a personal commitment to the goals of the collaborative partnership by spending time and effort volunteering to work with students, to work in other areas of the school, to make telephone calls and personal contacts, and to perform other services. These people are parents, members of organizations who are adopt-a-school partners, and other community members.

Commitment to a Mutual Goal

The interview data clearly indicates that the partners in this collaboration effort share a vision of a better future for their community and commitment to a mutual goal of empowering the children and their families to improve their own situations. The task force which planned the

school included school and agency representatives and community members. All of these participants shared in the decisions which established this long range goal for the center. This shared decision making contributed to the commitment which the participants made to work toward their shared vision. This vision and commitment appear to provide the motivation for the efforts of the principal, teachers, other school staff, agencies, and community members to work collaboratively. In the same way, the shared decision making in committees establishes shorter term goals and engenders the same commitment to achieving those goals.

Modeling

One of the interesting aspects of this study was the frequency with which modeling was mentioned. Sometimes the label was attached to the action, and sometimes the explanation was in other terms which meant modeling. The interesting fact is that the concept seemed to turn up in a lot of different places. School staff, parents, and community members described being motivated by the principal's modeling. Both teachers and parents expressed the opinion that by being in the school and watching teachers interacting with students, parents learn better ways of interacting with their children at home. Two

community members each related that they had been motivated to volunteer in the school by the example of other members of their adult education classes. Other examples of modeling were cited by teachers and agency members. This finding was not directly addressed in this study, but the pervasiveness of the modeling concept in a collaborative environment merits further study.

The analysis of data and the findings of the study have been reported in Chapter IV. Chapter V will contain some conclusions based on the study, discussion of related issues, implications for practice, and recommendations for research.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The premise on which this study originated is that, in response to widespread calls for reform and to the need to consider the whole family, schools may be moving towards a more collaborative mode. In this new environment, school principals, teachers and other staff, parents, agencies, and community members must work together to improve the academic achievement of children and the physical, social, and economic situations of the whole family. Traditional schools operate on the bureaucratic model, and the skills needed to operate in them may be different from those needed to function in a collaborative situation. Those who will be involved in these collaborative efforts may need to develop new skills to make those efforts successful. This study was undertaken to identify the behaviors which are required in a collaborative environment.

Conclusions

This study has addressed the following question: What new skills are needed by the principal and others to work in a collaborative environment?

One conclusion drawn from the analysis of the data is that the skills needed are not new. What is needed is an

increased awareness of and emphasis on specific skills which appear to contribute to effective collaboration. The skills that seem to be important in a collaborative environment are those which involve the human element. Communicating not only effectively but with sensitivity, showing an appreciation for the worth and contributions of others, organizing time and other resources to facilitate group interaction, leading a group toward consensus, developing leadership skills in others---these are the behaviors that collaborative environments will require of the principal and other participants. The skills needed are not controlling skills, but facilitative skills. Effectiveness will be judged, not by how well the leader can get others to follow, but by how well the leader can remove obstacles and empower others to make wise decisions in matters which affect them.

A second conclusion is that a strong commitment to mutual goals is of vital importance in a collaborative environment. This appears to be the "glue" that holds the collaboration effort together and enables all the parties to work together to solve problems that arise. These mutual goals cannot be assumed, but should be articulated and constantly reinforced. The strength of the goal commitment in the participants in this study appears to be related to the fact that the goals resulted from the shared decision making process and that these goals meet a need which is

perceived to be important by all the participants.

This commitment appears to be the driving force which prompts parents and community members to contribute time and energy to volunteer in the school. It also provides the motivation for businesses and other organizations to play an active role in the school and for agencies to seek ways of overcoming the barriers to collaboration that often exist in bureaucracies.

A Collaborative Model

Figure 1 illustrates the participants and behaviors identified by this study as factors important to a collaborative school environment. The outer ring represents the behaviors which participants identified as important to the achievement of goals in a collaborative environment. The second ring represents all the participants who must be included for full collaboration to develop. The inner circle represents the collaborative school, which is the focus of the collaborative endeavor.

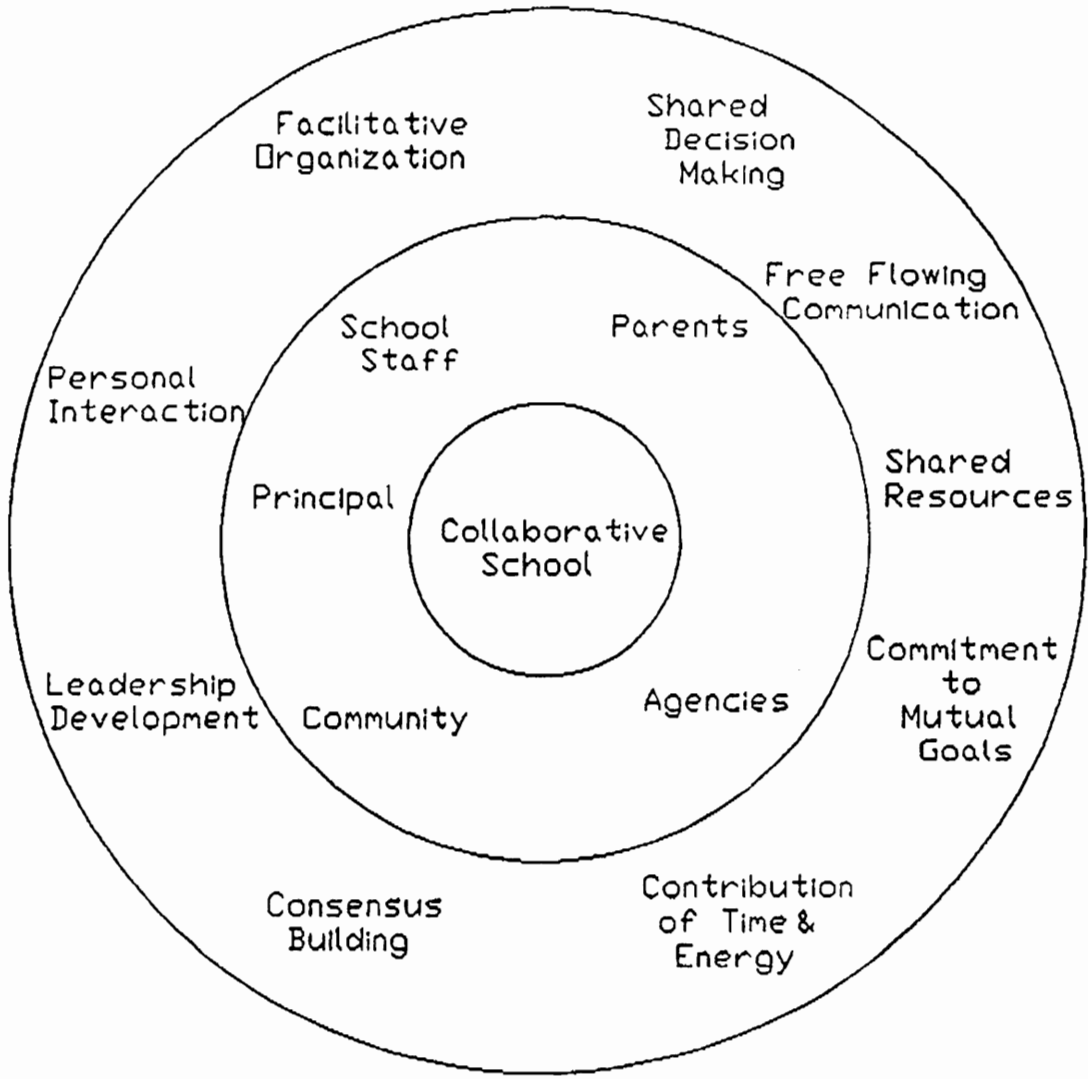


Figure 1 Participants and Behaviors Needed in a Collaborative School Environment

The model shown in Figure 1 shows the participants and behaviors identified as important in the collaborative environment in this study. While it may not be possible to generalize from this example to all collaborative situations, it seems reasonable to theorize that collaborative schools will have the following attributes.

To meet the needs of children and families, the principal and the school staff, parents, community members, and agencies will be equal partners in making decisions regarding goals and strategies for achieving them. Organizational structures will facilitate the collaborative effort. Examples of such organizational structures include such things as a system of committees responsible for shared decision making on specific issues and a daily schedule which allows time for committee meetings to take place. Communication will be of the frequency and quality to reach consensus on issues and develop commitment to mutually agreed upon goals. Personal interaction will be of the quality to build trust among participants. All of the partners will devote the resources available to them to the achievement of those goals. Participants will develop leadership qualities in themselves and others to carry out all the tasks necessary to achieve their collaborative goal. The principal has a particular responsibility in this environment to provide leadership opportunities, training,

and encouragement to other participants. Partners in the collaborative school will be willing to contribute time and energy to building the relationship and working toward the achievement of mutual goals.

The review of the literature in Chapter II clearly indicates that many principals do not feel comfortable with their present ability to function in the collaborative environment described above. It would seem appropriate for those responsible for principal training to consider strategies for preparing new principals and retraining those already serving to enable them to function more successfully in a collaborative environment.

Discussion

If the skills needed for successful collaboration are those identified in this study, the next obvious question is whether these are skills that can be taught. When questioned about their training and experience, none of the participants could recall being trained in any specific way in skills needed in a collaborative environment. Nevertheless, the skills appeared to be widespread in this population. Could it be that coincidence has brought together a group of people who happen to possess innate qualities which cause them to work well with others? Given the number of people involved, that seems unlikely.

In interviews with teachers, frequent mention was made that this school had been in existence for only three years, and that the teachers had been interviewed and chosen by the principal. One teacher noted that one of the characteristics of those selected was the ability to work well with others. It may be that school principals and others who hire school staff will need to place more emphasis on this characteristic in new employees. Superintendents and school boards may need to look at this characteristic of principals when they hire or transfer building level administrators.

The principal and most of the teachers in this school have had many years of experience in educational settings. Many of the staff are also active in other professional, civic, or religious organizations. It may be that they have acquired their collaborative skills through working with groups in a variety of settings. The apparent importance of modeling reported in the findings suggests that many of the collaborative behaviors identified may have been learned through contact in this school and in other settings with others who modeled the behaviors.

Can the skills necessary for collaboration be taught? The skills themselves certainly can be. Training can be provided in verbal and written communication, in organization of time and other resources, and in strategies

for group decision making and leadership development. It is clear that these skills must be in place, and training should be provided if they are not. How this training is provided may be an important factor in the collaborative effort. Attention should be given to needs and preferences of those for whom the training is intended. Training provided in collaborative skills should be decided upon collaboratively.

Although skills can be taught, they can also be used in different ways. For example, one who understands group processes may use that understanding to manipulate decision making in groups. True collaboration, therefore, includes not only the requisite skills, but the collaborative attitude which causes these skills to be employed for the common good. Attitudes cannot be taught, but must be nurtured over time. The modeling which was observed in this study would appear to be an effective means of nurturing this attitude in a collaborative group.

Implications for Practice

1. Persons in charge of staffing a collaborative school should look for prospective employees who have the qualities necessary for collaboration. This applies not only to principal and teachers, but to classified staff and agency representatives.

2. Leaders who would lead a group toward collaboration should assess their own behaviors to ensure that they are modeling the behaviors they wish others to learn.
3. School administrators should look for leadership qualities in their staff and others involved in the school and provide opportunities and encouragement which will strengthen those qualities.
4. Persons responsible for principal preparation programs should assess their programs to determine if they adequately prepare prospective school leaders to deal with the human relations aspect of the role.

Recommendations for Further Research

In light of the movement toward collaboration and the scarcity of research in this area, the following recommendations are offered.

1. This study should be replicated at other schools where collaboration is in place to determine if similar results are obtained.

2. A similar study should be conducted at the elementary school, middle school, and high school level to determine if the age of the students has any bearing on parental and community involvement.

3. A study similar to this one should be conducted in a school where the socioeconomic status of the community is

different from this community in order to determine if the collaborative behaviors are the same.

4. A study should be conducted to determine the effect of modeling on the collaborative behaviors identified in this study.

5. A study similar to this one should be conducted in a school with a more traditional, less collaborative environment to determine to what extent the skills needed for collaboration exist in that environment.

6. A study similar to this one should be conducted in a collaborative environment other than a school setting to determine if the skills needed for collaboration are the same in other settings.

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APPENDIX A
INTERVIEW GUIDES

INTERVIEW GUIDE

PRINCIPAL

Parents

How are parents involved in this school?

How do you work with parents?

How do others in the school work with parents?

Community members

How are members of the community (other than parents) involved in the school?

How do you work with community members?

How do others in the school work with community members?

Agencies

How are other agencies involved with the school?

How do you work with these agencies?

How do others in the school work with these agencies?

Teachers

What responsibilities do teachers have in the school?

How do you work with teachers?

How do others in the school work with teachers?

INTERVIEW GUIDE
TEACHERS AND OTHER SCHOOL STAFF

How are parents involved in this school?

How does the principal work with parents?

How do others in the school work with parents?

How are members of the community (other than parents) involved in this school?

How does the principal work with community members?

How do others in the school work with community members?

How are other agencies involved with the school?

How does the principal work with these agencies?

How do others in the school work with these agencies?

What responsibilities do teachers have in the school?

How does the principal work with teachers?

How do others in the school work with teachers?

INTERVIEW GUIDE

PARENTS

How are parents involved in this school?

How does the principal work with parents?

How do others in the school work with parents?

INTERVIEW GUIDE
COMMUNITY MEMBERS

How are members of the community involved in this school?

How does the principal work with community members?

How do others in the school work with community members?

INTERVIEW GUIDE

AGENCIES

How is your agency involved with the school?

How does the principal work with your agency?

How do others in the school work with your agency?

VITA

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Education

Ed.D. Educational Administration, Virginia Polytechnic Institute and State University Blacksburg, Virginia, 1994

C.A.G.S. Educational Administration, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1992.

M.S.Ed. Reading Education, Old Dominion University, Norfolk, Virginia, 1982.

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Experience

1991-Present Classroom teacher, Portsmouth, Virginia.

1987-1991 Reading Specialist, Portsmouth, Virginia.

1983-1987 Teacher, Gifted and Talented Program, Portsmouth, Virginia.

1979-1983 Reading Resource Teacher, Portsmouth, Virginia.

1969-1979 Classroom Teacher, Portsmouth, Virginia.

1966-1969 Classroom Teacher, Augusta County, Virginia.

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