TOWARD DEMOCRACY: A CASE STUDY OF HIGH

INVOLVEMENT IN ONE ELEMENTARY SCHOOL

by

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(ABSTRACT)

The need for giving all stakeholders a greater voice in schools is well documented in the school reform and change literature of the eighties and nineties. Many schools across the United States have attempted to implement numerous plans to increase involvement with varying degrees of success. This case study describes how involvement has developed for administrators, teachers, staff, families, students, and community members in one high involvement elementary school.

A list of characteristics of high involvement was developed from the current literature to aid in the identification and selection of a high involvement school site for the study. Potential sites were nominated by the Virginia Department of Education Field Representative serving Southwest Virginia. Directors of instruction or elementary supervisors in the nominated districts were contacted and asked to name high involvement schools in their divisions. Three schools were selected for site visits based on the convergence of the nominations. The school having the highest number of characteristics observed or mentioned during the site visits was selected for the study.

Interviews were conducted with administrators, teachers, parents, students, and community members to gain an understanding of how involvement developed at the school. One week was spent interviewing, observing involvement activities, and studying available documents on site.

Data from the study were used to describe how involvement developed at the school. Ten themes relevant to the development of high involvement at the school are identified and discussed. Findings are examined in relation to school culture, leadership, and schools as organizations. Implications for practice and further research are suggested.

DEDICATION

This work is dedicated to the memory of my grandmother, Ella Gwynn Willis Marshall, and to my parents, Jack and Ruby Edwards, who always made me feel special and always believed that I could do anything.

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CHAPTER 1

THE PROBLEM

Ms. Dalton had spent her entire teaching career working in the district's smallest elementary school. Four teachers were responsible for the education of 45 students in grades K-5. The half-time principal served two elementary schools that were approximately 15 miles apart over twisting country roads. Ms. Dalton was the head teacher of the school and often was called on to make decisions in the principal's absence. She did so by consulting the three other faculty members and coming to an agreement as to what action should take place. The school ran smoothly and was the center of the rural community, often host to family reunions, receptions, and other events. Community connections were strong. Teachers and students were family. Parents and community members drifted in and out of the school as friends on a first name basis.

In 1993, Ms. Dalton was given the opportunity to experience the opposite end of the school involvement spectrum. The reorganization of the school district closed the doors of Mountain View School and changed her perspective dramatically. She was transferred to an elementary school of 300 students, still small by some standards, and became part of a faculty of twenty educators brought together from five community schools. The principal selected to lead Rolling Hills Elementary School felt the need to take charge and whip the school into shape as soon as possible following the controversy of the school closings. Ms. Dalton found that opportunities to interact with other teachers disappeared and getting to know the families of students was impossible. Four years later she still does not know all of the students in the school and is able to interact with other teachers only during lunch or at breaks on the playground. She is not involved in making

decisions that affect her work. Only within the classroom does she have a say in what is taught and even that is limited by administrative direction. Ms. Dalton cannot shake the feeling that something is missing.

High levels of democratic involvement in schools are rare. What happened naturally in Ms. Dalton's first small school was not evident or even developing in the new school four years later. Too often administrators find it much easier to control and direct the behaviors and lives of students and teachers rather than to allow them participation in school decisions. Simply telling people what to do requires no skill, creativity, or problem solving and minimal interaction on the part of the leader. "High involvement...places substantial demands on...[all participants] in terms of their ability to solve problems, contribute to group discussions, and...perform a wide array of technical work-related activities that contribute to the organization's basic effectiveness" (Lawler, 1992, p. 53). Democracy is hard work. High involvement and collaboration involve much patience, perseverance, and learning, in addition to a moral commitment to group decision-making.

<div align="center">Background</div>

<div align="center">School Reform</div>

Public schools in the United States have historically been in a constant state of change. Americans have never been content with their public schools. Each new generation brings a cry for reforms or improvements. The pattern has become familiar, intense bursts of attention followed by long periods of inaction or neglect as public interest turns elsewhere. Kent (1987) found that educational reformers as early as 1909 called for a return to academic fundamentals and making education more practical. Reformers of the period charged that "schools did not teach

<div align="center">2</div>

actual knowledge, students were not taught to think, and that students were ill-fitted for the real world" (p. 138). Similar sentiments have echoed throughout the twentieth century.

<div align="center">Recent Reforms</div>

Fourteen years ago the National Commission on Excellence in Education (1983) published *A Nation at Risk: The Imperative for Educational Reform*, calling for sweeping nationwide school reforms to stem the "rising tide of mediocrity" that was threatening our schools. Three years later, the Carnegie Task Force on Teaching as a Profession (1986) responded to that call for reform and produced *A Nation Prepared: Teachers for the Twenty-first Century* which stated that "...the key to success [in school reform] lies in creating ... a profession of well-educated teachers prepared to assume new powers and responsibilities to redesign schools for the future" (p.2). Since these reports and others like them, the need for "giving teachers a greater voice in the decisions that affect the school" (Carnegie Task Force on Teaching as a Profession, 1986, p. 57) has been well documented in the school reform and change literature of recent years (Barth, 1990; Schlechty, 1990; Fullan, 1991; Boyer, 1995). Teacher leadership, empowerment, decision-making, and participation are common terms used to label teacher involvement roles described in contemporary reform models such as site or school-based management, shared decision-making, and participatory or democratic leadership. Fullan (1991) has stated, "Educational change depends on what teachers do and think--it's as simple and as complex as that." (p. 117).

More recently the focus on involvement in education has broadened. The *Goals 2000: Educate America Act (P.L. 103-227)*, signed into law on March 31, 1994, extended the call for increased involvement in schools to

<div align="center">3</div>

families and the community (U. S. Department of Education [On-line], 1994). The National Education Goal addressing parental participation indicates that "By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children" (U. S. Department of Education [On-line], 1994). The objectives for this goal include provisions for parental involvement in shared decision-making at the school level and support given at home. Another National Education Goal indicates the need for partnerships among educational agencies, institutions of higher education, parents, local labor, business, and professional associations (U.S. Department of Education). Involvement of all stakeholders in efforts to improve schools has become one of the primary focuses of school reform today.

<div align="center">Organizational Reform in Schools</div>

Considering that involvement is perceived relevant to the success of school reform, it is difficult to imagine that a large number of schools still cling to the highly bureaucratic "factory" model of educational organization wherein the principal is seen as the manager or boss, the teacher as worker, and the student as product (Pellicer & Anderson, 1995). Pellicer and Anderson propose that recent school reform efforts have had little impact because they fit the "factory" model so well, by "...mandat[ing] that educators do what they...[have] always done--but do more of it better" (p. 8) rather than reform the actual workplace. The impositions of higher standards, increased course loads, and teacher incentives are familiar reflections of "factory model" thinking, which attempts to increase productivity and produce a better product. However, educators are already doing more than ever before. They need the freedom and opportunity to find

new and better ways to work together and with students and their families. The quest for perfect public schools which democratically provide an equal opportunity for all and excellence in student achievement continues.

High Involvement Organizations

Over the years, the business world has influenced the ways that schools are organized and managed. As America moved from an agricultural society, through industrialization toward the current focus on "knowledge work" and communication, schools have reflected the management practices of business.

Participatory management and democratic leadership are not new to schools or business. Writings began to emerge as early as the thirties and by the fifties and sixties a number of authors were critical of the more traditional bureaucratic methods of management (Lawler, 1992). Likert (1967) studied the organizational and performance characteristics of management systems and found that regardless of area, the best performing groups leaned toward the participative end of his scale, which extended across a continuum from exploitive-authoritative to participative practices. He found that the more participative the group, the more successful it was. Characteristics such as group involvement, mutual trust, information sharing, high degrees of teamwork, and group decision-making were evident in the most successful groups he studied (Likert, 1967).

Lawler (1992, 1986) proposed that high involvement or participative organizations can be developed and that choices about information, power, knowledge, and rewards are critical. His equation for involvement, called participation in his earlier works, was:

Involvement = Information x Knowledge x Power x Rewards

He argued that all four elements of the equation must be present to promote involvement. Should one element be absent (value = 0), the others are of no value in terms of involvement. Thus, merely extending power to lower levels within the workplace is worthless without providing training (knowledge) and rewards and sharing the information necessary for those empowered to make good decisions.

Lawler (1992) found that management styles must be involvement-oriented rather than control-oriented: "Creating a high-involvement organization involves choices about organizational design that create a world in which individuals know more, do more, and contribute more" (p. 5). No one part of an organization can function effectively without knowing its part in the larger system (Lawler).

More recent works on the organizations of tomorrow have focused on involvement or participation and the value of "restoring people to the heart of the organization of the future" (Kanter, 1997, p. 139). Many authors agree that change will be the only constant in the future and that organizations must become adaptable and organize themselves to deal with change in order to survive (Hesselbein, 1997; Galbraith, 1997; Marshall, 1997). Whatever the specific organizational structure, schools must become evolving communities capable of growth and change where high involvement is the norm rather than the exception.

<div align="center">Democracy</div>

Ideally, involvement and participation are highly valued in a democratic society. Calabrese and Barton (1994) contended that, "Democracy is a living concept. It is one that is open to change, open to growth, and open to all people" (p. 3) . One of the goals of public schooling

has always been teaching about democracy and preparing students to live in our democratic society. But teaching about democracy is more than saluting the flag and singing the national anthem (Calabrese & Barton, 1994). It is encouraging all people to be a valued part of society, to become involved in the process, to have a voice in what happens, and to feel that individuals can make a difference. It is the teaching of respect for others and their diverse beliefs and working together for the common good. In most schools these basic ideals of democracy are not extended to teachers, let alone students.

In 1916, John Dewey perceived democratic society as one in which individuals "participate. . . so that each. . .refer[s] his own action to that of others..." (p. 101). Dewey stated, "A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience" (p. 101). Democracy requires the interaction and involvement of all for the common good. Dewey felt that a democratic society could only be created through education. Ironically, most schools, as currently structured, fall short of this goal. Rusch (1995) found that the democratic rhetoric often espoused in schools was incongruent with actual practice. Educators often say one thing and do another.

Still, democratic values form the bedrock of our society. Sergiovanni (1994) stated, "...the heart of any democratic community is active citizenship" (p. 123). He proposed that active citizenship carried with it responsibilities and commitment to the common good. He suggested that a paradox exists in that democratic ideals are valued as long as they are not "close to home" (Sergiovanni, p.123). All stakeholders in schools should be allowed to experience democracy in their everyday lives. This is morally "the right thing to do." What better way to create public schools that provide an equal opportunity for all and excellence in student achievement?

What better way to teach our students about democratic principles and values than by example?

Statement of the Problem

The call for giving all stakeholders a greater voice in schools is well documented in the school reform and change literature of the eighties and nineties (Barth, 1990; Schlechty, 1990; Fullan, 1991; Boyer, 1995). Many schools across the United States have attempted to implement various plans to increase involvement in efforts to redesign their schools. These schools have much to offer in experience to other schools working to increase involvement.

Schools have traditionally been culturally resistant and slow to change, especially when change is imposed from the outside. It is not surprising that many schools have not fully embraced high involvement as a vehicle to improve schools. Change is messy. Schools are persistent defenders of the status quo (Fullan, 1991). Schools that are trying to democratize their practices and involve stakeholders often struggle with the process (Bondy et al., 1994). A recent study found that there has been little research investigating the processes of shared leadership, a common practice adopted by schools to increase involvement (Myers et al., 1997). There is little "how to" information available describing the process of involvement. Struggling schools should be able to learn from other schools that have successfully involved all members of the community for school improvement.

The purpose of this case study is to describe how involvement has developed for administrators, teachers, staff, families, students, and the community in one high involvement elementary school in order to provide guidance for other schools that are working to increase involvement.

Findings may be useful in making informed decisions concerning practice in developing schools.

<p style="text-align:center">Research Questions</p>

The following questions guided this study.

1. How was it decided to move to a high involvement school model?
2. What was the school like before?
3. How did involvement occur in practice at this school?

    What were the major events along the way?

4. Who was involved?

    What was the level of involvement?

5. What planning for involvement occurred?
6. What outside forces were involved?
7. What is the current status of involvement at the school?
8. How is involvement maintained?
9. What resistance to involvement was encountered?

    How did the school deal with resistance?

10. Is the level of involvement in the school satisfactory?

    Why or why not?

11. What recommendations can be made for other schools?

CHAPTER 2

REVIEW OF THE LITERATURE

Schools across America are scrambling to restructure themselves to improve performance and student achievement. Reform efforts have been diverse, sometimes driven by the political promise or decree of the moment. Involvement in schools by all stakeholders is touted nationally and locally as a means to school improvement. Schools are seeking to involve stakeholders and working to become high involvement schools through vehicles such as shared decision making or site-based management with varying degrees of success (Bondy et al., 1994). Contemporary writers support the involvement of all stakeholders in the educational process. Lieberman (1995) states, "Reform has come to be seen as involving systemic change...taking place...over longer periods of time" (p. 1). The current discussion on school reform "suggest[s] a view of reform that requires the combined participation of those who study schools, those who work in schools, and those who support schools" (Lieberman, p.1). Schools are bound to become high involvement organizations. How to move in that direction is the question.

High Involvement Organizations

Decades of organizational research conducted in the private sector show a clear picture of what high involvement or participatory organizations look like in practice in the business world. In 1967, Likert wrote, "Every aspect of a firm's activities is determined by the competence, motivation, and general effectiveness of its human organization" (p.1). He believed that the management of the human component of the organization was the main and most important task of management. In his comparison of management systems, Likert found that high performing units or departments were consistently participative. His comparative analysis of different management systems provided an extensive list of characteristics of participative organizations. Group participation and involvement in setting goals, improving methods, and appraising progress toward those goals were characteristic of participative organizations. Communication up, down, and with peers at all levels and distribution of decision making widely throughout the organization in a well integrated fashion were also characteristic of the participative organizations studied by Likert. His research supports the desirability of moving toward participatory or democratic management styles to enhance performance.

The work of Lawler (1993) extended the list of characteristics of high involvement and helped to develop a model of high involvement organizations and what they should look like. Lawler was critical of earlier works for not providing a model that managers could use to implement high involvement practices and developed his model around four factors he felt were essential to involvement. The overall guiding principle for Lawler's high involvement model is that information, power, knowledge, and rewards should be located at the lowest practical levels within the organization (Lawler, 1993). Thus, the individuals who have the power to make decisions should have the knowledge and information needed to make the decisions and should be rewarded on the basis of how their decisions affect the performance of the organization. According to Lawler's model, congruence among the four factors, information, power, knowledge, and rewards is crucial.

Contemporary researchers (Ledford, 1993; Mohrman, 1993; Cohen, 1993) echo Lawler's call for high involvement and extending information and decision making to the lowest levels of the organization. In a recent compilation of the writings of forty-six authors on organizations and their work (Hesselbein et al., 1997) several new models were presented for consideration in developing organizations of the future. In these articles

future organizations were described as being circular (Hesselbein, 1997), reconfigurable (Galbraith, 1997), boundaryless (Ashkenas, 1997), democratic (Barker, 1997), chameleon-like (Miller, 1997), and capable of learning, changing, and growing (Jones, 1997). A majority of the writers in this compilation championed employee involvement and "restoring people to the heart of the organization" (Kanter, 1997, p. 139).

High Involvement Schools

Many of the characteristics found in the literature on high involvement organizations are applicable to and eminently desirable in public school settings, even though in reality high involvement is uncommon in public schools.

The applicability of Lawler's high involvement model to school situations has been considered in recent studies (Wohlstetter, Smyer, & Mohrman, 1994; Mohrman, Lawler, & Mohrman, 1992). Wohlstetter, Smyer, and Mohrman found that the development of high involvement in schools goes far beyond traditional school-based management (SBM), a common reform practice which attempts to shift power downward within the school organization. According to Lawler's model (1986), shifting power alone will not result in high involvement, accounting for the failure of SBM alone, in some instances, to improve the performance of schools.

In attempting to apply Lawler's model of high involvement to schools, Mohrman, Lawler, and Mohrman (1992) concluded that while the high involvement model is well suited to the highly interdependent work of public schools, many changes in organizational structure, leadership, measurement, and rewards would be necessary to move from the traditional organization of schools to the high involvement model. The political nature of schools, diversity of stakeholders, and other factors particular to school settings may require the redesigning of schools, "perhaps starting from scratch" (Mohrman, Lawler, & Mohrman, p. 359).

Darling-Hammond (1997) found that many democratic schools that were developed to educate all of their students to high levels of competence still remained on the "edge of the system" and were rarely embraced by their districts or examined for what they have to teach other schools (p. 2). The study of high involvement schools that include all stakeholders in decision-making should be able to provide valuable information to restructuring schools with regard to the initiation and maintenance of involvement.

<u>Administrative Involvement</u>

Most recent research indicates that the principal's role is crucial to the development of involvement or the implementation of any change at the school level (Sarason, 1996; Boyer, 1995; Fullan, 1991; Barth, 1990). Barth

stated, "There seems to be agreement that with strong leadership by the principal, a school is likely to be effective; without capable leadership, it is not" (p. 64). The principal is in an excellent position to initiate, encourage, or block any change or reform that comes along. Schools often adopt fads quickly only to abandon them in a hurry and move on. Educators are always fixing something. "Schools chew up and spit out undigested reforms on a regular basis" (Darling-Hammond, 1997, p. 22), and all of those reforms will be supported or allowed to fade away by the principal. By existing in a middle position between the individual school community and the school governance system, the principal is arguably the gatekeeper for the school.

Roles

Researchers tend to divide the duties of the principal into two distinct roles: manager and instructional leader. Terms describing these functions vary somewhat, but remain fairly constant throughout the literature. It is no longer desirable for principals to simply act as "middle managers" who take someone else's plans and ensure compliance by the school faculty and staff (Barth, 1990). Many school boards and superintendents declare the greater importance of instructional leadership, at least on paper and in public, and encourage principals to take on the responsibilities of school improvement, initiating change, and empowering teachers. However, most principals'

days are characterized by fragmented encounters and taking care of the

crisis of the moment (Fullan, 1991). The utter volume of tasks performed

by principals amidst constant interruption and pressing situations may be a

barrier to the development of high involvement schools that must be

overcome.

Relationships

Perhaps one of the most crucial factors in the development of high

involvement in a school is the principal's relationship with teachers, staff,

and other stakeholders. Barth (1990) proposed that there is no relationship

in the school that has a greater effect on life within the school than the

teacher-principal relationship. He contended, "It models what all

relationships will be" (p. 19). If the teacher-principal relationship is helpful,

trusting, and supportive, Barth concluded that relationships with other

stakeholders would be the same.

Other researchers have also found the relationship between teachers

and their principals to be extremely significant. Fullan (1991) found that

the principal was the key to the continuous professional development of

teachers. He stated, "Probably the most powerful potential source of help or

hindrance to the teacher is the school principal" (Fullan, p. 143).

Professional Development of Teachers

The professional development of teachers can be greatly enhanced by a supportive principal. Leithwood (1992) summarized three areas of teacher development that the principal can influence: "the development of professional expertise, psychological development, and career-cycle development" (p. 87). Leithwood explained that the contemporary view of teaching is that "[teaching] is a non-routine activity drawing on a reliable body of technical knowledge and conducted in collaboration with other professional colleagues" (p. 100). The development of the teacher as a whole person should be considered. The principal is the "lead teacher" who guides the school to create a feeling of community (Boyer, 1995, p. 31). Developing attitudes, character, morale, self-esteem, and a sense of belonging in teachers, as well as in students, can be just as important as developing knowledge and skills.

Attitudes

Teacher and principal attitudes toward changing roles play an important part in the development of teacher involvement in a school. Commitment to working together and the significance that principals and teachers place on teacher involvement makes a difference. Smylie and Brownlee-Conyers (1992) explored teacher-principal relationships in

successfully restructuring schools and determined that principals and teachers alike sought to reduce the ambiguities and uncertainties associated with their changing working relationships. They worked together to build their working relationships before they focused on other issues such as school improvement. Smylie and Brownlee-Conyers suggested that school districts " ...proactively assist teachers and principals to cultivate...interpersonal knowledge and skills..." (p. 180) as a requisite to working as a team or as part of collaborative groups.

Sharing Power

The ability of the principal to share power and responsibility is crucial to teacher involvement. Principals who perceive their power as useful for controlling, manipulating, or punishing teachers will not be willing to share power with teachers (Keedy & Finch, 1994), and teacher leadership and involvement will be blocked. Gonzales and Short (1996) recommended, "Ultimately, teachers and principals [should] become part of a team, working closely to improve schools for kids" (p. 214). Principals do not necessarily lose power when they share it with teachers. Gonzales and Short (1996) have shown that "empowered teachers are aware of the principal's expertise and recognize it as an important factor to promote effective change" (p. 214). Principals may actually gain more power and

influence by sharing their power with teachers (Keedy & Finch). Therefore, the development of teacher involvement is crucial to schools of tomorrow.

<center>Teacher and Staff Involvement</center>

Much of the research on teacher leadership and involvement in the last few years has been focused on what is actually happening in practice in schools. A large part of the literature consists of reports, position papers, or opinion pieces. Smylie (1995) stated, "Few studies use formal theory to focus research questions, guide inquiry, and interpret findings" (p. 4). In addition, past studies tended to focus on positional or formally titled teacher leadership roles such as mentors, lead teachers, master teachers, and such. Crow and Pounder (1997) proposed that these past individual attempts to involve teachers have had little impact perhaps because of the small number of teachers who benefit. Only recently has the literature begun to move away from these artificially created hierarchical roles to include broader, less structured teacher involvement roles. More recent literature (Darling-Hammond, Bullmaster, & Cobb, 1995) found that teacher involvement is closely connected to teacher learning and that such an approach may result in involvement becoming a part of the "normal" duties of teachers. Thus, leadership and involvement opportunities should be available to all teachers regardless of title or position.

<u>Relationships</u>

Research on teacher leadership and involvement also has focused on teacher leaders' relationships with others in the school, particularly the principal and other teachers. Teacher leaders in Corallo's (1995) study enjoyed positive and encouraging relationships with their building administrators. The encouraging relationships that the teacher leaders shared with their principals were a major reason the teachers chose to participate and become involved in leadership activities in the first place.

Highly involved teachers' relationships with other teachers are fragile. Because of the isolated nature of teaching (Lortie, 1975), it is unusual for teachers to spend time talking to or helping one another, much less become involved in numerous school-wide activities. Generally, teachers expect to take care of what goes on within the four walls of their classrooms without interference. The isolation of teaching is a barrier to involvement that must be overcome to create high involvement schools.

<u>New Roles</u>

Changing roles for teachers mean the reconceptualization of school leadership to include teachers. Hart (1995) stated,

New work designs for teachers promote teacher...[involvement] for a

variety of reasons: to nurture a more democratic... system for

schools...; to draw on teachers' expertise...; to provide... incentives

for teachers; and to create a more professional workplace in schools

(p. 9).

The research on changing teacher leadership roles is scattered with studies

that emphasize collaboration, community building, and working in teams

through such processes as action research (Broyles, 1991; Dana, 1992;

Skarstad, 1996). Action research is often used as a vehicle for involving

teachers in school reform.

Climate and Job Satisfaction

Studies have been conducted to determine the relationships among

teacher leadership and involvement, school climate, and job satisfaction.

While one would expect that higher levels of teacher empowerment would

lead to a more positive climate, Short and Rinehart (1993) found that

empowerment was negatively correlated to school climate, suggesting that

as the level of empowerment rose, teachers perceived a less positive school

climate. Short and Rinehart speculated that this could be due to increased

conflict that arose when teachers became more involved in decision-making

or that teachers took greater ownership of shared decisions and felt more

responsible for problems within the school. They concluded that teachers

need problem-solving skills in addition to the other collaborative skills that

are necessary for successful teacher involvement to minimize the negative effects of empowerment on school climate.

In a related study, Wu and Short (1996) found that teachers' perceptions of their level of empowerment were significantly related to their perceptions of job satisfaction and organizational commitment. They recommended that schools find ways to increase teacher empowerment, specifically creating an environment where teachers can gain competence and feel that they can make a difference, thus positively impacting job satisfaction and commitment.

Effects of Teacher and Staff Involvement on Classroom Instruction

The effects of participation in teacher leadership activities on teachers' classroom instruction have been studied by several researchers (Orvando, 1994; Griffin, 1995; Conway & Calzi, 1996). Some studies considered facets of the teaching process such as planning and instructional delivery while others focused on specific subjects or areas of the curriculum. Griffin (1995) found that efforts to involve teachers in school-wide decision-making had limited effects on classroom activities. Teacher involvement activities described in his study focused on assessment, curriculum, correcting student problems, and integrating technology school-wide. Griffin stated that while these issues were dealt with in a more

collaborative way through teacher involvement, they were not a departure from "business as usual" and therefore, had limited impact on the classroom. Administrators have always been concerned with these types of issues and they are not "new" work for teachers. Teacher involvement activities did little to improve teachers' classroom practice, however, Griffin found that the teachers' focus on school-wide concerns was enhanced through involvement.

Orvando (1994) took a more individual look at teacher involvement in her study of twenty-five teacher leaders. She found through interviews that while teachers tended to protect instructional time, they reported using planning, conference, and personal times for additional leadership duties. Teachers reported that they were generally satisfied with the dual roles of teacher and teacher leader, but felt overwhelmed from time to time. Orvando also found evidence that performing dual roles created conflict for some teachers and speculated that sudden shifts from teaching to leading could adversely affect the teachers' focus during instruction.

In a later study, Orvando (1996) continued to review the challenges and benefits of teacher involvement. She found that time was a critical factor. Teacher leaders reported using planning time, before and after school time, lunch periods, and just about any other time that could be

squeezed into a school day for leadership activities. Orvando concluded

that using these times for additional activities confirmed that planning and

preparation for lessons were affected by high teacher involvement. Teacher

leaders also reported that the training that they received as inservice was not

usually focused on leadership and did not provide any follow-up, whatever

the topic. Teachers had mixed perceptions concerning the effects of

involvement on their teaching and on satisfaction in Orvando's study.

Although the positive benefits of high involvement seem to be numerous,

individual schools must consider, plan for, and deal with the possible

negative effects of high teacher involvement.

<u>Student Involvement</u>

Research seems to indicate that students are among the least involved

stakeholders in decision-making in schools. This seems rather surprising

considering that students are the reason schools exist in the first place.

Students are rarely involved in their own learning much less in school-wide

decision-making. Blase and Blase (1997) found that students were "seldom

included in school reform or shared-governance initiatives in meaningful

ways" (p. 87). Blase and Blase also reported that current trends show

students becoming less and less involved in school-sponsored activities

such as clubs, spirit events, and extra-curricular activities. They speculate

that perhaps this is because more opportunities exist in the community for extra activities. They conclude that for whatever reasons, students are losing important connections with their schools.

Student participation in school-wide governance could range from making suggestions and giving feedback to true representation on a school governance council. Schools often limit student input to student issues (Blase & Blase, 1997). Gips and Wilkes (as cited in Blase & Blase) found that while most educators favored student participation in governance activities, they were undecided as to a desirable student age for participation or what kind of involvement should take place.

Barth (1990) maintained that students should be involved in schools, but argued that school councils, which often "co-opt students into service," are not the answer (p. 125). He stated, "Seldom are they [councils] a forum in which students make what they believe in happen" (Barth, 1990, p. 125). He suggested other ways to involve students such as giving tours of the school or greeting visitors. Barth believed, "Being entrusted with important school-wide responsibility brings forth leadership, maturity, and learning" (p. 126).

Others share Barth's opinion that student involvement in schools should occur on a day-to-day basis. Sergiovanni (1994) discussed the need

for developing democratic communities in classrooms, sharing

responsibility, commitment, and ownership with students. He stated,

"Democratic communities make demands on all their members" (p. 123).

The key is developing a commitment to the common good.   There are two

basic ways in which educators bring democracy and involvement to the

classroom. "One is to create democratic structures and processes by which

life in the school is carried out. The other is to create a curriculum that will

give...[students] democratic experiences" (Apple & Beane, 1995). Both

seem worthy of consideration when working to increase student

involvement.

<div align="center">Family and Community Involvement</div>

It is probably safe to say that over the past several years hundreds of

articles have been published on the subject of family and community

involvement. It has become generally accepted that parental involvement is

an important factor in student achievement (Griffith, 1996); however,

research on the level and form of parent involvement is not conclusive.

In the introduction to a recent compilation of research on family and

community involvement, Henderson and Berla (1994) noted several themes

in the collected research.   First of all, the family is critical to student

achievement. When parents are involved at school rather than just at home,

students do better in school and schools improve. Henderson and Berla found that "...parents...play four key roles in their children's learning: teachers, supporters, advocates, and decision-makers" (p. 15). They also discovered that the more comprehensive the home-school relationship, the higher the student's achievement and that the best results come when families, schools, and community organizations work together.

Fullan (1991) summed up the research on family involvement this way: "The closer the parent is to the education of the child, the greater the impact on child development and educational achievement (p. 227). Boyer (1995) also believed that parent involvement positively affected students behavior, attitudes about school, and work.

Sarason (1995) described the potential of parent involvement in terms of assets and deficits. Assets that parents may possess include, but are not limited to, unique knowledge of the student not available elsewhere, a serious interest in the educational experiences of the child, attitudes about what good teaching is which come to the classroom with the child, accountability for what schools are in that parents support the school with tax dollars (they get what they pay for), and specialized knowledge of hobbies, vocations, and the community that may help students and teachers enhance learning. Deficits that parents may possess in becoming involved

include little knowledge of the culture of schools or the school system, knowledge derived solely from personal experiences which may be negative, or a desire for "power" rather than a desire to focus on educational issues (Sarason). Schools should develop parental involvement in meaningful ways to benefit their students and minimize the negatives.

Parents basically become involved in schools in two ways. They may become involved in instructional or non-instructional activities. Instructional parental involvement roles include: volunteering, helping with homework, attending school programs, or tutoring, all of which have a greater direct impact on learning than non-instructional involvement roles such as participation on governance councils or task forces (Fullan, 1991). While researchers have consistently shown that parental involvement in instructional areas is beneficial to student achievement, evidence on the benefits of parental participation in non-instructional activities remains inconclusive (Fullan, 1991).

Contemporary researchers are moving toward the study of the actual empowerment of parents and community members that leads to real influence (Blase & Blase, 1997). The empowerment of parents and community members now goes far beyond the traditional view of involvement. Parents and community members are serving on school

governance councils, advisory panels, and school board committees. Some
are involved at state and national levels as well. The *Goals 2000: Educate
America Act (P.L. 103-227)* states, "Every school will promote partnerships
that will increase parental involvement and participation in promoting the
social, emotional, and academic growth of children" (U. S. Department of
Education [On-line], 1994). Such goals call for a collaborative relationship
between schools, families, and the community.

Recent research on family and community involvement seems to
emphasize this three-way collaboration between schools, families, and
communities. Family and community diversity is an important issue in this
collaborative effort. Balli (1996) found that parental and school
expectations for involvement sometimes differ for cultural reasons. She
reported that research has shown that children internalized parental
expectations of education and that these expectations affect school success
and achievement. Parents may experience lower expectations of schools for
a variety of reasons which may include family hardships. Parents who are
primarily concerned with hardships and difficulties in life can hardly
interact in a positive manner with their children (Balli). Educators are in the
position to facilitate communication between these families and service
organizations or agencies that might be able to help them. When educators

and community resource workers meet parents as equals, "cooperative linkages are formed, [and] parents can make important contributions to their children's growth and achievement" (Neuman, Hagedorn, Celano, & Daly, 1995, p. 803).

Summary

The evidence gathered indicated a clear call for the development of high involvement schools that encourage the participation of all stakeholders including teachers, students, families, and community members in decision-making. The research showed a clear picture of what high involvement organizations look like in practice, thus providing valuable information used in the selection of a high involvement school for this study.

In addition, the research indicated that while increased participation generally had positive effects on schools, there were some negative aspects of high involvement to consider that should be anticipated, planned for, and minimized by schools moving toward the high involvement of all stakeholders. Additional findings from the literature pertinent to each stakeholder group indicated areas for exploration, informed decisions regarding research design, and guided the interpretation of the case study findings.

CHAPTER 3

METHODS

A qualitative, case study was developed to describe the development of high involvement in one elementary school in Southwest Virginia. Detailed in the research design were: site selection, school and community profile, data collection--including interviews, observations, and a review of documents--data analysis, and data verification.

Site Selection

Criteria for the selection of a high involvement elementary school was determined through a review of the current literature on high involvement organizations and participatory or democratic leadership practices. A composite list of characteristics associated with high involvement organizations and participatory or democratic leadership practices was developed through a review of past research on participation and high involvement by Likert (1967) and Lawler (1993, 1992). Other characteristics of high involvement were added to the list by reviewing the works of additional researchers studying organizational theory and management practices, (Ledford, 1993; Wohlstetter, Smyer, & Mohrman, 1994; Barker, 1997; Beckhard, 1997; Hesselbein, 1997; Miller, 1997;

Thomas, 1997) (Table 1). The composite list was then distributed to a group of experienced educators from Southwest Virginia (5) and members of the School Leaders Program at Virginia Polytechnic Institute and State University (10) in a checklist format (Table 2) to determine whether the characteristics were pertinent to school settings.

Once the characteristics of high involvement were identified as pertinent to school situations, an experienced expert in Southwest Virginia, the Department of Education Field Representative, was asked to nominate high involvement schools in her region of the state. She nominated five schools as high involvement elementary schools based on reputation, her working knowledge, and the identified characteristics of high involvement.

Following the selection of the five potential school sites, the directors of instruction or elementary supervisors representing each nominated school were contacted and asked to name high involvement elementary schools in their divisions. As nominations from the two sources converged, three schools were selected for informal site visits by the researcher to confirm suitability for the study. The researcher took on the role of "curious visitor"

Table 1

Characteristics of High Involvement Organizations by Sources

Source / Characteristic	Likert, 1967	Lawler, 1992	Ledford, 1993	Lawler, 1993	Wohlstetter, Smyer, & Mohrman, 1994	Pertinence to School "Yes" Responses[a]
Organization and Work Design [b]						
Team approach	X		X	X	X	15/15
Enriched jobs			X	X		15/15
Flattened organizational structure		X		X	X	13/14
Product, service, or customer based		X		X		13/15
Task forces	X		X	X		15/15
Diagonal-slice policy groups				X		12/14
Personnel feel responsible for goals	X			X		15/15
Mutual trust and confidence	X					15/15
Information flows up, down, and with peers	X	X	X		X	15/15
Downward communication at all levels	X	X	X		X	12/15
Overlapping groups	X					15/15
Decision makers aware of problems	X				X	15/15
What is available is used	X	X			X	14/15
Informal/formal organization is same	X					9/15
Widespread responsibility	X				X	14/15
Upward communication	X	X			X	14/15
Psychological closeness	X					11/15
Physical Layout and Design						
Equal access		X		X	X	13/15
Use of similar offices		X		X		9/15
Layout around team structures		X		X	X	15/15
Meeting areas				X		15/15
Co-location of business units		X		X		10/13

Table 1 (cont.)
Characteristics of High Involvement Organizations by Sources

Source \ Characteristic	Hesselbein, 1997	Barker, 1997	Beckhard, 1997	Miller, 1997	Thomas, 1997	
Organization and Work Design						
Team approach	X		X	X		
Enriched jobs						
Flattened organizational structure	X	X		X		
Product, service, or customer based	X		X			
Task forces						
Diagonal-slice policy groups			X		X	
Personnel feel responsible for goals		X				
Mutual trust and confidence	X					
Information flows up, down and with peers	X	X	X			
Downward communication at all levels		X	X			
Overlapping groups			X		X	
Decision makers aware of problems						
What is available is used			X			
Informal/formal organization is same						
Widespread responsibility		X	X			
Upward communication		X	X			
Psychological closeness						
Physical Layout and Design						
Equal access						
Use of similar offices						
Layout around team structures				X		
Meeting areas						
Co-location of business units						

Table 1 (cont.)
Characteristics of High Involvement Organizations by Sources

Source Characteristic	Likert, 1967	Lawler, 1992	Ledford, 1993	Lawler, 1993	Wohlstetter, Smyer, & Mohrman, 1994	Pertinence to School "Yes" Responses[a]
Facilitation of communication	X	X		X	X	14/15
Information System						
Use of distributed technology		X		X	X	15/15
On-line capability				X		15/15
User-friendly technology				X		15/15
Regular two-way communication	X			X	X	15/15
Competitive benchmarking				X		7/15
Suggestion processing system		X		X		11/14
Attitude surveys		X		X		15/15
Performance feedback against goals	X			X	X	15/15
Managerial Role						
Management monitors culture/environ.				X		14/15
Managing symbols (vision)				X		15/15
Sharing power	X	X	X	X	X	15/15
Sharing information	X	X	X	X	X	15/15
Setting goals	X	X		X	X	15/15
Modeling decision-making process				X	X	15/15
Developing values/philosophy				X		15/15
Using values/philosophy				X		15/15
Benchmarking performance				X	X	12/14
Reward System						
Skill-based pay	X	X	X	X	X	12/14
All-salaried work force			X	X		9/15
Gain sharing (profit sharing)			X	X	X	7/15

Table 1 (cont.)
Characteristics of High Involvement Organizations by Sources

Source Characteristic	Hesselbein, 1997	Barker, 1997	Beckhard, 1997	Miller, 1997	Thomas, 1997	
Facilitation of communication						
Information System						
Use of distributed technology						
On-line capability			X			
User-friendly technology						
Regular two-way communication						
Competitive benchmarking						
Suggestion processing system						
Attitude surveys						
Performance feedback against goals			X			
Managerial Role						
Management monitors culture/environ.					X	
Managing symbols (vision)	X	X			X	
Sharing power		X			X	
Sharing information		X			X	
Setting goals						
Modeling decision-making process				X		
Developing values/philosophy	X				X	
Using values/philosophy	X				X	
Benchmarking performance					X	
Reward System						
Skill-based pay		X				
All-salaried work force						
Gain sharing (profit sharing)						

Table 1 (cont.)
Characteristics of High Involvement Organizations

Source Characteristic	Likert, 1967	Lawler, 1992	Ledford, 1993	Lawler, 1993	Wohlstetter, Smyer, & Mohrman, 1994	**Pertinence to School** "Yes" Responses[a]
Employee ownership				X		11/14
Flexible fringe benefits				X		15/15
Participative management	X	X	X	X	X	15/15
Openness to information	X			X	X	15/15
Individual recognition		X		X	X	15/15
Group recognition		X		X	X	15/15
Motivational forces arise from group processes	X	X				15/15
Compensation developed through participation	X	X				13/15
Training and Development						
Lifetime learning		X		X	X	15/15
Team skills training		X	X	X	X	15/15
Skills assessment		X		X	X	14/14
Peer input		X		X	X	15/15
Problem-solving training		X		X	X	15/15
Horizontal and vertical training		X		X	X	15/15
Regular training for all employees		X		X	X	15/15
Total quality controls skills and techniques		X		X		11/15
Staffing						
Careful selection of employees			X	X		15/15
Mutual commitment (employee security)				X		15/15

Table 1 (cont.)
Characteristics of High Involvement Organizations by Sources

Source Characteristic	Hesselbein, 1997	Barker, 1997	Beckhard, 1997	Miller, 1997	Thomas, 1997	
Employee ownership		X				
Flexible fringe benefits						
Participative management	X	X	X			
Openness to information			X			
Individual recognition						
Group recognition						
Motivational forces arise from group processes						
Compensation developed through participation						
Training and Development						
Lifetime learning	X	X			X	
Team skills training		X		X		
Skills assessment						
Peer input				X		
Problem-solving training				X		
Horizontal and vertical training				X		
Regular training for all employees		X		X		
Total quality controls skills and techniques						
Staffing						
Careful selection of employees						
Mutual commitment (employee security)		X		X		

Table 1 (cont.)
Characteristics of High Involvement Organizations by Sources

Source / Characteristic	Likert, 1967	Lawler, 1992	Ledford, 1993	Lawler, 1993	Wohlstetter, Smyer, & Mohrman, 1994	Pertinence to School "Yes" Responses[a]
Peer input				X		15/15
Extensive testing and interviewing				X		10/15
Open job posting				X		15/15
Testing for technical and social skills				X		10/15
Promotion from within				X		15/15
Personnel Policies						
Task forces to develop personnel policies				X	X	14/15
Ongoing personnel committee				X		15/15
Grievance committee				X		14/15
Flex time				X		15/15
Telecommuting				X		12/15
Celebrations				X		15/15
Special events				X		15/15
Activities that include family				X		14/15
Financial support for education				X		15/15
Maternity and paternity leave				X		15/15
Child care				X		12/14
Low absence and turnover	X					15/15
Members keep losses to minimum	X					15/15
Quality control and inspection help workers guide own efforts	X					14/15

Table 1 (cont.)
Characteristics of High Involvement Organizations by Sources

Source Characteristic	Hesselbein, 1997	Barker, 1997	Beckhard, 1997	Miller, 1997	Thomas, 1997	
Peer input						
Extensive testing and interviewing						
Open job posting						
Testing for technical and social skills						
Promotion from within						
Personnel Policies						
Task forces to develop personnel policies						
Ongoing personnel committee						
Grievance committee						
Flex time						
Telecommuting			X			
Celebrations			X			
Special events						
Activities that include family			X			
Financial support for education			X			
Maternity and paternity leave			X			
Child care			X			
Low absence and turnover						
Members keep losses to minimum						
Quality control and inspection help workers guide own efforts						

[a] Results of Characteristics of High Involvement Survey to determine pertinence of characteristics to school settings. [b] Categories are from the work of E. Lawler, 1993.

Table 2

Characteristics of High Involvement Checklist

The practices and themes listed below are characteristic of high involvement organizations and management practices in the private sector. In your opinion, which are applicable to schools? Indicate your responses in the spaces provided by marking (Y)es or (N)o.

Organization and Work Design
_____ 1. Team approach
_____ 2. Enriched jobs
_____ 3. Flattening of the organizational structure
_____ 4. Product, service, or customer-based activities
_____ 5. Task forces
_____ 6. Diagonal-slice policy groups
_____ 7. Personnel feel responsible for organization's goals
_____ 8. Mutual trust and confidence
_____ 9. Information flows up, down, and with peers
_____ 10. Downward communication initiated at all levels.
_____ 11. Overlapping groups (integration)
_____ 12. Decision makers at all levels aware of problems
_____ 13. Most of what is available anywhere in the organization is used
_____ 14. Informal and formal organization are the same
_____ 15. Widespread responsibility for review and control
_____ 16. Great deal of upward communication
_____ 17. Psychological closeness between superiors and subordinates

Physical Layout and Design

_____ 1. Equal access to parking, entrances, dining
_____ 2. Use of similar offices
_____ 3. Layout around team structures
_____ 4. Meeting areas
_____ 5. Co-location of business units
_____ 6. Facilitation of communication

Table 2 (cont.)
Characteristics of High Involvement

Information System

	1.	Use of distributed technology
	2.	On-line capability
	3.	User-friendly technology
	4.	Regular two-way communication (reviews)
	5.	Competitive benchmarking
	6.	Suggestion processing system
	7.	Attitude surveys
	8.	Performance feedback against goals

Managerial Role

	1.	Management monitors culture/environment
	2.	Managing symbols (vision)
	3.	Sharing power
	4.	Sharing information
	5.	Setting goals
	6.	Modeling good decision-making process
	7.	Developing values/philosophy statement
	8.	Using values/philosophy statement
	9.	Benchmarking performance

Reward System

	1.	Skill-based pay
	2.	All-salaried work force
	3.	Gain sharing (profit sharing)
	4.	Employee ownership
	5.	Flexible fringe benefits
	6.	Participative management
	7.	Openness to information
	8.	Individual recognition

Table 2 (cont.)
Characteristics of High Involvement

_____9.   Group recognition
_____10. Motivational forces arising from group processes
_____11. Compensation system developed through participation

Training and Development

_____1.   Lifetime learning (economic education)
_____2.   Team skills training
_____3.   Skills assessment
_____4.   Peer input
_____5.   Problem-solving training
_____6.   Horizontal and vertical training
_____7.   Regular training for all employees
_____8.   Total quality controls skills and techniques

Staffing

_____1.   Careful selection of employees
_____2.   Mutual commitment (employment security)
_____3.   Peer input
_____4.   Extensive testing and interviewing
_____5.   Open job posting
_____6.   Testing for technical and social skills
_____7.   Promotion from within

Personnel Policies

_____1.   Task forces to develop personnel policies
_____2.   Ongoing personnel committee
_____3.   Grievance committee
_____4.   Flex time
_____5.   Telecommuting
_____6   Celebrations
_____7.   Special events
_____8.   Activities that include family

Table 2 (cont.)
Characteristics of High Involvement

_____9.   Financial support for education
_____10. Maternity and paternity leave
_____11. Child care
_____12. Low absence and turnover
_____13. Members themselves help keep losses to a minimum
_____14. Quality control and inspection help workers guide their own
           efforts.

and spent one day in each of the three schools observing activities and

talking with the principals and staff members. General information

pertaining to the operation and organization of the school was requested as

well as information on any special programs and activities at the school.

School personnel were not made aware of the impending study during the

initial site visits.   Immediately following the school visits, the researcher

used the checklist of characteristics of high involvement to record

characteristics mentioned or observed in each school and completed detailed

field notes for each school, recording as much information as possible. The

site most closely matching the checklist characteristics was selected for the

study (Table 3).

Table 3

Initial Comparison of School Sites Using the Characteristics of High Involvement Checklist

School: Date Observed: Characteristic	Marion Primary 2/26/98	School 2 3/9/98	School 3 3/13/98
Organization and Work Design			
Team approach	X	X	X
Enriched jobs			
Flattened organizational structure	X	X	X
Product, service, or customer-based		X	
Task forces			
Diagonal-slice policy groups	X		
Personnel feel responsible for goals	X		
Mutual trust and confidence	X		X
Information flows up, down, and with peers	X	X	
Downward communication at all levels		X	
Overlapping groups	X		
Decision makers aware of problems		X	
What is available is used			
Informal/formal organization is same			
Widespread responsibility	X		
Upward communication	X		X
Psychological closeness	X		X
Physical Layout and Design			
Equal access	X	X	X
Use of similar offices	X		X
Layout around team structures	X		
Meeting areas			
Co-location of business units			
Facilitation of communication	X	X	
Information System			
Use of distributed technology	X	X	X
On-line capability		X	
User-friendly technology		X	X
Regular two-way communication	X		
Competitive benchmarking	X		
Suggestion processing system	X		
Attitude surveys		X	X
Performance feedback against goals			
Managerial Role			
Management monitors culture/environ.	X	X	X
Managing symbols (vision)	X	X	
Sharing power	X	X	X

Table 3 (cont.)
Initial Comparison of School Sites Using the Characteristics of High
Involvement Checklist

	School: Date Observed: Characteristic	Marion Primary 2/26/98	School 2 3/9/98	School 3 3/13/98
Sharing information		X	X	X
Modeling decision-making process		X	X	
Developing values/philosophy		X	X	
Using values/philosophy		X	X	
Benchmarking performance		X		
Reward System				
Skill-based pay				
All-salaried work force				
Gain sharing (profit sharing)				
Employee ownership		X		
Flexible fringe benefits				
Participative management		X	X	X
Openness to information		X		
Individual recognition		X		
Group recognition		X		
Motivational forces arise from group processes		X		
Compensation developed through participation				
Training and Development				
Lifetime learning				
Team skills training		X		
Skills assessment				
Peer input		X		
Problem-solving training		X		
Horizontal and vertical training		X		
Regular training for all employees		X	X	X
Total quality controls skills and techniques				
Staffing				
Careful selection of employees		X		
Mutual commitment (employee security)		X		
Peer input		X		
Extensive testing and interviewing				
Open job posting				
Testing for technical and social skills				
Promotion from within			X	
Personnel Policies				
Task forces to develop personnel policies				

Table 3 (cont.)
Initial Comparison of School Sites Using the Characteristics of High
Involvement Checklist

School: Date Observed: Characteristic	Marion Primary 2/26/98	School 2 3/9/98	School 3 3/13/98
Ongoing personnel committee	X		
Grievance committee			
Flex time			
Telecommuting			
Celebrations	X		
Special events	X		
Activities that include family	X	X	
Financial support for education		X	
Maternity and paternity leave			
Child care			
Low absence and turnover			X
Members keep losses to minimum	X		
Quality control and inspection help workers guide own efforts	X		
Total number of characteristics observed during initial visit	**46**	**24**	**16**

Site selection for any single case study is critical. The site selected

for this study most closely represented a unique case of high involvement of

all stakeholders in an elementary school in Southwest Virginia. The school

chosen for the study exhibited a much higher number (46) of the

characteristics of high involvement than the other schools visited.

School and Community Profile

School Characteristics

Marion Primary School serves 538 students in grades Pre-K through 2. The school is part of a three-school complex located in the town of Marion, in Southwestern Virginia, which serves as the seat of government for Smyth County. The population of the town is approximately 6,650 persons. Marion Primary is one of seven elementary schools in the system, which is governed by an elected school board. In addition to students who live in town, young students from several rural communities surrounding Marion also attend the school. The population is economically diverse with 52% of the students receiving free or reduced-price lunches. Enrollment by grade level and ethnic composition is in Tables 4 and 5. Preschool students (40) are not included in ethnic data.

Table 4

Enrollment by Grade Level

Preschool	Kindergarten	First Grade	Second Grade	EMH[a]
40	167	167	157	7

[a] Educable mentally handicapped

Table 5

Enrollment by Ethnic Composition

American Indian	Asian	Black	Hispanic	Caucasian
1	1	6	6	484

The student population is fairly stable with most transfers taking place in

September or January, coinciding with semester breaks. Changes in family

employment are the most common reasons given for student transfers at this

level. The average daily attendance for the school is greater than 95

percent. The drop-out rate for the county is less than 2 percent.

The instructional staff at Marion Primary includes one principal, one

assistant principal, and thirty-eight teachers in grades Pre-K through 2,

special education, Title I resource, and specialty teachers in library, music,

art, guidance, and physical education (Table 6). The staff is 100%

Caucasian. The teacher-pupil ratio at the school is approximately 19:1. All

38 members of the instructional staff hold bachelor's degrees and 16 hold

master's degrees. Four classroom aides also hold bachelor's degrees.

Table 6

Staff Positions Breakdown

Administrators	Pre-K	Kindergarten	First Grade
2	2	7	8
Second Grade	Special Education	Title I Teachers	Specialty Teachers[a]
7	5	4	5
Aides	Support Staff[b]		
9	9		

[a] Specialty teachers include: art, music, physical education, library, and guidance. [b] Support staff includes: custodians, secretaries, and cafeteria staff.

School organization

During the 1991-92 school year, Marion Primary became involved in the School Renewal accreditation process as set forth by the Southern Association of Colleges and Schools. The school, which was already involved in restructuring efforts, reorganized around the five school renewal committees: steering, curriculum, climate, communication, and staff development. The faculty chose to address all five areas of school renewal each year and began to implement shared decision-making through the committees. All faculty members participated on the committees and received training in consensus and team building. Each committee set

yearly goals and maintained a notebook documenting its progress. Faculty

members also met with grade-level groups for instructional planning and

cross-grade transition teams to share ideas and discuss curriculum needs.

The vision/mission statement of the school (Figure 1) reflected a

commitment to developmentally appropriate practices and partnerships

between the school, home, and community.

Vision Statement

We light up the future.
Marion Primary School

Mission Statement

The mission of Marion Primary is to provide a stimulating learning environment that is healthy, safe, caring, and challenging. The school, in partnership with the home and community, will strive to foster the unique talents of each child in his own pattern of growth and development.

With a commitment to excellence in education, Marion Primary will enhance the future of all its children.

Figure 1. Vision/Mission Statement

Developmentally appropriate instruction was delivered in self-contained K-2 classrooms, the pre-school handicapped classes, the educable mentally handicapped (EMH) classroom, the learning disabilities (LD) resource program, Title I reading and math classes, art, music, the library, physical education, and guidance. Students in kindergarten and first grade who are identified as at-risk using the *Phonological Awareness Literacy Screening* (PALS) instrument receive remediation in the Early Intervention Literacy Program. Other students receive individual tutoring through a structured volunteer program and a mentoring program sponsored by Big Brothers/Big Sisters and Utility Trailer, a local manufacturer.

The school is accredited by the Virginia Department of Education and the Southern Association of Colleges and Schools. Efforts were made to strongly incorporate the Virginia Standards of Learning into all areas of the curriculum. Textbook instruction was supplemented and extended through hands-on activities and numerous other activities including thematic units, author studies, presentations by community resource persons, and field trips. Proposals included plans to provide tutorial and extended-day programs for students before and after regular school hours.

Discipline concerns at the school were fairly typical of K-2 level students and were most often attributed by the principal to changing family situations or problems in the family. The faculty was working to develop a school-wide discipline plan which focused on building partnerships between the school and families which share the responsibility for student behavior.

School Outcomes

At the time of this study, the school division did not require standardized testing of K-2 students; however, the faculty at Marion Primary developed and utilized appropriate grade-level assessments, including portfolios, to monitor student progress.

Faculty members and programs at the school received several awards and recognition for excellence. Marion Primary has five division-level and three Region VII *Teacher of the Year* recipients. Programs at the school have received two *Excellence in Education* awards and four honorable mentions from Virginia Polytechnic Institute and State University. Programs at the school have been featured in workshops at the Governor's Conference on Education in Richmond, Virginia, the Southwest Virginia Educational Conference sponsored by the Virginia Department of

Education, and the Southwest Regional Kindergarten Conference held at Clinch Valley College. Faculty members have also made several presentations for the Southern Association of Colleges and Schools.

The school received several grants, including a staff development grant from the Virginia Department of Education in the amount of $24,500, a $1,000 restructuring grant from the Virginia Education Association, a $3,500 Virginia Environmental Endowment grant, three teacher incentive grants of $300 each from the Virginia Commission of the Arts, and a $2,600 technology grant from the Appalachian Regional Commission through East Tennessee State University.

<center>School-community Connections</center>

Marion Primary enjoyed a close relationship with the surrounding community. Many volunteers and resource people came into the school to share their time, skills, and knowledge with students on a day-to-day basis. Discovery Day and Appalachian Day, two school-wide thematic unit celebrations, involved many community volunteers (60 to 90 volunteers) who shared their talents. The school actively participated in partnerships with Big Brothers/Big Sisters, Utility Trailer, the Kiwanis Club, The Bank of Marion, and Hungry Mother State Park, among others.

Physical Plant

Marion Primary School was built in 1962 and originally accommodated students in grades K-3. The third grade was moved to Marion Intermediate School in 1997. The single-story, brick structure houses 35 classrooms, in addition to a library, a music/art room, a multi-purpose room, a dining room, a teachers' workroom, and various office spaces located along one main hallway. Two additions have been made to the original structure, a kindergarten wing in 1975 and new dining facilities in 1991.

Data Collection

The researcher spent one week, full time, at the school site to gather data through interviews, observations, and a review of documents. The week selected by reviewing the school calendar (May 11-15, 1998), included as many activities pertinent to the study of involvement as possible. The researcher attended faculty, committee, transition, and grade-level meetings as well as Family Fun Night, a school-wide parent involvement activity. Three follow-up visits to the school were made to clarify the collected data and gather additional data for the study. This case study relied on three main sources of data collection: open-ended

interviews, observations, and a review of pertinent documents focused on the research questions guiding the study.

Open-ended Interviews

Open-ended interviews were conducted with 19 selected stakeholders-- administrators (2), classroom teachers (9), other certified staff members (3), parents (2), community members (3)--and two student focus groups. The purpose of interviewing was to understand stakeholders' personal perceptions of involvement and how involvement has developed at the school. Both the principal and assistant principal were interviewed. Some teachers and staff members were initially recommended by the principal. Others were added on the recommendation of their peers as the interviews progressed. At least two classroom teachers from each grade level were interviewed in addition to three other certified staff members. Support staff members were not available for interviews during the time period due to scheduling conflicts and the nature of their work.

Two highly involved parents were interviewed, one a participant on the school's curriculum committee and one a participant in the structured volunteer program. A representative from each of three community

partnerships was interviewed as well. Parents and community members interviewed were recommended by the principal and assistant principal.

Two mixed grade-level focus groups of six and three students were interviewed in a circle-time format appropriate for young children. Nine of the twelve students invited to participate returned consent forms and were taken to the guidance counselor's office which provided a comfortable, familiar location for the focus-group sessions. Two sessions were provided to accommodate students' schedules. Students were placed in the session which was least disruptive to classroom instruction. Sessions were conducted with students seated on the rug area of the guidance counselor's office. Students were chosen for focus-group participation by the principal, assistant principal, and their teachers.

Interview guides for each group were developed around the research questions to make data collection more systematic while remaining conversational (Appendices A-E). The initial interview questions were reviewed by members of the School Leaders Program at Virginia Polytechnic Institute and State University. They were thoroughly field tested with representative stakeholders before the actual study interviews were conducted. Several revisions were made. The field test interviews

were transcribed and analyzed using the planned data analysis methods for the study to determine whether the information sought would indeed be gathered, allowing the research questions to be answered. This process, though lengthy, proved invaluable and produced a more reliable guide for the interviews. Each 30-45 minute interview was tape recorded and transcribed by the researcher. Interviewer's notes were used to clarify and interpret the content of the interviews.

Observations

During the initial one-week data collection period and follow-up visits, as many observations were made as possible to gather information pertaining to involvement and how it developed at the school. Observations focused on the research questions, characteristics of high involvement, and interactions between and among individuals and groups of stakeholders, such as faculty meetings, transition or grade-level meetings, volunteer sessions, or community contacts including outside agencies and partnerships. Detailed and concrete, descriptive field notes were taken and included direct or near-direct quotations from stakeholders and observer reactions during and immediately following the observation sessions.

Observation notes were also frequently added to the data set following informal conversations or walks around the school.

Documents

Documents were gathered to provide information pertinent to the development of involvement at the school. Documents provided organizational data and other information that was not observable or available through the interview process. Organizational charts, school improvement plans, agendas and minutes of meetings, school handbooks, policy manuals and newsletters, memos, and school renewal notebooks were examples of available documents which contained information pertinent to the development of involvement at the school (Table 7). Documents gathered for the school's Five-Year Review by the Southern Association of Colleges and Schools proved invaluable and provided a detailed history of school activities over the last five years.

Follow-up Visits and Contacts

Three follow-up visits and additional contacts by telephone, electronic and regular mail were made to acquire and fill-in missing or scant data. Additional documents and archival data were collected and some interview comments were clarified and expanded.

Data Analysis

Data chunks from the interviews and observations were lifted from transcribed interviews and field notes and displayed in raw data matrices as described by Miles and Huberman (1994). The data were formatted around the research questions to describe how high involvement had developed at the school (Appendices F-I).

After reading, re-reading, marking, and color coding passages in the transcripts and field notes corresponding to the research questions, the researcher prepared a large wall-sized chart to display the raw data. Pertinent passages addressing each research question were literally cut from copies of the original transcripts and field notes and temporarily affixed to the large chart. The data chunks were rearranged as necessary to accurately display the raw data in matrix format on the large wall chart.

Once the data had been properly organized, the researcher cut the large chart apart by research question, reviewed the applicable data for each question, and answered each research question in text form. Data from school documents were displayed in tabular form and used to help validate and strengthen data from interviews and observations. By displaying the

Table 7
Documents Used as Sources of Data

Document	Source	Significance
1997-98 Annual School Plan	Principal	Evidence of inclusion of parents and community members in evaluation of programs, setting goals, and planning
Southern Association of Colleges and Schools, Five-Year Review, School Renewal Process, April 1998	Principal	School cited as an exemplary program utilizing volunteers, community resources, and business partnerships to supplement instructional programs School commended for willingness of administration and staff to be open to change, instituting new programs, and keeping lines of communication open between and among stakeholders
School Handbook/Tuesday Folder[a]	Principal	Information shared with parents on a weekly basis; contains philosophy of school including belief that home, school, and community share responsibility for the educational program
Volunteer Handbook	Assistant Principal	Evidence of well-structured volunteer program providing support and training for volunteers
Vision/Mission Statement	Principal	Graphic representation of partnership between home, school, and community
Fall Inservice Retreat Schedule	School Renewal Notebook, Climate Committee	Combination of teacher-initiated inservice and team-building/morale building activities
Information for Visiting Schools Handouts/Presentation Information	Principal, Assistant Principal, School Renewal Notebooks	Evidence of sharing experiences with other schools and groups
School Newsletter	Principal	Monthly parent communication
Superintendent's Advisory Committee--Agenda and Minutes	Principal	Forum for input and feedback to/from the superintendent
Transition Team Minutes	Principal	Communication between system schools
Local Newspaper Articles (various)	School Renewal Notebooks	School-community communication
School Surveys (various)	School Renewal Notebooks	Evidence of ongoing evaluations of programs and special events, opportunities for input by staff, students, parents, and community
School Renewal Committees' Minutes (various)	School Renewal Notebooks	Evidence of participation in decision making by teachers, parents, community members
General Announcements	Principal	Regular staff communication and information sharing

[a] The school handbook is printed on the Tuesday folder, which is sent home with every student each Tuesday.

raw data in matrix and tabular form, the researcher was able to compare easily data from all sources to locate themes and patterns in responses and build a logical chain of evidence to support preliminary conclusions as the research questions were answered.

<p align="center">Verification of the Findings: Participant Checks</p>

The findings were reviewed by the full faculty at Marion Primary School. Minor clarifications and revisions were made in specific names or titles. The school name has not been altered in this study. Participants agreed, as a group, to the identification of the school.

A recommendation was made by participants to include the role of support staff members in the findings, however, insufficient data was collected for this study to accurately define the role of support staff members in the development of high involvement. Additional research exploring the role of support staff members in high involvement schools has been recommended as a result of this study.

CHAPTER 4

FINDINGS

In the Appalachian mountains of Southwest Virginia, storytelling is
an art. Generations of storytellers have practiced this traditional means of
transmitting information for hundreds of years. Stories and tales preserve
the history of the area and transmit the culture to future generations. The
stories, woven together, create a vivid picture of a shared cultural heritage.
It is in this spirit of storytelling that this chapter weaves together many
conversations and observations to tell the story of Marion Primary School,
to create a vivid picture of a shared culture from the words, thoughts, and
observations of those living and working there. The chapter is organized
around the research questions to describe how involvement has occurred in
practice at Marion Primary School. Raw data matrices containing the
information on which this account is based are found in Appendices F-I.

The Marion Primary Story

Marion Primary has always been a good school. The administrators,
faculty and staff are well-known for dedication and hard work. The
principal, a seasoned veteran, holds high expectations for himself and
others. The faculty and staff work diligently to meet those expectations and
often go above and beyond what is required. In the spring of 1991, the

school was making progress with the involvement of parents. Standardized

test scores were very good, meeting or exceeding county standards. The

administrators, faculty, and staff were beginning to look at and question the

effectiveness of their programs in anticipation of the preparation of the

traditional ten-year Self-Study Report required to continue the school's

accreditation by the Southern Association of Colleges and Schools. Change

was on the horizon.

<div align="center">The Decision to Move to High Involvement</div>

Four factors influenced the school's decision to move toward high

involvement: administrative encouragement and support for change, the

influx of ideas from newcomers, grant writing opportunities, and the

introduction of school renewal as an alternative accreditation process.

<div align="center"><u>Administrative Encouragement and Support</u></div>

The decision to move toward high

involvement was supported and encouraged by the

superintendent and the building principal. The

superintendent encouraged the school to make

> "Our superintendent challenged us. Instead of saying no, we can't...[we said] yes, we can!"
> -teacher

application for state department honors and grants. He invited the faculty to

teach in new ways. At the same time, the principal realized that elementary

schools were changing and that he was going to have to change, retire, or

<div align="center">64</div>

move to another position. He decided to change his ways

and gave the faculty more freedom and opportunities to

become involved in decision making. Even though the

changes were sometimes difficult, the superintendent

> "[The principal] said, 'people are going to look at this and say this is not [my] style. They're right...but I realize, I've got to get out or I've got to change.'"
> -teacher

and principal encouraged the faculty to go through the change process.   The

overall environment of the school was one of acceptance of change. The

faculty realized that the administration was going to be supportive and took

off.

Ideas From Newcomers

During this time Marion Primary also experienced an influx of new

and different ideas from various sources. A new assistant principal had

been hired just a year before from outside the system and was described as

very excited about learning and developmental teaching. She encouraged

teachers to try developmental ways of teaching and helped involve the

school in grant writing. Teachers representing a wide range of experiences

and backgrounds began to come into the school and teach in new ways.

Before long, the more traditional teachers began to see new ways to reach

their students.

Grant Writing

The school became involved in grant writing at the encouragement of the administration. Although the first grant applied for was not received, it helped the faculty become aware of the commitment to change and the changes that were needed to restructure the school program. A staff development grant was later received and the faculty began to educate itself in terms of teamwork and consensus building in order to work together effectively as they moved toward high involvement.

School Renewal

The faculty had started to look at and evaluate the school's programs in anticipation of going through the traditional self-study process of school accreditation. There was a concern among faculty members that the school was not reaching students and their families and that more developmental ways of teaching were called for. At this time the faculty was introduced to the school renewal process as an alternative to

"The school renewal program... seemed to fit in with what we were doing at the time."
                    -teacher

the self-study. The school renewal process seemed applicable to what the faculty was already doing in terms of restructuring, and the school began to reorganize around school renewal committees as shown in Figure 2. Co-

chairs were appointed, and all faculty members selected a committee on

which to work. School renewal became a central part of the organization of

the school.
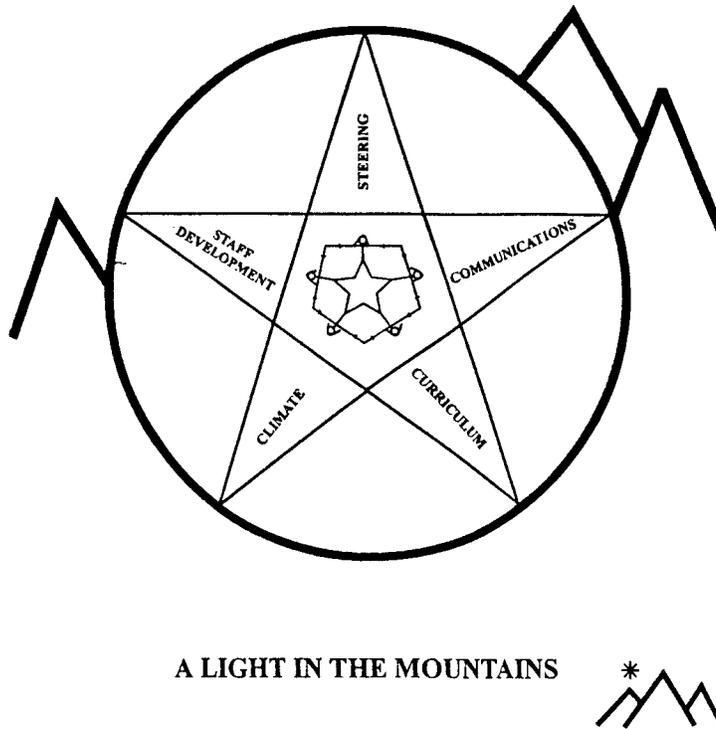

Figure 2. Marion Primary school renewal organizational chart

School Characteristics Before Involvement

Prior to restructuring and the move to high involvement, Marion

Primary was described almost exclusively as a traditional, inflexible, and

very structured school. The principal was in charge and took total

responsibility for the school and its programs. The teachers were told what

to do, sometimes very directly, and did as they were told. The principal

kept his distance and did not socialize or interact with the faculty. Desks

were in rows, and all teachers were expected to teach

the same curriculum using traditional methods,

> "[The principal] ruled [the school] with an iron hand. You did what you were told."
> -teacher

including textbooks, seatwork, and boardwork.

Marion Primary was a well-recognized school under a lot of pressure to do

things right. Other descriptors included strict, tense, and rigid.

Involvement in Practice

Although a few parents had been volunteering in a limited capacity in

the late 1980's prior to the restructuring of the traditional school, the move

to high involvement at Marion Primary School began with the involvement

of the faculty and staff in decision-making and extended to include

families, students, various service organizations

> "I think they go out of their way to involve people. They actually go out and seek that."
> -community member

and agencies, and other community members.

The school began to pursue high involvement,

look for opportunities to involve others, and invite others into the school.

Involvement of Faculty and Staff

Three major factors led to the high involvement of faculty and staff at Marion Primary School: participation in grant-related activities, the annual fall retreat, and the reorganization of all school decision making around committee structures.

Grant related Activities

During the 1991-92 school year, the superintendent encouraged the school to apply for one of several early childhood developmental grants offered by the Virginia Department of Education. Marion Primary did not receive one of the grants but was invited to participate in the training session that was provided for the grant recipients. In August 1992, the principal and a group of teachers spent a week together interacting with nationally known early childhood educators and state department officials. It was during this time that the group began to

> "The conference was very motivating. We were psyched up. Our job was to psych up others."
> -teacher

exchange ideas and talk about the future of the school, what they needed to do, and how to get people involved. Once home, the group decided to get together again and try to bring some of what they had experienced back to the faculty. The changes began simply by adding refreshments and music to the first faculty meeting of the new school year. It was a shock to some.

By December of the same year, the school had applied for and received a staff development grant from the Virginia Department of Education. The group began to use the money to educate and train faculty members by designing and bringing in classes and workshops on a variety of topics. Topics were selected based on several surveys completed by faculty members and included developmental teaching methods and practices, group process, consensus, and team building activities.

> "It has been exciting. We've visited other schools, taken lots of classes, just pick[ed] up ideas all over."
> -teacher

Additionally, the staff development grant funds gave every staff member the opportunity to attend professional conferences, visit other schools, and share their observations with colleagues upon return to the school.

Annual Fall Retreat.

In November 1992, the first annual fall retreat for faculty and staff was organized. The retreat provided an opportunity for faculty members to get to know each other on a more personal level while providing inservice and

> "Getting to know each other outside of school was one of our goals."
> -teacher

staff development activities in a more relaxed atmosphere. Twelve faculty members participated in the first retreat which was held at a nearby state park facility. The retreat has grown in five years to 35 participants, including some parents. Invitations have also been extended to other

elementary schools in the area. As a result, professional respect and

acceptance has grown, and competitiveness among faculty members has

decreased.

Committee Structures

During this time period the school also began to internally reorganize

around the recently formed school renewal committees and other committee

configurations such as grade-level and transition committees (Figure 3).

Every faculty member selected one school renewal committee to serve on in

addition to participating on grade-level committees, cross-grade transition

groups, and special event committees. The principal

began to give the faculty more responsibility for

decision making. Different groups got together and

began to plan everything from long-term goals to

"Our school is run by committee,...and everyone is on a committee."
-teacher

special activities. Once the faculty realized the administration was going to

allow more freedom, more people became involved.

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                      │   Superintendent    │
                      │   Central Office    │
                      └─────────────────────┘
                                │
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                      │ School Administration│
                      │     Principal       │
                      │ Assistant Principal │
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          ┌──────────────────┐      ┌──────────────────┐
          │ Transition Teams │      │ Steering Committee│
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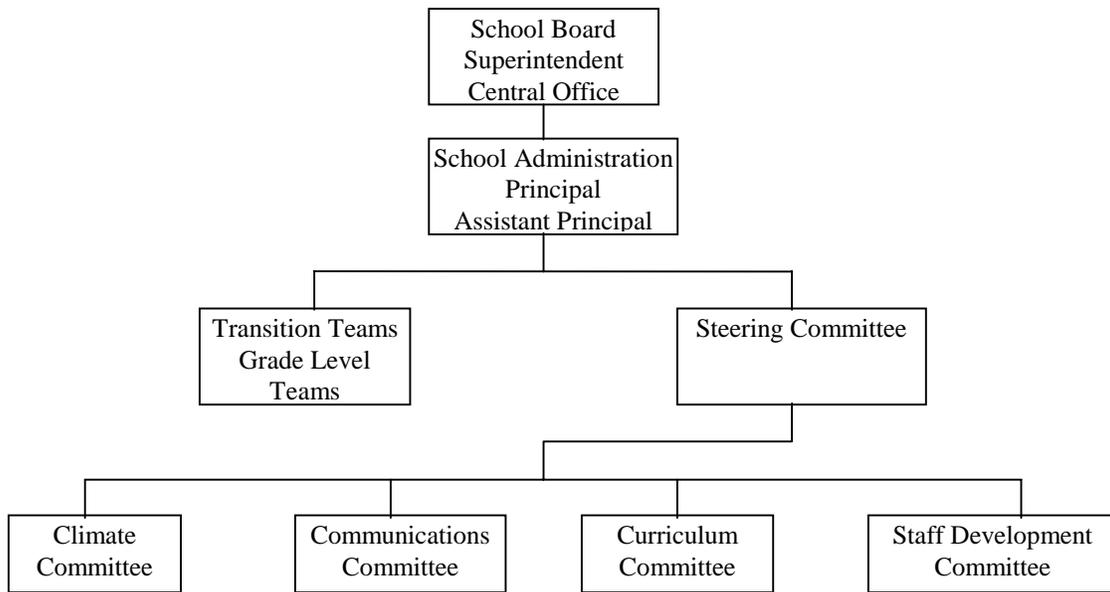
Figure 3. Marion Primary organizational chart

Involvement of Families

Although parents were involved in school activities somewhat prior to school restructuring, the faculty and staff felt out of touch with students and their families. The faculty began to make concerted efforts to involve parents and families in instructional programs in several ways: through participation on committees, the development of an extensive volunteer program, and participation in special family events. The administration and faculty began to promote an open-door

> "Parents were not [that] involved. We really didn't know about the home situations."
> -teacher

> "It's very open and inviting. I've been in other schools where you walk in and can almost feel it close in on you. You feel like nobody wants to be there. The atmosphere here is completely opposite."
> -parent

policy whereby parents and families are welcomed into the school. The

administration and staff members make themselves available and can often

be found in the building well after school hours. Notes and phone calls are

answered promptly and parents are invited to come in anytime even if only

for lunch. The principal is known for encouraging

> "[The principal] says, 'any way we can get them through the doors.'"
> -parent

parents to come in anytime for any reason.

Committee Participation

Parents are assigned to each school renewal committee in an active

role and meet regularly with each committee. Parents

work alongside faculty members to gather information,

> "There's an awful lot of parent involvement. That's pretty typical."
> -parent

discuss educational issues, and make decisions. Parents

also participate on committees to plan and carry through

special theme-related activities, such as Discovery Day, and other events.

Parents have helped raise funds for the school including a new community

playground located on school property. They take an active part in most

any event or activity planned at the school.

Volunteer Program

Over the years the school's volunteer program

> "Parents have a wealth of knowledge. They learn from us. We learn from them. It's a much better education for the child."
> -teacher

has grown rapidly and become quite extensive. The

assistant principal assumes the responsibility of coordinating the program,

recruiting and training volunteers, and matching classroom needs to

volunteer requests. Each year the assistant principal assesses teacher needs,

recruits volunteers, matches requests, and schedules orientation and training

for volunteers, including instruction on procedures, professionalism, and

other classroom expectations. A background check for volunteers is also

completed through social services. The program is monitored throughout

the year and adjustments are made as necessary.

<u>Special Family Events</u>

During the year, several invitations are issued

to bring parents into the school. Family Fun Night

is one such activity. It is designed to increase

family involvement, make parents aware of the

> "They've actively tried to do more things to get parents in...such as Family Fun Night."
> -parent

kinds of learning activities that are going on in the school, provide an

opportunity for parents to interact with their children in a positive way, and

promote the idea that learning is fun. On Family Fun Night, self-directing

educational activities are set up throughout the school. Parents and students

register on arrival and proceed to their activity of choice, read and follow

the directions provided, and using the materials supplied, complete the

learning activity before moving on to the next station. Food is provided at a

nominal cost. Teachers and other school personnel circulate, interact with parents and students, and lend help where needed.

Other special events promoting family involvement include Appalachian Day and Discovery Day, two special days of hands-on activities centered around Appalachian heritage and environmental issues, respectively. On these days parents and volunteers from the community give pertinent demonstrations or direct activities as students move from one station to the next. Volunteers have demonstrated everything from milking cows and making apple butter to forecasting weather and recycling. Activities are designated for each grade level to provide new and exciting exhibits for the students each year.

<u>Involvement of Students</u>

Efforts have been made to involve students in decision-making at the school. Students have and continue to participate in surveys along with other stakeholders in the school community each year. Surveys have also been conducted with former Marion Primary students to help evaluate the curriculum and determine future needs and areas for improvement.

Many students participate in making rules and decisions concerning topics of study in their classrooms and most students are engaged as helpers within their classrooms. Two groups of students are especially involved in classroom decision-making. Each classroom is set up as an independent community. Students set up the government, a town council, hold jobs, receive a salary, make rules or laws, establish fines, and oversee the general running of their town. Community members are invited into the classroom to connect students to the real world.

> "Ms. Warren and Mrs. Moorer cooperate together. Every week, a visitor comes [to our class] and tells...about their job."
> -student

In other classrooms, some teachers have explored positive discipline programs which place the responsibility for classroom discipline and decisions on the entire group working together, not just the teacher.

Involvement of the Community

Community members have become involved at Marion Primary in many ways by contributing their time, talents, and expertise to the school.

> "I think [the school] is very receptive to working with the community. They are very easy to work with."
> -community partner

Some organizations have approached the school with special projects or ideas. In many cases, the school has sought help from the community, often with individual teachers making the necessary contacts directly.

The administration and faculty share a willingness to try new things and seek out those who can help. Community members sponsor and conduct educational programs such as the "Safe Kids City" program developed by the Kiwanis Club. Students learn about safety issues while touring a model town, stopping for information at each building.   At each location a Kiwanis member is waiting to discuss topics such as crossing the street safely, fire safety, or stranger dangers. A local bank representative shares information on banking issues such as opening a savings account and has even negotiated a loan for one class at the school. Other community members bring special knowledge, skills, and talents directly into the classrooms or participate in and coordinate mentoring programs. The local Big Brothers/Big Sisters organization initiated a school-based mentoring program that screens, trains, and matches potential mentors with at risk students. Eligible employees from a local industry are released from their jobs to tutor students each week. Additional community members serve as resource people for special activity days and help with many other projects throughout the year. The faculty and staff seek out others in the community who can help them achieve their goals.

Key Participants and Levels of Involvement

Many individuals and groups were involved at various levels in the move to high involvement at Marion Primary School over the past six years. The most significant initial and continuing influences came from the superintendent, principal, and the core group of teachers who attended the first school restructuring training session. The superintendent allowed the faculty of Marion Primary the freedom to try new ideas and the principal gave the faculty more freedom to take responsibility and make decisions on their own. The principal relied on the core group of teachers to act as a sounding board and catalyst for change as he personally moved through the change process. The principal shared information such as school and county policy manuals with faculty members and made all information accessible. Without the support and encouragement of the administration, the faculty would not have been able to creatively involve parents, students, and community members in instructional programs.

> "Our superintendent has given us a lot of leeway that other schools might not have had to do some experimenting...to try new ideas."
> -teacher

Planning for Involvement

Once the core group of teachers who had attended the initial school

restructuring conference began to share new ideas with the faculty and the

principal decided to relinquish his control over decision making, teachers

began to discuss changes and what needed to be done at the school. A

planning committee was organized and served as a forum to discuss needed

changes and generate new ideas. Extensive

surveying was done during this time to involve

parents and the community in the sweeping

> "We were going to be changing practically everything we were doing."
> -teacher

changes that would affect the entire school program. The planning

committee spent the first year appointing other committees and deciding

what to do. Some early long-term goals emerged from the planning

committee: to involve more parents and community people in instructional

programs and plan some special school-wide events. After the school

renewal committees formed, it was decided that the planning committee and

school renewal steering committee were serving the same function. The

planning and steering committees merged to avoid overlap. The school-

renewal committees became a forum for future decision making and sharing

of ideas within the school. The school-renewal committees, grade-level

committees, transition groups, and special-events committees now plan,

monitor, and evaluate the programs of the school.

Outside Forces

The division superintendent was and continues to be the main outside

influence on the move toward high involvement at

Marion Primary School. The superintendent

encouraged and supported the administration and

staff. He gave them the freedom and leeway to

> "[The superintendent] gave us the opportunity to spread our wings and do some things as kind of a pilot program."
> -principal

try more innovative methods and sometimes suggested or requested their

participation in activities and required the participation of all county schools

in developing community partnerships. The superintendent made himself

available to come to the school to answer questions and work with the

faculty in the early stages of restructuring and has maintained contact to

date. He encouraged them to apply for grants and make presentations at

state and local conferences. He made information available to the school on

a continuing basis. The superintendent also hosted

an advisory committee which met three times a year

to keep apprised of concerns and needs within the

> "[The superintendent] is very willing to listen to whatever we bring up [at the meeting]. Almost always things are addressed."
> -teacher

division's schools. Representatives from each school were appointed to the

advisory committee to communicate, directly to the superintendent, school-

wide concerns and needs submitted by individual faculty members or groups.

Current Status of Involvement

Marion Primary has achieved status as a high involvement school. In April 1998, the school was cited as "an exemplary program utilizing volunteers, community resources, and business partnerships to supplement instructional programs" by the Southern Association of Colleges and Schools. The school received a commendation from the same group for openness to change, instituting new programs, and excellence in communication between and among all stakeholders.

Administrative Involvement

The superintendent continues to support and encourage the faculty and staff at Marion Primary by making information available on grants, honors, and other opportunities as they come into his office. The principal and faculty keep the superintendent informed as to what is happening in the school, and he often visits the school to participate in special activities.

The principal has relinquished control and given the faculty the authority to make most of the

> "I have learned that [teachers] can make good decisions. Really it has been easier for me. I don't want to make the decisions. [I'm] just one of the working group."
> -principal

decisions in the school, noting, however, that some things are bound by

policy and must be done. He is more willing to give the go ahead to try new things. Teachers describe the principal as having high expectations but assert that he never asks others to do what he is not willing to do himself.

<u>Faculty Involvement</u>

All faculty members at Marion Primary School are involved in decision making to some degree through required participation on school-renewal, grade-level, and cross-grade transition teams; however, most are highly engaged in voluntary activities as well, such as Family Fun Night, the Fall Retreat, and other staff activities outside the school. Involvement is widespread throughout the faculty, and teachers feel some pressure to become and remain involved, to produce a model school.

> "I don't think that you can teach in this school and not be involved. There's no way, there's just too many things to do."
> -teacher

Involvement is a group expectation. Everyone is expected by the people around them to participate, and very few withhold their opinions. One teacher commented, "If everyone else around you is involved, then you want to know what is going on." There are, however, some faculty members who are not as committed to involvement as others and who do only what is required, but generally the teachers feel that opportunities for involvement are always offered and available and that overall the faculty is dedicated and committed to doing the best job possible for the students.

Family Involvement

Marion Primary currently offers many

opportunities for family involvement. In

addition to regularly scheduled conferences

and other traditional involvement opportunities

> "Some places really don't want outsiders looking over their shoulders. Here there is a lot of self-confidence. The attitude is that you can enrich [school programs]."
> -parent

such as PTO, the school encourages family participation through annual

special events such as Family Fun Night, Appalachian Day, Discovery Day,

and other school-wide, theme-related days and activities as previously

described. Parents participate in an active, structured volunteer program in

addition to volunteering on an "as needed" basis to share expertise or just

lend a hand. Parent involvement at the school is extensive. Overall, the

faculty seems to enjoy, appreciate, and encourage parental involvement.

Student Involvement

As noted earlier, most students at the school are involved in decision-

making activities that are traditional at the primary school level. They serve

as helpers in their classrooms, help with establishing rules, and make some

decisions about and evaluate learning activities in their classrooms. Two

teachers extend student decision making in the classroom further by

replicating a community environment in which students set up and run their

classrooms as independent communities. In addition to classroom

involvement, students participate in surveys and other special projects and competitions during the year such as art or creative writing contests often sponsored by local community groups such as the Kiwanis Club.

<p align="center">Community Involvement</p>

At the present time Marion Primary enjoys the support and involvement of many community service organizations and businesses. Sixty students participate in a successful mentoring program sponsored by a local industry coordinated through the Big Brothers/Big Sisters office. Thirty employees are released from their jobs for one and a half hours per week to work with at-risk students at the school. The volunteers receive training and are carefully screened by Big Brothers/Big Sisters and meet that organization's criteria for participation in the program. The assistant principal has given reading workshops to help the participants learn to work with students. Follow-up evaluations of the program have shown that students improved in academics, social skills, behavior, attendance, and self-esteem. The coordinator also noted an improvement in the self-esteem and confidence of the mentors.

A local service organization, the Kiwanis Club, has developed and

conducts a safety program called "Safe Kids

City" for students and sponsors other incentive

programs and competitions in reading, writing,

creativity, and teamwork. A local bank officer

> "We feel the more people we have helping us, the more successful our school will be. It builds morale. Everyone gets excited. Ideas come to life."
> -teacher

works with individual teachers and classrooms on banking issues as well as

on school-wide projects such as raising funds for an entrance sign at the

school. The local forestry service and nearby state park provide an extended

environmental classroom for the school. An on-site building has been

designated for this purpose. Members of the local VFW post volunteer to

help with field trips and share experiences with students. The local public

access television channel broadcasts a weekly story hour, "Marion Primary

Bedtime Stories," produced by the school. The school constantly

recognizes the need to reach out to these community partners as well as

others.

Maintaining Involvement

Giving recognition and credit where due, sincere

appreciation, and frequent expressions of gratitude seem

to be the primary keys to the school's successful

> "The administration always thanks us. They're very appreciative."
> -teacher

maintenance of high involvement. Teachers and others are continually

given credit for what they do. Groups or individuals are often selected for

special recognition, and the administrative staff constantly expresses

appreciation to teachers, families, students, and the

community for any contributions to the school, no matter

how small. Teachers and students respond by expressing

their appreciation toward the administration and each

> "We have such a good rapport in this school. We just have a good time when we're together."
> -teacher

other. The halls are filled with student posters thanking community partners

for their efforts. The students often send personal notes to volunteers and

others who come into the school. The relationships in the school are

positive and project the attitude that everyone is important and is

appreciated. The school belongs to everyone.

In addition to promoting an overall positive atmosphere, the school

does seek to maintain involvement in several unique ways for faculty,

families, students, and community members.

Maintaining Faculty Involvement

Marion Primary is a school run by committee. Within those

committees, positions and responsibilities are frequently rotated to allow

faculty members who might otherwise stand back to come forth and develop

leadership skills. Rotating positions also reduces stress by spreading the

responsibility around. Most positions are rotated annually; however, the

initial school renewal committee co-chairs and

members made a five-year commitment to maintain

continuity. Faculty members will now be given the

opportunity to reselect committees for the second

five-year school renewal cycle.

> "We've tried to move committees around. We're trying to intentionally develop some leadership abilities."
> -principal

Participation in social activities throughout the school year has also

been important to maintaining faculty involvement at the school. Activities

are planned for the staff and their families usually on a monthly basis.

Efforts are made to provide varied activities appealing to different interests,

tastes, and family needs during the year.

Participation in these activities is voluntary.

Staff and family activities have included dining

out, shopping, sleigh riding, and trips to the

> "The climate committee is the best thing that ever happened to this school to plan activities for the staff and their families. It makes us a closer faculty."
> -teacher

theater, zoo, or water park. Through these activities families can personally

get to know each other and rapport is enhanced which leads to increased

respect and professionalism at school.

An informal mentoring program for new faculty members also helps

maintain involvement and brings new teachers into the school family. Upon

arrival, new teachers spend time with the principal to discuss how the

school operates and are then assigned an experienced mentor at their grade

level to guide them through their first year at Marion Primary. The new

teacher relies on the mentor to answer questions and help solve problems.

The assistant principal also works closely with new teachers the first year to

provide extra support. Some veteran teachers expressed the need to

improve the way that new teachers are brought into the school by providing

regular training updates along the way. Concerns have been raised that new

teachers have not been exposed to training on consensus, team-building, and

school renewal and are, therefore, not as equipped to participate in future

decisions as they might be.

<u>Maintaining Family, Student, and Community Involvement</u>

In addition to giving recognition and showing appreciation, Marion

Primary actively pursues the involvement of families, students, and

community partners. The principal and other faculty members realize the

need to reach out into the community and continually encourage and invite

parents and others to come into the school for any

reason. They have developed a variety of activities

"If they see something that will benefit the kids, they are willing to try it, even though it's never been tried before." -community partner

and special events to elicit participation, create

excitement, and enhance student learning such as

Family Fun Night and Appalachian Day. The faculty often uses outside

partners to sponsor special events, competitions, awards, and incentives for

students, such as the Kiwanis Creative Kids Program which pairs primary students with high school students to work on projects involving creativity and teamwork. The school is accommodating, flexible, and receptive to the community. Faculty members are willing to listen to and try new ideas that might benefit their students whether they originate from teachers themselves or are proposed through a community resource. The principal, who also works extensively in the community, is receptive to talking about new ideas and transmits this cooperative spirit to the faculty.

Resistance to Involvement

During the move to high involvement, Marion Primary experienced considerable resistance from faculty and staff members who were comfortable and satisfied with the traditional school. Some justifiably felt that the program was already good and that there was no need to change. There was some fear of stepping out and trying new things. Resentment was expressed by faculty members who felt disenfranchised and felt that the changes were being promoted by a small group of teachers seeking glory within the school without input from the full faculty. Some teachers felt pressured to change. Strong opposing opinions surfaced, were voiced, and feelings were hurt.

> "I was one of the ones that was told what was going to happen. I was totally against it. I didn't have anything to do with the change. I thought it was put on us. A lot of us felt that way."
> -teacher

Over time, resistance has diminished as faculty members have become increasingly involved and comfortable with change and have seen the successes around them. Yet, after six years, resistance occasionally resurfaces. People still have different ideas and often do not agree but have learned through working together and getting to know each other on a more personal level to be more supportive and respectful.

The group concedes that not all members were ready for the changes initially, and although all faculty members have made progress and have experienced growth, some are still further along in the process and more involved than others. As a whole, the school has come to recognize these differences and has allowed teachers the freedom to pursue the type of environment that best suits the individual.

> "We've traveled this road together...through some tough times."
> -teacher

In dealing with resistance, the main strategies at Marion Primary School have been to be persistent, encouraging, supportive, and extremely patient. The faculty and administration have been willing to carry on with a few participants and wait for the rest to follow. They accepted the fact that they could not have 100% participation and moved forward. As teachers began to see the successes around them, they became involved in small ways which encouraged them to stretch and become involved a little more.

The commitment to change was not abandoned at the first sign of

discontent. Instead of conceding to failure, the group gave the changes more

time.

Currently, resistance among faculty members reveals itself as

overwork, stress, and burnout. Time is the most often mentioned downside

to involvement for this group. Meetings, consensus building, group

decision making, coordinating volunteers,

scheduling, fitting in special programs, and

teamwork all take huge amounts of time, time

> "We tend to do a little too much, but if you are going to have a good school, you have to be actively involved."
> -teacher

that some would like to spend with family. Yet, most faculty members

offered no alternatives and felt that the numerous meetings held were

necessary to continue the programs already in place at the school due to

family and community expectations. One teacher commented, "It is hard to

cut back if you've started something that's working."

The school does not seem to have experienced a great deal of

resistance from families or community partners as changes occurred. Good

communication was cited as the reason, and the voluntary nature of the

relationships likely decreased resistance. People who did not want to be

involved simply were not. Like the faculty, parents and community

members mentioned time spent planning and coordinating activities as a downside to involvement.

Satisfaction with Levels of Involvement

The administration, faculty and staff, families, students, and community partners at Marion Primary School are satisfied with the current levels of involvement in the school. The general feeling is that while more could always be done in some areas such as the involvement of support staff, parents, and community members on committees, the level of involvement is excellent. A few feel that they do

> "All seem to do more than you would be able to expect. It's the best school I've ever seen."
> -parent

too much and that the schedule is full. Most believe that superb efforts are being made to involve different groups on all levels. The programs that are in place continue to be successful and the school eagerly shares its experiences with visitors.

Recommendations for Other Schools

Based on their experiences the principal, faculty, students, parents, and community partners of Marion Primary School made several suggestions for other schools working to increase involvement. First of all, most recommended getting teachers involved right away in a more participatory management style. The principal and teachers felt that

teachers had a lot to contribute, that they could make good,

professional decisions, and that more creative ideas would

surface if teachers were actively involved and were allowed

the freedom to make decisions on their own. Others felt

that allowing teachers to first trust their instincts and then

getting kids, parents, and the community involved were important.

> "Freedom, that is a key thing that keeps motivation high. Teachers come in. They have a creative job. They can think of ideas and implement them."
> -parent

Once people start to become involved, make sure everyone has the

opportunity to be heard and keep open lines of communication between all

involved. Honest and open communication is extremely important. Have

an open-door policy, talk to people, welcome them. Let everyone know

what you are doing and why from the beginning and give them a chance to

help. Keep them updated. Don't worry if 100% are not involved, go on

with those who are willing. Start within and then reach out. Begin with

education and training. Secure the support of the superintendent or other

administrators. Leadership is important. Without support from the

leadership you will not be successful.

The group recommends starting slowly with just one or two projects

or with a small group. Allow time for growth to avoid feeling overwhelmed

and becoming burned out. Don't try everything at once, that's discouraging.

Take it easy and allow involvement to increase over time. Don't be afraid

to ask for help and keep asking until you get it. Have an idea in mind when

asking for help and have a plan. Talk to people, see how they can help you.

Recognize people for their contributions to

the school, thank them, and honor them for

helping. Treat each other as equals, get their ideas,

> "Don't think it's going to be a great school if you think of it as just a job."
> -teacher

and make everyone feel important. Care about and be proud of what you

do, and let everybody know it. Have fun, have a sense of humor, and take

some time to play together.

Summary

Marion Primary's journey toward high involvement is moving into its

seventh year. The changes that have evolved slowly and sometimes

painfully have settled in and become a part of the school culture, part of the

way things are done. The first years were spent appointing committees and

educating the faculty to work together as a team. The faculty is now

actively involved in decision-making at the school through school renewal,

transition, grade- level, and other committees. The principal has

successfully adopted a more participative leadership style. Faculty members

and the administration spent time getting to know each other personally as

well as professionally. Professional acceptance and appreciation of

individual differences have grown. Gradually, traditional teaching methods

have given way to more developmental approaches.   A commitment has been made and opportunities sought to involve parents and community members in educational programs resulting in numerous successful partnerships.

By most standards, Marion Primary has become a high involvement elementary school. The school has come a long way since beginning the journey from a traditional to participative school seven years ago; yet, the journey is far from over. Marion Primary has become a model school in the region and eagerly shares its experiences with others. Faculty members have conducted workshops and inservices for many groups and individual schools. They have seen their students succeed and the excitement for learning grow. The organizational structure has matured and operates smoothly to plan for the needs of the future and implement the changes necessary to maintain and improve the quality programs that are now in place. The school is ready to deal with change and whatever the next educational tide may bring. The faculty is committed to providing the best education possible for students.

A summary of the major events in Marion Primary's journey to high involvement appears in Figure 4.

Late 1980's: Parent volunteers begin to work in the school (limited responsibilities)

August 1991:   New assistant principal/ Melva Potts

Spring 1991:   Faculty organizes to undertake traditional ten-year evaluation for the Southern Association of Colleges and Schools accreditation process
Planning Committee begins work

1991-'92:   Faculty becomes aware of and chooses school renewal as an alternative school accreditation process
Co-chairs for school renewal committees are appointed by the principal; all faculty members select a school renewal committee
Faculty applies for Early Childhood Project Grant (not received)

August 1992:   Faculty is invited to Williamsburg conference on school restructuring-core group of teachers and principal attend

November 1992:   First annual faculty fall retreat

December 1992:   Received staff development grant from Virginia Department of Education

1993-'94:   School-renewal and grade-level groups meet
Planning and Steering Committees merge
Faculty and staff visit other schools
Classes and workshops offered
Consensus-building training/teamwork training

1994-'95:   School-renewal committees in full operation
Steering Committee members make presentations on school-renewal process to area schools and at SACS Conference in Williamsburg

1995-'96:   Faculty members share administrative duties in absence of assistant principal who is terminally ill

February 1996:   Assistant principal dies, drawing faculty together

July 1996:   New assistant principal hired/ Michelle Dolinger

1996-97:   School-renewal committees continue and expand work

November 1997:   Fifth annual faculty fall retreat

April 1998:   School-renewal team visit and evaluation

<u>Figure 4.</u> Timeline for Evolution of High Involvement

CHAPTER 5

CONCLUSIONS

Marion Primary is a brand new school. There have been no multi-million dollar studies by architectural firms, no renovation plans, no new construction. The school retains an experienced faculty and staff and the same principal has been in the front office for 26 years, yet the school is totally different, energized, and better than ever. Seven years ago the profoundly traditional school felt the need to restructure. There was a general feeling that the school was not reaching students or their families. There were discrepancies between what was and what should be. The school began its transformational journey. As one teacher so aptly put it, "We...chang[ed] everything we were doing." The school did not merely implement a new math curriculum or explore new teaching methods, it changed the process by which decisions were made. It changed not only what things were done, but how things were done, the culture of the school.

Themes in the Development of High Involvement

As the culture of the school began to change, the administrators, faculty, and staff at Marion Primary were exposed to many new ideas, events, and attitudes; a set of conditions that came together to produce the high involvement school. Ten themes in the development of high

involvement that can be discerned from the data gathered at the school are as follows:

1. realizing of the need for change

2. making a commitment to the change

3. spreading awareness of the need for change

4. focusing on self-education, training, and research

5. reorganizing for participation

6. implementing a new participatory organizational structure

7. dealing with ambiguity, resistance, and anxiety

8. emphasizing patience, perseverance, and praise

9. implementing new ideas and programs successfully

10. practicing continuous improvement

While these underlying themes do not guarantee the development of high involvement in all schools, they do illustrate conditions under which one traditional school attained and has maintained high involvement over time. Although the themes suggest a vague sequence of events, most developed over time or on a continuous basis throughout the change process.

Realizing the Need for Change

In spite of the fact that Marion Primary was a good school prior to the move to high involvement, some faculty and staff members questioned their traditional ways of doing things. Before restructuring began, the school typically participated in the usual state and local inservices, workshops, and conferences that were available to all schools in Virginia. Teachers participated in staff development activities that were planned by the school division or attended approved conferences and workshops outside the system. The principal took advantage of opportunities to attend outside conferences and visit other schools. The nature and amount of this training prior to the realization of the need for change is not known, but logically would have affected the thinking of the faculty, staff, and administration at the school. Through this basic exposure to new ideas, the administration and faculty came to realize by way of comparison that their school was not all that they wanted it to be. A discrepancy existed between reality and what could or should be.

The importance of this realization can not be underestimated. Without it, there would have been no change, at least none of lasting value. The group would have been content to continue to operate the school in a

traditional manner, and any imposed changes or innovations from external sources would have been ignored or allowed to die through neglect.

<div align="center">Making a Commitment to Change</div>

Commitments to change at Marion Primary took place on many levels. The superintendent, building administrator, and a core group of teachers were among early supporters of the move to high involvement. The principal made a personal commitment to change his leadership style. A core group of teachers committed to implement more developmental ways of teaching. The superintendent supported the group and allowed changes to take place at the building level.

Support at so many levels created a readiness for change at the school; the timing was right. The remaining faculty became acutely aware of the need to commit to the changes as the school began to apply for grants which required that a high percentage of faculty members pledge their support before consideration was given. Change could not have occurred in the school had the superintendent, principal, or core group of teachers not supported the restructuring efforts. Any or all of the groups could have easily sabotaged or derailed efforts to move the school toward high involvement.

Spreading Awareness of the Need for Change

The principal and core group of teachers who attended the state-sponsored school restructuring conference in 1992 brought new ideas back to the faculty and staff and spread awareness of the impending changes throughout the group. They served to champion the cause and get the group "psyched" up, in the words of one teacher. The founding group believed that there were better ways to serve the students of Marion Primary and began to promote the formation of a more participatory organization which would eventually lead to the high involvement of all stakeholders: administrators, teachers, staff, families, students, and community members. The attention of the principal and core group of teachers was focused on bringing everyone onboard, involving everyone. This communicated to the remaining faculty members that their participation and involvement in decision-making was now expected in addressing the present and future needs of the school, an imposition for some. High involvement, initially valued by the founding group, has become a shared basic assumption for the entire group as they have experienced success. It is now a central part of the culture of the school.

Focusing on Self-education, Training, and Research

Once the faculty and staff of Marion Primary made a commitment to change, they also realized the need for and made a commitment to educating themselves to take on the task of school restructuring. Sessions on team and consensus building were brought into the school. The group planned an annual retreat and other social activities so that faculty members and their families could get to know each other, which enhanced their ability to work together on projects. The faculty conducted extensive surveys to determine what workshops, inservices, and conferences were needed. Classes were designed and brought into the school by local colleges and universities to meet the specific needs of the faculty. Everyone in the school, including staff members, went out to view new programs and organizational arrangements in practice in other schools.

Exposure to new ideas and practices allowed the faculty to step out of their traditional school and imagine the possibilities. These experiences gave the group a considerable inventory of options while building a new vision for their school. Not only were they able to imagine the possibilities, they possessed the knowledge and skills to turn them into reality.

Reorganizing for Participation

The commitment to the involvement of all stakeholders in decision making led to the reorganization of the school around committee structures. The committees provided a forum for participation in an organized, manageable, somewhat traditional, familiar way. Most faculty members had undoubtedly served on committees and felt comfortable with the structure. Given the comprehensive changes that were to come, the reorganization into committees probably helped relieve some of the tension and anxiety associated with the change process. A representative planning committee was set up to oversee the running of the school. The principal gave up his authority, becoming in his words, "just one of the working group." Grade-level groups, transition teams, and later school renewal committees formed to carry on the work of the school. Every faculty and staff member serves on these committees which now often include parents and community members. Without this organized vehicle for participation, the chaos created by change may have led the group to retreat to its traditional ways.

Implementing a New Participatory Organizational Structure

Once the committees were formed and in place, the running of the school was turned over to them. The principal stepped back and no longer made decisions for the group. All decisions except those requiring an

immediate response were directed to the committees. This procedure not only served to test the worth and usefulness of new ideas, programs, and other innovations, but also tested the process by which new ideas came into the school. As ideas passed through the committee structure and were implemented successfully, the process was refined and now provides a means for continuous improvement at the school. Early success in implementing innovations through the committee structure led to more success, and, subsequently, the committee process has become the way things are done at the school. As one teacher stated, "This school is run by committee."

<u>Dealing with Ambiguity, Resistance, and Anxiety</u>

Throughout the move to high involvement, the faculty and staff at Marion Primary have experienced considerable anxiety and resistance from time to time. The founding group sometimes faced resentment and a very vocal opposition. Some faculty members felt that the changes had been put upon them without their input. Some felt that the founding group was seeking glory at their expense. Some were misinformed or did not understand the changes or why they were needed. Some were satisfied with the traditional school. Some didn't want the responsibility of decision-making added to an already full schedule. Over time, resistance has

diminished as involvement and participation have become a part of the way things are done, but it still sometimes surfaces when overworked, stressed faculty members struggle to deal with day-to-day problems. Such anxiety and uncertainty are characteristics of real change. Feelings of incompetence or uncertainty are to be expected. As Fullan (1991) suggests, when changes are implemented too smoothly, it probably means that not much is changing.

<u>Emphasizing Patience, Perseverance, and Praise</u>

The faculty and staff at Marion Primary met the challenges of the change process and associated resistance and ambiguity with patience and persistence. The founding group was content to move forward toward high involvement with a few willing members at the onset, gave the process time to work, and planned on years, not months, for full implementation. They gave faculty members time to see the successes around them and brought them onboard as they were ready. The group also began to give credit where it was due and profusely thank others for their contributions, no matter how small. Positive attitudes and multiple successes have helped move the school to its current level of high involvement.

Implementing New Ideas and Programs Successfully

Marion Primary experienced more success as new ideas, programs, and practices were implemented through the committees. The faculty began to seek resources and those in the community who could help them with projects. As these projects became successful, more and more people became involved. Faculty members began and continue to make presentations at national, state, and local conferences to share their experiences. Success leads to success as the school's reputation as a highly involved school continues to grow.

Practicing Continuous Improvement

At the present time, the mechanism for continuous improvement through high involvement is in place at Marion Primary School. The committee structure operates smoothly and is capable of handling the implementation of most any innovation or new program. A strong self-evaluation component is in place, allowing programs and practices to be monitored and refined as needed. The process is notably similar to an action research cycle whereby a problem is identified, pertinent data are collected and interpreted, and a course of action is decided upon. The effectiveness of the intervention is then evaluated and the intervention

continues or the process repeats as needed. This self-renewing process is extensively accepted and supported throughout the school and community.

Collectively, these themes represent a deep change in the culture of the school, the result of a complex group-learning process that transformed the traditional, principal-directed school into the high involvement, participatory school it has become.

<div align="center">Discussion</div>

<div align="center">Culture</div>

Schein (1992) defined culture as, "A pattern of shared basic assumptions that [a] group learned as it solved its problems..., that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to... problems" (p. 12). Given this definition, it is evident that deep cultural changes took place at Marion Primary School during the move to high involvement. The principal, faculty, and staff changed not only what they were doing, but how they did it. Innovative teaching methods and programs were put into practice by sending them through the newly formed committees. As new methods and programs experienced successful implementation, the participatory, high involvement committee process became more and more accepted as the right way to do things. The group

<div align="center">108</div>

now shares the basic assumption that the committee process is the correct way to handle any problems that arise at the school and transmits this belief to new faculty and staff members as they are placed on committees and brought into the Marion "family."

Faculty and staff members at Marion Primary often make reference to their school "family." The principal, faculty, and staff members at the school have developed exceptionally personal and trusting relationships. Stories are often told about the shared experiences of the group on the journey to high involvement. These stories serve to transmit the culture to new staff members and others. Stories of the principal's leadership during the move to high involvement and stories of conquering resistance serve to illustrate the progress that has been made as well as define and extend the culture of the school.

Types of Culture

Handy and Aitken (1986) discussed four types of cultures that can be observed in schools: the club culture, focused on the founder or head of the organization; the role culture, focused on a set of roles linked to each other; the task culture, focused on the group completion of tasks; and the person culture, focused on the talents of individuals. Most schools are a mix of these types of cultures. Few organizations have just one. Also, typically,

several sub-cultures develop in addition to the dominant culture as an organization matures.

Handy (1986) found that primary schools were more inclined to fit the task culture model, with members working in groups sharing responsibilities in a cooperative manner without much formal hierarchy. The task culture is characterized by groups of people who spend large amounts of time discussing problems and searching for the right solutions. Groups change as tasks change.

The club culture is described by Handy as a spider's web with the head or founder of the group at the center. The organization works like a club, promoting the ideas of the founder and like-minded people. Everyone knows each other's mind. Communication is a strength of this type of culture.

Data collected at Marion Primary suggest that the basic culture of the school is a combination of task and club cultures. The school organizes easily around committees and other groups to attend to tasks, rotating assignments as needed; however, the principal remains a central, but low-key figure in the school. Teachers speak of having the freedom to try new things and put new ideas into practice, but most stated that they would always involve the principal before proceeding with an innovation, not

because they had to, but because they respected his opinion and felt that he could provide valuable input. These are very personal and respectful relationships that are perhaps best described by members of the group themselves as a "family" culture. While "family" members are given the freedom to act alone or in groups, the "head of the family," the principal, still indirectly influences what and how things are done.

Levels of Culture

The culture of Marion Primary School may be analyzed on several different levels. Manifestations of the culture, which values high involvement and participation, range from very visible artifacts to deeper basic assumptions and unconscious beliefs. The school logo--a visual representation of the commitment to a partnership between the home, school, and community--is prevalent throughout the school on walls, posters, sweatshirts, bookbags, and many other school-related items (Figure 1, Chapter 3). Large, poster-sized calendars are placed in the hallway outside the office for scheduling a multitude of events and committee meetings. Anyone involved with the school is free to add events or meetings to the calendar. Observed committee meetings such as grade-level groups or transition groups were consistently facilitated by faculty members and were conducted while seated in a circular format. Formal faculty

meetings were opened by the principal and assistant principal but were structured to allow time for individual committee reports and discussion as well, indicating the value of high involvement in day-to-day operations.

Such evidence suggests that high involvement has become an expectation and shared basic assumption of this group and exerts a guiding influence on daily behaviors. High involvement is taken for granted at the school. Behaviors based on the old traditional ways of the school have become inconceivable. During recent interviews, some teachers were asked to consider what would happen if the principal retired. All responded that they believed that nothing would change or be allowed to change. Such a response indicates that these teachers believe that what they are doing is not only right, it is the only way, regardless of any future changes in the administration. The assumption or expectation of high involvement now defines the kind of leadership that is acceptable to this group. The relationship between leadership and culture at this school is evident. As Schein (1992) proposed, "Leadership and culture are two sides of the same coin." (p. 1).

Leadership

Leadership plays an important role in the development of high involvement in school settings and has been a prominent topic in the

literature of recent years. Strong leadership is often found to be evident in effective schools (Barth, 1990). Without capable leadership, a school is less likely to be considered successful. It is the work of leadership to create and manage the culture of the school. New cultures begin when leaders impose their values and assumptions on a group. What leaders pay attention to, how they handle crises, and how they allocate resources send powerful messages concerning what is important to other members of the group (Schein, 1992).

Leadership has been essential to the development of high involvement at Marion Primary School. Leadership at the school now occurs on many levels, but the initial and continuing leadership efforts of the principal have had the greatest impact. Activities observed at Marion Primary provide insight into four components of leadership: the nature of vision, developing relationships, the empowerment of teachers, and encouragement.

Vision

Much is written about "vision" and the importance of envisioning the kind of schools that we, as educators, want to create. The principal at Marion Primary realized that schools were changing and that he personally needed to change his traditional ways. He realized that the involvement of teachers, families, students, and community members was beginning to be

emphasized more in the workshops he attended and in other schools he visited. He realized that he could not meet the future leadership needs of Marion Primary unless he changed his traditional leadership style to a more participatory one. His commitment to personal change is one of the keys to the development of high involvement at the school. Without his personal commitment to change, the faculty and staff might not have become highly involved, and it is unlikely that families, students, and community members would have had any opportunities for involvement as well.

The principal's insight into himself and the future needs of the school is likely what researchers mean when they speak of a leader having "vision." Discussions of vision, however, often lead one to believe that a leader must have the "perfect" school in mind and have a "perfect" plan to produce it before beginning to implement any change. In reality, however, the day-to- day operation of schools does not allow much time for this kind of detailed planning and reflection. Principals typically spend their days tackling hundreds of tasks in the midst of constant interruptions. Kmetz and Willower (1982) observed five principals and found that elementary principals engaged in 122.3 activities per day, including deskwork, writing notes, completing reports, phone calls, meetings--scheduled and unscheduled, and brief verbal exchanges. The lack of a recipe or knowing

how every detail of school restructuring should be addressed has likely derailed many school reform efforts. Principals and faculty members may become overwhelmed with the details, wear out, and give up, sometimes before getting started.

The experiences at Marion Primary suggest that perhaps vision is more developmental or evolutionary than expected, perhaps more realization than vision. The principal began to see from his experiences at conferences and travels around the state that things were changing and that "the writing was on the wall." These experiences led him to change his long-held personal assumptions and beliefs concerning what was important for the school. He realized the need for change. He began to value high involvement and participation and act in ways that communicated the importance of these assumptions to his faculty. He embraced and promoted the like-minded group of faculty members who had attended the state-sponsored restructuring conference in 1992, and the vision of high involvement began to take hold, spreading to the faculty at large and eventually to families, students, and community members. It was not necessary in the beginning to know exactly what the school would look like or how it would operate. Those elements evolved as the faculty and staff began to work together in a more participatory manner to solve day-to-day

problems. High involvement became the means to clarify, refine, and extend the vision.

Relationships

By nature, high involvement requires the development of some kind of participatory working relationships within a group. Research has shown that a principal's relationship with teachers impacts not only their professional development (Fullan, 1991), but also is important to the development of all other relationships in the school (Barth, 1990). High levels of involvement and the development of positive relationships between the principal and teachers are outstanding features of Marion Primary's restructuring efforts.

The first leadership task at Marion Primary beyond the principal's personal commitment to change was the principal's commitment to teacher involvement in the change process and the development of positive working relationships. The principal had not previously socialized with faculty members and had kept his distance. A teacher, recalling that time, indicated that the principal became much friendlier and showed interest in faculty members and their families. The principal-teacher relationships at the school began to change. Teachers were immediately involved in the changes taking place at the school. The principal and founding group of

teachers began to communicate the new expectations of high involvement and participation to the entire faculty and set up a planning committee to deal with restructuring issues. The collegial relationships and family-like atmosphere that have developed between and among stakeholders over the years at Marion Primary are impressive. The relationships are trusting, helpful, and supportive on all levels, and all involved seem to genuinely care about and respect each other.

The administration and faculty began their quest for this family-like atmosphere by participating in activities designed to promote teamwork and consensus building. In effect, they began their efforts by learning to work together, even if that meant learning to disagree. In addition, monthly social activities were planned to help faculty members and their families get to know each other outside the school. By getting to know each other on a more personal level, trust and respect developed quickly as teachers began to spend time talking to and helping each other. Most have come to genuinely enjoy spending time together, and many activities, such as the annual faculty retreat and monthly social events, continue this commitment to building and maintaining relationships between and among stakeholders. In all endeavors, the principal considers himself "just one of the working group." These positive, democratic relationships were no accident. They

were intentionally developed through teachers' participation in leadership activities and other shared experiences which have now become part of the school culture.

Empowerment

The ability of the principal to give up his authoritative role and share power with faculty and staff members at Marion Primary was important to the development of high involvement at the school. This was initially a difficult task for the veteran principal who had been successful and was comfortable in his traditional role. He most likely experienced many anxious moments as teachers began to make decisions. For many, many years he had successfully carried the burden of running the school. Sharing power with teachers was unnatural for this man who felt a deep sense of responsibility for what went on in his school. In his words, he "learned" as time passed that teachers could make good decisions and that decisions made by the group were better than any that he could have made alone.

Sharing leadership rather than merely sharing power might be the best way to describe the experiences at this school. Deliberate efforts have been made to develop leadership skills in all faculty members, and leadership activities have become a normal part of teachers' duties. The school has made an investment in the development of people. One teacher articulated

the essence of this concept when she said, "Everyone can do something well...." The group devotes much effort to finding out just what that is for each person, thereby, enabling others to act. "Leadership is a team effort" (Kouzes & Posner, 1995, p. 11).

Encouragement

The journey toward high involvement at Marion Primary was not always smooth. Real change never is. The administration, faculty, and staff experienced frustration from time to time and might have been tempted to give up or give in had it not been for the principal's encouragement and recognition of the progress they were making together.

The principal is always looking for a reason to celebrate success. He constantly thanks everyone--teachers, families, students, volunteers, and community members--for any contribution to the school and takes little credit for himself. He uses the word "we" exclusively when speaking of the school and any of its constituents. He expresses appreciation to family members of teachers when he meets them in town. He is the school's biggest fan. He encourages the faculty and staff to excel and rewards them with recognition and praise when they do.

The principal's encouraging behavior has inspired a dedicated faculty that would move mountains if necessary to meet the needs of the students.

Teachers note that the principal will not ask them to do anything that he is not willing to do himself and often puts in long hours just as they do. His encouragement and example have enabled the faculty and staff to make it through the rough spots as well as continue the journey.

<p style="text-align:center">Schools as Organizations</p>

High involvement schools require new ways of organizing the business of education. The faculty and staff at Marion Primary changed everything that they were doing. They were not only dealing with the implementation of innovations, but also with the general day-to-day running of the school. There was no place at Marion Primary for the traditional top-down hierarchy once teachers and staff members began to participate in decision making. The principal no longer made decisions for the staff. The challenge facing the faculty was to find or create some organizational structure appropriate for the new high-involvement school.

<u>Structures</u>

Educators often find themselves looking into the business literature to help explain how schools function as organizations due to the lack of theory and research specifically aimed at schools as organizations. Indeed, the selection of a high involvement school for this case study was based on a list of characteristics of high involvement organizations compiled from the

works of several researchers whose studies have been conducted mostly in the business world. A group of experienced public school educators who reviewed the compilation found that most of the characteristics of high involvement listed were applicable to schools, and the school selected for the study using that list has proven to be an exceptional example of high involvement in an elementary school. Yet, according to the group of educators, some characteristics were not as applicable as others, such as those pertaining to the areas of profit sharing, competitive benchmarking, or employee ownership. Traditionally, as educators, we have not received monetary rewards for doing our jobs well nor have we rigorously compared our schools to other schools. However, in some localities, we are beginning to see test scores compared publicly and charter schools opening their doors. Accreditation is becoming dependent on the successful attainment of a certain set of goals or standards, on producing a certain product, so to speak. Consequently, much of the current literature on organizational structures is or will become applicable in school settings; however, schools remain slightly different, often reflecting a curious mix of social, service, business, and other organizations.

That the business community influences our schools and the way we think about them, however, is easy to see. For example, at Marion Primary,

the existing organizational chart takes a traditional form, boxes and connecting lines, showing the chain of command from the superintendent and board of education down through the principal to the committees at the lower levels. Whether out of familiarity or respect for the individuals occupying the higher offices, the basic Marion Primary organizational chart depicts top-down management in this high-involvement school when in reality, practically all decisions at the school are made by committees. The chart should, if nothing else, be turned upside down.

In addition to their traditional organizational chart, the school also displays a second type of organizational chart representing the school renewal process. Marion Primary's school renewal organizational chart is a more valid visual representation of what actually goes on at the school, but is incomplete as presented. The school renewal organizational chart depicts a five-pointed star superimposed on the school logo which represents the connection between school, home, and community. It includes the school renewal committees--each represented by a point on the star--but omits other committees such as grade-level groups and the transition teams which also carry decision making responsibilities. Therefore, it cannot completely represent the whole school organization.

Bolman and Deal (1991) call this star pattern a "highly interactive, all-channel network" (p. 106) that allows information to flow freely between and among members of a group. Decision making in this type of organization requires touching base with everyone, high involvement. The committees at Marion Primary serve this purpose. Typically, the co-chairs discuss issues with the individual members of their committee and then move on to the steering committee or full faculty to discuss the final decisions. The process provides every member the opportunity for input at some level although it can be somewhat time consuming due to the number of meetings required.

In his book *Imaginization*, Morgan (1993) proposed that we need to move beyond the bureaucratic boxes and find new creative ways of organizing--to "infuse the process of organizing with the spirit of imagination" (p. xxix). We need new images for new ways of thinking and organizing. We need new ways to create shared meaning if people are to organize their work in different ways. Morgan proposed that we need to go beyond "tinkering" with existing organizational structures to create new organizational structures capable of reorganizing or re-imagining themselves in the future. He proposed thinking about organizations in terms of unusual images such as spider plants or webs.

A cluster of spider webs might offer an alternative image of decision making, power, and influence at Marion Primary School. For example, whenever an issue or problem arises at the school, it is referred to the proper committee or individual to be taken care of, allowing smaller groups or individuals to attend to specific or related problems. The curriculum committee works on instructional issues. The staff development committee plans school inservices and so on. Throughout the faculty, specific individuals have responsibilities of their own. One teacher is in charge of scheduling events on Appalachian Day, another is in charge of Family Fun Night, and yet another oversees the partnership with the Bank of Marion. The administrators and faculty are familiar with who takes care of the details of certain activities or who should be contacted to handle a certain area. Everyone knows who the spiders are. Everyone knows who is crawling around the spider's web of influence and which web to fly into when a decision needs to be made.

Differentiation

As any organization grows and matures it experiences the development of subgroups, such as those mentioned above, which create shared histories and cultures of their own. Schein (1992) described three stages in the growth and maturation of organizations: the founding and

development stage, organizational mid-life, and organizational maturity and decline. Marion Primary School seems to be hovering somewhere between the development stage and organizational mid-life. The school is still strongly influenced by the administrator and founding group, and a sense of family is felt throughout the organization. The organization is still evolving and is set up for continuous improvement. However, several subgroups have formed at the school to take on special duties. The nature of this differentiation, however, seems particular to this school setting.

Schein (1992) listed eight bases on which differentiation or specialization in organizations occur: functional/occupational differentiation, geographical decentralization, differentiation by product, market, or technology, divisionalization, differentiation by hierarchical level, mergers and acquisitions, joint ventures, and structural opposition groups (p. 256). The subgroups that have formed at Marion Primary School cannot accurately be described by these labels. A new base of differentiation applicable to this school setting has been identified, advancing the notion that schools are somewhat different from other organizations.

While any school experiences some functional differentiation due to the employment of specialists such as speech pathologists or special

education teachers, the most prevalent base of differentiation at Marion

Primary School seems to be individual or group interests or talents. The

classroom teachers at Marion Primary all have experienced the same basic

training and work with children of similar age and grade levels, K-2. All

teachers are usually given the same inservice and staff development

opportunities. Thus, the members of the group are fairly homogeneous.

Individual talents and interests are a source of diversity within the faculty

and provide opportunities for specialization. A teacher who is interested in

preserving Appalachian culture organizes a school-wide theme day, a

teacher interested in environmental issues works on a project involving the

local forestry service. Consequently, it seems that the nature of

differentiation in schools may be somewhat different from that found in

other organizations.

Implications for Practice

The following implications for practice are suggested for schools

desiring to move toward high involvement. Implications are in four areas:

the administrator's role, teacher involvement, building a community of

learners, and length of implementation.

Administrator's Role

In order for high involvement to develop in an elementary school, principals must first be willing to share leadership and be committed to the participation of teachers and staff members in decision making. Principals must communicate the expectation of high involvement, perhaps to a small group of teachers at first, then to the entire staff. Principals must be willing to make the personal changes necessary to bring their behavior into line with the vision of high involvement which is being developed. In other words, they must be consistently highly involved and must be willing to become one of the group, an equal partner with teachers and staff members, walking the talk. Actions speak louder than words. Principals must step out of the limelight and into the trenches. They cannot concede and begin to dictate at the first sign of dissatisfaction. Principals must model what all relationships will be and make conscious efforts to develop positive, trusting relationships throughout the school. It is important that the teachers trust each other as well as trust the principal. Principals must be a source of recognition and encouragement, giving credit where due, investing in the development of people, always looking for opportunities to promote any and all members of the school family, in other words, become the school's

biggest fan. By recognizing success, principals ensure future success and increased involvement.

Teacher Involvement

Teacher involvement is the second challenge the principal faces in developing a high involvement elementary school. High involvement requires a participatory environment, and steps to ensure teacher involvement must be taken. Participation in some activities may initially be required, rather than optional. The principal and staff at Marion Primary were given a measure of school-level control by the superintendent over staff development activities. Initially, this arrangement provided time for developmental leadership activities, ensuring teacher participation through division staff development requirements. Teachers were required to spend a certain number of hours at the school in staff development activities, and the principal and founding group of teachers took this opportunity to involve others in their restructuring efforts. This practice continues at the school, even though more and more activities have become voluntary over time. Among the required activities were training in group process skills, team and consensus building sessions, and school visits to observe new programs and practices in other school divisions.

Beyond required participation in some activities, the principal and teachers at Marion Primary went forward with the supporters they had and patiently waited for others to join in. They consciously tried to create opportunities to appeal to different interests among faculty members. They rotated duties and positions within the committees to develop leadership skills in those faculty members who normally held back. New opportunities are made available to all faculty members. All continue to be asked to help, even if their participation has been limited in the past.

A Community of Learners

The administration, faculty, and staff at Marion Primary spent the first year of the school restructuring process educating themselves. They designed workshops and inservices focusing not only on new teaching methods but also on learning to work together. The principal participated alongside teachers in the training sessions. The group rebuilt their organization around participatory committee structures. They set themselves up for success. They did not neglect their own learning as they worked to improve student learning. This is an important issue for any faculty that continues to work and grow together to involve students, their families, and the community. They must constantly seek new ways to do things, new ways to grow, new ways to learn.

Time for Implementation

As educators we seem to have a natural tendency to want to fix things, and we want them fixed as quickly as possible. We try new programs, give them a year, and throw them out, only to try something else. We jump on bandwagons, and jump off a year or two later. We are always looking for "the quick and easy answers" to our problems.

The experiences of Marion Primary's faculty and staff verify that there is no quick way to become a high involvement school, nor is the development of high involvement an easy task. High involvement cannot be dictated or developed overnight. Consequently, the process at Marion Primary has taken seven years. The move to high involvement has been slow and deliberate, but very successful. Schools working toward high involvement should allow years rather than months for development and plan accordingly when beginning the process.

Implications for Future Research

This study raises questions for future research in five areas: themes in the development of involvement, the role of vision in the development of high involvement, the principal and personal changes, the role of support staff, and the nature of differentiation in schools as maturing organizations.

Themes in the Development of High Involvement

The data gathered at Marion Primary School suggest ten themes in the development of high involvement at the school; indicating a set of conditions that were somewhat sequential, with many occurring simultaneously. Further research in additional high involvement school settings could ascertain whether these themes are conclusive. Further research could also determine if other high involvement schools have had similar developmental experiences.

The Role of Vision

The role of vision in the development of high involvement at Marion Primary tended to be more developmental than fixed, more realization than vision. It was not necessary for the administration, faculty, and staff at the school to have all the details for school restructuring worked out before beginning the process. The vision for the school developed over time. Further research should be done to explore the developmental nature of vision in school settings.

The Principal and Personal Change

The move to high involvement at Marion Primary School required deep personal changes in the leadership style of the principal. The previously traditional, authoritative principal successfully became more

democratic and now encourages the participation of all stakeholders. The antecedents to these changes are not known. Evidence suggests that these personal changes were difficult and evolved over time. Future research should be undertaken to determine how and why the changes take place, why some principals are able to successfully change while others are not.

<div align="center">The Role of Support Staff</div>

The role of support staff in the development of high involvement was not examined in this study due to schedule constraints and limited accessibility. Additional evidence from this study indicates that circumstances often limit the full participation of support staff members in meetings and decision-making due to shortened work hours, hourly pay scales, and different job concerns. Support staff members sometimes are not in the building during meeting times, especially after school, and their concerns often do not focus on curriculum and instructional issues as do administrators and teachers. Further research should be done to identify better ways to involve support staff members in all school-wide activities and decision-making.

<div align="center">The Nature of Differentiation in Schools</div>

As organizations mature, subgroups form and begin to specialize within the organization to perform specific duties. At Marion Primary,

committees and individuals often take care of specific or related issues, and everyone in the organization knows who to refer to when a problem arises. However, the differentiation in this school seems to have developed in relation to individual or group interests and talents, rather than along the existing bases of differentiation described in the literature such as functional, occupational, or hierarchical differentiation. Further research should be done to investigate the nature of differentiation in high involvement school settings.

EPILOGUE

This study describes how involvement developed and was maintained in one high involvement elementary school in Southwest Virginia. If anything has been learned, it is that there is not one specific plan or set of guidelines which will guarantee the creation of a high involvement school. Just as there is no one right way to teach a child to read, there is no one right way to develop high involvement. Every school is different. Several elements "come together" and play important roles in the development of high involvement. The central office administration must be supportive. The principal must be willing to share leadership with others who rise to the challenge. Training and education cannot be neglected. Positive, trusting relationships must be encouraged and consciously developed. A commitment must be made to participatory management and each individual's talents developed and contributions valued. Resistance must be addressed. The creation of a high involvement school will require hard work and take time, years--not months.

To those who would undertake the task of developing a high involvement school--take time--to work together, to learn together, to laugh together, to play together. Find your own way.

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<p style="text-align: center;">Appendix A</p>

<p style="text-align: center;">Interview Guide for Administrators</p>

How has involvement been <u>initiated</u>, <u>developed</u>, and <u>maintained</u> in practice at Marion Primary?

1. How was it decided to move to a high involvement school model?

2. What was the school like before?

Who or what started getting people involved?

What was their **level** of involvement?

What **forces** were involved inside and outside the school?

What roles did superintendent, Winters or central office staff play?

Was there **planning** for involvement of stakeholder groups?

How have people become involved in this school?

Teachers? Staff? Parents? Students? Community?

How has the school **changed over time**?

What was the **timeline** for evolution?

How did the changes occur?

When did they begin?

What were the major events along the way?

3. What is the current status of involvement at the school?

Teachers? Staff? Parents? Students? Community members?

Where are you now?

Where is the school?

What decisions do you make yourself? Why?

4. How is involvement maintained?

How are participants in each stakeholder group encouraged?

How is information communicated to stakeholders?

How do people find out what is going on?

How do people learn about things, come up with new ideas, put new ideas into practice,

evaluate their effectiveness?

How do people let you, the principal, know about their ideas?

If a new teacher came into your school, how would he/she be initiated into your school

culture?

5. What resistance to involvement has been encountered?

Tell me about any resistance you have experienced to involvement?

How does the school **deal with resistance?**

How is resistance handled?

How do you feel about the level of involvement in the school?

Is it **satisfactory? Why or why not?**

What are the advantages/disadvantages of high involvement?

What are your plans for the future in terms of involvement?

Based on the experiences of this school, what recommendations would you make to other administrators seeking to increase involvement in their schools.

Make any group specific recommendations for involving teachers, families, and community members.

If you were giving advice to a new principal, what would you tell him/her?

Appendix B

Interview Guide for Teachers and Certified Staff

How has involvement been <u>initiated</u>, <u>developed,</u> and <u>maintained</u> in practice at Marion Primary?

As a teacher or staff member, what kinds of activities are you involved in at this school? Tell me about them.

School/division level? Required/voluntary? Curriculum? Inservice? Committees?

Workshops? Classes? School improvement/renewal? Planning? Teams? Governance?

Goals?

1. How was it decided to move to a high involvement school model?

2. What was the school like before?

How did you come to be involved in these activities?

Who or **what** encouraged/ motivated/required you to participate?

Were you involved in **planning** for change to increase stakeholder participation?

Do you do anything to help involve others?

How has the school **changed over time**?

How did the changes occur?

What was the **timeline** for evolution?

What were the major events along the way.

3. What is the current status of involvement at the school?

Interview Guide for Teachers and Certified Staff (cont.)

What is **your current level** of involvement in the school?

How does your level of involvement compare to most teachers in the school?

What is the involvement pattern like?

Widespread involvement or the "faithful few?" Percentage? Grade-level patterns?

Patterns related to physical layout?

Has this pattern **changed over time**? How?

Where are you now?

Where is your school?

Are there boundaries to involvement?

How much freedom do you have?

What are the limits as you participate?

Who/what imposes boundaries?

How do you involve your students in making decisions or solving problems?

4. How is involvement maintained?

What keeps you involved?

Why do you continue your involvement in the activities that you mentioned?

Rewards?

When a new opportunity arises for involvement, how will you probably react? Why?

What factors affect your involvement?

If a new teacher came to this school, how would he/she be initiated into your school culture, into involvement?

How is information communicated to you?

How do you learn about new things, come up with new ideas, put new ideas into practice, evaluate their effectiveness?

Do you have the information you need?

Are you "in the know?"

How do you let others know about your ideas? Principal, other teachers, parents, students and the community?

5. What resistance to involvement has been encountered?

Tell me about any **resistance** to involvement that you have experienced in yourself or others.

What factors affect your involvement?

How do you feel about the level of involvement in the school?

How do you feel about **your** level of involvement in the school?

What contribution does your involvement make?

Do you feel that your involvement is appreciated? Why or why not?

Has your level of involvement changed over time throughout your career?

How do you feel about involvement schoolwide?

In your opinion, is the level of involvement in the school **satisfactory?** Why/why not?

What are the advantages/disadvantages of high involvement?

Interview Guide for Teachers and Certified Staff (cont.)

Based on your experiences at this school, what recommendations would

you make to other schools desiring to increase teacher involvement?

If you were giving advice to a new principal or the administration, what would it be?

Appendix C

Interview Guide for Parents

How has involvement been <u>initiated</u>, <u>developed</u>, and <u>maintained</u> in practice at Marion Primary?

As a parent, what opportunities for involvement with the school do you have?

In what activities do you participate? PTA? PTO? Parent groups? Curriculum? Advisory groups? School improvement/renewal? Volunteers? Fund raising? Scouts/special programs? Clubs? Room parent? Before/after school care?

1. How was it decided to move to a high involvement school model?

2. What was the school like before?

How did you come to be involved in the school?

How long have you been involved with this school?

Who or **what** encouraged you to participate in school activities? Invitation? Own initiative? Teacher/principal request?

Were you involved in **planning** for parent participation in the school?

Has the school **changed over time**? How?

3. What is the current status of involvement at the school?

What is your **current level** of involvement?

Is your involvement typical of other parents? Why or why not?

Where are you in terms of involvement?

Where is the school?

4. How is involvement maintained?

What keeps you involved? Rewards? Encouragement?

If new opportunities for involvement arise, how will you probably react?

How do you find out what is going on at school?

How is information shared with you? Are you "in the know?"

Do you have enough information to participate in school activities?

How do you communicate with the school?

5. What resistance to involvement has been encountered?

What resistance to involvement have you experienced in yourself and others?

What factors affect your level of involvement? Job? Time? Other obligations?

Has the school done anything to make your participation easier or more convenient?

How do you feel about the level of involvement in the school?

How do you feel about **your level** of involvement in the school?

What contribution does your involvement make?

Do you feel that your involvement is appreciated?

Does your opinion count? Why or why not?

How do you know?

In your opinion, is the level of parent involvement **satisfactory** in this school? Why/why not?

What are the advantages/disadvantages of high involvement?

Interview Guide for Parents (cont.)

Based on your experiences at this school, what recommendations would

you make to other schools desiring to increase parent involvement?

What advice would you give to schools to increase parent involvement?

What would make the school/schools in general more inviting to parents?

Appendix D

Interview Guide for Community Members

How has involvement been <u>initiated</u>, <u>developed,</u> and <u>maintained</u> in practice at Marion Primary?

As a community member or partner, what kinds of activities are you involved in at this school?

Tell me about your experiences with this school? Advisory groups? Committees? School improvement/renewal? Teams? Volunteers? Special programs? Service provider/child care/community service organization? Business partner? Fund raising?

1. How was it decided to move to a high involvement school model?

2. What was the school like before?

How did you come to be involved in the activities you mentioned?

Who or **what** encouraged/motivated you to become involved?

How was the first contact made?

Who made it?

Has your level of involvement **changed over time**?

Are you involved in **planning** for community involvement with the school?

3. What is the current status of involvement at the school?

What is your current level of involvement?

How do you see your role in this school?

Where are you in terms of involvement?

Where is the school?

4. How is involvement maintained?

What keeps you involved? Rewards? Encouragement? Mutual benefit?

If new opportunities for involvement arise, how will you probably react?

How do you find out what is going on at school?

How is information shared with you/the community at large? Are you "in the know?"

Do you have enough information to participate in school activities?

How do you communicate with the school?

Who is your contact?

5. What resistance to involvement has been encountered?

What resistance to involvement have you experienced in yourself/community

members/others in your group or organization?

What affects your level of involvement?

Has the school done anything to enable your involvement, make it easier or more

convenient?

How do you feel about the level of involvement in the school?

 How do you feel about **your level** of involvement in the school?

Do you feel that your involvement is appreciated? Why or why not?

How do you know?

How do school personnel react to your involvement?

Interview Guide for Community Members (cont.)

In your opinion, is the level of involvement in the school **satisfactory?** Why or why not?

What are the advantages/disadvantages of high involvement?

Based on your experiences at this school, what recommendations would

you make to other schools desiring to increase community involvement?

If you were giving advice to the principal of a school seeking to increase community

involvement, what would it be?

In your opinion, how can schools become more inviting to community members?

Appendix E

Interview Guide for Student Focus Groups

Circle Time

1. Introduction.

   I am a first-grade teacher from another school, and I am interested in learning

   about your school. My name is Ms. Edwards. What is your name? [Go around the

   group and greet each child.] I am glad to meet you. Thanks for talking to me

   today. If you don't want to stay to talk to me, you don't have to. Is there anyone

   who wants to leave? If you don't feel like talking, you may go back to your class.

   [Students who want to leave return to class.] I will be using a tape recorder

   because what you have to say is very important, and I don't want to forget

   anything. Is that OK? Please remember to take turns while we are talking so that

   I can hear what you have to say.

2. Tell me something about your school.

3. What is your favorite activity or thing to do at school? Why?

4. Do you have any extra or special activities at this school along with

   your regular work? Clubs, interest groups, hobbies? Tell me how they work.

5. Do you ever help the grown-ups make decisions? What? Do you get

   to choose activities/materials/groups in your classroom? What other

   things do you get to choose? Do you ever vote on anything? How?

Interview Guide for Student Focus Groups (cont.)

6.   At the beginning of the year, did you/your class help the teacher make

up the rules for your class? Do you help the teacher decide what to

study or how to solve problems?

7.   What happens if you have a problem in your classroom? How is it

solved? Example, if someone broke a rule what would happen?

8.   How do you help in school? Jobs, responsibilities, assist other students,

teachers, the principal?

9.   Who comes to visit your school? Who do you see in the halls? Do

your parents help out in school in any way?

10.   What should I do when I go back to my school that you do here?

Appendix F

Raw Data Matrix: Interviews with School Personnel

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Principal 26 years	"At the time the state department asked for nominations for an exceptional school." "I think that we realized we were doing a good job. Part of it was the progress we were making with the involvement of parents. Our test scores at that time were very good." "The superintendent asked us to make application." "I realized that things were going to start changing in elementary schools and I either had to change my way of doing things or go to another school or retire or go to central office." So, I decided that I would stay here [at MPS] but that I would start changing."	"Now, we were very rigid. We were in rows. We were up and down the halls. We were as traditional as it could be." "They'd [teachers]been used to getting answers and they were direct answers, too." "I had not really socialized or interacted with the faculty very much. I kind of felt like you probably shouldn't do that." "You go your way; I'll go mine. I kept my distance." "I was more-I'm there to do a job, when I leave I'm through for the night. I don't need to do anything else with you."	"We did not receive one of those grants, [up to $125,000] but we were given the opportunity [and $24,500] to take a team to Williamsburg and spend the week with a lot of nationally known people." "We did ask that each grade be represented-strictly volunteer-and our guidance counselor went with us-myself and five ladies, which was quite a change for me." "We just began to really interact a lot [and] I began to see that this isn't so bad after all. We really got to know each other." "At that time I realized that things were going to start changing in elementary	"[The Williamsburg group],each grade level was represented and the guidance counselor-strictly volunteers. We began to talk about what we needed to do and how we needed to get people involved. We decided to get together again as a group and bring some of this back to the faculty." "I feel that they [teachers] still respect me [after letting go of control] and I have learned that they can make decisions. I've given them the leeway. They have county policy and school policy. They don't go away from that. Everything's available."

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Principal 26 years		"I took all the responsibility. I don't do that anymore."	schools and I either had to change my way of doing things or retire." "I've had a group of teachers that I've worked with and used them as a sounding board." "It wasn't very long until somebody came up with the retreat idea. Everybody got the opportunity to visit other schools. Everybody got to attend a professional conference." School renewal [came in]. We formed our committees. I did select those co-chairmen. Teachers select[ed] committees. As we began to look at the process, we saw overlap, so we tied them together. We've addressed all 24 criteria once	

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Principal 26 years			every year. We need to go back now [after first cycle] and talk about what we did. We have gotten art, music and PE teachers and have some time to plan. They [teachers] have really gotten involved in that. We've tried to include our support staff-custodians, cafeteria."	
Assistant Principal 2 years			"The volunteer program developed. The first step each year is to assess teacher needs-recruit volunteers by sending notes home-match them to teacher needs. An orientation and training session for volunteers is held to explain volunteer handbook, procedures, sign-in, classroom expectations, background checks."	

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Teacher 1 8 years	"I think the impetus for that came from our assistant principal, Melva Potts, who passed away. She was new to our school from a different county." "When she came, we got involved in some grant writing proposals." "We received a grant to start implementing some innovative techniques. That got us started. Everybody got caught up in it." We realized the administration was going to give us the opportunity to do things. It sort of snowballed. Mr. Helms and Ms. Potts-were very supportive. This faculty [is] very creative and they sort of took off."	"It was very traditional. I think the staff felt a lot of pressure to do things right. It was a very well recognized school. The elementary supervisors of that time were very 'old school.' I think the school was very tense." "Everybody was expected to do the same thing at the same time."	"For new ideas--get Mr. Helms approval--take it to the appropriate committee or introduce it at a faculty meeting. Ask for help." "Believe me, you'd have volunteers, you'd have help, people would do it."	

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Teacher 2 1 year (former student, aide 1 year)		"It was very different. We were more sitting in the desks doing out of book work. Things have changed very much."	"We meet with the kindergarten teachers. We have parental/pre-k meetings at night. Child care is provided. Every six weeks we have one of those meetings."	
Teacher 3 5 years		"I have never known anything else. It's hard for me to compare."	At the annual fall retreat, the speakers count as inservice. The first year had 12, [participants] this year 35, mostly teachers. We invite other schools and support staff. The [renewal] committees divide responsibility for different aspects of retreat." "I also have 3 [classroom] volunteers. Two have been the same for the last 4 years."	"[Teachers] have the freedom to be creative and make some decisions on their own. It makes you more excited about school. It gives you energy. Parents have a wealth of information and knowledge. They learn from us. We learn form them. It's a much better education for the child. 95% of the parents who come in here will do anything you ask."
Teacher 4 21 years		"...we were more or less told what to do, but we were still involved in	"First we concentrated on trying to make the faculty a little bit closer."	

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Teacher 4 21 years		committees. It just wasn't as involved as it is now."	"Getting to know each other outside of school was one of our goals. Different groups get together and plan activities, transition committees, between [cross] grade levels, and grade group committees."	
Teacher 5 17 years		"It was a very structured environment. It was the 'old school' way, desks in straight lines. The schedule was very rigid. I thought it was very strained. He [principal] felt like he needed to know every single thing that was going on in every single room. He felt it was going to reflect on him and he was ultimately responsible."	"We have flexibility in our workdays. We can choose what we want. The principal has 2 days and there are 3 other workdays and 5 days of inservice." "We got in some new teachers" [The principal], through his travels, saw evidence of change. At least he was willing to try. Grant money paid for classes and workshops, school visits."	"Bobbie Jo Cutlip and Mont Bush helped with the grant."

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Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Teacher 5 17 years		"I never heard him [principal] say one word of praise about anything. He was just always so worried about the things that were going wrong. He has come a long way."	"80% had to sign on to support the grant before it could be considered."	
Teacher 6 20 years	"About 6 years ago, we were ready to do another evaluation [self study]. Several people expressed the idea that we felt like we were not reaching our children and our families." "We had a new vice principal [Potts] who was very excited about learning. They formed a committee to write a grant. We did not receive the grant. But we did have to have 95-97% of the faculty in agreement. I think that made people more aware of the commitment and the changes	"It was very, very structured. We were told what to teach, what to think. Report cards were checked, lesson plans checked, children were in their desks in a row, very quietly, all pen and paper, parents were not involved. We really didn't know about the home situations." "They [administration] would give us directives and we would follow."	"We spent the first year appointing committees and deciding what we would like to do, those long term goals. The first thing we had to do was educate our teachers. You cannot change a way of working together until you are informed." "Classes and workshops were brought to MPS." We formed a planning committee to write the initial grant. When the school renewal committees formed,	"Our superintendent met with us at the very beginning and has given us a lot of leeway that other schools might not have to try new ideas and to do some experimenting. We were going to be changing practically everything we were doing."

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Teacher 6 20 years	we needed to make." We began to get started then [the principal] told us about the school renewal program which seemed to fit in with what we were doing at the time."	"That was the way we were taught to do. This faculty is generally older than most. We practiced and went to school under a very structured situation."	there was overlap. The planning committee disbanded and they [members] came over to the steering committee. Ideas are shared in grade level or transition groups, in renewal committees and passed on. I don't think people are intimidated about doing that."	
Teacher 7 8 years	"An opportunity came to be involved in grant writing for a developmental program and I got really excited about it. [The principal] called me in and talked to me about it, knowing my background was developmental." "I tell this story about him [principal] often because it tells about the change, how it occurred and the leadership that happened at that time.	"Marion was a much more traditional kind of school. Textbooks were used on a regular basis in pretty much all subject areas, a lot of seatwork and boardwork." "When I came into the school, my first instinct was to change the environment in my classroom. I put down a rug, set up learning	We did write the grant We didn't receive the actual grant, but were invited to Williamsburg for the training sessions. We received $24,500 for staff development. We needed training. We designed courses-brought in workshops, went on school visits and started the fall retreat. We saw that school renewal fit in with what we	

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Teacher 7 8 years	He said, 'We have this opportunity. People are going to look at this and say, this is not [the principal's] style. They're right, but I realize. I've got to get out or I've got to change.' "I think it speaks highly of [the principal] and his insight into himself, looking into the future of education-realizing that you cannot be stagnant." "The overall environment of the school has been one of acceptance of change. We had leadership that encouraged us to go through that change process."	centers, people began to look and say, 'this isn't quite the way we do things around here.' Fortunately, some folks respected me or allowed me to proceed in my classroom."	were trying to do with our restructuring project. Lots of changes have occurred. We wanted to grow closer as a faculty. We haven't just stayed cloistered in our own rooms. Professional respect has grown, competitiveness has reduced."	
Teacher 8 6 years	"The biggest change was the first year they had Ms. Potts, I knew her from Wythe County. She believed in developmental activities. I think a lot of it	"It was very strict, you felt like you didn't have any flexibility. Your opinions weren't valued, almost like the higher		

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Teacher 8 6 years	was her personality. She just kind of made you feel relaxed."	authority had no respect or didn't trust you." "Everybody was afraid to give their opinions. They just did what they were told."		
Teacher 9 25 years	"I think when we were starting to change our accreditation method [from self study to school renewal], this was the way we chose to go." "Our superintendent challenged us to teach in a different style. Ms. Potts encouraged us to go along with it...and [the principal] said 'We'll take on your challenge.' Instead of saying no, we can't, we're saying yes, we can."	"It was very structured. Everybody had to do pretty much the same activities on the same page. Everybody was in a desk in a row in the same spot."	"It has been exciting. We've visited other schools, taken lots of classes, just pick[ed] up ideas all over-brainstorming together. We took some classes in teamwork and team building at ETSU. Individual ideas/activities are turned over to the appropriate group(s) as the event grows too large for one person to handle."	
Certified Staff 1 10 years		"The principal made most of the decisions."	"When we divided up into committees for school renewal, we were given more of the responsibilities for	

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Certified Staff 1 10 years			decision-making. We do a survey to see what people want to do and just go on from there." "I can't think of anything that was turned down."	
Certified Staff 2 5 years		"Each teacher pretty much taught the same because we thought we had to, our principal told us what to do and we did what he said and hardly ever strayed. No one ever said their piece of mind."	"We were getting ready to start a self-study and the state offered grants to get people involved in making changes. We received honorable mention. We were invited to the Williamsburg conference. At the same time, we decided to go school renewal. The conference was very uplifting, motivating. We were psyched up. Our job was to psych up others. The change began with first faculty meeting of new year. We had refreshments. We had music. It was a shock. We went on school visits and	

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent X Question (1-4)

Position Years at MPS	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Certified Staff 2 5 years			had inservices. The first was consensus building with Bobbie Jo Peters, then the retreat came in. We were more laid back."	
Certified Staff 3 23 years		"[The principal] ruled it with an iron hand. You did what you were told and you knew what he expected of you and you did it."		

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (5-8)

Position Years at MPS	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Principal 26 years	"The core group (Williamsburg) began to interact and met to talk about the conference, to bring ideas back to the faculty. The planning committee formed. The planning and steering committees merged because they were serving the same purposes-the ongoing planning done in renewal, transition, and grade level groups."	"He [superintendent] had encouraged us to apply for the grant, so we felt at the time, he supported us. We did ask him to come to the school and he came several times to answer questions. He is very supportive, very supportive. We still touch base with him. He has the superintendent's advisory committee. He's encouraged us to try new things. He encouraged us to attend the conference in Norfolk. We were required to develop a partnership. He encouraged us for awhile [all schools] and then said 'at the end of school, you need to provide me with written documentation that you did have a	"I feel like they still respect me and the assistant principal and I respect them. I have learned that they can make decisions. Once again, I got a copy of this application for the outstanding school in the state He [superintendent] wants us to complete it. They [teachers] feel that now they have the freedom to do things and really it has been easier for me. I give them the authority to make contacts with people. If it is bound by policy, we just have to do it. I don't want to make the decisions....You're [principal] not on a pedestal up there, you're just one of the working group. They say, hey, what do you think about us trying this and	"We've tried to move [committee] chairmen around so that different people who've stayed in the background come forth. We're trying to intentionally develop some leadership abilities. New teachers are assigned mentors. Staff members are encouraged to make presentations, to go out. It's kind of a perk-get recognition. We spread it out-have dinner on the school-involve families. I try to give them credit for what they do. I make myself available. I try to portray to parents that it's their school. It's the kids' school. We try to select groups [of volunteers] for recognition as major contributors to our school."

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (5-8)

Position Years at MPS	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Principal 26 years		partner of some sort. He gives us an opportunity to spread our wings and do some things as kind of a pilot program."	I say let's try it and see."	
Assistant Principal 2 years	"We are regrouping now for the next round of school renewal."		"The staff, for the most part, are very involved, ready to take part, to do what they need to do."	"There are mentors for new teachers. I try to pay close attention to new teachers. Hopefully, they see it as support and not a threat."
Teacher 1 8 years	"I think there was a lot of planning especially with the surveying committees and the curriculum and instruction committees. A lot of surveying was done and we had to inform parents that we were going to be teaching in a different way. We involved the parents and the community from the word go."		"I like to be involved in a lot of things. I'm very involved in promoting our school. I try to get the word out into the community. Involvement is pretty widespread. There are people who aren't terribly involved, and I don't think they would be no matter what was going on, but for the most part, this is a very involved, dedicated	"The climate committee is the best thing that ever happened to this school-to plan activities for the whole staff and their families. It makes you a closer faculty. The school is run by committee and everyone is on a committee. They're [staff] always asked-always asked-everyone-usually personally-please come join us. The reward is just getting to-like the retreat-very few faculties would go and spend the night in cabins and have inservice."

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (5-8)

Position Years at MPS	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Teacher 1 8 years	"[The superintendent] gave his support and wanted to be informed at all levels because nothing like that had been tried in our county."		faculty. They feel pressure to be involved. If everyone else around you is involved, then you sort of want to know what is going on. They care about the children."	"If we turn in our wellness cards there is a drawing for a Wal-Mart prize."
Teacher 2 1 year (former student, aide 1 year)			"I don't think that you can teach in this school and not be involved. There's no way. There's just so many things to do, and not that you're made to do it. You want to be involved in these different things. They are voluntary."	"We have such a good rapport in this school. We just have a good time when we're together. We don't mind being together. There's a lot of support from [the principal] and [assistant principal]. I don't think I've ever felt restricted with anything." [The principal] encouraged me to be involved and encouraged me to involve my family. He has high expectations."
Teacher 3 5 years			"Our staff development committee-each committee has one parent on it. We invite them to the retreat and most of them come. We have some people who are 'old school' and have different views, like we're here to teach kids, not	"[The principal] sits down with new teachers and gives them one on one for about an hour and lets them know how the school works and then puts them with a mentor."

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (5-8)

Position Years at MPS	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Teacher 3 5 years			socialize, but I like to involve parents and do extra things.”	
Teacher 4 21 years			“There's still a great deal of pressure to be a model kind of school. In the afternoons at 5 or 5:30, there are still numerous cars in the parking lot. We certainly put in our time and energy. We have more freedom to help now with the decision-making. It has been a little hard for some of us 'old-timers' to get used to. I still definitely would go and ask [the principal] about anything I wanted to do, but now he's more willing to give us the go ahead to try things.”	
Teacher 5 17 years		“We meet with the superintendent [on the superintendent's advisory committee] 3 times a year. It is completely	“There's a lot of involvement here. I think you can pretty much ask anybody on this faculty to do anything for you and they'd be willing if they	“The committees rotate-SACS was a five year commitment.” “New teachers have mentors, but maybe we didn't do such a good job with new people. We had already gone through all the

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (5-8)

Position Years at MPS	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Teacher 5 17 years		open. [The superintendent] is very willing to listen to whatever we bring up. Almost always things [brought up] are addressed.”	could. If you go in with a plan that shows thought and it is good for the children, you can get anything you want.” “I think we have a faculty of overachievers. Everybody is expected to participate.” There are very few who will sit and not say anything.”	training and classes and they hadn’t had any. They didn’t get to go visit, not even another classroom , which I really think we should have. It’s something to think about the next time around. We were kind of shortsighted there.”
Teacher 6 20 years	“We were going to be changing practically everything we were doing. We formed a planning committee to write the initial grant. When the school renewal committees formed, there was overlap. The planning committee disbanded and they came over to the steering committee. Ideas were shared in grade level or transition groups, in renewal committees, and		“This faculty has always been known as one working very hard. [The principal] never asked us to do something he wasn’t willing to do himself. Overall, this faculty always puts out more than most. There are some who are not so strongly committed as others. Parent and community support is always an area we can work on more. We’re all in this together.”	“The social part was an area we worked on- to respect others opinions and agree to differ. We did better when we knew each other personally as well as professionally. We had important positions that needed to be filled. We continually encourage. New people need to be educated so they can make choices. Consensus building things and the sharing at the very beginning need to be repeated because new people have not had that experience.”

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (5-8)

Position Years at MPS	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Teacher 6 20 years	passed on. "I don't think people are intimidated about doing that."			
Teacher 7 8 years			"Everybody in the school is involved at some level. Some are more involved than others. It's somewhat of an expectation that folks here get involved and stay involved. The administration expects us to be professionals. We view ourselves as professionals. I'm not saying it's 100%. The level of involvement is different for different people. We are committed to doing the best job we can for these kids."	"New teachers are assigned a mentor who shows them the ropes and helps them get adjusted. Secondly, everyone is involved on school renewal, transition, and grade level teams, automatically."
Teacher 8 6 years	"We were given surveys and talked about things we wanted to change and then I think we went from there and worked in our various committees."		"I think involvement is pretty widespread. There's always those that are going to do more, but I think it's pretty evenly spread out. All of our	New teachers-everybody was paired with a buddy to more or less take you under their wing."

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (5-8)

Position Years at MPS	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Teacher 8 6 years			programs have gotten people involved and they are not really scared of becoming involved anymore. Everybody listens to your opinion, instead of just ignoring it."	
Teacher 9 25 years	"One of our goals was to involve more parents and community people-to do some special things school-wide."		"We feel the more people we have working with us, the more successful our school will be. I try to be highly involved. I just like doing these things. I think it builds morale. You're excited, the kids are excited, and the parents are excited. What's so exciting is that now we can put our ideas into teaching and they come to life."	"New people are teamed with mentor. Ideas are thrown out. I think this is how things are kept fresh by sharing ideas and supporting each other and I think that's what helps. It comes mostly from the faculty."
Certified Staff 1 10 years	"They had a meeting this [current planning] morning to decide what they were going to do, whether they are going to continue the five year plan like we had."		I feel that there are a lot of parent volunteers. We have community organizations that come in and help the kids with things. Parents feel	"We have a competition in the wellness program and the winner [school] gets $1000."

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (5-8)

Position Years at MPS	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Certified Staff 1 10 years			more welcome and that helps the students."	"Most of the time other teachers will come up and say that was a good idea or whatever. The administration always thanks us. They're very appreciative."
Certified Staff 2 5 years	"The [Appalachian] committee brainstormed." Mostly it was purely brainstorming-parents and people from each grade level. You get that many together and you usually can do anything."	"[The superintendent], asked us to try school renewal and those things went hand in hand."	"Every school will have people who are more involved. I would rank myself as being very involved, sometimes probably too much. I enjoy it. I attend most everything to support it. Some do what's required, some don't care about giving that extra 20%, and some give 150%, so there's all levels [of participation].	"Our wellness program helped because we get to have outings. Families are invited. We try different things to appeal to different groups-something for everyone." "We try to embrace new people and encourage them to attend certain things, not only what is required."
Certified Staff 3 23 years			"He [the principal] has let go of a lot of the control and that makes me feel better about the situation. I'm a follower, not a leader, so if I don't make decisions, it's my own fault, but I like it that way. I would rather somebody else	

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (5-8)

Position Years at MPS	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Certified Staff 3 23 years			lead. I think we all still know our boundaries--like if you were late every day, he [the principal] would still tell you about it.”	

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (9-11)

Position Years at MPS	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Principal 26 years	"There was some resentment from teachers who said, 'This isn't our style.' It was not uncommon to see someone standing at my door and the question was, 'What do you want me to do?' That went on for maybe a year and a half. I would say, 'It's not what I want to do--go back to your committee and decide what you want to do.' Some people wouldn't volunteer to do things and sometimes we ended up with the same ones over and over [going to conferences], but that was better than me going and saying 'you're going.' I guess with my personality, it used to bother me if I saw 4 or 5 teachers in a room talking. I knew it was about me. Now it doesn't bother me. Some are not comfortable making presentations. There are sometimes feelings of unfairness if some don't equally attend required activities. At first some of the experienced teachers were shaking their heads and saying 'this isn't the thing to do,' but it wasn't long before you began to see some of them change. They were not forced. They were encouraged. They saw what others were doing. I think teachers put a lot of pressure on themselves."	"It's great. Teachers look at me and shake their heads and say I'm never satisfied. I think you always need to work to involve other groups."	"Have an open door policy. Be available. Make them welcome. Level with them. Talk to people. I think you've got to have some teachers who can help you. We're not 100%, but we're coming along. We've come forward. This is your profession. This is our obligation and I encourage teachers to attend as many things as possible. Get teachers involved. They are professionals. They can make good decisions. They can work you hard. They come up with great ideas, worthy ideas. We've also been lucky to have the support of the superintendent."

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (9-11)

Position Years at MPS	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Principal 26 years	" I used to worry if we didn't have 100% participation, but now I think we've got to go on with the people we have. I can't do everything."		
Assistant Principal 2 years	"Time is a disadvantage. Running a successful volunteer program takes a lot of time. It's not forced on them. If they don't want a volunteer, they don't get one. All teaching styles here are accepted and respected here as long as the results are there."	"Teachers are appreciative. Some ask for a volunteer every day. I couldn't give them the amount they want."	"A coordinator for volunteer programs is needed, perhaps a volunteer could take care of it."
Teacher 1 8 years	"I think we, as teachers, tend to wear ourselves out-to do a little too much and not have the energy we should for our home life, but if you are going to have a good school, you have to be actively involved and our school is very actively involved."	"It's very satisfactory. There are some days you can hardly find a day on the calendar to have a meeting; it's a pretty full schedule. I think we could slow down, but it's hard to cut back if you've started something that's working because the community is involved. MPS is special because teachers are willing to go the extra mile to do the little extras. There's very little hesitation	"Remember that teaching is and should be fun. You have to have control. You have to have rules, but if you can have a good time, get actively involved, get kids, parents, and the community involved--let the teachers trust their instincts--you'll be surprised at the results."

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (9-11)

Position Years at MPS	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Teacher 2 1 year (former student, aide 1 year)	"Sometimes we get overloaded. It kind of ties you up. I've heard some of the other teachers who have children say it's difficult to come back to school after hours and do these things. Some teachers have the burden of being in charge of meetings and getting the word out to others. They take turns being chairman so that it is not on one person all the time."	"Sometimes [the principal] or [assistant principal] will just say it. You're doing a nice job. They'll comment. They do a lot of teacher appreciation things."	"I would like to mention this. I drive 50 minutes here each day. I love it here. I have no inclination of moving closer. I don't want anything else and that's from the heart."
Teacher 3 5 years	"At first with the retreat--it was like "what is this?"--and now I think it's not an assignment. Family may be a problem for some, but if something comes up you call and [the principal] and [assistant principal] are very supportive."	"Yes, very much. [The principal] and [assistant principal] are constantly thanking you and saying positive things. They even have positive things to say about what you have done if they happen to see your husband or family in the grocery store."	"Don't try to tackle it all at once. If you start small and then build you won't get so overwhelmed and burned out. One good idea or new lesson--take it and use it--don't try everything. That's when you get discouraged."
Teacher 4 21 years	"Some are free to say what they want and there are others who are not as comfortable. The administration meets with us [in committees and groups] and I think that that intimidates at times."	I think we're doing enough. Every school struggles with involving as many parents as we would like to. If someone could come up with a magic formula--but I feel like we're	I think that probably just starting out small, trying to involve a group--one thing at a time. It's sort of gradually grown. Pick one project and just try it. Look around your community and see what's available."

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (9-11)

Position Years at MPS	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Teacher 4 21 years		excellent in the efforts that we put out."	
Teacher 5 17 years	"Initially some teachers felt pressured into signing the grant. That was their perception. Money is always a problem. Some people seem to think I am trying to get brownie points. Maybe they are jealous. I don't know what. It's harder to get things done in groups. It takes longer, but the more people, the more ideas, the better the ideas--so you can do a better job. Some teachers are still kind of rigid in their structure, but at this school you are allowed the type of environment that best suits you because we're all different."	"It's very supportive. I think sometimes we do too much. We work ourselves to death. We have meetings on top of meetings. When our third grade teachers moved to the intermediate school, they felt like they weren't doing something because they weren't having a meeting every day."	"You have to be a good listener. Make sure everyone has the chance to be heard. We do a lot of surveys. Don't go into it trying to make sure you have 100%. Realize right up front that everybody needs to be heard and parents need to be continuously updated."
Teacher 6 20 years	"In the beginning it is intimidating to have parents in your classroom. You were afraid they would go away and criticize. We have lots of people in and out. There are times when people are tired and say things that hurt each other. I just go to the source and say we need to talk, there is a problem. Others sometimes go through a friend. We've had to open up a little bit. Sometimes it is stressful trying to work everything in. You have to be prepared."	"I think I've seen the children excited and they've verbalized that excitement that we didn't see before. Parents are asking for more information--to me that's very exciting--that's what it's all about."	"First you need to work together as a faculty to come up with some theme or direction that you can all agree on, then education is the next best source. Don't feel intimidated about parent involvement. They can help so much and are not critical. We probably had more criticism when they were not aware. It was misinformation."

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (9-11)

Position Years at MPS	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Teacher 6 20 years			"Strong schools have strong faculties and strong leadership. Don't ask what you are not willing to do yourself."
Teacher 7 8 years	"I think there may have been some fear of trying new things or stepping out, but over the past 6 years there's been more flexibility. There are always people who are going to question everything, but that keeps us on our toes. Resistance has decreased as people have become more comfortable with change. People have seen the successes and have become involved in small ways. It has encouraged them to become more and more involved. I think initially there was probably some feeling toward the people involved in proposing the change and writing the grant. I try not to take it personally. I don't feel that nearly as much now. Sometimes it resurfaces. We have to be careful not to seem like we are seeking glory. We all need to realize we are working for the kids."	I think that the level of involvement is different for different people. There are lots of opportunities to be involved and I think for the most part people do. We are all committed to doing the best job we can for the kids."	"Move slowly. Go step by step rather than do everything all at once. Communication is extremely important among faculty, between school and home, in the community. Let everybody know what you are doing and why. Just being open and honest is an important thing. Involve the faculty. Let them know each other personally."

Appendix F

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (9-11)

Position Years at MPS	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Teacher 8 6 years	"For family reasons, I decided to get out of that [science lead teacher] this year. I live in Wytheville, so it's travel. It's a lot of time away from my [daughter]. Sometimes I get frustrated because I haven't seen my daughter all day. Faculty meetings are just a waste of time. Sometimes half the stuff could be put in a memo. The only other thing I've heard people say is too many meetings--too much time."	"...Too much. I would like to cut back on the number of extra hours spent."	"There will always be resistance, but once you get into it, people get into it. This is a great school and I think anything our faculty undertakes., they would do above and beyond, but take it easy. You might burn yourselves out."
Teacher 9 25 years	"It took a while to get everybody into this thinking pattern. Some people still have different ideas and we might not agree, but we are still supportive and respectful. We've traveled this road together--through some tough times."	"Every year is getting more exciting, involving community people and businesses."	"Teacher training helped a lot to start. Start with yourself and then work together and then get the whole school involved. Pull in the whole community. Also recognize these people. Thank them. Honor them for helping you."
Certified Staff 1 10 years	"...family members and travel time. We have a few people who live in Bristol, an hour away. It was all optional, that was their choice. A lot of teachers shared ideas. Things have worked."	"I am very impressed with the overall atmosphere. Everybody's generally positive. At times there is too much. There is a burnout part. That can only last a little while--at that pace."	"Get as many people involved as you can. Get their ideas and make everyone feel important and that their ideas count. Workshops and family activities are a plus. Leadership is very important. If you don't have their support. You won't have the support of the other teachers in decisions."

Raw Data Matrix: Interviews with School Personnel (cont.)

Respondent by Question (9-11)

Position Years at MPS	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Certified Staff 2 5 years	"A hundred percent weren't ready for these changes. Some were very resistant and still were after a few years. It had to grow. Everyone's style is different. [The principal] is still the boss. He will squelch a few things. I can't think of anything though. I still would never go ahead and get something started without making sure he thinks it's a good idea. He really still has the leadership."	"Yes, but those who aren't involved, are not, it's my feeling, settled yet. They are not sure they are going to be here a long time. They're not settled, not sure what their future holds."	"Be proud of what you do and let everybody know what you're doing and just don't think it's going to be a great school if you think of it as just a job. Care about what you do. We took our objectives seriously. We internalized them. Treat each other as equals. Know that you are important and matter. You can make decisions. Take ownership."
Certified Staff 3 23 years	"At first I was one of the ones that was told what was going to happen. I was totally against it because I didn't know and I didn't have anything to do with the change. I thought it was more one or two teachers and it was put on us. A lot of us felt that way. When [the principal] started letting up. It just became a friendlier and better place to be. He's friendly and nice and talks to me. It means so much. At first I didn't want to go to the fall retreat. It was just extra, but this year I spent the night and had a good time. I am one who should rather go home to my family, that's terrible, but it's the way I am. I was told [my room] was a cold place. I took it to heart and it hurt bad [tears]. It really did hurt my feelings. That was back before I knew what was going on. They didn't mean me."	"Yeah, it is. I think we need to slow down--like they [visiting team] suggested. We can't keep this up."	"Make sure everybody knows how things got started and what it's going to be like and that they'll get a chance to help. If I had known from the beginning what was going on, it would have been smoother. I felt like absolutely a nobody. It makes you feel good when you're involved in the changes and you're involved in helping."

Raw Data Matrix: Interviews with Parents and Community Members

Respondent by Question (1-4)

Relationship	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were major events along the way?	Question 4: Who was involved? What was the level of involvement?
Parent 1			"There's a fairly wide range of involvement. My first type of involvement was with my daughter's kindergarten class. They sent home a newsletter each week. At the beginning of the year, there is an introductory meeting. The parents can visit the teacher and the teacher explains the year and what will be happening. There are parent conferences scheduled regularly."	"There's an awful lot of parent involvement. That's pretty typical. I know many, many parents who come. I am not saying that every parent does, but everybody has the option. There are a lot of parents who give and do a lot more than I do."
Parent 2		"[The principal] has come a long way in broadening his perspective. Times have changed and he freely admits he had to let go of some of the control. That's one of the reasons this school functions so well. He's been willing to let other people have a say. I don't know what you want to call it--progressive?"	I knew my child's kindergarten teacher socially before he started school. That was my first school experience. She encouraged me to come in--it got me comfortable. It's [my involvement] kind of started out slow and has progressively overtaken a lot of my time--willingly obviously. I go in and do special projects in the classroom, as well as structured volunteering each week. I worked on getting the playground built for four years. It was a community project. I am involved in a lot of different areas."	"I am the type of person who is going to get involved anyway. It's my personality."

Appendix G

Raw Data Matrix: Interviews with Parents and Community Members

Respondent by Question (1-4)

Relationship	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were major events along the way?	Question 4: Who was involved? What was the level of involvement?
Community 1			"[I became involved] through our banking association. We have a program called the Personal Economics Program [PEP]. The whole idea is to educate our customers and future customers. [A teacher] asked me to work with her classroom. It is set up as a community. We expanded to include the whole school. I have worked with other county schools. I am much more involved with this school. The others have been more a one shot presentation."	Personally, I'd love to be up here every day, realistically, it's hard to get away [from work]. I guess you could say I'd like to be more involved but just with the time limitations, I can't."
Community 2			"A few years ago, Big Brothers/Big Sisters of America decided to see what could be done with school based mentoring. I talked with [the superintendent] and got his permission and then talked to my friend who is plant manager at Utility Trailer and sold him on the program. He agreed to give volunteers [employees] an hour and a half each week to work with kids. He and I met with [the principal] and [assistant] in August of 1996."	"Big Brothers/Big Sisters of America, the superintendent, plant manager at Utility Trailer, principal, and assistant principal met together and laid down rules and guidelines and came up with a partnership. I knew if I could get these two people involved [principal and plant manager], it would work. They would

Appendix G

Raw Data Matrix: Interviews with Parents and Community Members

Respondent by Question (1-4)

Relationship	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were major events along the way?	Question 4: Who was involved? What was the level of involvement?
Community 2			"We laid down guidelines and rules and came up with a partnership. MPS was our first school based mentoring program. I knew they would set an example."	get other people, and that's exactly what happened."
Community 3		"I see new things that [my kids] didn't have the opportunity to do [when they were here]. I constantly see new things going on here. I don't think they're ever content to stay. They are always looking. [There is] more community awareness. I see progression, improvement in some things."	"I am in a civic club, the Kiwanis Club, and was asked to head up a committee to look at ideas on how we could help young children. I formed a committee and talked to maybe 30 community leaders and out of that came up with a couple of ideas. One that pertained to this group was safety. We wanted to do something to improve the instruction of safety. We came up with Safe Kids City. We run it each year for the school system. We also became involved in the Book-It program with Pizza Hut so that children younger than first grade could participate."	"I talked to [the superintendent] about a possible project. I approached the school [principal] because the school was the natural place to find young children which was the Kiwanis mission. I think they [MPS faculty] are very receptive to working with the community. I think they go out of their way to try to involve parents and other people who are willing to share their time and talents. They are very easy to work with. They have the kids at heart."

Raw Data Matrix: Interviews with Parents and Community Members (cont.)

Respondent by Question (5-8)

Relationship	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Parent 1	"I am on the curriculum committee. We have lately been discussing SOL's. I've done a little gathering information and trying to find some on-line resources--ideas on programs, that sort of thing."		"It's very open and inviting. I've been in other schools where you walk in and can almost feel it close in on you. You feel like nobody wants to be there. The atmosphere here is completely opposite. This is such an excellent school. There is a lot of self-confidence [in teachers]. Some places really don't want outsiders looking over their shoulders, but here the attitude is that you can enrich [programs]."	"If a parent doesn't come and feel that they could do a program or something. They are invited to come anytime--eat lunch. They don't have to call ahead. At different times of the year specific invitations are made for parent involvement. The attitude is that you can enrich. They put a great bit into climate. Everything is clean--morale. There is an effort to help each other, swap ideas. I think they do some things to help that--the fall retreat. It's educational. It's inservice. I went this fall. I was impressed. It was a great thing to enhance cooperation. It makes it easier [for staff] to come in in the morning."
Parent 2	"Not really, no. [not on any planning committees]		"They try to encourage parents to get in here. The library project is ongoing. You could come in any hour, any day of the week if you wanted to, the hours could totally be set by you--if that's what you chose to do."	"They've actively tried to do more things to get parents in such as Family Fun Night, Appalachian Day and things like that. Those have happened fairly recently. They haven't been around forever. [The principal encourages parents to

Appendix G

Raw Data Matrix: Interviews with Parents and Community Members (cont.)

Respondent by Question (5-8)

Relationship	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Parent 2			"A lot of it is the teachers. This is a very unique situation. They seem to mesh, genuinely care about each other and what happens here."	get in here. He says 'any way we can get them through the doors.' I know all the teachers now. There is a sense of friendship. I feel like I have a good relationship with them."
Community 1				"Anytime we're trying to plan something. [the principal] will say, 'We'll accommodate [you]. It's a two way street. He's pretty flexible. Teachers get out and make contacts themselves. They are the ones coming up with the ideas. It's coming from the teachers themselves."
Community 2			"This has been a wonderful program. [The assistant principal] has given reading workshops so if the volunteers need any help."	"It's absolutely attitude. The school realizes they need to reach out. They can't do it all themselves. These people give 150% because [the principal] expects the best of everybody. He works hard in this community. He is a good example--a good role model."

Appendix G

Raw Data Matrix: Interviews with Parents and Community Members (cont.)

Respondent by Question (5-8)

Relationship	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Community 3	"I just deal with the Kiwanis activities."		"We run Safe Kids City each year in the school system. We have two other projects--creative writing contest and the Kiwanis Creative Kids Program. It's kind of like Odyssey of the Mind. It's a group with high school students to teach teamwork and creativity. This year they are designing a logo for Smyth County."	"[The principal] is receptive to talking about ideas. The teachers are very receptive. If they see something that might benefit the kids, they are willing to try it, even though it's never been tried before. [The principal] is somebody who would promote ideas, not just give it to them [teachers]. That spirit translates down to the teachers. Some of these teachers are so good to work with. They have the desire to keep advancing these projects."

Appendix G

Raw Data Matrix: Interviews with Parents and Community Members (cont.)

Respondent by Question (9-11)

Relationship	Question 9: What resistance to involvement was encountered? How was it dealt with?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Parent 1	"I can't really think of any. I don't know that I have seen any. There are a lot of different levels to be involved. It's a pretty wide range. If they [parents] didn't want to come on a weekly basis, there are special events. [Personally] it depends on what I've got going on--that fluctuates somewhat. I can't really think of any downside, not looking at it from the standpoint of the quality of the school they're producing but, the teachers are hard workers. There certainly has to be an extra burden on them--they're super."	"Yes,...besides being very efficient and productive, the teachers are also very nice. They make you feel comfortable and a part of everything. When you come in, maybe more than one person will thank you and mention that it was really nice that you came and did something. The children draw pictures and write letters--just for coming to do something special. This is a far better school than I would think. The teachers, staff, faculty, and all seem to do more than you would be able to expect a person to do. It's the best school I've ever seen."	"Here we allow a lot more input with the committees. They're very active. They're not simply directed. The management is much more participatory and that snowballs and you begin to get respect and that begins to breed self-confidence. It would have to go back to the principal's level. There's enough freedom. That is one key thing that keeps motivation high. You come in. You have a creative job. You can think of ideas. You can probably implement [them]. Have a sense of humor and some time to play together--the selection of staff would be important."
Parent 2	"Everybody's situation is different and obviously volunteering takes a lot out of you. It's enjoyable, yet it is your time. I know last year several of my friends were working up here more than they should have been. It sort of affects your home life after awhile. The time factor is sometimes is a problem. It's an inner thing, either you want to do it and get involved or you don't."	"Oh, yes, the teachers are very appreciative of the work we do. I don't know that there is necessarily a formal way of thanking us, but the teachers usually just do that--the ones that were directly involved."	"At any school you are going to have some parents who are doers. Talk to those parents and get them to spread a little enthusiasm. Anything you can do to get them in. Come eat with your child. Come read a story--just some activities that bring parents into the school."

Raw Data Matrix: Interviews with Parents and Community Members (cont.)

Respondent by Question (9-11)

Relationship	Question 9: What resistance to involvement was encountered? How was it dealt with?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Community 1	"I guess I have [experienced resistance] in a remote way. We [the bank] try to get word out to all county schools. Some of them just don't ask us to come in. Some regulatory type things prohibit us from doing some things. We've got to be careful about not being exclusive."	"I think so, just from the comments I get from teachers and certainly [the principal] and [assistant principal]. They seem to appreciate the time we take to come. Any time we see them, they'll just thank you--positive comments. I'd love to be up here everyday if I could. From a purely selfish standpoint, we [the bank] see potential customers. If we educate customers, they can be better customers and we can serve them better as a banking industry."	"Don't be afraid to ask people in the community to come in. Don't assume they don't have time. Don't be afraid to continue to ask. Have something in mind. Target a particular topic. It makes it easy. Keep information out in the community. Keep doors open to the community and a good line of communication. Don't be afraid for community people to come in and look the school over."
Community 2	"The first year some of the teachers didn't like being interrupted. They didn't want to do it. I think [the superintendent] and [principal] just said if there's a child that needs this program. Everybody will participate. I have not had any problems with teachers. We have had good communication. We really haven't had a problem. It was a struggle to get everyone matched in September at the appropriate times. It's hard working around the schedules."	"[This program is going very well]. It has everything to do with the attitude of the principals. They set the tone and here at this school, they appreciate anything anybody does. How can it not work if you are helping children. Every year, everybody does an evaluation of the program. We feel like it is a phenomenal success. 76% of the children had improved in academics, 92% in social skills, 86% in behavior, 100% in attendance and 96% in self-	

Appendix G

Raw Data Matrix: Interviews with Parents and Community Members (cont.)

Respondent by Question (9-11)

Relationship	Question 9: What resistance to involvement was encountered? How was it dealt with?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Community 2		esteem, not only the children's self-esteem, but the [Utility Trailer] employees. They felt good about themselves because they are contributing. It not only helps the kids, it helps the adults."	
Community 3	Disadvantages are a lot of time. The current project is taking a lot of time, to talk to teachers and coordinate things. I don't see anybody else in my organization wanting to do this. Somebody has to have time and enjoy doing this. I worry about what might happen if I let this go."	"I'm very impressed with the teachers and staff here. They are very receptive to working with the community. They go out of their way. They are easy to work with and try to do the best for the kids. Some very unique projects have come out of it."	"The administration needs to be geared toward that [involvement]. The school probably needs to take the first step and talk to groups, talk to people to see how they could work together."

Appendix H

Raw Data Matrix: Interviews with Student Focus Groups

Respondents by Question (1-4)

	Question 1: How was it decided to move to a high involvement model?	Question 2: What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Student Focus Group 1			"[There are] special days such as Discovery Day and Appalachian Day." "At least two classrooms are set up as communities and bring in visitors or speakers weekly."	"Two teachers cooperate together." "The class makes up rules." "Visitors from the community come." "A visitor from another school like you comes."
Student Focus Group 2			[Student mentioned Discovery Day and a magic show].	"Those gentlemen were here on Discovery Day." Sometimes my mom comes and eats lunch with me."

Appendix H

Raw Data Matrix: Interviews with Student Focus Groups (cont.)

Respondents by Question (5-8)

	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Student Focus Group 1			"We have art shows. We write the best story [competitions] and pick the best one. We get trophies or money." "I like Discovery Day. We do all these different projects." "We have a visitor, Mr. Aker, and he comes to tell us about World War II." "Every week a visitor comes and tells us about their job and they invite us to come to their place." "They [visitors] like to visit and talk to us."	"We have competitions, special days, [and] community visitors."
Student Focus Group 2			"Special days make school fun."	

Appendix H

Raw Data Matrix: Interviews with Student Focus Groups (cont.)

Respondents by Question (9-11)

	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Student Focus Group 1			"Have some kind of rewards for people who are good." "Let people choose what they want to do."
Student Focus Group 2	"I like PE, playing instead of work. "It's boring when you have to write stuff."	"This school is beautiful." "It's mountains of fun."	"Get computers." "Get them to have [learning] centers."

Appendix I

Raw Data Matrix: Observations

Observation by Question (1-4)

Observation Date	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
First Grade Play 4-17-98			Principal is circulating, greeting visitors, getting chairs. Principal made introductions and closing comments--very brief. He used the opportunity to thank students, teachers, and parents and commented that MPS had received a good report from the SACS visiting committee. As children left, [no formally organized dismissal] parents and teachers were commenting to children, giving praise. Children responded politely and positively.	Parents are visiting with each other before the play. I estimate 50-75 parents in attendance for daytime performance.
Family Fun Night 4-21-98		One teacher commented that "we didn't always have this freedom" [to do activities such as Family Fun Night].	Teachers are setting up activities. There doesn't seem to be any one person in charge. There are hands-on math and science activities, book sale, door prizes, and games. Parents register [directions for evening and other educational information available] and come in. Directions for activities are posted at each station. Parents	School is "busy." Some teachers are setting up activities. One teacher is exercising [two students following]. Parent volunteers are in library working on mural. Initially, principal is not present [away on SACS visiting committee for 3 days]. He comes in later and begins work in the kitchen.

Raw Data Matrix: Observations (cont.)

Observation by Question (1-4)

Observation Date	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Family Fun Night 4-21-98			read and work with their child. Teachers circulate and help where needed. Classrooms and office areas are open and accessible.	
Faculty Meeting 4-29-98			Whole faculty meets twice a month. Assistant principal began by discussing instructional needs, asking for input. Principal relayed basic information, passed out forms for input on behavior plan and inservice, expressed need to get teachers involved and work on plans during the summer. Brought up school renewal.--need to decide what to do next. A representative from each grade level will be sought. Asked teachers to send letters asking parents to come in for conferences "one more time." Humor injected periodically. Atmosphere kept light. Various topics addressed. Brief reports from [school renewal and special activity] committees. There was much	Full faculty required. Most participated freely in discussions.

Raw Data Matrix: Observations (cont.)

Observation by Question (1-4)

Observation Date	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
			discussion and back and forth. Many people talking at once. Seemed somewhat chaotic, but comes back into focus. Principal as facilitator makes sure all areas are covered. Disagreement was expressed, but no criticism or "put downs" observed. Seems the faculty meeting is used by this group to bring up ideas [or hammer out the basics] that are then addressed in the appropriate committee in detail. Meeting was fairly long. Ended by sharing thank you cards and letters of appreciation that had been received by the school from various sources.	
Transition Meeting (across grade levels) 4-30-98			Meets 3 times a year. Switches members to mix groups yearly and crosses grade levels. Every teacher is on a transition team. Circle format. Refreshments served. Met at 7:30 AM. A teacher was facilitator--had an agenda. Committee serves an evaluation function. Discussion on the value of recent	Approximately one-third of the teaching faculty was present [one of three transition teams in the school]. 16 members present. The principal and assistant principal. Five teachers were somewhat limited in their participation. Meeting lasted 30 minutes.

Appendix I

Raw Data Matrix: Observations (cont.)

Observation by Question (1-4)

Observation Date	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Transition Meeting (across grade levels) 4-30-98			activities and changes needed. Other concerns brought forth, such as, too many meetings, transitions from one grade to next. Proposed "Reading Day," parenting classes, and year-end awards.	
Demonstration for Visiting School 4-30-98			Assistant principal was demonstrating early intervention [reading] program for visiting school--had refreshments. Set up room for observation of lesson. Information packets for visiting members. Time for questions.	Visiting team of teachers and principal from another school present. Assistant principal conducting workshop-type demonstration of early intervention reading program.
Steering Committee Meeting 5-12-98			Met to give input on school renewal process just completed and discuss plans for the future. Discussed the reorganization of the committees/need to inform new faculty members as to both school renewal and school improvement. Need to increase support staff involvement, parent involvement on committees, community people--free exchange of ideas, circle seating.	Current committee co-chairs and the administration present.

Raw Data Matrix: Observations (cont.)

Observation by Question (1-4)

Observation Date	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Volunteer Session with Student 5-12-98			Volunteer took child from classroom for 30 minutes to work on handwriting and reading. Teacher had prepared folder of work for child to do. Tutor had brought stickers and award certificates for the student that she made at work.	Volunteer was from mentoring program. Dressed professionally. Taking task seriously. Providing one on one for student.
Field Trip 5-13-98			Grade level field trip assisted by community volunteers and parents.	Community volunteers from two organizations and parent volunteers helped with field trip. Conducted and guided activities as well as supervised.
Grade Level Committee Meeting 5-14-98			Met in one of the classrooms. Meets monthly or more as needed. Informal circle format. Conducted by grade level chair. Discussed grade specific activities, upcoming class play and evaluation of and suggestions for field trip. Met at 7:30 AM. Mentioned that grade level meetings were needed due to loss of common planning time when music/art positions were cut.	All grade level teachers and the administration were present.

Appendix I

Raw Data Matrix: Observations (cont.)

Observation by Question (1-4)

Observation Date	Question 1: How was it decided to move to a high involvement model?	Question 2: What were the antecedents to involvement? What was the school like before?	Question 3: How did involvement occur in practice? What were the major events along the way?	Question 4: Who was involved? What was the level of involvement?
Transition Meeting (between schools) 5-14-98			Meeting between two schools to discuss transition of second graders to the next level. Open agenda--refreshments. Principals informally presiding. Discussed concerns, questions, differences in schools, preparing students for the change. There appear to be many differences between the two schools [K-2 and 3-5] with respect to leadership and organization.	Second and third grade teachers and administrators from both schools present.

Appendix I

Raw Data Matrix: Observations (cont.)

Observation by Question (5-8)

Observation Date	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
First Grade Play 4-17-98			Following the play, halls were "buzzing" with talk about the play from students, parents and teachers. Polite response from students. Orderly return to classrooms.	[Principal] constantly thanking students, teachers and parents.
Family Fun Night 4-21-98	Event evolved from Title I workshops. Added science and math activities from V-Quest workshops. Two events merged. One teacher keeps the notebook of activities for Family Fun Night. Committee meets, rotates, evaluates activities each year. Attendance [by teachers] at Family Fun Night is voluntary but does count toward inservice for those who participate.		Participation is voluntary. It seemed that most teachers were present--estimated attendance of 200-300 parents and students.	Activities are rotated. Participation is voluntary. The school logo "a light in the mountains" is everywhere--in halls--on T-shirts, sweatshirts. Positive change slogans are posted on bulletin boards. Community partners logos displayed. Posters and signs produced by students are displayed.
Faculty Meeting 4-29-98	Assistant principal asked for input. "What do you want to do?" Expressed need to meet with teachers to gain recommendations for		Most everyone participated in the discussion. Full faculty attendance required.	Notes are taken during all faculty meetings by a member of the communications committee and distributed via mailboxes the next morning.

Raw Data Matrix: Observations (cont.)

Observation by Question (5-8)

Observation Date	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Faculty Meeting 4-29-98	intervention classes, mentoring program. Discussed new Title I referral procedures. Principal asked for input and expressed need for teachers to work on several things--behavior plan, inservice, school renewal, now and over the summer to get ready for next year.			Each group or committee is individually asked for an update during the faculty meeting. Attendance required.
Transition Meeting (across grade levels) 4-30-98	Serves a planning/evaluation function. "What are we doing? How did it go? What should we do?" Planning for next year.		All teachers are on a transition committee. Faculty is divided into thirds. Representatives from each grade level and area on each team.	Teacher facilitator. Principal in attendance as a participant. Agenda for the meeting was followed. Attendance required.
Demonstration for Visiting School 4-30-98		School had requested visit to observe early intervention program.	Assistant principal related that the school frequently hosts visitors from other schools. Children seemed comfortable with others being in the room. Went on with their work.	The school was very accommodating to this group. Demonstration, hand-outs, refreshments, breaks, question-answer period--all the things schools usually pay for in a commercial workshop.

Appendix I

Raw Data Matrix: Observations (cont.)

Observation by Question (5-8)

Observation Date	Question 5: What planning for involvement occurred?	Question 6: What outside forces were involved?	Question 7: What is the current status of involvement at the school?	Question 8: How is involvement maintained?
Steering Committee Meeting 5-12-98	Discussion centered on where to go with school renewal during the next five year cycle. Plans to better involve support staff, parents, and community members on committees.		Reorganizing for the next cycle.	Rotating positions and allowing people to re-select committees every five years. Participation on one school renewal committee is required.
Volunteer Session with Student 5-12-98	Teacher planned activities in folder provided for volunteer. Volunteer spoke briefly with teacher before working with student.	Big Brothers/Big Sisters of America.	Ten or so volunteers [mentors] in the school on this given day.	Program is coordinated by director of Big Brothers/Big Sisters of America.
Field Trip 5-13-98			The school seems to try to bring in anyone who can help. The attitude seems to be "Who can help us do this?"	Principal and teachers constantly thanked volunteers for their help. Invited back to school for lunch.
Grade Level Committee Meeting 5-14-98	Planning specific grade level activities.		All teachers participate in grade-level meetings at the appropriate grade.	Grade level chair facilitates informal discussion. Participation required.
Transition Meeting (between schools) 5-14-98	Planning to help ease the change for second graders moving to the intermediate school [3-5].	Transition meetings between schools are required by the superintendent.	All participate. Meet twice a year.	Required.

Appendix I

Raw Data Matrix: Observations (cont.)

Observation by Question (9-11)

Observation Date	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
First Grade Play 4-17-98			
Family Fun Night 4-21-98		Most teachers were in attendance. The principal came in later upon returning from another school division. He came straight to school without going home. Went to work in the kitchen. Later was involved in parent conference in office. Seemed to accommodate parents whenever.	
Faculty Meeting 4-29-98		The faculty meeting was very thorough-- careful to cover all areas.	
Transition Meeting (across grade levels) 4-30-98	Some teachers were not as talkative. One commented that she wasn't awake--not a morning person.		

Appendix I

Raw Data Matrix: Observations (cont.)

Observation by Question (9-11)

Observation Date	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Demonstration for Visiting School 4-30-98		It seems MPS has more than it's share of visitors and shares it's programs freely with other schools, going out of the way to accommodate.	
Steering Committee Meeting 5-12-98	Concern for too many meetings, but commented that there may be no other way to do it. Meetings seen as necessary to the work. No alternatives offered.	The suggestion was made to consider more involvement of support staff, parents, and community members on committees.	
Volunteer Session with Student 5-12-98		Student was enthusiastic about working with the volunteer and it appeared that a positive relationship had developed between the student and tutor. They talked easily. Chatted briefly about out-of-school things. Student followed directions.	
Field Trip 5-13-98			

Appendix I

Raw Data Matrix: Observations (cont.)

Observation by Question (9-11)

Observation Date	Question 9: What resistance to involvement was encountered? How did the school deal with resistance?	Question 10: Is the level of involvement in the school satisfactory? Why or why not?	Question 11: What recommendations can be made for other schools?
Grade Level Committee Meeting 5-14-98			
Transition Meeting (between schools) 5-14-98			

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