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ABSTRACT

The leadership task for a new age of schools is to stimulate continuous innovation, rather than to manage for compliance using outdated standards of work. This paper presents a typology of work cultures--the varying work conditions of schools and the challenges they present to principals in developing high-performance work cultures. Data were collected in 28 elementary, middle, and high schools in Florida, Virginia, and Minnesota. Methodology involved interviews with 28 principals, a work-culture survey of 1,235 professional staff at 25 schools, and a survey of 1,235 teachers at 25 schools. Three conceptual models were compared: (1) the Managing Productive Schools (MPS) Model; (2) the Change Process Model; and (3) the Quality Performance Model. Findings indicate that the highest performing schools had developed interdependent planning, staff development, program development, and assessment functions. Teachers in the more mature cultures tended to see priorities and challenges in similar ways and were involved in shaping new programs and services. Principals who understand the change process as developmental tended to be successful in engineering school development. Finally, the typology for principals is built on visionary leadership, strategic planning, and systems thinking and acting. Five tables and three figures are included. Contains 25 references. (LMI)

TYPOLOGY FOR THE PRINCIPALS OF LEARNING ORGANIZATIONS COMMITTED TO REFRAMING WORK CULTURES

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This Paper is dedicated to the memory of Adam W. Raskin, our research associate, who died of leukemia on January 5, 1994. His work in analyzing the Principal interview data has made this report possible.

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Typology for the Principals of Learning Organizations Committed to Reframing Work Cultures

Schooling in America is undergoing radical changes in response to the shifting demographics of schools, and also to the changing knowledge and skills required in the workplace of the 21st century. As schools, along with all other social institutions, shed bureaucratic characteristics in order to become more responsive to changing needs, they will require leaders who are both knowledgeable and capable of engineering the transformation of basic work cultures. The schools of tomorrow are likely to be invented in places where leaders have a vision of a different kind of schooling, and possess the knowledge and skills to empower others to respond to emerging challenges through networks and partnerships. The leadership task for a new age of schooling is to stimulate continuous innovation, which alters the outcomes of schooling for all populations, rather than to manage for compliance with outdated standards of work.

This paper presents the initial findings of a comprehensive 28 school multi-site case study, which sought to identify themes and patterns that exist in schools that are changing bureaucratic work patterns to those found in Quality systems. The schools in this study are located in Florida, Virginia, Minnesota, and Louisiana, and are all led by principals who are trainers in a program for managing change, known as Managing Productive Schools (Snyder and Anderson, 1986; Snyder 1988). This report provides an initial Typology of work cultures, transformation moving toward a more student-focus. The typology presents varying work culture conditions of schools and the challenges they present for principals in developing high performing work cultures.

Given the current emphasis on school-based management, and also on the Quality revolution, the results from our study provide a portrait of schools in transition from varying social contexts and professional conditions. It is our hope that in this era of major school restructuring our story will provide useful perspectives on the change process. Specifically, we will report characteristics of maturing school work cultures; teacher perceptions of the effects of change upon students, their schools and themselves as professionals; and the intellectual challenges and realities as principals engineer change in different contexts over time.

Background
Facing a Changing Social Reality

Schooling Demographics

As we enter the information age, schools are faced with an almost unmanageable challenge of preparing a growing at-risk youth population for work in the 21st century. The changing demographics of communities and their schools are presenting educators with mounting challenges to address the needs of the ever-more-numerous at-risk populations (Hodgkinson, 1991). The social demands placed on every school now are raising questions about the feasibility of standard programs and services that have evolved over the last century within bureaucratic traditions. To provide a perspective on the declining adequacy of American schooling, Kearns (1993) notes that on international comparisons of student performance, American students perform as they did in 1970, while all other industrial nations have improved the quality of their education and outcomes.

In his 1993 publication, Hodgkinson provides convincing information: "The lowest 40% of students are in very bad educational shape, a situation caused mostly by problems they brought with them to kindergarten, particularly poverty, physical and emotional handicaps, lack of health care, difficult family conditions, and violent neighborhoods (p 619-623)." The middle 40 % of students, he continues, are able to complete college, while the top 20% are found in the top percentages of performance on international measures. Even though the bottom 40% are at-risk for social rather than educational reasons, an argument might be made that the schooling enterprise has also failed to respond adequately to changing social conditions, and therefore is an at-risk social institution.

Any major reform effort consequently must address the needs of at-risk groups, and to do so requires a major transformation of work cultures, and of the programs and services that are provided for client groups. Hodgkinson (1993) goes on to recommend that a "seamless web" of services, combining education, health care, housing, transportation, and social welfare be provided within communities; and, that the major focus for educational reform be on those American children who are at greatest risk. No longer can the effects of neglect be tolerated, he argues, for unless these populations possess capacities for full community participation, the negative effects will continue to mount, and may in time virtually cripple our society.

New Definitions of Work

While the American at-risk populations are expanding, as are American at-risk schools, the requirements of the workplace also have become increasingly complex. The *SCANS Report* (1992) has provided every school in America with a radically different image of current job demands from those that typically guide instruction and learning within the K-12 schooling process. The SCANS snapshot of "work-place know-how" presents yet another major challenge for reinventing schooling work structures, programs and services. A central message from the Report is that the outcomes of schooling for the information age must go far beyond minimal basic skills in traditional isolated subject areas, and must prepare students with more fundamental capacities for productive participation in community life that now exists. To equip students with competence in the SCANS workplace know-how will require fundamentally new forms of schooling that build capacities for students over time. These include the following dimensions: the productive use of resources, interpersonal skills, information, systems, and technology; and the foundation skills that include the traditional "basics", creative and critical thinking and personal qualities that add value to the workplace. When considering the revolution of the workplace that school students will face, along with the challenges of growing at-risk populations, a virtual rethinking of work and its outcomes is required at all levels of the schooling enterprise. Anything short of radical change will be inadequate for remaining viable as a social institution.

The Work Culture Revolution

In order that schools may respond to new challenges, many of the deep-rooted traditions of schooling face extinction, and in their place will evolve dynamic and energetic work cultures. Kearns (1993) notes that American business is on the "fast track out of business", and that to remain in the international marketplace means a substantial investment in training, and in research and development. What seems to be happening, not only in the U.S.A., but throughout the world, is a virtual transformation of governments, agencies, institutions, industry and businesses, all of which are responding to rapid changes in the environment and to technological pressures (Snyder, Anderson, Johnson, 1992).

The renovation of American education, from pre-school to graduate school education, has become a national priority. A century ago the transformation from an agrarian to an industrial society caused the one room school house to become obsolete. Transformation into an information age, a century later, will require as

fundamental a restructuring of schooling. The quality of restructuring that is required to keep pace with social and economic changes, will alter every schooling dimension: standards and assessment, instruction, technology, school management and work cultures.

At issue for all social agencies are the fundamental traditions of work. Bureaucratic systems that have been honed over the past century, and perhaps served well the needs of an age gone by, are rapidly being replaced with more fluid and responsive forms of work. Chubb and Moe (1990), policy analysts from the Brookings Institution, have observed that in the past the school organization's objective has been to deliver programs and services that are well designed by experts, and for schools to improve those over time. This bureaucratic approach to program development is now recognized by many as obsolete.

Agencies and businesses that are engaged in major restructuring efforts to produce better products and services do so with fewer resources (Kanter, 1989). The business world, or at least the most enlightened part of it, is literally turning itself up-side down and inside-out, according to Peters (1988), to respond to dramatic changes within society and in the global marketplace. Educational agencies also are immersed in dramatic changes in the workplace of schools, both for adult workers and for learners. The commonly used term "restructuring" suggests a thorough, even radical, overhaul and redirection of the entire system (Hansen, 1989). The fundamental concept of restructuring assumes a unit of change that transcends individual parts; it is not piecemeal.

In March, 1994 a special issue of *Wingspan* was published by Pedamorphosis, entitled: "Welcome to the Quality Revolution". Snyder and four doctoral students (Rigsby, Acker-Hocevar, Perkins and Jorgensen) worked together and reviewed about 50 major works on Quality, and then wrote essays on different dimensions of the growing literature base: The Quality Giants, Perspectives on the Giants, Quality in the American Workplace, Variations in Quality, Quality Comes to Education, and Learning organizations. Six themes about Quality work cultures were identified that cross the various Quality literatures, and include the following: 1) client satisfaction, 2) top level leadership, 3) systems thinking, 4) strategic planning, 5) continuous training, and 6) continual improvement. These themes, and others, are likely to guide the work culture revolution in schools, as they are elsewhere around the world today.

Change Isn't Easy

Schooling traditions have tenacious roots, and revising them to any extent will require an altogether new understanding of the dynamics of change. To illustrate the enduring strength of habit and traditions, and the challenges faced in changing bureaucracies, there is a discouraging conclusion from an experiment funded by the Annie Casey Foundation. Recently the Foundation spent $40 million on a social experiment to alter the life chances of disadvantaged youth in four cities (Welhage, Smith and Lipman, 1992). A three year study of the project, as it evolved in four city school systems, concluded that fundamental changes in programs, policies and structures had *not* occurred, that most interventions were only supplemental to traditional educational programs, and that few workers were prepared to use evaluation data to assess the impact of innovations.

Three major causes for the lack of impact in the Casey experiment were identified: (1) maintenance of the traditional cultures of all agencies supported inertia that prevented change, (2) the lack of visionary leadership from any agency led to action without direction and focus, and (3) people who did not have the skills to work together as decision making bodies. Reversing the years of powerlessness, the researchers determined, will require more than cluster teams and committees. Leadership must make a moral commitment to youth, they argue, which stimulates a shared vision among all partners for the success of the youth. Students need to become engaged in authentic work, which provides the context for professional dialogue and reflection. The staffs of the varying supporting agencies need to become empowered to respond to needs, with the resource base being strengthened to support innovation and success.

In rethinking the function of leadership that drives restructuring efforts, Fullan, in his recent book on change (1993), provides a definition. He suggests that "change agentry" requires four capacities: *personal* vision-building, inquiry, mastery, and collaboration. For each of these four capacities, the institution has a counterpart: *shared* vision-building, organizational structures, norms and practices of inquiry that focus on organizational development and know-how, and on collaborative cultures of work. These two interrelated forces (personal and organizational), he observes, are dealt with simultaneously. The change agent must have the requisite personal capacities before change can be managed within an organization.

Systems thinking, which is central to Quality cultures, will lead naturally to the demise of independent and isolated functions within schools and districts, and

replace the fragmented work patterns found in bureaucratic organization. Systems thinking represents a profound reshaping of the internal world of thought for leaders, and it becomes operative when coupled with skills in surfacing assumptions and in balancing inquiry and advocacy (Senge, 1993). The models that matter, argues Senge, are the systemic understandings that can lead to significant change. These eventually become new shared mental models, which evolve through continuous dialogue about challenges, assumptions and visions of the future. A central concept in systems thinking in the 1990s is interdependence, which is defined in our work as the integration, and eventual fusion, of resources, information and systems across units for the pursuit of new outcomes.

Visionary leaders are needed for the Quality revolution in schooling, those who understand the scope of transforming work cultures, and the challenges of designing responsive systems. To engineer the change process successfully, leaders are driven by a moral obligation to respond to the needs of students, their families and the community (Sergiovanni, 1992). In other words, the real challenge is to develop learning organizations within schools and districts that have the capacity to adjust to constantly changing conditions. A learning organization is skilled at modifying its own behavior to reflect new knowledge and insights about meeting customer requirements.

Rationale for the Study: Schools in Transition

For the past 15 years Snyder and Anderson have been training principals to develop school work cultures of shared decision making and collaboration, which are driven by goals and increases in student success patterns (Managing Productive Schools-MPS: 1986, 1988). In 1987 the first group of trainers was prepared to train their peers in the 25 day training program. Since that time over 60 MPS trainers have been certified to teach other leaders to transform their schools and other units. Work culture within the MPS model is defined as the way in which faculties address learning problems together through school planning, staff development, program development and school assessment practices. The work culture can also be defined as the psychological and social force that influences the direction and the quality of work in an organization.

MPS trainers include principals who received 25 days of training, followed by ten days of trainer-training that centers around the school work culture model found in Figure 1. This systems model assumes that for a school to enhance its capacity

over time to respond to the changing requirements of student groups, as well as to parental and social pressures, there must evolve a *comprehensive school plan* that collaboratively addresses those needs. A *staff development system* then is designed and operationalized to equip the staff with the new knowledge and skills needed for achieving the new goals. *Programs and services are continuously developed* that reflect goals and address the emerging needs of student populations. *School assessment* measures the extent to which goals have been realized in meeting student needs; and new areas for continuous improvement are identified from assessment data. While principals receive training in the knowledge base and skills for managing the work culture development, they also are prepared to stimulate professional involvement and innovations by launching reward and recognition systems, networks and partnerships, and empowerment activity through pilots.

Figure 1 here

Research Project

Until now, stories about the experiences of MPS trainers/principals have been observed randomly and shared in numerous publications and presentations over the years as illustrations of challenges and strategies for success. This study is an effort to gather more systematic evidence about the change process in order to build useful mental models about changing school work cultures over time. The purpose, then, is to identify the themes, patterns and stages in the transformation of school work cultures, those in which work units become empowered to invent increasingly more powerful programs and services. More specifically, we sought to identify themes and patterns found in schools that are in different stages of development, and to identify characteristics of work cultures in transition to a Quality system.

Case Study Research Design

A multi-site case study design was selected for this project, which is a method for gathering multiple sets of like data and analyzing them for common themes and patterns (Eisner & Peshkin, 1990). Data collection methods are naturalistic, both qualitative and quantitative, descriptive and interpretive, and are based upon theoretical assumptions about change (Stenhouse, 1988). Three conceptual models provide the theoretical framework for this study: 1) The MPS model (Figure 1) provides the construct for examining the work culture from the teacher and

principal perspectives, and also for reporting the work culture conditions of the 28 schools; 2) The Change Process Model (Figure 2) has guided the overall data analysis for schools at different stages of development; and, 3) the Quality Performance Model (Figure 3) provides the mental model for reporting themes and patterns found in the principal interview data, in which the participants shared their stories of schools in transition to a Quality framework. Together these three models have enabled us to share our new understandings of the change process and the maturing work cultures of schools.

Data Collection

A combination of qualitative and quantitative data were gathered to examine the change process over time (Jick, 1979). Three different sets of data were gathered from most schools in the study: 28 principal interviews (qualitative), 1235 *School Work Culture Profiles* (Snyder 1988) (quantitative), and 1235 teacher responses to nine open ended questions (qualitative). All *principals were interviewed* for one and a half hours, either by phone or in person, to solicit stories about the conditions of the school when they began the change process, and the challenges they faced over time in transforming the work culture. Interviews were recorded and later transcribed verbatim, and then were mailed to principals for their reactions. The total professional staff of 25 of the schools responded to the *School Work Culture Profile* , reporting their perceptions of the current work culture conditions as found in school planning, staff development, program development and school assessment. *Teachers* from the 25 schools also *responded to open ended questions* about the change process and its effects on student populations, on the school and on themselves.

Data Analysis

Each of the three data sets from all schools was analyzed in search of themes and patterns. The transcribed principal interview data were entered into a computer program called *Ethnograph*, which enabled the researchers to identify themes and patterns found within each of the 28 principal texts, and to re-sort the verbatim data according to themes. The themes that emerged across principal interviews were further analyzed and synthesized to establish "the principal's voice" from schools in transition.

The *School Work Culture Profile* data were entered into a computer program, where school mean scores and standard deviations were calculated. The strengths

of each school's work culture were identified, along with the area least well developed. A Profile report was prepared and mailed to each school, which analyzed unique characteristics of the school, as well as a comparison of that school in relation to the mean of all others in the study. Principals shared with us later that this information was used in their school improvement planning, serving as useful baseline information about the work culture conditions.

The open ended questionnaire responses were transcribed for all teachers in each school. Themes and patterns were sought within each school that related to perceptions about the school's conditions, changes taking place and their effects. For this paper, responses from four of the questions will be made, comparing patterns found only in the high and low schools of this study.

The Quality Change Process Model: A Lens for Analysis

Two models of change have evolved from a partnership project in Florida (between 13 school districts in west-central Florida, the Region IV Educational Leadership Network, and the David C. Anchin Center at the University of South Florida), which we have selected as a lens for our data analysis. This project, which is sponsored by the Florida Accountability Commission and the Florida Department of Education, seeks to develop a support system for schools and districts as they transform their work cultures over time, within a Quality framework. The context for change in Florida schools centers around the 1992 reform legislation that is known as *Blueprint 2000*. Two models have evolved from the partnership which we have used as a mental models in this paper for analyzing and reporting data from the 28 schools: the *Quality Change Process Model* (Snyder 1994, in press), and the *Quality Performance Model* (Snyder, 1994). Together these comprise what we are calling *The Education Quality System*, which is currently undergoing content validation (Acker-Hocevar, 1994).

In the *Quality Change Process* model, we have conceptualized change in three phases for transformating schools from Bureaucratic Systems to Quality Systems: Awareness, Transition and Transformation (see Figure 2). Emerging customer needs drive change efforts over time to direct continual improvement efforts. This model guided our overall analysis of the 28 school data, and is described in the following paragraphs. The second model, *Quality Performance System* provides the lens for reporting the Principal's voice that is described later in this paper.

Figure 2 here

In conceptualizing two ends of the change process continuum, we identified the Bureaucratic System and the Quality System. The primary operational value within a *Bureaucratic system* is control, which is accomplished in educational agencies through enduring program and employee policies, restrictive time parameters, and predetermined levels of acceptable standard performance for all role groups. Furthermore, traditional management practices tend to ensure that workers are dependent upon established policies and practices.

The *Quality System* is fundamentally different from the bureaucratic system in its purpose and delivery of services. Its goal is to identify specific customer needs, rather than to fit workers and students into "canned" programs. Given a "responsiveness" orientation, educators are continuously free to innovate in order to enhance client success and satisfaction. Rather than requiring dependence upon established practice, workers in high performing organizations are encouraged to function independently as professionals, and to work interdependently to achieve new purposes. Systems thinking encourages professionals at many levels of the hierarchy to assume responsibility for the overall success of services, products and programs.

In the first stage of growth, *Awareness*, the organization is learning about the Quality movement and its potential for developing greater capacities to meet customer needs; and, in addition, attention is given to the improvement of isolated programs. The work culture at this stage might best be characterized as "tinkering with the system", as professionals begin to learn about a new way of life. In the second stage, *Transition*, the staff begins to understand that systems thinking is required for everything to become interdependent. Flexibility in work structures is evolving as professionals begin to explore different ways to become more responsive to client groups. The chief characteristic of this stage is attention to the organization as a whole, with some interdependent systems being designed. The third stage, *Transformation*, is characterized by a new belief system about work that is shared by the entire staff. Emphasis has shifted from the organization and its systems to the needs of customer groups, both internal and external to the organization. Responding to client needs and interests, through continuous innovations, is becoming a way of life, within which partnerships structures that span organizations provide resources and energy for work. Emphasis has shifted from student performance in isolated programs, to performance in community life as an adult worker and family member.

WHAT WE LEARNED
Schools in Transition

PART A. School Work Culture Profiles

The *School Work Culture Profile* (SWCP) (Snyder, 1988) is the quantitative component of the 28 school study, which is designed to obtain a measure of a total score of the school's work patterns, that have developed over time. The school's work patterns are viewed within a systems framework depicted in the School Management Productivity Model (see Figure 1). This model presents each of the four subscales with 10 dimensions. The four subscales are: 1) Organizational Planning; 2) Staff Development; 3) Program Development; and 4) Assessment.

The total score on the SWCP is a maximum of 300 points. This score is obtained if each of the four subscale scores reaches a maximum total of 75 points. There are 15 statements under each of the subscales, with a total of 60 statements pertaining to the existing work practices in the school. A five-point Likert scale is used in the scoring format to assess faculty perceptions of what is occurring now within each school's work culture. A rating of "one" indicates that the participant strongly disagrees with the occurrence of the particular statement in their perception of the work culture patterns of their school; "two" indicates moderate disagreement; "three" serves as an anchor point for the undecided; "four" indicates that there is moderate agreement; and, "five" indicates that there is strong agreement.

Subscale Interdependence

The underlying interdependence of the four subscales presumes that each of the subscale scores will reflect a somewhat consistent score across the four subscale measures. Therefore, if a school obtained a score of 56 on the Planning subscale, the expectation is that the other subscale scores will be relatively close to this score.

There is an expectation within a systems framework that staff development and program development will align their foci with the school's improvement goals derived in the planning process, and assessment will measure the impact of staff development and program development on students, parents, and teachers. The improvement goals set the direction in which the school will move, and affect the degree of change that will occur over time by the inclusion or exclusion of various stakeholders in the goal setting and work dispersion processes. The subscale of assessment is critical in its alignment to assist the school with the necessary information. Its purpose is to refocus school goals and to take the necessary corrective action to readjust the direction of the school's work culture over time.

This feedforward and feedback action provides the corrective action necessary to effect the school's short and long term planning process, and to link the four subscales together. The assessment part of the model provides the focus needed for the school to adjust its processes, strategies and structures within which to establish a better alignment among all areas.

Development Background: Content Validation, Reliability Studies, and Factor Analysis

The SWCP was submitted to a comprehensive content validation process (Parkinson, 1990). The final results indicated that the four domains of planning, staff development, program development, and assessment had mean ratings ranging from 5.32 to 5.72 on a six-point scale. Standard deviations of individual items were less than 0.20, indicating strong agreement among most reviewers on the ratings for a given domain of items.

Reliability studies on the subscales found that the internal consistency of the items were high (Parkinson, 1990). Three initial reliability studies were conducted using samples from three populations of practicing educators. Cronbach's alpha reliability estimates were computed. The initial reliability studies on the SWCP yielded high internal scores (.95 to .97). Additionally, a test-retest design was used on one of the sample groups to investigate the short term stability of the instrument over a two week time delay. This yielded a test-retest reliability of .78. Another reliability study was conducted on a much larger, but mixed, sample of school personnel from over 50 school districts in Florida, and resulted in Cronbach alphas that were very close to those found in the first series of studies, with a total of .96. Finally, a study utilizing a large sample of teachers from Pasco County in Florida (n=504) yielded a total Cronbach alpha of .97.

A common factor analysis was conducted on the SWCP using the data from the Pasco County study (Parkinson, 1990). A factor loading of .32 was used as a cut-off for identifying factors. Eight factors were identified: Instruction, Supervision, Goals/Assessment, Staff and School Development, Staff Collaboration, Community Resources, Work Groups, and Individual Assessment. A second order factor analysis was conducted by Johnson, Snyder and Johnson (1992) that identified five second-order factors that represented the postulated scales of the instrument. The first factor was a planning subscale. Factor two focused on staff development, while factor three indicated personal awareness. Factors four and five identified assessment and the school as a system (p.7).

Participant Demographics

Of the 25 schools responding to the SWCP, there were 15 elementary schools, 4 middle schools, 3 high schools, 1 Lab School, 1 Middle High/School and 1 Full Service School that responded to the SWCP. The total number of respondents was 1235, with the school used as the basis for comparison. The participants are defined as regular teachers, curriculum specialists, and support personnel such as: music, art, physical education, guidance and media personnel. In addition, there were exceptional student education teachers, alternative education teachers, combination administrators and teachers, assistant principals, and adult and vocational education teachers. There were 300 elementary teachers, 15 teachers in the Lab School, 213 teachers in the Middle School, 145 teachers in Mid/High School, 360 teachers in the High Schools, and 34 teachers in the Full Service School.

The majority of elementary teachers worked with less than 24 students a day, while most middle school teachers worked with between 100-150 students a day. This pattern was true for the Mid/High School, and the High School. The Lab School teachers worked with 25-49 students per day, while the Full Service School worked with 50-99 students a day.

The predominant pattern across the study was for teachers to plan for instruction by themselves, rather than in teams. More elementary than middle or high school teachers planned for instruction with others, followed by the Mid/High school. All of the schools reported that the majority of teachers were involved in at least one or two work groups, with the exception of the Lab School where the majority of teachers were involved in three to four work groups. The participant range in district-wide committees by school level was from 28% at the Mid/High School to a low of 18% in the Middle Schools over the last five years. The Lab School reported the highest degree of shared or facilitated leadership over the last five years at 85.7% (a result of size), while the elementary schools were the second highest with 56% of the teachers reporting that they had facilitated or chaired work groups over the last five years, with the lowest being Middle Schools and High Schools both at 39.5%.

Approximately 28% of the principals held doctorates. The total number of teachers at the schools ranged from 15 to 175, and student populations ranged from 252 student to 2,866. The total number of non-instructional personnel ranged from 2 to 72. The school that had the lowest total score on the SWCP had the highest number of students on free and reduced lunch (67%).

Findings: Building a Typology of Work Culture

The return rate on the SWCP's ranged from 85 to 100% with the overall return in the 90s. Out of a possible score of 300, the total scores on the SWCP ranged from 205 (School 19) to 259 (School 15). The mean *total score* was 219 (See Table 1). For discussion purposes, therefore, it is important to note that all schools in this study have a relatively high SWCP score, and the range among schools is quite narrow.

The highest single rating was a score of 297 with a low of 76, and an overall standard deviation of 34.46. Out of a possible score of 75 for the subscales, the following means were calculated across schools: Planning- 57.7; Staff Development- 56.6; Program Development- 59.3; and Assessment- 53.4 (the lowest mean score). The standard deviations ranged from 8.6 in Planning to 10.2 in Staff Development.

The *minimum total ratings* ranged from a low of 18 in Planning to a high of 75, 17 in Staff Development to a high of 75, 21 in Program Development to a high of 75, and finally from a low of 21 in Assessment to a high of 75 (See Table 2). The *highest total SWCP score* by School Level (See Table 3) was the Elementary Schools, which contained the highest and lowest overall scores, followed by the middle schools, and the high schools. The full service, the mid/high and the lab school out performed the middle and high schools (See Table 3).

Tables 1, 2, 3 here

The five highest and the five lowest performing schools all reflected that their lowest subscale score was assessment with a relationship among the other subscale scores: The higher the other subscale scores, the higher the assessment score (See Tables 4 & 5). The highest school's scores in each of the subscales were: 65 in Planning, 66 in Staff Development, 67 in Program Development, and 61 in Assessment (school 15). The lowest school's subscale scores were 54 in Planning, 49 in Staff Development, 54 in Program Development, and 48 in Assessment (school 19).

Tables 4, 5 here

A preliminary analysis suggests that in the five higher and five lower scored schools there are some overall areas in which there was high agreement across

schools, with the higher performing schools exhibiting agreement in most of these areas:

Goal Setting for Improvement
Success Orientation
Collaborative Culture
High Expectations
Team Emphasis
Opportunities for New Knowledge
Classroom Organization to Facilitate Student Learning
Assessment of School Goals and Students

These data suggest that Goal Setting in all schools tends to involve the entire staff, which moves the school as a unit in the same direction for school improvement. Work Group Development tends to be concentrated on training people how to work together. The Success Orientation suggests that time is allocated for people to work together collaboratively, and that staff members perceived other staff members as a resource. The collaborative culture is a result of the opportunities that are provided for the staff, which also appears to facilitate cooperative learning groups in the classrooms. High expectations are also a part of the culture, with more of a team emphasis and opportunities for new knowledge acquisition. Classroom organization tends to facilitate student learning, and assessment of school goals and student achievement are common. Finally, in those schools with staff agreement about these work patterns, the staff is more likely to solve, plan, and make decisions in productive ways.

The areas listed below are "pockets of opinion", showing everything from "disagreement" to "undecided" and "agreement". While these work patterns exist across schools, there is less agreement within schools:

Parent Participation in Goal Setting
Level of Staff Participation in Goal Setting, and School Improvement
Student Input
Readiness Level of Students Considered
Instructional Programs Planned Cooperatively
Staff Members Observe and Coach One Another
Budget Reflects Prioritized Needs
Feedback from Outside School Used to Modify Practices
Success Orientation
Accountability

These data suggest that the overall success orientation of the school is limited by excluding some groups in the planning process. In addition, there is a lack of consistency in the agreement of support that teachers give to one another in the coaching and feedback for enhancing teaching strategies and practices. The overall accountability of the school is limited because of the lack of agreement as to work groups expectations, and the individual's contribution to work group performance. In conclusion, in schools where there are more different perspectives on work culture patterns fragmentation seems to exist, and accountability seemed difficult to obtain.

An analysis of the SWCP data suggests that in the highest performing schools, the four subscales of planning, staff development, program development and assessment tend to function more interdependently. There is also more common agreement about goals, expectations, collaboration among adults and students, and professional development opportunities. In the less mature work cultures, perceptions about work are more varied, and the interdependence of the four subscales seems not to be as strong. In all schools, however, collaboration seems to be a way of life, with structures provided for group work, and opportunities available for professional growth.

PART B. The Teachers' Voice

The schools that were examined for the teacher's voice can be categorized into more developed and less developed work cultures. This is not to suggest that the less mature work cultures are poor schools, in fact they are very strong. It is only to suggest that their work culture is not as mature as others, and has not yet developed the same quality of cohesiveness among the teachers about school goals, planning, staff development, assessment, and administrative support. However, for purposes of this analysis it is helpful to synthesize the data in relation to these two categories to identify subtle characteristics of more productive work cultures.

Inquiry was made of each teacher about their perceptions of the change process in their schools. A set of nine open-ended questions was administered to each teacher at the 28 schools (N = 1235). The questionnaire was also used to understand more in-depth the teacher responses to the SWCP in relation to goal setting, program development, staff development and assessment. This report seeks to share initial findings from the first four questions: 1) the teacher's perception of the general condition of schools today, 2) how satisfied are teachers with their jobs,

3) the school's processes for identifying school goals, and 4) how teacher skills and knowledge are enhanced through the school.

This analysis is a preliminary synthesis of the data, and should be interpreted as behavior patterns found in schools with varying levels of work culture maturity. The patterns we observed should not suggest that work conditions are either good or poor, but rather are reflections of the relative maturity of the staff to become engaged in and share responsibility for transform schooling practices.

The data were analyzed looking for themes and patterns that might provide us with an understanding of what the schools look like for teachers right now in their varying contexts and professional conditions. All responses were taken into consideration to allow for the existence of multiple realities. It is an assumption that all voices and perceptions comprise the reality of the culture in each school. Hence to understand the change process it is important to examine all responses, whether they were corroborated by many teachers or just a few. As we begin to understand more clearly the change process from the teacher's perspective, we, as researchers, can begin to synthesize the data a little more narrowly. For now however, the findings report a synthesis of all responses provided by the teachers in selected high and lower schools, as measured on the SWCP.

Perceptions of School Change: The Teacher's Voice

The first question asked whether teachers believed schools have changed, and to what extent: significantly, or somewhat changed for the better, changed very little, or somewhat or significantly changed for the worse. They were then asked to explain their response. Teachers who felt that *schools had changed for the better* offered the following explanations:

Mainstreaming ESE
Team Teaching
Interdisciplinary curriculum
Administration concerned with learning, not just curriculum
Cooperative learning
Collaborative decision making
Better defined goals
Community involvement
New programs to address changing student needs
Teacher opinions solicited
Emphasis more on students, less on subjects
More technology
Middle School Concept
Teacher as decision maker
Supportive administration

Shift from top down to cooperative managerial style
Common planning time
Improved curriculum, more goal oriented
Greater resources
High order thinking skills
Goal setting and evaluation
Alternative Assessment
Willing to break out of the mold
Meeting the needs of at-risk students

Of these reasons for school improvement, there are some that were articulated more frequently and appeared more often in the more mature work cultures. Among the responses given most often are: Team teaching, interdisciplinary curriculum, cooperative learning, collaborative decision making, better defined goals, teacher opinions solicited, and a supportive administration. All of these characteristics are common in all the schools studied. However, these characteristics play a stronger, more key role in defining the culture in the schools that scored higher on the *SWCP*. The above mentioned characteristics for school improvement suggest the positive influence that a culture of collaboration generates. Within the collaborative culture a stronger support structure is found, from the administration to the teaching teams. Teachers feel valued for their input at all levels.

There were a number of teachers that believed *schools have changed for the worse*. The reasons teachers offered are as follows:

Social breakdown
Dysfunctional families
Need to reassess grading system
Low parent involvement
Basic Skill classes were eliminated, not integrated
Student respect for teachers and learning is poor
Retention rates take priority over high achievement standards
Begging students to learn instead of expecting them to learn
Less student accountability
Overcrowded classes
Too little money
Teacher as counselor, advisor, parent, mentor, teacher, paper pusher , disciplinarian
Teacher emphasis on paperwork, not on teaching
Not enough structure for students
Students' lack of motivation
Parent influence overshadows school and student needs
Passing kids who are not ready
Normal students are short changed by the focus on at-risk
Schools are social centers rather than learning organizations
Bureaucratic policies
Schools haven't changed but students have

The reasons for schools worsening might be categorized into three large areas: 1) Social forces and lack of student discipline, 2) Multiple teacher roles that are distracting to "teaching", and 3) Administrative policies that set-up less than adequate goals and programs for meeting the needs of all student. Teachers indicated strongly the negative impact the social ills are having on their students and classrooms. Students are coming to school without a sense of respect for teachers or learning, and teachers do not feel that parents are helping to combat this problem. Consequently, some teachers feel they are working in isolation to be a disciplinarian for these "disrespectful" students--a job for which they never applied.

In addition to the isolation that many teachers feel, there is an overwhelming sense of being overworked by the multiple roles that they are asked to play, from teacher to disciplinarian, and from paper pusher to learner. It is interesting to note that for teachers in the less mature cultures, there does not yet exist a strong support system that is built around team teaching and group work. Finally, the administration, according to these teachers, does not help to alleviate teachers' problems. Some teachers indicated a lack of administrative support, suggesting that teachers do not have the right to make decisions in their classrooms, but rather decisions are guided more by tne desires of the parents and community. Other teachers indicated inconsistent support from the administration, suggesting that sometimes the administration values teacher input and decisions and sometimes it does not. This inconsistency has developed a sense of apathy on the part of some teachers.

There is a small cluster of teachers who feel that *schools have not changed much at all*. According to them schools are engaged in the motions of change with no real substantive moves taking place. The reasons that these teachers offered for little change are as follows:

Swinging pendulum
Only the philosophy has changed, not programs and services
Techniques are still the same
Spinning the wheels
Schools recognize the need for change, but lack the financial and social support
Cyclical
Business as usual "just motions"

According to these teachers, change occurs about every ten years, but never results in anything new, and they recognize the talk of change, but do not see any movement. This is an important finding, as change processes are slow. It is possible that the current restructuring efforts will transpire new systems of operating, if the shift is derived from a philosophically and fundamentally new base. However, in order for this to happen, the change process has to be nurtured and reinforced over time. Teacher perception is a major resource and source of energy for principals to employ in developing the school's capacity to address challenges.

Job Satisfaction

The second question focused on job satisfaction. Teachers were asked if they were very satisfied with their jobs, moderately satisfied, or less than satisfied. They were then asked to explain their answers. Interestingly, teachers were more satisfied with their jobs in the higher scoring schools, yet they were not necessarily unsatisfied with their jobs in the lower scoring schools. This finding suggests possibly that teachers come to schools with a built-in intrinsic motivation that centers around a love for teaching and helping students to grow.

Teachers who were satisfied with their jobs, either very or moderately, indicated the following reasons:

I enjoy teaching and students
Good staff
Great atmosphere
Team teaching
I make a difference
Better classroom organization
Positive support from administration
More resources
Freedom to innovate and risk-take
I am contributing more and using more skills
Professional staff
Good parent-teacher communication
Total faculty feedback for group goal setting
Motivating school climate
Constant encouragement from principal to be our best
Opportunity to be creative
Multiple challenges and opportunities for growth
High level of expectation
Committed principal

Of the reasons given by teachers for job satisfaction, several factors were the strongest: "I make a difference" was offered by more teachers than any other

response, coupled with "team teaching", "a positive, supportive administration", "freedom to risk-take", and "empowerment of teachers to be proactive" in their school and class.

Another group of *teachers* suggested that they were *dissatisfied* with their jobs for the following reasons:

Low pay
Overcrowded classes
Too much paperwork
Teachers are social counselors rather than just teachers
Pulled in too many directions
Too much time on non-teaching tasks
Lack of principal support
Lack of appreciation
Too much to do, too little time
Politicians run the schools
Lack of student motivation
Disorganization of time schedules
No positive strokes
No group decision making or sense of cohesiveness
Lack of freedom to make decisions and risk take in my class
Anyone who objects to the status is ignored
Students need to be accountable, not schools
I want to be treated as a professional, not as an "Unenlightened sprout who needs guidance"
Irregular administrative support
Lack of recognition from district

Low pay, overcrowded classes, and too much paperwork were the three most stated reasons why teachers were dissatisfied with their jobs. However, in light of these factors, they remained in teaching because they make a difference in the lives of their students. Other factors that contributed to a negative work culture were the lack of administrative support and freedom to take risks in their classrooms, and a lack of respect from students and parents, along with appreciation from the administration. These teachers felt burdened from the amount of work without adequate compensation in the form of recognition, respect and professional treatment.

Defining School Goals

The third question asked teachers how school goals were defined. *Teachers in more mature work cultures* indicated that school goals are:

Determined by collaborative decision making using department and leadership teams, parents, teachers, and community input; and on going discussion and refinement of the goals in relation to the school vision
Well defined
Focus on student achievement and self-esteem
Use data to set goals
Communicated well to entire school
Developed around a mission statement
Realistic
Outlined in a Teacher Handbook
Incorporate latest teacher findings into the refinement process
Delphi Dialogue Technique
Group action plan, feedback and consensus
On going.

Goals in less mature work cultures are determined by:

A leadership team representative of the faculty
Faculty feedback to proposals
Surveys administered to determine faculty needs
District-State mandates
Unclear
Not communicated clearly to all staff
Not revisited frequently
Constantly under development
The administration
Don't address all aspects of the school
Invite faculty input, but don't use it
The principal.

A clear distinction between goal setting in the more mature work cultures from others less mature appears to be driven by the thoroughness of the collaboration that takes place for goal setting. In the more mature cultures goals are set by the entire faculty, and representatives of the parents and community; these are maintained by leadership teams and weekly or bi-weekly faculty meetings. The goals permeate the school and are embraced by all. In the less mature cultures, goals are set collaboratively, but not by the entire staff; consequently, not all voices are represented. Some also feel that goals are mandated by the principal in relation to the state and district mandates, and that "collaboration" exists just to appease the staff. Finally, goals in some schools are not communicated clearly to the entire school, and consequently there exists a confusion about the school goals.

Professional Enhancement

The fourth, and last question that will be examined here is: "How are professional skills and knowledge enhanced under your principal?" All schools reported the same avenues for enhancement: workshops, inservice, and outside readings. However, schools that scored higher on the SWCP added the factor of principal support and encouragement, a principal who keeps current with schooling trends, and working in group and on teams. In the lower scoring schools, where the work culture was not as advanced, opportunities were provided but not necessarily perceived to be supported by the administration. Teachers were not encouraged to advance themselves, and were often discouraged by the lack of release time made available. Schools that were higher scoring on the SWCP had principals that encouraged and supported teacher advancement, providing them with release time and opportunities to identify their training needs. Additionally, the higher scoring schools employed more team teaching, which teachers indicated was the strongest growth experience, as they were able to share and learn from one another daily.

School Profiles: Building a Typology for Teachers

In more mature work cultures, school goals are set by the entire faculty and administration, utilizing parent, student, and community involvement, through a process of continuous refinement and reflective dialogue. Teams and committees are organized to facilitate ongoing dialogue about the goals and the school's effectiveness in meeting them. There is clear communication among role groups about the vision, mission and needs of the school populations. Teachers and students are empowered to be proactive in the decision making processes that relate to their individual goals, classroom needs, and to the school's mission and vision. The administration encourages risk-taking and innovation, and gives constant reinforcement and recognition. Teachers work together in teams to share and learn from one another. Support systems are in place as a result of the teams, which makes the heavy amount of work more manageable. Inservice and workshops are taken advantage of by all faculty on a regular basis, and the principal supports and encourages growth. The environment is stimulating and rewarding. At the heart of the school's efforts is the interest of the students.

In less mature schools, goals are set by an unclearly defined group that is not necessarily representative of the entire school population. Often times the district/state mandates are so strong that the goals seem to be determined by

outside forces. Fragmented methods of communication exist, leaving many in the dark about the school goals and the ideas of others. Teachers work in isolation more than on teams, and are asked to perform multiple roles, which take them away from their teaching duties. Teachers perceive their jobs as more disciplinary in nature, rather than as teachers of curriculum. Reward and recognition is inconsistent, and in some situations nonexistent. Risk taking seems to teachers to be stifled, and innovation is minimal. Teachers are limited by the lack of funds and resources rather than assisted in finding ways to overcome the situatedness. Inservice offerings are abundant, but not taken advantage of either because of lack of administrative support or too little time. The principal does not always model the behavior he/she seeks from his/her faculty nor does he/she always "walk-the-talk". The focus of the school is on the student, but there is a dichotomous view about what needs the student has. Some teachers feel that student need more discipline and accountability, whereas other teachers believe students need better programs and services and a more caring environment.

What has been learned about change is that developing a strong culture of collaboration is developmental, and occurs over varying amounts of time. Two of the most mature work cultures in the study were found in schools that had existed for little more than one year, ones in which the principals were able to select the faculty. The challenge for principals is to view time as a non-linear variable, and to transform the conditions of isolation and fragmentation into those which are cohesive, and which support a common focus and a common way of working together. The amount of time varies in different contexts and professional environments and traditions. Building staff readiness and capacity to innovate within collaborative structures is the real work of principals, and other leaders. In the next section, is reported the perceptions of principals about the process of engineering change.

PART C. The Principal's Voice

The 28 principals in this study all are considered to be skilled in managing change. In analyzing the interview transcripts, there was a common view of the change process and the mission of developing highly responsive work cultures. What was different among principals was the challenges they faced in their particular school. The challenges found in each school differ and tend to guide the principal's strategic thinking, decisions and action.

For this reason, the principal's voice is presented as one voice, a voice found

in both the more and less mature work cultures, all of which are in transition. We selected the *Quality Performance System Model* as a lens for reporting the themes and patterns found across the interviews. There are striking similarities which give strength to the principal's voice for schools in transition.

As depicted in Figure 3, the Quality Performance System contains six interdependent Performance Areas and three Results Areas. The Performance Areas include: Visionary Leadership, Strategic Planning, Systems Thinking and Action, Information Systems, Continual Improvement, and Human Resource Development. Together these six work dimensions influence three Results Areas: Quality Programs and Services, Quality Culture, and Customer Success and Satisfaction. That which drives organizational development over time is the needs of customers, both internal and external. Listed below are definitions of six Performance Areas and three Results Areas that are identified in the figure:.

Figure 3 here

Performance Area 1: Visionary Leadership A vision of the organization's future effect upon customer groups guides work throughout the system. **Performance Area 2: Strategic Planning** A comprehensive plan for transforming the organization is shaped by all stakeholders, and includes visions, new standards, goals and action plans, and a quality management and improvement system. **Performance Area 3: Systems Thinking and Action** An interdependency of units within the organization provides energy for work to influence the overall performance of the organization. **Performance Area 4: Information Systems** A complex information system reflects changing conditions and customer needs, which drives the continuous improvement process. **Performance Area 5: Continual Improvement** A way of life in the organization for responding to changing customer needs. **Performance Area 6: Human Resource Development** A comprehensive development system that enhances the professional capacities of workers and leaders to respond to emerging demands.

Results Area 1: Quality Programs and Services Programs and services are continuously improved to reflect changing conditions and to meet changing customer requirements. **Results Area 2: Quality Culture** A work culture evolves within the organization that builds upon the interdependence of systems, work units and resources, and keeps the workers focused on customer groups. **Results Area 3:**

Organizational Outcomes: Customer Success and Satisfaction Data are gathered regularly to determine the effects of programs and services on customers, and also to guide improvements and innovations.

What follows is a report of the themes and patterns that were found across the 28 schools, as shared by principals who are considered to be change masters. The six Performance Areas and three Results Areas provide a lens for sharing principal perspectives on schools in transition.

Finding: Building a Typology for Principals

Performance Area 1: Visionary Leadership

The focus of the principal's vision centers around success for all student populations. The clarity of this image seems to drive their strategic thinking and planning as principals manage the change process. Almost equally important is the vision for the school's work culture, which is described in many different ways around the central theme of staff collaboration. A vision of student success seems to have a corollary of staff success in working together toward common ends that influence students. The mission of the school focuses on preparing students for life success, a departure from mission statements of past schooling decades. There is a sense of urgency for all populations, especially the at-risk populations, to be prepared for a changing work world and be able to make a contribution to the community.

Principals seem to be driven by their belief that all students want to and can succeed with what is required of them in school, and that the staff working together makes a difference as they function as a force for change in the lives of students. They see their challenge as one of encouraging the staff to invent constantly more powerful programs and services, and to do so in teams. Quality is everyone's job, they reported consistently, where the focus is on the success of students. Not all teachers, according to principals are ready to participate in transforming schools, and consequently their strategy for realizing the vision is to develop the talents of all professionals at the school.

Performance Area 2: Strategic Planning

A vision of student success for all populations belongs not only to the principal, but is shared by the staff as well. This vision guides strategic planning processes. School improvement goals are established through consensus building, with many principals reporting the use of the Delphi-Dialogue Technique (Snyder

and Anderson, 1986) every year as a structure for total staff involvement in school improvement planning. Goal setting activities include not only teachers, but parents, students and community leaders as well.

Action planning directs the work that is implicit in the school improvement goals, as task forces and teams develop a blueprint for their own work. A wide assortment of temporary and permanent structures are designed for goal related work; goals tend to become the responsibilities of many task forces and/or teaching teams, as the work is divided. Principals report that the simple action planning of the past decade is evolving into more in-depth study groups before decisions are made. Simple solutions are being replaced more often by comprehensive plans and long lasting changes. And, teachers are receiving training in collaborative planning and accountability for results, and learning skills for facilitating collaborative ventures. As plans are made, many innovative staff arrangements are being tried to enhance the use of human resources. Grant writing by teachers seems to flourish in the more mature work cultures.

Performance Area 3: Systems Thinking and Action

Gone is any discussion of people working alone, and being responsible for tasks in isolation. Structures that foster both articulation across curriculum and grade levels seem to flourish, while cross functional teams focus on the integration of curriculum and services to meet student needs. Principals report that the practice and concept of isolation is shed gradually, unless they select their own staff, and this requires training and coaching, and taking on new challenges. Multi-aged and nongraded teams were found not only as pilots in elementary schools, but in every middle and high school in our study. Many secondary principals reported that departments are a thing of the past as teachers explore integrated programs to enable students to explore real social challenges. These pilots are viewed as places to test new structures and processes for learning, while still maintaining traditional programs.

Several examples of systems thinking were consistent across schools. For example, Inclusion programs seem to flourish as teachers work together to integrate special education students and their programs into the regular classroom. Interdisciplinary learning programs seems to focus on a major theme, while integrating separate curriculum areas. Multi-aged teams integrate students of many ages while they work together on common projects. Networks and partnerships seem to be thriving in the more developed cultures, and these span the teaching

team to make use of additional resources and opportunities. Advisory councils and leadership teams now seem to address challenges that are common to the school as a whole, and solve problems that effect all units. The traditional boss-principal has been replaced with a leadership team that represent the various units, and this team foster interdependence among work groups.

Performance Area 4: Information Systems

This area represents the greatest area of change. The question, "How are we doing?" seems to prompt a search for new ways to gather information. While schools have excelled in gathering information for district and state offices, the traditional kinds of data are not particularly useful for planning and improvement purposes. Most principals shared that the staff is seeking to gather new kinds of information that will inform their planning. And so the question looms large: What kind of information will help? Parent and community survey data are being used more often now for improvement planning. And, analyzing accomplishments, in relation to goals, points out areas for improvement.

Perhaps the biggest area of change relates to student performance data. Principals continue to pay attention to the following data as they ask new questions: attendance, test performance, honor roll, annual comparisons, bus referrals, percentages going to college, and grade distributions. New curriculum rubrics offer new kinds of information on student progress, and teachers are learning new skills to analyze the information. Many schools have measurement task forces to explore new ways to gather information that is useful in decision making. Most principals report pilots that are testing and developing the concept of student portfolios. This somewhat new approach to data collection and reporting of student progress raises altogether new questions about useful and reliable information. Within the context of continuous progress structures, additional issues of information are raised. Most principals seem excited about the potential that new forms of information will have for guiding the planning and daily decision making processes.

Performance Area 5: Continual Improvement

School improvement in past decades was based on many kinds of influences and information. Principals reported a shift in their thinking about the function of reliable information for making decisions about improvement. Most shared they are beginning to explore the meaning of data based kinds of improvement. For example, continuous progress structures seem to lend themselves well to team

accountability for improvement. Teachers are shifting from "improving to meet guidelines", to "improving to help students succeed".

Empowerment is an issue in continual improvement, with not all teachers being ready or willing to assume new kinds of improvement responsibility. About one third of the teachers from these schools seem pleased about empowerment opportunities, while the other two thirds are still in transition. Interestingly, not many principals perceived that large groups of negative or disinterested teachers exist; the discrepancy between teachers was the degree of willingness to be responsible for improvements.

Many school improvements goals focus on pilots for whole language, continuous progress, integrated curriculum, and authentic forms of assessment. Principals spoke about pilots as a strategy to test new ideas, and they seemed less inclined to launch new innovations school wide until their success can be predicted. Piloting with eager teachers seems to work in adapting innovations to local conditions.

The leadership team is viewed by principals as a major force for innovation. In the past leadership teams may have been more concerned with monitoring compliance patterns; now they often are the sparks for innovation. The leadership team also seems to be the training ground for new school leaders, as they develop new systems and strategies school wide to enhance the interdependence of programs and services.

Performance Area 6: Human Resource Development

No principal in any school mentioned teacher evaluation during any of the interviews. The practice still continues, but when principals think about developing their school they focus on the professional development of the staff. In fact, many spoke about development of others as an investment in the future of the school; professional growth was the chief strategy that principals used for advancing the school's work culture. The goal of human resource development today is empowerment, developing knowledgeable and skillful professional who can meet new challenges. Although important, discussion of compliance with regulations seems to be a backdrop for development.

Professional development systems in these schools are extensive, and include workshops, teachers as trainers, conferences, seminars, book clubs, visitations, graduate work, and leadership development. There seems to be a strong linkage between the school improvement goals and the focus of the staff development

programs within a given year, for new knowledge and skills are viewed as enabling strategies. Little mention was made of curriculum focused training, but rather development centers around new innovations and pilot systems, as well as on tools for working collaboratively. Training for teams focuses on facilitation in goal setting, planning, action and results, on group problem solving, and on personality inventories that enhance group work. Peer coaching and problem solving seems now to be a natural way of working within teams, as professionals learn with and from each other to advance the school's capacity to enhance success.

All principals reported recognition programs for teachers and teams. When teachers understand the power of recognition they develop programs to salute students, as well as parent volunteers and community agencies and business. In fact, the negative climate of the school has been replaced in most schools with the celebration of successes and optimism for the future. Principals report that one of their major strategies has been to "keep the staff pumped up" during the change years. And now teachers are making use of those same strategies for recognizing the success and contributions of others.

Results Area 1: Quality Programs and Services

The effects of visions, strategic plans, systems thinking and action, information systems, continual improvement and human resource development have stimulated new kinds of programs and services. Many principals reported that they have stopped using text books, tracking and retention practices. All seemed to be exploring alternative ways to enhance student success.

For instruction, information bases are guiding decisions more often for student placement, rather than age and grade level. Pilots of integrated curriculum are changing the role of teacher to facilitator, and student to worker and producer. Forms of cooperative learning are replacing competition and isolation as a structure for work, and the biggest change can be seen in high schools. Nongraded structures K-12 have replaced tracking patterns, and are helping more students to succeed. Tutorials that span age levels function to help students at all ages. Technology has begun to cause a revolution in learning, replacing the teacher function of dissemination and drill. This has encouraged new facilitative roles to evolve for the teacher.

The most prevalent form of program development is integrated curriculum within teams and continuous progress structures. New programs tend to center around real life community challenges, and are guided by rubrics that specify levels

of performance for students in many subject areas. Most principals feel that integrated and continuous progress programs will become institutionalized, and sense that they and their staff are only beginning to understand their potential for students. Authentic assessment pilots tend to be limited to reading and writing, with the expectations that the concept will be expanded when there is a greater understanding of how the concepts can be operationalized. Additional program pilots include Inclusion, Career and Business Programs, and College Articulation. The greatest observation, perhaps is the changing role of the student in the learning process from individual recipient of information to team producer of products.

Results Area 2: Quality Culture

Principals report a shift over time from a "me" to a "we" culture of work. Parents and community agencies and business seem more integrated into the school's life now and are partners in the development of youth. A climate of success has replaced a crisis orientation from past years, as school cultures move from chaos to clarity of focus for invention. The new interdependent work structures have not only stimulated those who were eager to grow, but many of the "old timers" have been revitalized to become a force for change. A sense of family is evolving, one that focuses on "community", where a continuity of caring is evolving for all students and staff. The big story centers around the extent of parent and community involvement in the daily life of the school. The walls of school isolation are disintegrating and being replaced with open doors to participate in the life of the community.

Perhaps what is happening within most of the schools is that a "learning community" is forming, one that asks new questions and has the confidence to explore and examine options continuously. And what keeps the change process moving? Principals report a growing sense of moral responsibility among the staff to do whatever it takes to help all students succeed, especially the at-risk populations. A focus on students seems to provide the energy that stimulates continuous development from the staff. The picture of collaboration exists within teams, to be sure, but it also extends now to other teams, task forces, networks and partnerships.

Results Area 3: Customer Success and Satisfaction

What effect is the changing work culture having on student populations? Rather than sharing numbers of new student performance patterns, principals shared new collections and concentrations of adult energy to help more students succeed. Most principals reported noticeable growth patterns for at-risk populations. Programs for parents included volunteers, councils and task forces, mentors, tutors, dinners, events featuring students, training and transportation. Considerable effort has been made by principals to engage local businesses and agencies in the school's challenges, and consequently the list of participating organizations is extensive. Schools seem now to be more integrated into the community structure, and gone is any sense of school isolation from the community. Many programs also exist for students to work, for example in nursing homes, and to shadow professionals to learn about career options. While test scores seem not to be the most useful measure of student success today, many new approaches are enabling students to become participants within their communities, while still in school, and to interact with the community in its daily life.

Conclusions

The themes and patterns that were found in 28 schools that are involved in the change process, were reported here. Although this is a preliminary report, certain trends appear, and a typology begins to emerge. When principals are trained in the knowledge and skill bases for managing change, their school work cultures tend to reflect patterns found in productive workplaces. Change occurs over time, and is a different phenomenon in each community. Change is not time bound, but rather is determined by the readiness of the faculty to address the challenges they face. Developing an interdependence among planning, staff development, program development and assessment work culture systems requires a common focus and a shared vision of success for all students, and this evolves over time.

Teacher perceptions of the change process is seen as developmental, and is contingent upon the degree of common focus for school improvement, and the extent of involvement in decision making processes. Teachers in the more mature cultures tend to see priorities and challenges in similar ways, and to be involved in shaping the new programs and services. Pilots are strategies for developing workable ideas that may eventually influence the entire school, where teachers view

themselves as learners who are empowered to make contributions to school improvement.

Principals who understand the change process tend to be successful in engineering school development. A strong vision of success for the school permeates the culture, and drives continuous program and professional development. Collaboration takes many forms as cultures mature, beginning within teams, and moving out to task forces, networks and partnerships. The leadership team is a major source of school energy, one that stimulates innovation and nurtures exploration. The more highly developed the culture, the more ready and capable is the staff to try new ideas and to study their effects.

This story of change in 28 schools provides a snapshot of schools in transition to a Quality system. The themes and patterns reported here provide useful indicators of maturing work cultures, and suggest strategies that work in their development. Mastering the change process appears to be a major challenge today in the redesign of work in schools, and in the programs and the services that affect students.

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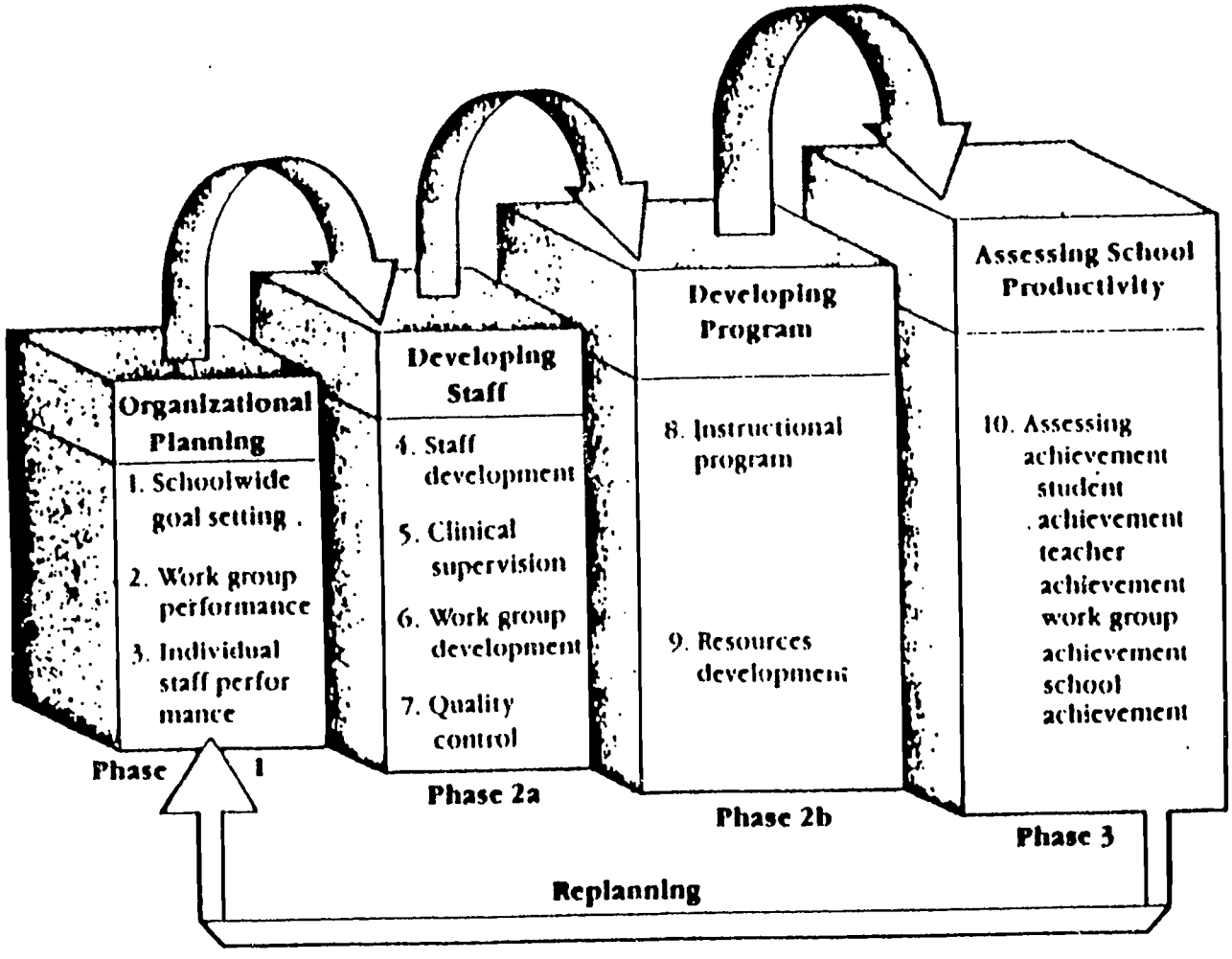
Figure 1

MANAGING PRODUCTIVE SCHOOLS



Productive School Work Culture: Shared Tasks

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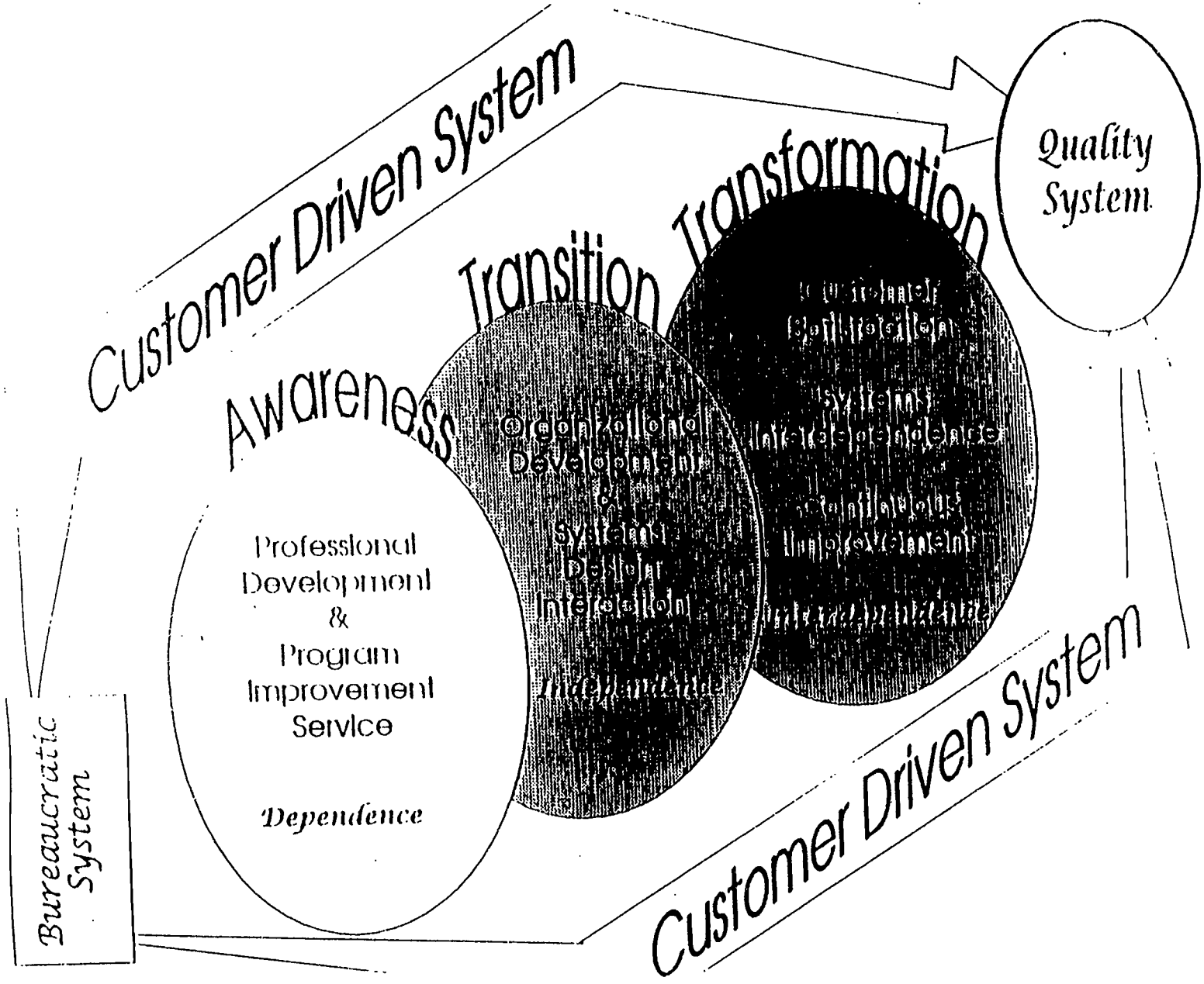
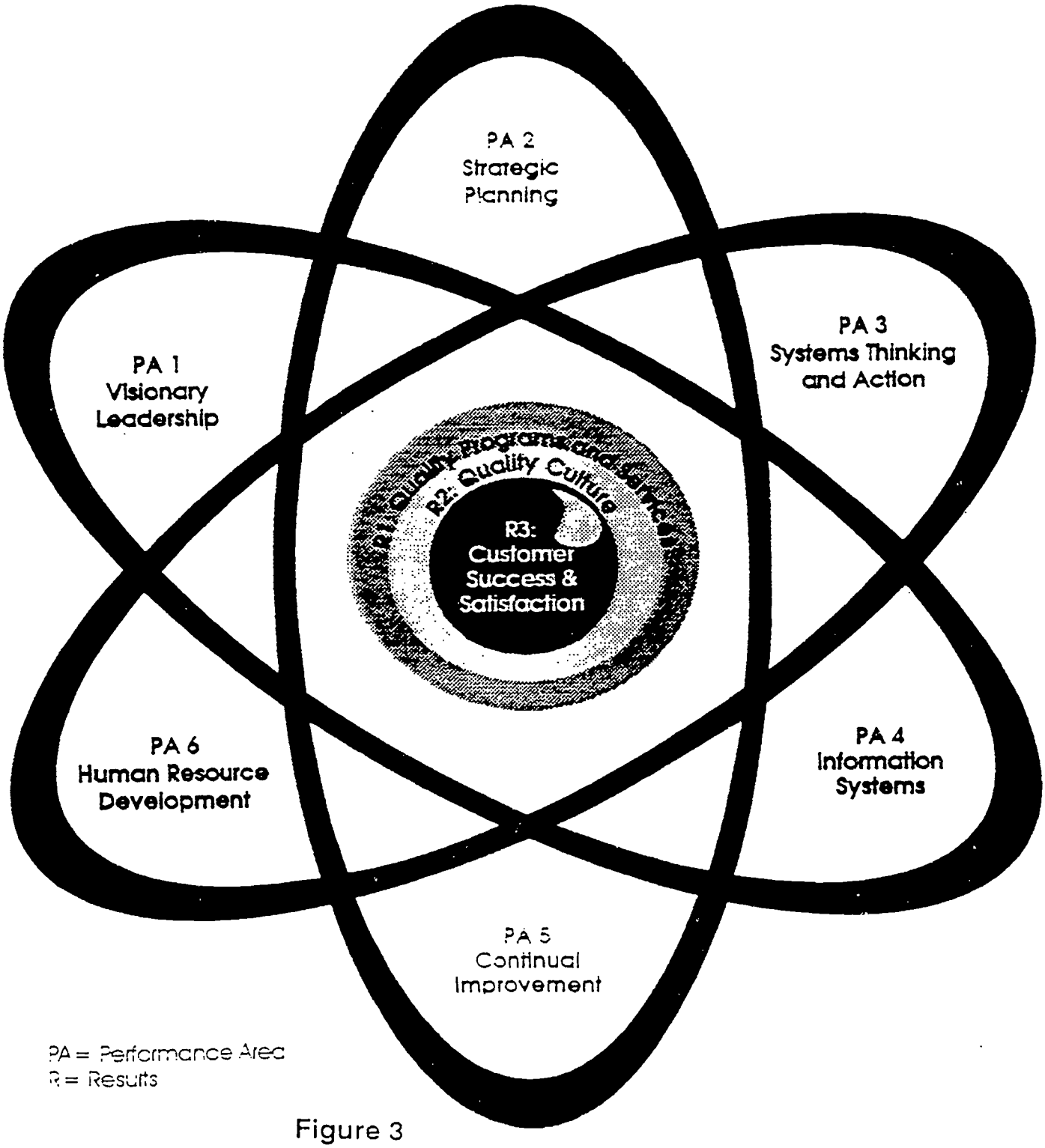


Figure 2 **Quality Change Process Model**



PA = Performance Area
R = Results

Figure 3

Quality Performance System

Table 1

Total Mean Scores Sorted

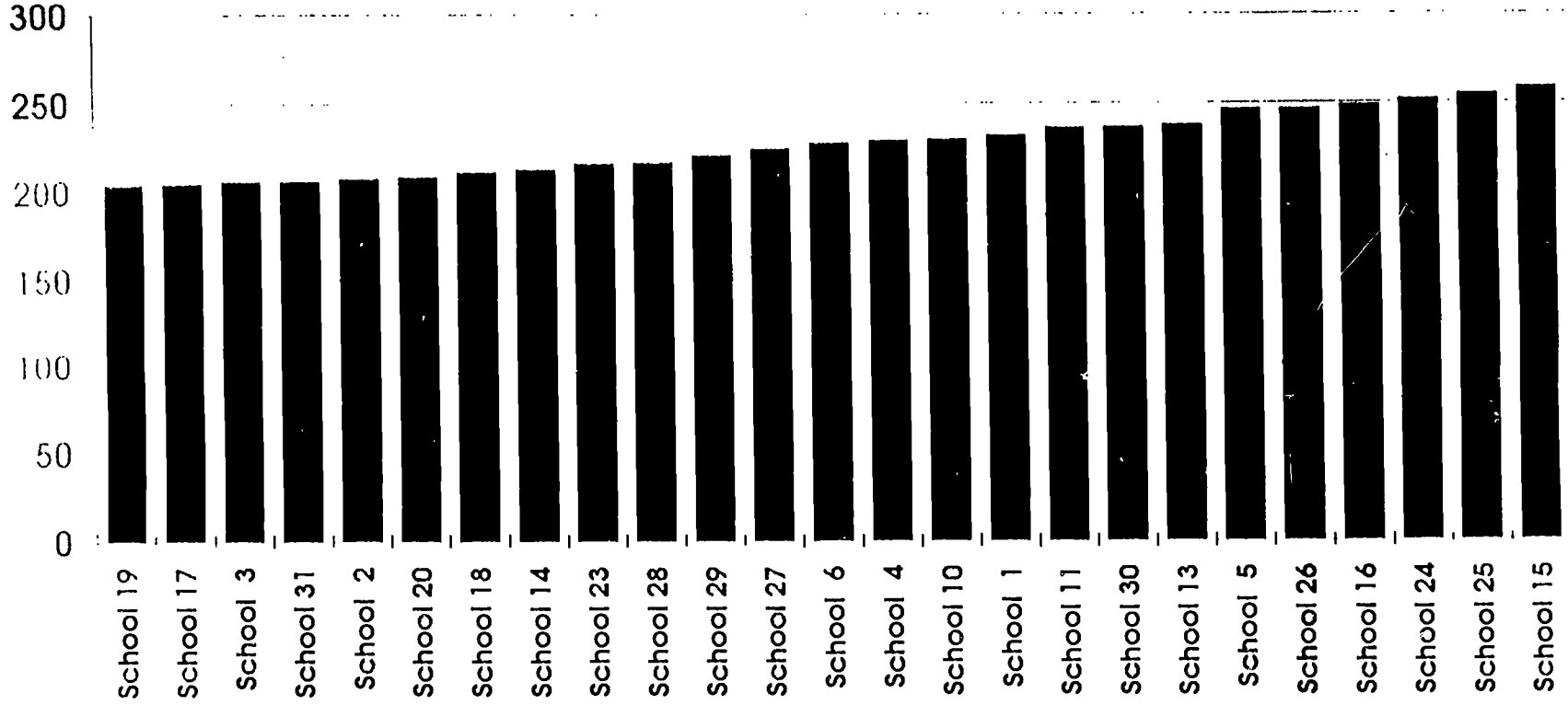


Table 2

Total Subscale Means for Population

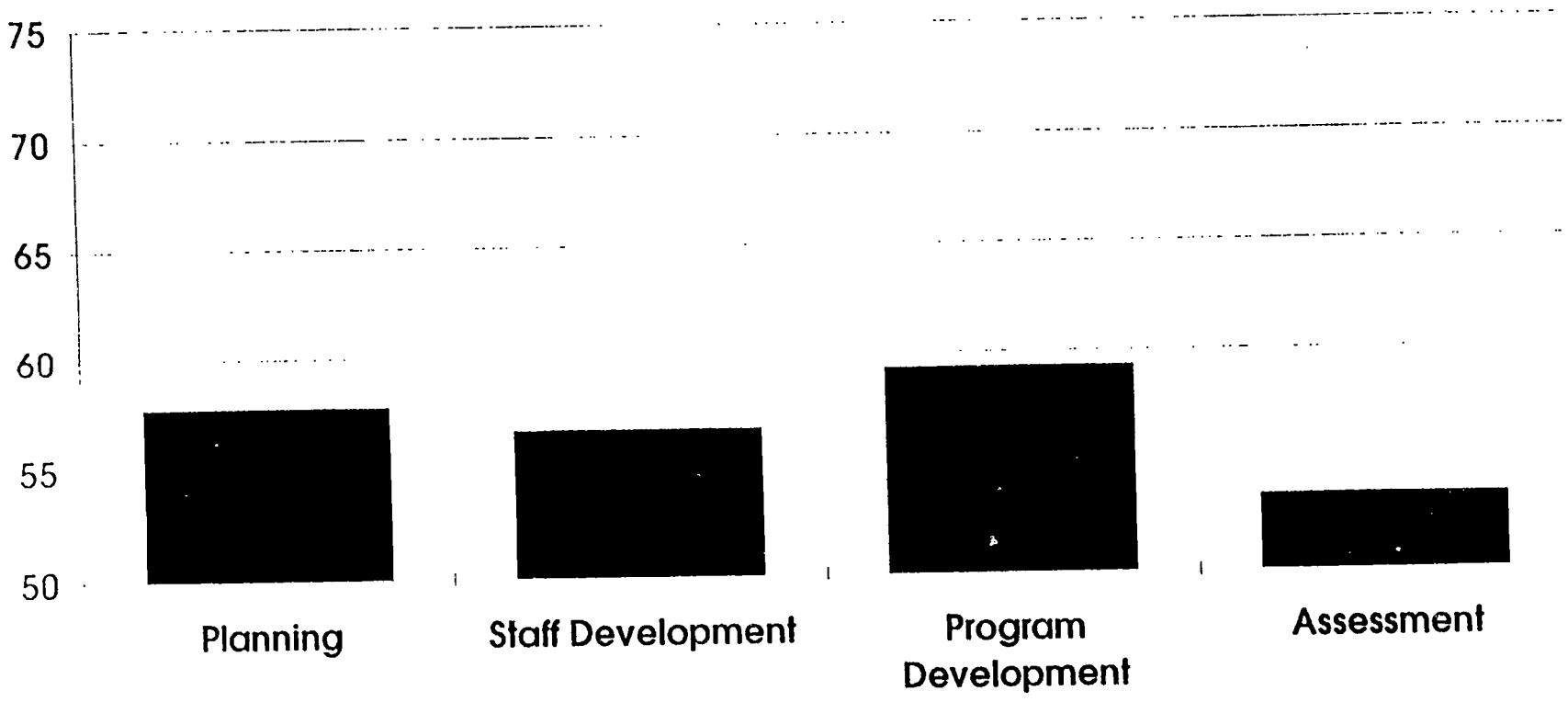


Table 3

Total SWCP Score By School Level

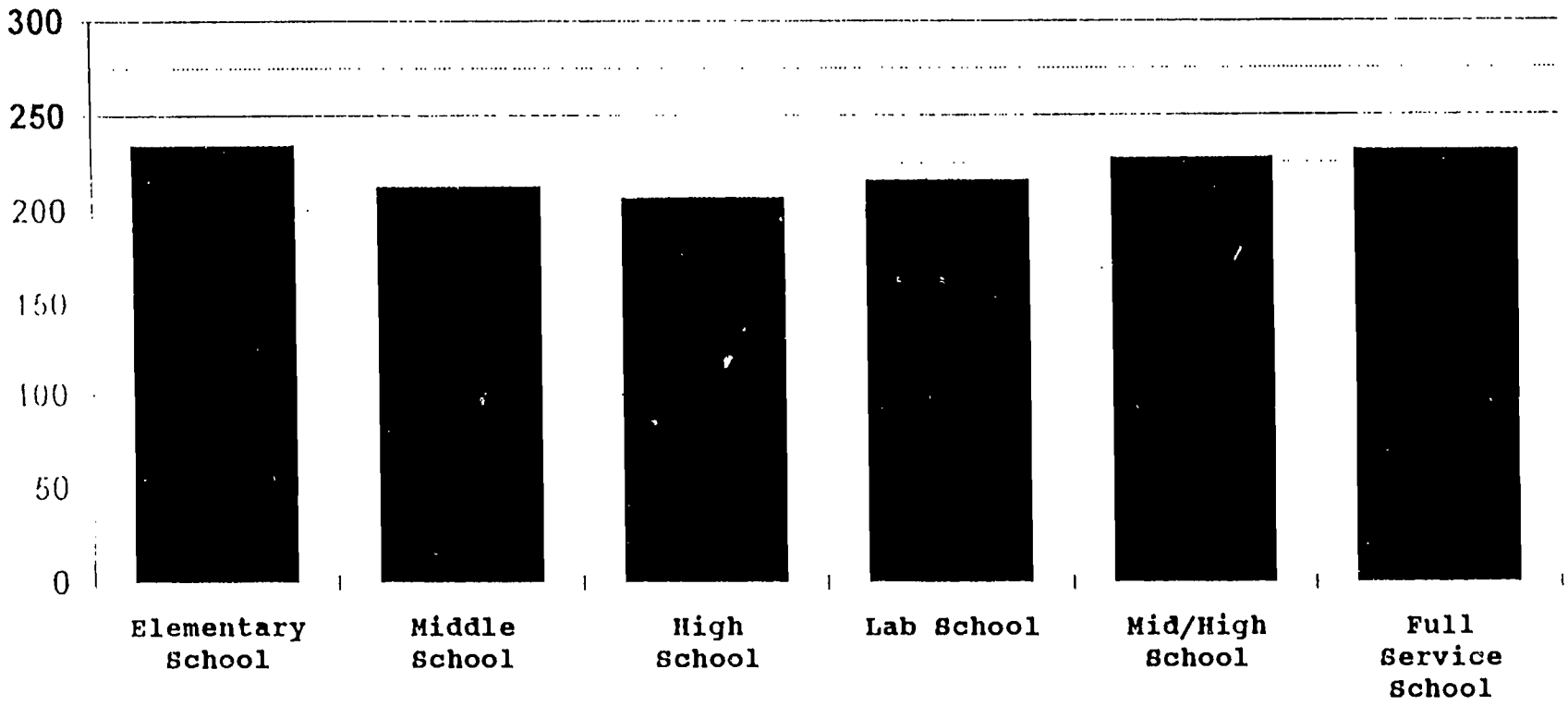


Table 4

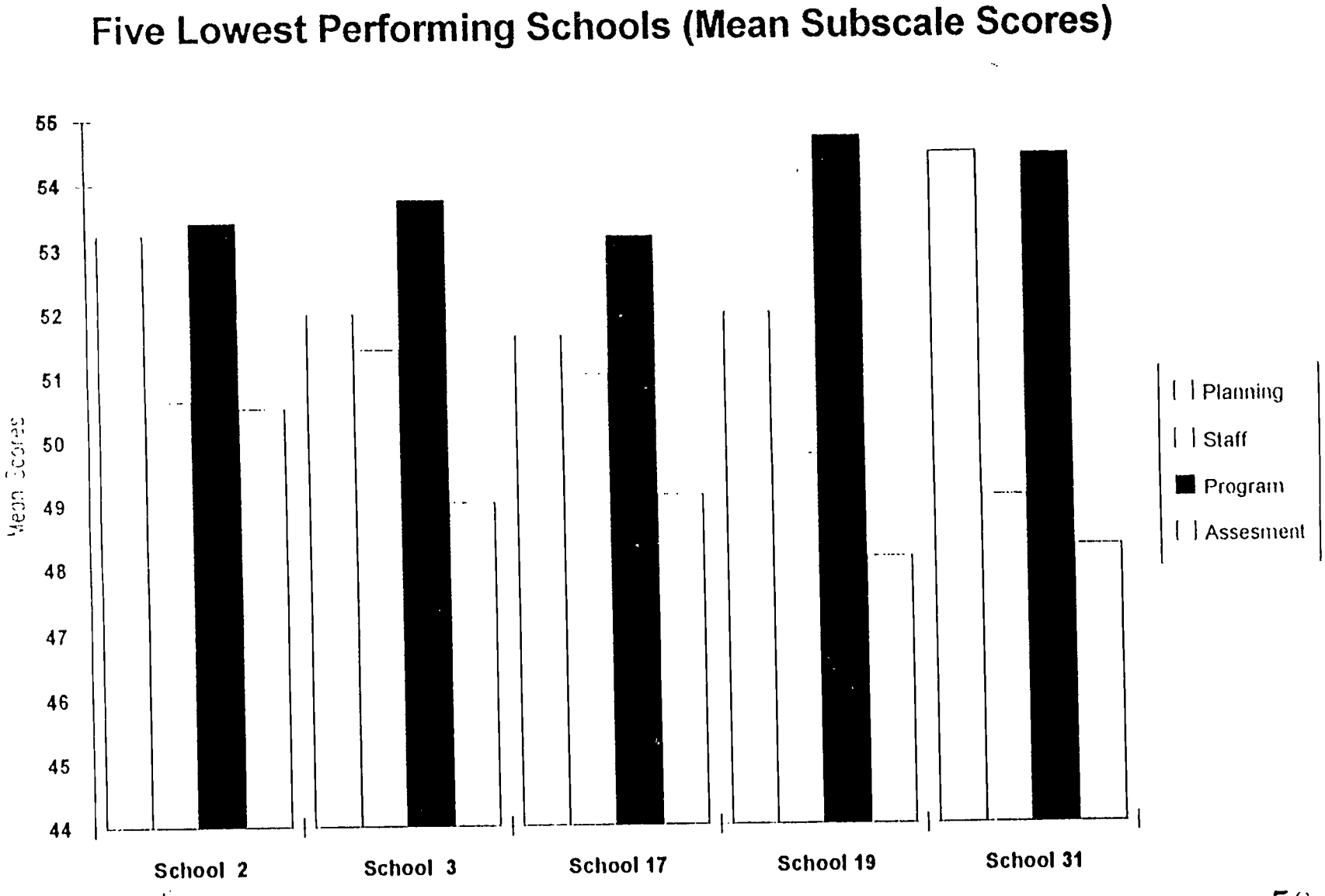

Five Lowest Performing Schools (Mean Subscale Scores)
55
54
53
52
51
50
49
48
47
46
45
44
Mean Scores
School 2
School 3
School 17
School 19
School 31
Planning
Staff
Program
Assesment

Table 5

Top Five Performing Schools (Mean Subscale Scores)