DOCUMENT RESUME

ED 373 731 IR 016 741

AUTHOR	Lee, In-Sook
TITLE	Identifying Values: The Front-End of Systemic School Restructuring.
PUB DATE	94
NOTE	35p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
PUB TYPE	Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrators; Case Studies; Community; Definitions; *Educational Change; Educational Environment; Elementary Education; Elementary School Teachers; Identification; Interviews; Learning; Outcomes of Education; Parents; *School Restructuring; *Values
IDENTIFIERS	Organizational Culture; Reform Efforts; *Stakeholders

ABSTRACT

The comprehensive categories of values, and the values in each category, to be articulated and consented to by stakeholders in school restructuring are explored through a qualitative case-study approach. A public elementary school that had approximately 530 students and that was undergoing restructuring was selected. Site visits, document reviews, and interviews with an administrator, two teachers, two parents, and one community member provided information about the restructuring. Three value domains (seminal, strategic, and core) were identified and broken down into value categories of (1) nature of learner; (2) nature of learning; (3) general principles of restructuring; (4) procedural principles; (5) outcomes of learning; (6) process of learning; (7) assessment of learning; (8) learning environment; (9) organizational structure and culture; and (10) function of education within the larger society. Shared values within each category are reviewed. It must be remembered that the clarification of values is not a one-shot activity, but rather a continuous reflection and reconstruction process. Eight appendixes present forms used in the study, codes used in analyzing the data, and definitions of value categories. Two tables and two figures illustrate findings. (Contains 58 references.) (SLD)

Title:

Identifying Values: The Front-end of Systemic School Restructuring

Author:

In-Sook Lee
Indiana University
Bloomington, In 47401

I. Introduction

American public education has periodically experienced the need for restructuring. In recent decades, there has been increasing a perception, research and practice in fundamental restructuring. A systemic approach to school restructuring, Educational Systems Design, has emerged in response to questions regarding the main trend of current education and its efforts toward change . Researchers have introduced the principles and processes of educational system design by reflecting the relationship between educational systems and their environment (Banathy, 1991; Banathy, 1992; Reigeluth, 1991; Reigeluth, 1993; Lieberman, Zuckerman, Wilkie, Barinas, & Hergert, 1991). These writers share the underlying belief that changes in society generate the need for concurrent changes in education.

With this in mind, it is of the greatest importance that stakeholders who participate in redesigning their educational system examine and clarify their individual values concerning learners, and education and its relationship to the environment, and that they articulate shared values, and state them clearly. This is important because values underlie visions, guide choices, decisions, and actions made in the course of design, and serve as a practical tool for evaluation (Rokeach, 1973; Isaacson & Bamburg, 1992; Checkland, 1981; Banathy, 1991; Mohrman & Cummings, 1989; Senge, 1990; Pruzan & Thyssen, 1994; Goulet and Dolbec, 1991; Fambrough, 1991).

Recent theoretical research (Banathy, 1991; Banathy, 1992; Reigeluth, 1993; Meyer & Pruzan, 1991; Sergiovanni, 1989; Schlecthy & Cole, 1992; Miles & Ekholm, 1991; Smith & O'Day, 1990; Rehm, Schweitz, & Granata, 1992; Nadler, 1981; Ackoff, 1981) addresses the need for articulating values in all stakeholder groups and/or further suggests frameworks for exploring options for educational system design. Empirical studies support the notion that values explicated and shared by stakeholders are one of the key elements in the success of educational system design (Breidenbach, 1989; Lieberman, Zuckerman, Wilkie, Barinas, & Hergert, 1991; Reigeluth, Norris, & Ryan, 1991; Reece, 1991). The findings of these studies, however, remain at a superficial or general level.

II. Conceptual Framework and Literature Review

Educational System Design and Values

Banathy (1991) addresses values clarification as a core process following re-visioning of the future educational system and preceding to create a new image of educational systems that is compatible with the larger society. He notices, however, that those processes are fundamentally iterative due to the "feedforward and feedback nature of the inquiry" (Banathy, 1991). Reigeluth (1993) echoes Banathy's notion by asserting that consensual values among stakeholders should be a ***must*** for them to agree on since different values by their nature will lead to different images and features of the system.

The ethical processes related to systems design (Meyer & Pruzan, 1991; Pruzan & Thyssen, 1994) have been an increasingly debated issue. In an ethical approach, "a broad cross-section of stakeholders" (Weisbord, 1992, p. 5) participate in values clarification through ongoing value-based dialogue. Thus, communication regarding stakeholders' values is considered to be a necessary condition as well as a result of the self-designing capabilities of an educational system (Meyer & Pruzan, 1991).

Reigeluth proposes to examine societal and learner needs by carefully analyzing current change and hypothesizing about future change in our society (Reigeluth, 1993,). Banathy (1991; 1992) proposes a more multi-dimensional and comprehensive framework designed to help

stakeholders self-reflect on their current system, articulate core values and ideas, and synthesize these values and ideas into a new educational system.

Thus Banathy's framework demands that stakeholders make decisions relevant to choices among a great number of alternatives. As they encounter these decision-making points, dialogue among the stakeholders evolves around the question of '***why***' a given decision should be as its is and not other wise. The conversational process for answering this question leads stakeholders to realize, articulate, and consent to values; as Banathy (1992, p. 34) states:

> "As they probe into the WHY's of a decision, they begin to articulate their values, assumptions, and knowledge/experience base that underlie and support a particular decision. These emerging 'rationales for making decisions' will produce an ever-increasing wealth of descriptions of values and ideas. Those which they agree upon become the 'CORE VALUES' and 'CORE IDEAS' that will continuously guide - even drive - the design."

Furthermore, Banathy (1992) points out the importance of recognizing two essential qualities of values in systems design. First, one should consider the emergence of values as an evolutionary process. As one proceeds with systems design, substantial core value are reinforced, modified, and realized. Second, one should pay attention to internal consistency among values since all dimensions are interactive and interdependent. Hence, each decision and the values behind it have to be approached within the systemic context of the framework by seeking and re-ensuring internal consistency.

Schlechty and Cole (1992) propose that systemic standards should be created, and their basis should be a set of values concerning how schools ought to be. Then, this coherent set of values and beliefs can provide the ground work for envisioning a system. The Center for Leadership in School Reform (Schlechty and Cole, 1992) began with 10 values when it worked with schools, school districts, and communities for systemic change. This values list presented multiple levels of values by reflecting learners' characteristics and those of the organizational and societal levels. As the authors mention in their article, however, these values were imposed on local stakeholders as a norm (although local stakeholders agreed to use them). Based on previous research (Banathy,1991; Reigeluth,1993; Meyers & Pruzan, 1991; Pruzan & Thyseen, 1994), values articulated in this way without stakeholders' participation cannot function as well as it should. Moreover,Schlechty and Cole do not provide the readers with the values criteria used to examine the comprehensiveness of those values that are used to be creating systemic standards.

On the other hand , Banathy (1991) presents three categories of values as well as examples of values in each category. While emphasizing that stakeholders should develop their own sets of values, sets of terminal and instrumental values are presented based on Banathy's perspective on the categories of educational functions and purposes, learner and learning, and systems design that will guide change.

There are several case studies that examine educational systems design efforts and their outcomes. These attempt to identify the main factors contributing to or hindering the success of change and to draw conclusions or make recommendations that are generalizable to any public educational system, based on a systemic view.

Breidenbach (1989), in her case study of a major metropolitan public school district, found that *the values and beliefs shared by advocates* were one of the 10 main factors contributing to this district's successful design process. In a nationwide case study, Reigeluth, Norris, and Ryan (1991) also found values (beliefs) to be *one of the keys to a successful change process*. Meanwhile, Reece(1991) emphasizes values, especially based on local needs, as o*ne of the 6 major components* in his case study examining the restructuring practices implemented by a school.

From the above literature review, the following conclusions can be drawn. Articulation of values should be a front-end step in educational systems design and should be formulated with respect to the interrelationship of systems and their environment. However, none of the available

studies provide stakeholders with substantial guidance for articulating their core values. Given the importance of values clarification by stakeholders and the lack of previous in-depth studies, it is important to establish comprehensive categories to aid in the articulation of core values and to serve as guidelines for applying these values in the design of educational systems.

III. Objectives and Research Questions

The overall purpose of this research is to determine comprehensive categories of values, as well as the values in each category that need to be articulated and consented to by stakeholders through a qualitative case study approach. The term values, as used in this study, is defined as the ideals that a design tries to approximate (Ackoff, 1981, p. 125, calls it "'ultimate values") regardless of means or ends, or either values or ideas (Banathy distinguished between these two concepts).

IV. Methodology

The present research approach involves a qualitative case study methodology. As Cronbach (1975) points out, a qualitative case study allows for "interpretation in context (p. 123)." Especially in addressing 'why' questions, the fundamental questions necessary to clarify values, case study has been an effective strategy (Yin, 1986). In addition, a case study approach can help a researcher explain the background of a situation as well as what happened, include vivid materials such as interviews, quotations, newspaper articles, and the like, obtain information from a wide variety of sources, present it in a variety of ways, and suggest to readers what to do or not do in similar situations (Hoaglin, Light, McPeek, Mosteller, and Stoto, 1982).

Research site

Using a purposive sampling strategy (Kidder, Judd, and Smith, 1984; Merriam, 1988), an elementary school was selected for analysis in the study based on the following criteria:

- A public school that is currently undergoing systemic restructuring
- A school that has values articulated and shared by stakeholders
- A school that is in the relatively early implementation stage so that participants still have vivid memories of which values they have identified or ignored and of why and how they have done so. In addition, the impact of planning can be more easily distinguished in the early stages of implementation than later, after many new factors have emerged.
- For convenience, however, I arbitrarily limited the study to a school in the area of the researcher's residence.

Contact and consent

An initial contact with this school was made through a phone call to the principal. Before starting each research interview, I explained the purposes and scope of the study and formally obtained a signed consent form from each informant.

Data Collection Techniques and Procedures

Prior to the first site-visit, I analyzed available documents, including an annual report, local newspaper clips, and some promotional pamphlets which were already available. This provided me with preparatory information about the site. Upon visiting the school, I discussed my research plan with the principal. At this pre-research meeting, I obtained more documents, which included Indiana 2000 application and PBA(Performance Based Accreditation) documents. These materials allowed me to gain an understanding of the general context of the school, which included historical, demographic, and social background relevant to the restructuring process.

The primary data collection technique involved interviews with the stakeholders most involved in redesigning of their school system. These included an administrator, two teachers, two parents, and one community member. I mainly conducted semi-structured interviews, since my research was focused on approaching the perspectives of the informants being interviewed (Patton, 1980). These interviews were guided by a list of questions or issues to be explored (See Appendix A: Interview Questionnaires), but neither the exact wording nor the original order of the questions was used during the interviews. In addition, structured interviews were added to obtain some standardized information (Merriam, 1988). Information was collected about the past, the present and the future by asking: What has the school done, how, and why? What have they been doing, how, and why? What are they doing, how, and why?

Key informants were interviewed individually at least twice. Follow-up interviews were made either through a meeting or phone call. I took notes during the interviews, which were audio tape-recorded. Verbatim transcriptions were made from the recorded interviews. This practice ensured that everything said was preserved for analysis (Merriam, 1988). As a "non-participant observer" (Merriam, 1988) I observed classroom activities., after I left the room and summarized my observations as soon as possible either on- or off-site. Then I took time to remember more substance and elaborated the scenes and dynamics at the site. Table 1: Calendar of Data Collection depicts the order of the interviews, document collection, and observations as they occurred. Data from documents and observations were recorded for the purpose of verification purpose.

Data Analysis Techniques

The techniques of *'unitizing'* and *'categorizing'* (Lincoln & Guba, 1985, p. 344) were used to analyze data. Data analysis frequently began with a review of my research proposal, as Goetz and LeCompte (1984) suggest. Then, all data from interview transcripts, documents, and observation notes were read through several times from beginning to end. While reading, I jotted down notes, comments, and observations in the margins (Goetz and LeCompte, 1984). Through this process, I identified *units* of information as the basis for defining categories. Then, selected information was summarized and categorized through the use of *codes*. (See Appendix B: The Summary of Contact Form).

A *'start list of codes'* (Appendix C: Start List of Codes) was created in the early stages of data collection. This list was inductively developed based on findings from the document analysis and some initial interviews. *Definitions of codes* (Appendix D: Definition of Codes) were developed for each code since defining codes helped the researcher to consistently apply codes over time. The codes in this list, however, changed and developed as research experience continued. Some codes did not work and t were thus discarded or reorganized. Other codes became too general, resulting in subcodes. However, new codes still emerged progressively during data collection. Accordingly, coding was a form of continuing analysis (Merriam, 1988) which allowed for ***inductive*** examination of data.

Interview data analysis

The data consisted of verbal accounts, coming from 3-4 hours of interview interactions. Interviews were conducted between late-March and Mid-June, 1993. Upon completion of all interviews, the contact summaries were edited and sent to the informants. Each informant was called after they received the summarized interviews --interview summary reports --for initial verification of content. All informants but the community member verified the interview summary reports (See Appendix E: Interview Summary Report). Minor editing was done through phone calls or personal contacts, according to participants' preferences. Upon conducting these verification contacts, there was one follow-up interview.

February 18, 1993	Exploratory phase of research
March 4, 1993	First meeting with principal; collection of several documents; short tour of building
March 11, 1993	Final permission obtained from principal; received potential interviewees' list
March 26, 1993	First research interview with principal
April 2, 1993	Second interview with principal
April 20, 1003	First interview with VR; collected an additional document
April 29, 1993	First interview with MM; briefly visited computer lab
May 6, 1993	First interview with CT; second interview with MM; collected documents
May 7, 1993	First interview with KW
May 11, 1993	Observed VR's and CD's morning classes
Mary 12, 1993	Observed morning classes at the computer lab
May 13, 1993	Second meeting with CT
Mary 14, 1993	Second interview with KW
May 20, 1993	First interview with MMc
May 25, 1993	Second interview with MMc
June 1-4, 1993	Delivered interview summary reports for member checks
June 10-18, 1993	Follow-up interview to validate and revise summary reports
Aug. 16, 1993	Data collection for research question #2 (primary value categories) based on the findings done through the primary analysis

Table 1. Calendar of Data Collection

Document Analysis

Documents were also summarized and coded on the summary sheet. These summary forms were used for analysis but also facilitated rapid retrieval when necessary. Primarily, the content analysis focused on measuring the frequency and variety of information, confirming the emergent hypotheses, and advancing new categories and hypotheses (Merriam, 1988).

Observation analysis

Data collected through observation was summarized and coded on observation summary sheets. The main focus in the observation was to answer the question, "Are they really practicing what they said they value?" The main purpose of the observation was for ***triangulation.*** Observation through the analysis of facts in detail was attempted to (1) identify the practices that were relevant to the value categories identified through interviews and document analysis and (2) examine any significant inconsistencies between values and practice.

Developing categories involves seeking recurring ***regularities*** in data by comparing one unit of information with the next. Once the relevant sets of categories are derived from the data, they can be filled out and made more vigorous by searching through the data for more and better units of information (Merriam, 1988,). Through these processes, the sets of value categories were formulated to reflect the interrelationships of the value components. An alternative display, a ***matrix***, was utilized for better analysis (See Appendix F: Matrix)

Upon completion of data analysis, the emergent value categories were sent to informants in order to find the data for research question 2, ***"primary and secondary value categories."*** The list of value categories was provided to participants with Likert Scaling, which has a code from 1 to 5, from least to most important. (See Appendix G: Primary vs. Secondary Value Categories Inventory.) Definitions of value categories were provided on a separate sheet in order to help the informants have a clearer idea about each term in the categories (See Appendix H: Definitions of Value Categories.) Then, I computed the total scale scores for each value category by summing informants' scores on all the values. This process was an additional attempt to construct ***"negotiated outcomes"*** Lincoln & Guba, 1985, p. 41) which is done through negotiation of meanings and interpretations with the informants from which the data has been chiefly obtained.

Context of Study Sites

Demographics of school building:

The study site was a relatively large elementary school of 530 students. The faculty describe their school as being somewhere between rural and suburban. However, they think they are close to being a suburban school.

There were drastic changes and growth in the school community between 1989 and 1991 with the construction of a new large school building in 1990. 50% of the families and 75% of the faculty are new. In 1989, the school had 11 staff members but by 1992 it had 52. Most parents were employed in light manufacturing or service sector jobs. Four to five percent of the students are ethnic minorities, and some use English as a second language. One of the faculty members said that most of the families are non-conventional, that is two-parent and two-income, or single parent and single income families. 10% of the school population is enrolled in the before and after school custodial program.

Process of restructuring

The current restructuring effort was initiated by the faculty who saw that what they were doing was not successful and thus wanted to make changes. (See Table 2: Calendar of Events for their restructuring history.)

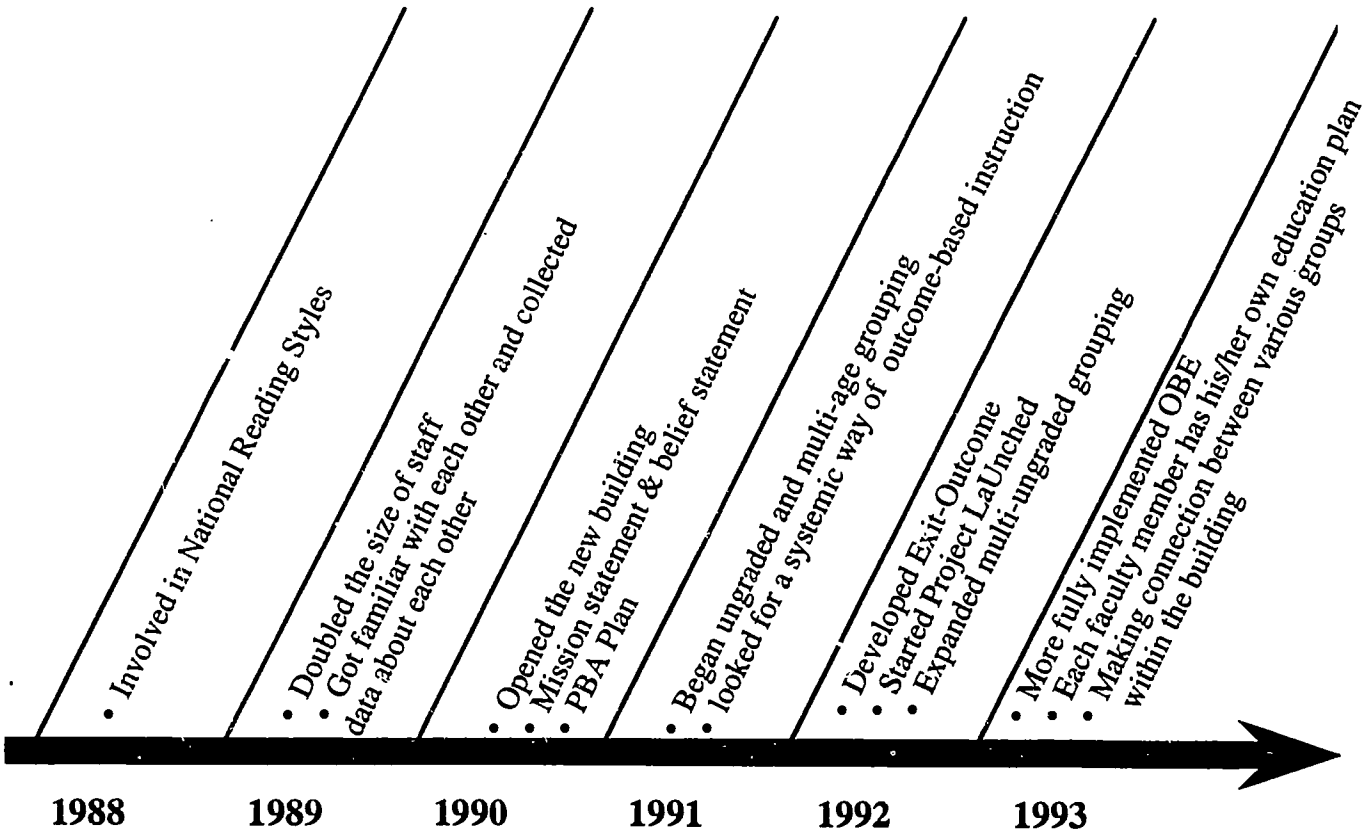

Table 2.
Calendar of Events

V. Final Analysis

Categories of Values

The definitions for the value categories came from specific data sources in the research. I searched informants' values, identified them, and labeled them. Once labeled, I defined them through my own interpretations. For example, *nature of a learner* describes the fundamental attributes of a learner, the ways a student learns better, and the ways he or she demonstrates what he or she learns.

Category 1: Nature of a Learner and Learning

There emerge two value categories from the informants' dialogues: the value area in regard to the essential natures of a learner as well as learning.

Nature of a learner. In this category, informants fleshed out their values and ideas about what fundamental attributes a learner possesses. They talked about individual learners' attributes in a variety of aspects. They also discussed about how a learner learns better.

Nature of learning. Informants' assertions in this category can be grouped into two subject areas. First, what are the attributes of 'learning'? Second, what should 'learning' do for learners?

Category 2: General Principles of Restructuring

The category of ***general principles of restructuring*** appears to be a significant value area that was frequently discussed among the informants. This category describes fundamental and underlying values of school restructuring. This category emanates from the following values identified from different informant sources:

The reasons for restructuring. Informants appeared to discuss the reasons for restructuring in terms of gaps, which might occur due to changes in the larger society and student population, or between needs and educational reality.

The attributes of restructuring. Informants discussed the fundamental qualities that make restructuring "a real restructuring," not something else. They talked about these attributes in regard not only to the process of change but also to the ultimate target for change.

The ultimate goals of restructuring. Respondents expressed their values about for whom or for what reason they should restructure, that is, the ultimate beneficiaries of restructuring.

Category 3: Procedural Principles

Procedural principles for school restructuring appeared to be another vital value category. This category describes any strategic value or idea relevant to the factors leading to successful restructuring. This procedural principles category became apparent from a wide range of values the informants discussed, and four general themes were especially apparent.

(1) People: The informants clarified their values with regard stakeholders who were to be involved in the restructuring process. The relevant issues include staff development, administrative leadership, parent involvement, and community involvement.

(2) Structure: The informants also discussed organizational structural issues, which included communication and choice as critical factors in the change process.

(3) Culture: Respondents spoke about ownership, collective wisdom, macro-perspectives, and caring as be required during the restructuring process.

(4) Resources: They commented on resources to be attained for assuring or helping their restructuring process.

Category 4: Outcome of Learning

It appeared that the category of 'outcome of learning' was a significant value area overtly discussed among the informants, which is related to what they wanted students to know and demonstrate when they leave school. Many of their dialogues in this category reflected their values about ***the nature of learners and learning*** and some of ***the general principles of restructuring.*** Their articulated values about learning outcomes, in general, appeared to emphasize the following concepts: 'a whole person -- more than just intellectual excellence,' 'self-driven and continuous process,' 'challenge and achievement,' and 'real life.'

Category 5: Process of Learning

A process of learning value category emerged, which described the value area regarding the means for achieving learning, that is, how students should achieve expected learning outcomes and

how schools should help students learn. Most of the values clarified by the informants in this category were consistent with their beliefs about '***the nature of learner and learning.***' It appeared that the following themes were the most common among the informants: learning arrangement and programs, learning strategies and methods, learning situation, and the role of learners in the learning process.

Category 6: Assessment

The category of ***assessment*** emerged from among the frequently discussed themes as follows. ***The nature of assessment*** was discussed with respect to the nature of learners, that is, individual differences. ***The purpose of assessment*** also was apparent in the informants' discussions, being mainly discussed in terms of 'progress.' Informants also discussed the ***parties involved in evaluation.*** Ultimately, the informants seemed to value collaborative assessment involving both parents and children.

Category 7: Learning Environment

The category of 'learning environment' emerged from the clarified values. This category describes the school environment, which is considered to support the '***learning process***', and which in turn is that designed to ensure that learners achieve expected '***learning outcomes.***' The informants appeared to address most frequently the following themes in this value category. First, they express the value regarding **the nature of the learning environment.** Second, ***the scope of the learning environment*** was defined, which tends to be broader in that it emphasizes interaction with the outside community. Third, they spoke of ***resources*** as a tool for promoting the achievement of educational goals. Their comprehensive perception of resources, including both internal and external components, appeared to consistently reflect their values about the scope of the learning environment.

Category 8: Organizational Structure & Culture

The category of ***organizational structure and culture*** emerged from the values discussed by the informants and in the documents analyzed. These values revealed either a formal or informal organizational arrangement (Nadler, Gerstein, & Shaw, 1992). First, a governance structure was an apparent theme among the informants, who appeared to share an identical value, that is, a value-laden decision making structure where all the stakeholders share responsibility for specific areas. This value seemed to be well reflected in the statement, "Learning is a shared responsibility of the child, staff, parents and the community'(Annual Report, PBA). Second, the roles and responsibility of people at school was frequently reflected by the informants. Third, the visible behaviors and attitudes revealed in a daily life was discussed in a variety of ways(Nadler, Gerstein, & Shaw, 1992)..

Category 9 Function of education within the larger society

Another emergent value category was ***function of education within a larger society***. This category describes informants' perceptions about education on a broader scope, in the context of the larger society. This category appeared to be discussed in terms of two themes. First, the informants talked about their perceptions relevant to the ***function*** of education. Second, they expressed their values about education's fundamental ***relationship with other systems*** in the larger society.

Primary vs. Secondary Value Categories

In order to identify which value categories the informants considered more significant in terms of redesigning their educational system, once having constructed the above value categories through the final analysis process, I provided each informant with a list of value categories along with a 5-point scale, where a higher number indicates greater importance (See Appendix G: Primary vs.

Secondary Value Categories Inventory). The study's definitions of value categories were included (See Appendix D: Definitions of Value Categories). This was intended to help the informants have clearer idea about each term presented on the inventory sheet.

Inf. / Cat.	DF	VR	MM	KW	MMc	KW	TOTAL
1	4	5	5	5	5	3	27
2	4	4	4	4	4	3	23
3	3	3	4	4	4	2	20
4	3	3	3	5	3	2	19
5	5	5	4	5	4	5	28
6	4	5	5	5	4	5	28
7	4	5	4	4	5	5	27
8	3	5	5	4	5	4	26
9	3	3	3	4	4	5	22
10	3	3	3	3	3	5	25
11	5	4	4	4	3	5	25

Figure 1. Significance Level of Each Value Category

Based on the data presented above, Figure 1, I found the order of respondents' value priorities to be the following:

1. Outcomes of learning & Process of learning
2. Nature of learner & Assessment
3. Learning environment
4. Function of education within the larger society
5. Nature of learning
6. Organizational structure
7. Organizational culture & General principles of restructuring
8. Procedural principles of restructuring.

In general, the informants appeared to place a priority on clarifying values directly related to learners and their benefits. In other words, it seemed imperative for them to clarify and get to a consensus on values regarding who learners are, what they should learn, how they should learn, and how they should be assessed. On the other hand, they showed less regard for values related to the design process itself and to school as an organization.

Interestingly, the staff who worked within the organization showed the least concern about organizational values. But a community member attributed the highest numbers to this value category. This result confirmed the following comment by the community member her comment, "...If they think and try to operate as an organization, I think schools end up with more focus. Staff and students will begin to have a better understanding of what it is they're trying to accomplish as a part of the organization. On the other hand the school itself will have a better understanding of

their role in the larger community as an organization. And then consequently they will become less isolated." (CT, 4.7) This community person emphasized the macro level -- the organizational and societal level -- as did the principle (DF).

When I analyzed the responses of internal informants (staff and parents), 'the nature of learner' category appeared to be their most primary concern. This can be interpreted to mean that the people working close to the students believed that consistent and shared understanding of learners' natures among stakeholders should be in advance of any other values.

These informants appeared to show he least regard for 'strategic values,' that is, how to change their systems and programs. This finding may be due to two possible reasons. One is that the stakeholders may have been unaware of the importance of how to attain the final goals of their plan. Or, second, they may have been more interested in 'product' than 'process.'

Values concerning the learning dimension were highly emphasized. On the contrary, values involving the organizational dimension were least emphasize, which might reflect what the community member (CT) said: "They don't tend to think of their school as an organization." (CT, 4.7.)

Values regarding the social dimension were considered to be relatively important (4th from the top). This result might reflect the fact that the concept of educational systems being restructured has been well accepted. This seems to show that the stakeholders understand their school system in the context of the larger society.

Shared Values in Each Category

The shared values were demonstrated through one further analysis of my interpretations shown or the matrix developed primarily for identifying value categories (See Appendix I: Matrix).

Values regarding Nature of Learners and Learning

1) Individual learner differences should be recognized. Learners learn in many different ways. Learners also can show their achievement in numerous ways.
2) Learners learn better what they are comfortable with, within a context, and when they are internally motivated.
3) Learning is a process that does not stop and that also takes time.
4) Learning is making sense of the world.

Values regarding General Principles of Restructuring

1) Education should respond to change in society.
2) Restructuring is a process of re-examining and challenging the assumptions upon which we practice and, when appropriate, of replacing invalid assumptions.
3) Restructuring is a continuous learning process involving a long-term plan and continuous revision.
4) Restructuring is change in people's mindset & attitude toward the nature of learners as well as change in structure.
5) Restructuring should focus primarily on what is best with respect to each learner's achievement.

Values regarding Procedural Principles

1) Continuous and focused professional development and staff self-efficacy are driving forces in restructuring.
2) Collaborative and collegial administrative leadership is required.
3) Supportive and involved parents are crucial for successful restructuring to occur.
4) Diverse and strong ties with the community are important.

5) Choice should be always available through 'schools within a school': We need to balance the process of supporting people who try innovation with not loosing people who feel uncomfortable with change.
6) Through a value-laden change process, all stakeholders should develop ownership from the early stages of change.
7) Collective wisdom is better than an individual's or small groups' ideas.
8) Streamlined communication is critical for effective communication in the school.
9) Resources, including time to collaborate, money, legitimacy of change, and networking with other organizations will help restructuring happen.

Values regarding Outcomes of Learning

1) A whole person: A learner achieves excellence not only intellectually but also socially, emotionally, and physically.
2) A learner develops the ability to become a productive and responsible life-long learner.
3) A learner respects him- or h[illegible]self, others, and the environment.
4) A learner sets and meets higher standards.
5) A learner has problem-solving skills.
6) A learner has high order thinking skills.

Values regarding Process of Learning

An overarching core value is that the learning process should be consistent with findings about the nature of learners and learning. Based on this belief, informants shared the following core ideas:

1) The process of learning should allow for learning based on individual uniqueness. It should allow for learning at individual learners' speeds and needs, be connected with their learning styles, help them feel comfortable with the learning process, and capitalize on learners' strengths and also strengthen their weaknesses.
2) The process of learning should allow for learning within a context, that is meaning-centered learning. It should allow learners to make sense of their school experience by connecting it with real life.
3) The process of learning should have a cumulative and consistent direction so as to allow for students' continuous progress.
4) The process of learning should promote learners taking more responsibility for their own learning by allowing for 'choice' by learners.

Values regarding Assessment

1) Assessment should be consistent with the process of learning used at CC. Student outcomes achieved by the learning program are the things that need to be assessed.
2) Assessment should focus on students' continuous progress. Feedback given to learners, by nature, should encourage learners' continuous progress.
3) Assessment tools should be comprehensive, multi-dimensional, and non- artificial.
4) Collaborative assessment should be pursued in which students' responsibility should be promoted.

Values regarding Learning Environment

1) Learning environment should 'promote the richest opportunity for a child's success in school' (PBA): It should be warm, supportive, and safe.
2) Learning is not confined within classroom walls.
3) A variety of resources available within both the educational system and the larger society should be used fully .

Values regarding Organizational Structure & Culture

1) A value-laden decision-making structure exists. All stakeholders share responsibility for specific areas of decision making.

2) Parent involvement at the instructional level is most important; students take responsibility for and ownership of their learning; teachers coach with respect to learning; administrators help and coach teachers by building their strengths based on individual differences.

3) There is a streamlined communication structure among staff, school and home, and school and community.

Values regarding the Function of Education within the Larger Society

1) Education should provide for life-long learning.

2) Education is a part of the world. Education should coordinate with other systems in the larger society for life-long learning.

VI. Conclusions

This study investigated a comprehensive and systemic model of value categories to be discussed and elaborated by stakeholders in redesigning an educational system, and the values in each value category that have been articulated and consented to by stakeholders at an elementary school, CC. Developing values and ideas shared among stakeholders is the fundamental process of educational systems design. This is primarily because values allow stakeholders to elaborate their vision and guide systems design (Banathy, 1992). But also, the process of elaborating and sharing values is considered to be the necessary condition as well as a result of the self-designing capabilities of an educational system(Meyer and Pruzan, 1991)

This study identifies three value domains, comprised of 10 value categories that emerged from the main stakeholders' values and perspectives (Figure 1. A Model of Value Categories).

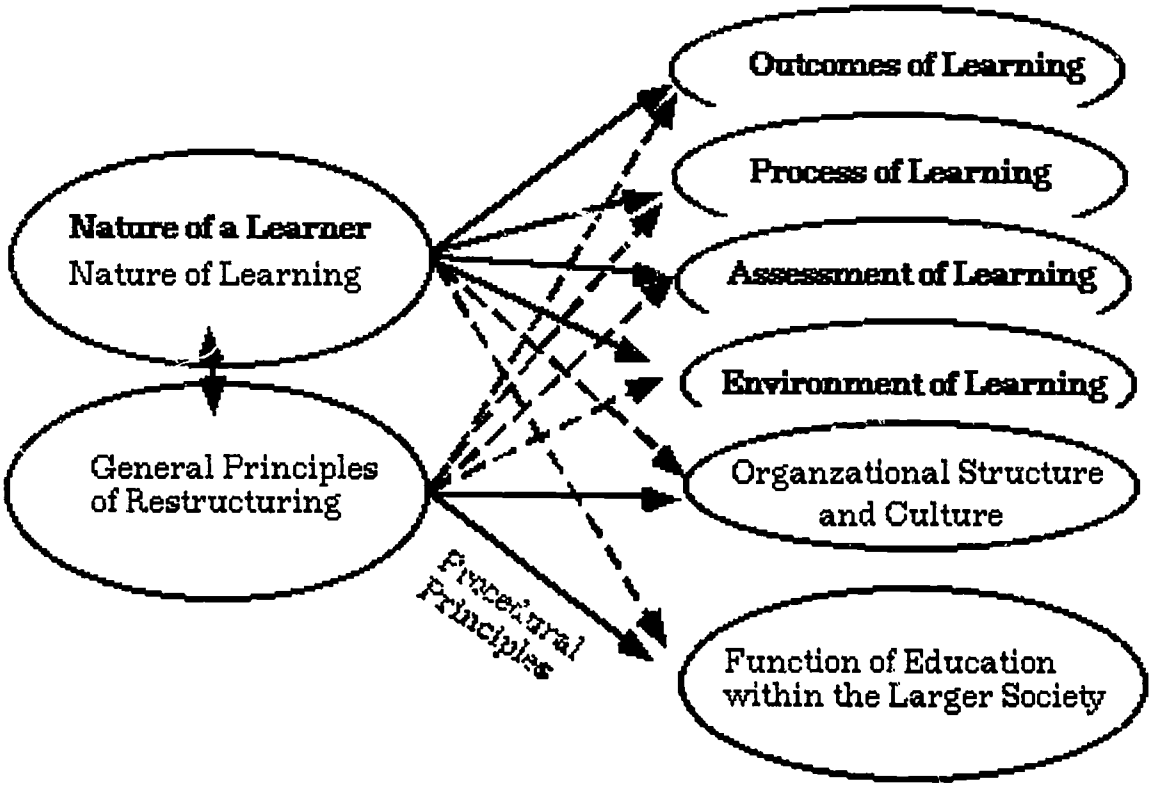

Figure 2. A Model of Value Categories

Seminal Values

Seminal values are fundamental beliefs that ***inspire*** the image of a new educational system and *lead* the whole process of restructuring. These values consist of two categories. The first is ***Nature of a learner and learning,*** reflecting the fundamental attributes a learner possesses and how a learner learns better, as well as the fundamental attributes and functions of learning. These value areas are considered to be highly important in terms of need for clarification.

The second category is ***General Principles of Restructuring,*** reflecting the reasons for restructuring, the nature of restructuring, and the ultimate focus(es) of restructuring. However, the stakeholders believed this value category has no priority in terms of their restructuring concerns.

Strategic Values

Strategic values are primarily instrumental in helping restructuring ***proceed*** or in achieving the desired outcomes of restructuring. These values comprise the category of ***procedural principles.*** expressing strategic or tactical values and ideas that are perceived to be key factors in successful restructuring. These factors include people, structure, culture, and resources. However, this value category seemed to garner the least interest among the study's main stakeholders.

Core Values

Core values further embody seminal values and thus are both illustrative and specific expressions of values. Core values substantially ***guide*** and ***influence*** the choices and decisions made in the course of re-designing an educational system. Therefore, they 'enhance the creation of the image and the design of the system" (Banathy, 1991, p. 126). Core values can be discussed with respect to three different levels according to their scope: the earning level, the organizational level, and the social level.

Learning Level. This level is comprised of stakeholders' values that are directly relevant to considerations of learning, which include ***outcomes of learning, process of learning, assessment of learning,*** and ***environment of learning.*** The analysis above shows that the study's main stakeholders believe that their values regarding the learning level should be considered and articulated most strongly among the various levels involved restructuring their school system.

Organizational Level. This level is composed of perceptions relevant to the organizational level --***Organizational Structure & Culture*** (Nadler, Gerstein, & Shaw, 1992)-- on which the stakeholders placed value as an ideal for bringing out the learning valued by themselves.

Social Level. This level describes stakeholders' perceptions of education on a broader scope, ***the Function of Education within the Larger Society.***

The informants appeared to place priority on the value areas directly related to learners and their benefits. In other words, it was imperative for them to clarify and reach consensus on values regarding who learners are, what they should learn, how they should learn, and how they should be assessed. This perspective seems to reflect Banathy (1991)'s "a learning experience-focused system"(p. 115) in which the learners' system is the core around which the system is built. And the stakeholders placed much more value on the outcomes of redesigning than on the process itself or on the reflection on the rationale behind change. That is, it appeared that it was more urgent to get a consensus on values regarding the nature of learners/learning and the ideas embodying these qualities which include the outcomes of learning, the learning process, assessment, and the learning environment. General restructuring principles, organizational structure and culture, and the societal context relevant to supporting learning systems seemed to be relatively minor issues.

Articulated Values

The values articulated and shared by the stakeholders appear to be constructed with internal consistency with respect to each other. Furthermore, many of the values and ideas were transferred or fleshed out in other value categories. Thus, the informants appeared to understand the interactive and interdependent natures of all the values in the different system levels and dimensions (Banathy, 1991).

The stakeholders valued the recognition, even the celebration, of individual differences for a variety of reasons, including learning styles and the demonstration of learning achievement. They believed learning is a process that makes sense of the world around a learner.

The stakeholders recognized the relationship between education and the larger society. They sought the rationale of restructuring in terms of the gap between education's current status and change in the larger society. In this context, they emphasized challenging obsolete assumptions through a continuous learning and change process. To them, the fundamental focus of restructuring should be 'each learner' and her or his learning achievement. To achieve this goal, they believed restructuring should produce changes in peoples' mindsets and attitudes toward the nature of learners as well as change in structure.

Regarding strategies, the stakeholders emphasized the 'readiness of people' in the school. Professional development and staff self-efficacy were outstanding values. Collective wisdom and support available through divergent stakeholder groups was considered to be mandatory. They

believed streamlined communication to be critical for effective communication within and among these groups. Moreover, they believed restructuring works well when there is a value-laden change process allowing the people to have choices and eventually develop ownership. They were fully aware of the importance of resources from comprehensive areas--both internal and external--to help restructuring happen.

The stakeholders valued 'a whole person,' who achieves excellence in the entire learning arena; 'a life-long learner' who challenges her or his own standards. They shared their ideas of the learning process under the overarching value, "The learning process should be consistent with findings about the nature of a learner and learning." Based on the belief in assessment consistent with the processes of learning used and learning outcomes expected at CC, they focused on students' continuous progress and comprehensive and collaborative assessment tools. They valued a learning environment that promotes the richest opportunities for a child's success in school. This environment was expanded to include areas outside classroom walls.

They valued their school as an organization in which there was a value-laden decision making structure and streamlined communication among and between stakeholders. They perceived that an educational system should be a center for life-long learning; to this end, it should coordinate with other systems in the larger society.

Again, the values identified in this research share commonalties with core ideas that Banathy (1991) proposed, in light of their challenges to the dominant traditional values and practices in the educational establishment. Nevertheless, those shared values in the research site tended to represent its unique context, more or less reflecting the constraints experienced by informants.

VII. Discussions and Implications

This research represents an effort to provide systemic guidance that emerged from the synthesis of ideal elements identified from the study's research site. Through examining a real world school's restructuring practices, I intended to advance theoretical understanding in articulating values with regard to systemic school restructuring, as well as provide a systemic model of values categories which can help stakeholders to start and continue dialogue to identify their own values. By doing so, eventually the findings of this research may bridge the gap between the real world, which lacks theoretical guidance in identifying values, and the academic arena, which needs greater understanding of practice.

The categories that emerged from the research site show numerous similarities with the value categories suggested by Banathy(1992) in terms of their features, as well as comprehensively reflecting multiple levels and dimensions relevant to educational system design. Banathy has presented two different schemes of value categories at different times. In 1991, he (p. 126-128) presented three categories of values including (1) educational functions and purposes, (2) learner and learning, and (3) systems design that will guide change. In 1992, Banathy (p. 32-33) suggested that in designing a new educational system, we need to explore essential values related to the followings: (1) education's relationship with and relevance to society, (2) the designation of its societal functions, (3) the kind of learning to be offered in an information and knowledge age, (4) the way such learning should be offered, and (5) the design of its organizational forms and arrangements. All the elements of the value categories discovered in my study are represented in either one of Banathy's value schemes.

Even though my study was conducted in an inductive way without having any specific propositions to examine, the similarity between Banathy's non-data-based research and my empirical research indicates two things. First, Banathy's value categories are reliable and applicable even with no supporting data. Second, my research resuls appear to be more

generalizable since being confirmed by another researcher.

In using these values categories meaningfully and effectively in a design process, several factors need to be considered, mainly rooted in the nature of values.

Articulating values is simply ***one*** of the important elements in a design process. Accordingly, values or values identification does not have a value in and of itself. Rather it is meaningful when considered within the context of a design process. As Goulet and Dolbec (1991) state, the systems design process is purposive and deliberate so that, in order to give direction to human actions, values should be explicated through statements of mission, goals, and specific or concrete objectives.

Values are ***dynamic and emergent*** so that values clarification should be an on-going process. Values, by nature, shape, change, and reconstruct throughout time. Due to the functional interaction of each part in a system, the parts are designed with respect to harmony, which is concerned with "the effect of the interactions of the parts on the whole", "the effects of the functioning of the whole and the interactions of the parts on the parts themselves", as well as "the effects of the functioning of the parts and the whole on the containing system and other systems in its environment" (Ackoff, 1981, p. 17).

Human beings, as one part in a system, ***change their values and beliefs*** based on their experiences. Besides, as things evolve, more stakeholders and new stakeholders are engaged in the design process. Then perhaps different values evolve because of the presence of new people. As a result, values clarification is not a "one-shot" activity or a step in the design process, but is inevitably a continuous reflection and reconstruction process while stakeholders and organizations proceed toward change.

There is a possibility of espoused advocated values in organizations so that ***values are not consistent with individual and organizational actions.*** With this in mind, we should be aware of the importance of a "designing culture" which promotes thorough dialogue about personal values. An organization--the individuals in the organization- should gain the ability to surface individual values and share them publicly and clearly through meaningful dialogue throughout an organization.

All of the issues discussed above lead to numerous questions to be examined further, which can not be separated from using the value categories above. Some examples might include: When should stakeholders publicly clarify values, so as to be sources for creating a new educational system, not for maintaining the current one? How should facilitators or change agents help stakeholders dialogue on those values areas and arrive at consensus? What would be the best way to translate values into missions, visions, or specific goals? What does a continuous process of value clarification mean? How can we make continuous values clarification happen?

References

Ackoff, R. L. (1981). Create the corporate future. New York: John Wiley & Sons.

Banathy, B. H. (1991). *Systems design of education : A journey to create the future.* Englewood Cliffs, NJ: Educational Technology Publications, Inc.

Banathy, B. H. (1992). Designing educational systems: Creating our future in a changing world. *Educational Technology, 32*(10), 32-34

Barth, R. S. (1990). A personal vision of a good school. *Phi Delta Kappan, 71* (7), 512-516.

Bertalanffy, L. von. (1968). *General system theory: Foundations, development, applications.* New York: George Braziller.

Bhola, H. S. (1988-1989). The CLER model of innovation diffusion, planned change, and development: A conceptual update and applications. *Knowledge in Society: The International Journal of Knowledge Transfer, 1* (4), 56-66.

Bhola, H. S. (1991). *Organizing adult education for all.* Background document presented at the International Symposium on the Questions of Organizational and Institutional Arrangements for the Delivery of Adult Education organized by UNESCO, Paris and Osaka University of Economics and Law, Osaka, Japan.

Breidenbach, B. M. (1989). *The restructuring process in a major metropolitan school district.* Unpublished doctoral dissertation, Indiana University.

Checkland, P. (1981). *Systems thinking, systems practice.* New York: John Wiley and Sons.

Chubb, J. E., & Moe, T. M. (1990). *Politics, markets, and America's Schools.* Washington, D.C.: The Brookings Institution.

Churchman, C. W. (1971). *The design of inquiring systems.* New York: Basic Books Inc. Pub.

Cronbach, L. J. (1975). Beyond the two disciplines of scientific psychology. *American Psychologist, 30,* 116-127.

Feather, N. T. (1975). Values in education and society. New York: The Free Press.

Fox, R. F., Lippitt, R. & Schindler-Rainman, E. (1973). *The humanized future: some new images.* La Jolla, CA: University Associates.

Goetz, J. P., & LeCompte, M. D. (1984). *Ethnography and qualitative design in educational research.* Orlando, FL: Academic Press, Inc.

Goulet, G., & Dolbec, A. (1991, December). *The designing community: A learning community.* Paper presented at the third annual conference on Comprehensive Design of Education organized by the International Systems Institute, Monterey, CA.

Guba, E. G. & Lincoln, Y. S. (1983). *Effective evaluation.* San Francisco, CA: Jossey-Bass Inc., Publishers.

Gutek, G. L. (1988). *Philosophical and ideological perspectives on education.* Englewood Cliffs, NJ: Prentice Hall.

Hammer, M. & Champy, J. (1993). *Reengineering the corporation: A manifesto for business revolution.* New York: Harper Collins Publishers, Inc.

Heckman, P. E., Oakes, J., & Sirotnik, K. A. (1983). Expanding the concepts of school renewal and change. *Educational Leadership, 40* (7), 26-32.

Hoaglin, D. C., Light, R. J., McPeek, B., Mosteller, R., & Stoto, M. A. (1982). *Data for decisions: Information strategies for policymakers.* Cambridge, MA: Abt Associates Inc.

Isaacson, N. & Bamburg, J. (1992). Can Schools Become Learning Organizations? *Educational Leadership, 50* (3), 42-44.

James, T., & Tyack, D. (1983). Studies of schooling: Learning from past efforts to reform to high school. *Phi Delta Kappan, 64* (6), 400-406.

Jenks C. L., & Amsler M. (1991, December). *Assessing the adequacy of a social systems design.* Paper presented at the third annual conference on Comprehensive Design of Education organized by the International Systems Institute, Monterey, CA.

Keith, S., & Girling, R. H. (1991). *Education, management, and participation: New directions in*

educational administration. Boston: Allyn and Bacon.
Kidder, L. H., & Judd, C. M. (1986). *Research methods in social relations* (5th ed.). New York, NY: Holt, Rinehart and Winston.
Lasswell, H. D., & Kapla, A. (1950). *Power and Society.* New Haven, CT: Yale University Press.
Lee, I-S. (1992). A conceptual model for systemic school restructuring: Intersection of systemic, historical, and futuristic perspectives. In L. P. Peeno (Ed.), *Proceedings of the 36th Annual Meeting of International Society for the Systems Sciences* (pp. 596-608). Denver, Colorado, U. S. A.
Lewis, A. (1989). *Restructuring America's schools.* Arlington, VA: American Association of School Administrators.
Lieberman, A., Zuckerman, D., Wilkie, A., Smith, E., Barinas N., & Hergert, L. (1991). *Early lessons in restructuring schools: Case studies of schools of tomorrow...today* . New York, NY: Columbia University, National Center for Restructuring Education, Schools and Teaching. (ERIC Document Reproduction Service No. ED 339 113)
Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry.* Newbury Park, CA: Sage Publications, Inc.
Merriam, S. B. (1988). *Case study research in education: A qualitative approach.* San Francisco, CA: Jossey-Bass Inc., Publishers.
Meyer, T. & Pruzan, P. (1991, December). *Deigning value-based educational systems.* Paper presented at the third annual conference on Comprehensive Design of Education organized by the International Systems Institute, Monterey, CA.
Miles, B. M. (1993). 40 years of change in schools: Some personal reflections. *Educational administration quarterly, 29*(2), pp. 213-248.
Miles, M B., & Ekholm, M. (1991, April). *Will new structures stay restructured?* Paper presented at the Annual Meeting of the AERA, Chicago, IL. (ERIC Document Reproduction Service No. ED 332302)
Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A sourcebook of new methods.* Beverly Hills, CA: Sage Publications, Inc.
Miller, W. C. (1981). *The third wave and education's futures* (Fastback 155). Bloomington, IN: The Phi Delta Kappa Educational Foundation.
Mohrman, A. M & Cummings, T. G. (1989). *Large-scale organizational change.* San Francisco: Jossey-Bass.
Nadler, D. A., Gerstein. M. S., & Shaw, R. B. (1992). *Organizational architecture: designs for changing organizations.* San Francisco, CA: Jossey-Bass Inc.
Nadler, G. (1981). The planning and design approach. New York: John Wiley & Sons.
Norris, C. A., & Reigeluth, C. M. (1991). Themes for change: A look at systemic restructuring experiences. *Educational Horizon, 69* (2), 90-96.
O'Neil, J. (1990). Piecing together the restructuring puzzle. *Educational Leadership, 47* (7), 4-10.
Pruzan, P., & Thyssen, O. (1994). The renaissance of ethics and the ethical accounting statement. *Educational Technology, 34* (1). 23-28.
Ray, J. A. & Sword , S. M. (1993). Reengineering and Human Performance. *Performance & Instruction. 32* (7). 29-35.
Reece, G. T. (1991). *Learning to restructuring schools: Lessons from the Stearns school model* (Contract No. RP91002004). Philadelphia, PA: Research for Better Schools, Inc. (ERIC Document Reproduction Service No. ED 342 130)
Reigeluth, C. M. (1987). The search for meaningful reform: A third-wave educational system. *Journal of Instructional Development, 10,* (4), 3-14.
Reigeluth, C. M. (1993). Principles of educational system design. *International Journal of Educational Research. 19* (2), 117-131.
Reigeluth, C. M., Norris, C. A., & Ryan, D. F. (1991). *SIRIUS-A: Navigating by the stars.* Bloomington, IN: Indiana University. The School Restructuring Consortium, School of

Education.
Rippa, S. A. (1988). *Education in a free society: An American history* (6th Ed.). New York: Longman Inc.
Rokeach, M. (1973). *The nature of human values.* New York, NY: The Free Press.
Schlechty, P. (1990). *Restructuring schools for the 21st century.* San Francisco: Allyn & Bacon.
Schlechty, P. C. & Cole, R. W. (1992). Creating "Standard-Bearer Schools." *Educational Leadership, 50* (3). 45-49.
Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization.* New York: Doubleday Currency.
Sergiovanni, T. J. (1989). Value-Driven Schools: The Amoeba Theory. In H. J. Walberg & J. J. Lane (Ed.), *Organizing for Learning toward the 21st Century* (pp. 31-40). Reston, Virginia: National Association of Secondary School Principals (NASSP)
Smith, M. S. & O'Day, J. (1990). Systemic school reform, *Politics of Education Association Yearbook*, 233-267. Taylor & Francis Ltd.
Toffler, A. (1981). *The third wave.* New York: Bantam Books.
Weisbord, Marvin R. (1992). *Discovering common ground.* San Francisco, CA: Berrett-Koehler Publishers Inc.
Yin, R. K. (1984). *Case study research: Design and methods.* Newbury Park, CA: Sage.

Appendix A: Interview Questionnaires.

√Background information
- In which year did your school begin its current restructuring effort?
- What were the forces driving or stimulating to these change initiatives?
- Who were the individuals or groups initiating the change? Do you think they were the best ones? Why? Why not?
- Who are the groups or individuals driving the continuous change process? Do you think they are the best ones? Were there any missing groups or individuals? Why? Why not?
- What was your role in the early change process?
- How do you define your current role in redesigning your school program? Why?
- What were the previous main focuses and what are the current ones? Why should it/these have been prioritized more than any others in a specific period?
- In which category is your school? --urban, suburban, and rural?

And what are the determiners?

√
- How did your school examine the beliefs/values and develop this statement? Please tell me who was involved in it, when it was written, and how it proceeded? Do you think your school chose the best way to do it? Why? Why not?
- What is the role of a value statement in redesigning your school? Do you think the current belief statements have responded well to your purpose? Why? Why not?
- In which ways, if any, do you think your school can clarify its values better and develop better value statement? What will be the contents of your different(revised) value statement?

- What are the values/beliefs behind each of these "Exit Outcomes"? That is, why have these outcomes been considered to be important ?
- What are the values/beliefs behind each of the "Long-Term Goals"? That is, why did you choose these as long-term goals?
- What are the values/beliefs behind each of the "Intermediate Goals 1991-92"? Why do you believe each of these goals are important?

• Why are these achievements during school year 1991-92 considered significant?
• What are the values/belief behind the plans/immediate goals, programs, strategies for 1992-93? Why did you decide on these goals?

• What do you envision the ideal image of your school to be? -- learning activities, instructional strategies, programs, assessment, or learning environment.

• How do you define 'learning'? And why do you think so?
• What do you believe about how a student learns and thinks? Why?
• What types of learning and instruction does your school have? How do you feel about these? What other learning and instruction do you want your school to have? Why?
• What do you expect the students to learn or be able to do when they leave the school? Why?
• What are the programs and learning activities to support students in achieving these outcomes or capabilities? How do you feel about these? Why?
• What are the teaching techniques and resources? How do you feel about these? Why? Why not?
• How does your school evaluate student achievement? How do you feel about this? Why?
• What is the learning environment supporting these learning activities and programs? How do you feel about these? Why?
• If any, what else do you want to see at your school in terms of learning and instruction? Why?

• What is the ideal role and responsibility of each stakeholder you want to see implemented at your school? Why?
• What are the governing structures that you want to see implemented at your school? Why do you want to have/develop these features of governance?
• What are the informal or social structures, relationships, or communication channels between and among all stakeholders: teaching staff, administrative staff, students, their parents, and the community. Why do you highlight this feature of relationship?
• What do you think is education functioning for learners and your school community? Why should this aspect be pursued?
• What are the resources you think to be important to achieve learning? Why are they important?

• What are the ideal relationships between your school and other schools in the County? Why do you think these relationships should be pursued?
• What are ideal relationships that your school envisions with other communities (e.g., business, governmental groups, etc.)? Why do you think there should be this sort of relationship?
• What about the ideal relationship with universities? Why should this be pursued?
• What should be the relationships with schools in other states and countries? Why do you think this relationship is important?
• What about the relationship with governmental or policy making groups? Why should it be pursued?

• What are the main decisions and implementations your school has effected since restructuring ideas were initiated?
• If you were asked to summarize the core attributes of your school's change process, what would you put in this list of attributes? Why do you think your school buys into each of these change approaches?
• Who has been involved in each of the school's restructuring processes? How have they been involved in the change process? What is the main role of each of the stakeholders?
• What do you think about each stakeholder group's (differential) role in the change or decision-making process? Are they appropriate? If so, why? If not, why?

If any, how do you think your school could do better in terms of obtaining people's opinions about education? Why?

- What committees or organized groups does your school have in order to develop. Do you think it is important for your school to have formal committees or groups? How important is it? Why or why not?
- Is there any informal group helping in redesigning? What are these groups? Who are involved in these groups? Why do you think these groups are useful in redesigning your school? Or why not?
- Does your school have an outside facilitator or consultant in order to get help? If so, who are they and what do they do? How important is it for your school to get outside (expert) help? Why or why not?
- Does your school have an outside experts' help in redesigning learning or instruction? If so, who are they and what have they done? How important was it for your school to obtain their services? Why?

- What do you think school restructuring is?
- What should school restructuring focus on?
- What do you think are the most difficult obstacles to restructuring ?
- What do you think are key factors in successful restructuring?

Appendix B: The Summary of Contact Form:

CONTACT SUMMARY FORM

Type of Contact:
Inf. Interview: VR
Phone: ____
Observation: _____

Site CC
Contact date 4/20/93
Date coded 5/19/93
Written by ISL

1. Pick out the most salient points in the contact. Number in order on this sheet and note page number on which point appears. Number point in text of write-up. Attach themes or codes or aspects in CAPITALS. Invent themes/codes where no existing ones apply and asterisk those. Comments may also be included in double parentheses.

PAGE

7. 1. Students at CC are expected to learn to respect self, others, and the environment. I believe that a feeling of self respect and appreciation of others and peaceful environment around is basic for "survival" as a human being. PD-LD-OUT/SELF-RESPECT

7. 2. Students at CC are expected to learn to communicate effectively. Here the idea of communication is very broad, including verbal and nonverbal. Through the understanding of others' viewpoints, you can grow and change yourself. The ability to communicate effectively gives that power. PD-LD-OUT/COMMUNICATION

7. 3. Students at CC are expected to learn to apply problem solving processes. Life is full of problems. Here is the issue of empowerment. I can handle these things(problems) and then I'm an empowered person and feel empowered. PD-LD-OUT/PROBLEM SOLVING, EMPOWERMENT

7. 4. Students at CC are expected to learn to set and meet high standards. When they set ideal standards and try to arrive there, these standards are helping them stretch and grow. Accepting

the challenge is important for growing. The idea of setting goals for yourself and pulling yourself up to higher level is important for growing. PD-LD-OUT/HIGH STANDARDS, CHALLENGE, GROWING

7. 5. Students at CC are expected to learn to participate as a lifelong learner productively and responsibly in a rapidly changing world. Ideas here again involve growing. You'll never know everything. You'll never be done learning. You are not static and you are better off being an informed person. In a democracy, you are contributing by being knowledgeable. PD-LD-OUT/LIFELONG LEARNER, GROWING

7. 6. The most appropriate level for the parents to be involved is at the instructional level. PD-ORG STRUC/ROLES OF PARENTS

7. 7. We have a responsibility to educate parents: set up the meeting and explain to them the aspects of programs. PD-ORG-STRUC/ROLES OF SCHOOL FOR PARENTS

7. 8. Developing trust between teachers and parents is also important. PD-ORG CUL/TRUST, OPENNESS, PR-GUID/TRUST BUILDING

9. 9. The quality of teaching is enhanced by implementing a staff development plan that has focus and continuing emphasis. The undergirding belief here is the idea of continuous learning from each other. Share is one aspect. It is a ridiculous idea that teachers are educated and get out of college and are done learning. Learning has to be continuous. PR-GUID/STAFF DEVELOPMENT, CONTINUOUS LEARNING, SHARING. PD-ORG-CUL/CONTINUOUS LEARNING

9. 10. Program effectiveness is improved by increased opportunities for communication between staff: Just sharing ideas can charge people up. If not, we can be very isolated. Through communication with others we can take the best ideas and use them. Also you can iron things out, like misunderstandings. There's like a little community. PD-ORG-CUL/COMMUNICATION

9. 11. Getting reward from colleagues and others is important since this is a human need and professional need. PD-ORG-CUL/RECOGNITION

9. 12. Authentic/alternative assessment of student achievement and their program is essential to an instructional program. It is essential because not everyone fits the same mold. Kids learn in a lot of different ways and are able to show you in a lot of different ways what they learn. It's a real discrimination just to use only standardized tests to make judgment about kids. PD-LD-ASS/ALTERNATIVE, MULTIPLE WAYS, PD-LD-LEARNER

11. 13. Reading is the basis for achieving any kind of significant learning. When they are secure in reading, they love to read. Students need these kinds of fundamentals in developing self-esteem: For the kid who can't read, it is very hard for them. PD-LD-PRO/READING, PD-LD-OUT/SELF-ESTEEM

11. 14. Math is connected with daily life. But, then thinking in mathematical way is really problem solving. PD-LD-PRO/MATH, PD-LD-OUT/PROBLEM SOLVING

11. 15. We need to maximize the effectiveness of available technology as an instructional tool: Children need to feel comfortable with any tool which is available. I see technology as a broader way of interacting with the world: a tool to connect my classroom to the outside world and to

different cultures. We are relatively homogeneous. Here is the idea of global community. Also we need to teach them to understand and use technology since it will be a part of their future careers. PD-LD-PRO/RESOURCES-TECHNOLOGY

13. 16. Designation as Indiana 2000 gave us a step of approval from the state. So politically good. And it gave us money so we could do staff development. It also brought us network with other people in Indiana 2000. Through the network, we can support each other. I think recognition is the main thing. PR-GUID/LEGITIMIZE, RECOGNITION, MONETARY RESOURCE, NETWORK.

13. 17. We moved forward in development of outcome-based goals for instructional programs: An outcome-based program is the thinking of what we want a child to be able to do. It is also that CC can do better for them when they leave the E county schools. It allows us a cumulative instruction and learning and the same direction. PD-LD-PRO/OUTCOME-BASED INSTRUCTION, CONSTANCY AND CLARITY.

13. 18. We implemented performance assessment for student progress: It seems a much less artificial way of assessing given tasks. If I see there's value to something I understand and where I'm going, and if I get proof of what I can do, then there is a lot of satisfaction. PD-LD-LEARN, PD-LD-ASS

14. 19. We implemented continuous-progress instructional program at the primary level: Children don't learn exactly in nine months and nine months. There is no limit to how far they ought to go or they can go in that period of time and so get the child moving along their path. And if they really satisfy the requirements at their grade level, then why not let them go on and explore more. That's what the continuous program is about. They should go where they need to go and it is not determined by the grade level. PD-LD-PRO/CONTINUOUS PROGRESS, PD-LD-LEARN/CONTINUOUS LEARNING

14. 20. I think it is really important that individuals are allowed to grow at their speed whatever their speeds are. But we're tied together through thematic instruction so we are all studying the same things but the levels of what is dealt with are different. I think thematic instruction is a good balance since we need to share the experiences. Community in a classroom is very important because we are looking at the same theme. What teachers and students do with these themes could be more individualized. PD-PD-PRO/THEMATIC INSTRUCTION, SHARING EXPERIENCES

14. 21. What will be the best way to restructure ?
> You have to bring people along and have to have support but you can't make any change into the next century through step by step. PR-GUID/???

14. 22. In which way is your school restructuring?
> I think we have one-three-five year plans. Some of the changes are rapid, such as the ungraded classroom structure, but it wasn't for everyone. So you could do some rapid things as long as there are some choices people can be involved in. You don't make anybody to do it. It is always voluntary here. Maybe we reassess what we thought we were doing. So I think we should do step by step planning but at the same time something should be brought along relatively quickly if you have support. Then people who feel uncomfortable with change will have a place to be rather than just complain. It was always either or or. I think more and more teachers are involved in multi-age grouping. PR-GUID/CHOICE, SCHOOLS WITHIN SCHOOL

15. 23. It seemed very logical to outreach since we have a lo' of strength in faculty. Around 75 % of the faculty feel comfortable and are willing to present their expertise at conferences. We have huge numbers of volunteers. We had organizational ability and we could take it. We are willing to go beyond and share. Also it is here the issue of pride in what are doing and opportunity show up. PR-GUID/SHARING, USING STRENGTH, RECOGNITION, PRIDE, FEELING OF EFFICACY, VOLUNTEERS

15. 24. We continued as National Reading Styles Institute Model School Site: NRS is a kind of organized way of connecting learning styles (individual differences and preferences) to reading. This is one way to remove some of the roadblocks. PD-LD-PRO, PD-LD-LEARN/INDIVIDUAL DIFFERENCES IN LEARNING STYLES AND PREFERENCES

16. 25. As faculty, we thought it would be good that student teachers are involved in multi-aged groups but nobody was interested in it. We're trying to find connections with an university in some other ways. I know we can support each other. What we've been doing here is based on whole language and literature based methods. I hope for : ... ional relationship with AN UNIVERSITY.
PR-GUID/RELATIONSHIP WITH SOCIETY

17. 26. We created opportunities for children in grades K-6 to participate in life skills-based economies education project: It gives kids a chance to do something having a sense of real life. We need to connect more and more with children's real life. Unless kids feel that is important, saying that this is important does not work. Technology should be a tool for exploring the real world. PD-LD-PRO/REAL LIFE, PD-LEARNING ENV/TECHNOLOGY AS TOOL

17. 27. We actively promoted and established after-hours use of the building as a community-based resource for children: Parents were really interested in the school as more of a community center. By having social services in the building and also using the building in the evening, it gives people a place to belong to and a feeling of place for the community. I personally like more and more moving toward that direction. PD-SOCIAL-ED/SCHOOL AS COMMUNITY CENTER

17. 28. We developed building-wide awareness for a thematic approach to instruction: We've been reading a lot about brain research and about the ways people think. Based on what we know about how kids are learning, they do not learn in separate subjects, but within a context. PD-LD-PRO/THEMATIC APPROACH, PD-LD-LEARN *VALUES/CONSTANCY BETWEEN VALUES.

18. 29. The immediate goal (92-93) is the development of an instructional program which has clarity and consistency throughout the age levels of school: When programs have clarity and consistency, students do a better job because they are comfortable with it. Even maybe teachers' personalities are very different. Maybe or maybe not this new teacher will use the thematic approach. But the program at different levels shouldn't be totally different from the last year, shouldn't cost last year's experiences. Clarity and consistency in an instructional program help kids feel comfortable with the learning process. PD-LD-PRO/CLARITY AND CONSTANCY, PD-LD-LEARN/SELF-COMFORT

18. 30. We offer the Up-Lift program as an option. Changing is uncomfortable for a lot of people, but I think it's good. I think some of the parents still might be uncomfortable. For school, still to some extent there' a need to push people; that is DF's job. He keeps the

whole picture. He has a kind of balance -- supporting people trying innovation but also not loosing people who feel uncomfortable. PR-GUID/CHOICE, VOLUNTARY PARTICIPATION

Appendix C: A START LIST OF CODES

PRODUCT OF RESTRUCTURING		**PD**	**1**
LEARNING DIMENSION		PD-LD	1.1.
PD-LD	Nature of Learners & Learning	PD-LD-LEARN	1.1.1.
PD-LD	Outcome of Learning	PD-LD-OUT	1.1.2.
PD-LD	Process of Learning	PD-LD-PRO	1.1.3.
PD-LD	Assessment	PD-LD-ASS	1.1.4.
PD-LD	Learning Environment	PD-LD-ENV	1.1.5.
ORGANIZATIONAL DIMENSION		PD-ORG	1.2.
PD-ORG	Organizational Structure	PD-ORG-STRUC	1.2.1.
PD-ORG	Organizational Culture	PD-ORG-CUL	1.2.2.
SOCIAL DIMENSION		PD-SOCIAL	1.3.
PD-SOCIAL	Role/function of education		
PD-SOCIAL-ED		1.3.1.	
PD-SOCIAL	Role/function of society		
PD-SOCIAL-SO		1.3.2.	
PROCESS OF RESTRUCTURING		**PR**	**2**
PR	General Principles	PR-GEN	2.1
PR	Guiding Principles	PR-GUID	2.2
SITE INFORMATION		**INF**	**3**
INF	DEMOGRAPHICS	INF-DEMO	3.1
INF	EVENT CHRONOLOGY	INF-CHRON	3.2
INF	STRUCTURE	INF-STRUC	3.3
INF	CULTURE	INF-CUL	3.4

Appendix D: DEFINITIONS OF CODES

1. PRODUCT OF RESTRUCTURING

1.1. Learning Dimension

1.1.1. Nature of Learner/Learning:
Basic assumptions or values which affect the articulation of the other values or ideas, especially, relevant to process of learning and assessment

> Nature of Learner: values or ideas about the ways that a learner learns the best; values or ideas about the natures of a learner including intellectual, social, emotional, and physical.

>Nature of Learning: definition of learning, focus of learning, climate for learning

1.1.2. Outcomes of Learning/Learning Outcomes: what the learner will be able to know and do after the process of learning.

1.1.3. Process of Learning/Learning Process: values and ideas regarding how to achieve learning outcomes. That is, the ways of learning including the types of learning arrangement or strategies and learning situations. They should be consistent with the values concerning the nature of learning and learner; and they should promote the learner to achieve the expected learning outcomes.

1.1.4. Assessment: values or ideas in regard to the purpose of evaluation (why), the content of evaluation (what), the way of evaluation (how), time of evaluation (when), and party (ties) of evaluation (who). They should be consistent with the values concerning the learning outcomes as well as the nature of learning and learner.

1.1.5. Learning environment: values about the ideal environments which might support the process of learning that is designed to ensure learners to achieve the expected learning outcome: physical and human resources; social, cultural, and disciplinary atmosphere.

1.2. Organizational Dimension

1.2.1. Organizational structure: Formal organizational arrangement (Nadler, Gerstein, & Shaw, 1992, p. 133): a governance structure, formalized roles and responsibilities of stakeholders, and organizational communication channels/bodies.

1.2.2. Organizational culture: I mean 'organizational culture' in this definition only the highest level of Schein's model (Nadler, Gerstein, & Shaw, 1992, p. 134): visible behaviors, or 'artifacts', in a daily life. These include manner of speaking among stakeholders, standardized patterns of behavior, expression, gesture, events, and rituals.

1.3. Social Dimension

1.3.1. Role/function/purpose of education: values and ideas about the function of education, the relationship of an educational system with other social organizations.

1.3.2. Role/function of society: an educational system's expectations toward other social organizations; fundamental relationships of the larger society with an educational system.

2. PROCESS OF RESTRUCTURING

2.1. General Principles

General/fundamental principle of restructuring: reasons for why restructuring is needed, the definition/nature of restructuring, and the main focus(es) of restructuring.

2.2. Guiding Principles

Strategic or tactical values or ideas which include internal factors and external key factors to success: people (who should be involved); process (how should restructuring be processed; governance/organizational structure; organizational culture/working relationships, internal and external resources (time, technology, people, monetary....)

Appendix E: Interview Summary Report
C. MM.

First Interview.

1. 1. The biggest thing to me and many of my peers is collaborative staff. We feel very comfortable about asking to be taught by others that have expertise. We also feel comfortable with offering to share over the course of time.

1. 2. No one individual knows or can lead the change. Depending upon their expertise, people are concentrated on certain areas based on collaboration.

2. 3. I feel comfortable that any parent of my students calling or talking with DF. Since I think she might need to know what he knows better than I do or needs something he can provide better than I do.

2. 4. We are interested in students seeing computers as tools: utilize computers as another tool in their learning process.

3. 5. We need to provide what they think is important. Also, We need to provide education in, not just a competitive, but a cooperative and social context.

3. 6. We try to teach students to actually demonstrate what they learn at CC, we do not want them to leave with just report cards with happy faces and pluses and checks. We want the children to be able to go out to the real world and demonstrate the ability they learn to communicate by reading, writing, speaking, and listening.

3. 7. We don't do the same things better, we do not do completely different things either, by throwing away old things. But we borrow from effective school programs, effective leadership models.

7. 8. In our culture, we don't respect others because we were not truly taught to respect our own individual uniqueness. Respecting the environment is becoming a more and more obvious issue. So we need to teach our kids to respect self, others, and the environment.

7. 9. If families and others can't provide these kinds of things: respect self, others, and the environment, there is a need that we (schools) have to provide this.

7. 10. Communicate effectively. Preparing the students for the adult world--jobs. That is one issue of communication. Children as well as staff need to learn all of those critical communication skills.

7. 11. Reading is a way of gleaning information. Reading allows us to understand what the author of that material wants to communicate.

7. 12. Students need to learn in context.

8. 13. The world is always rapidly changing because we're in the information age in which there is a dramatic impact of technology. We need to teach the children to recognize problems and use their own resources as a "lifelong learner".

8. 14. Student should know to set and meet high standards. Each student's high expectation is unique to each student. We as a teachers should help them to constantly assess and reset new goals.

8. 15. Students learn to participate as a lifelong learner productively and responsibly in a rapidly changing world.

9. 16. Because the world is dramatically changing, the population is changing, group dynamics are changing in the classrooms, strategies can't be the same. We are open to that change and open to that communication which will take place.

9. 17. Our society is less than functional because we have such a competitive bend, not cooperative and, thus, we are not served to a useful end.

10. 18. The quality of teaching is enhanced by implementing a staff development plan that has focus and continuing emphasis.

10. 19. Program effectiveness is improved by increased opportunities for communication between staff.

11. 20. Alternative assessment of student achievement and programs is essential to an instructional program. For students, it allows them to analyze themselves and allows the class to review. How they feel about themselves is far more important and how their peers feel about them is far more important than what I feel about them.

12. 21. For students, reading can be seen as one of the easiest and clearest manifestations of communication events. Also, it's a tool for respecting yourself. If you feel you can't do something, you never attempt to do it.

12. 22. Our life depends upon mathematical concepts.

12. 23. In our society, computer assists our life in many ways. Computers and technology is in all aspects of our life whether we want it or not, whether we realize it or not. We need to maximize the effectiveness of available technology as an instructional tool.

14. 24. Our designation as an Indiana 2,000 school site: It gave us credence. We are not anymore seen as risk takers out on the edge. That's recognition for what you have done. It (officially) opened the opportunity to invite people in our building and share. One of the most important ways you learn something is to teach someone else. Monetary rewards allowed us to do more. Usually we as teachers have to do more with less. This allowed us to do more with more.

14. 25. Without continuous progress types of thought within classroom teachers' strategy and instruction plans, a student will not have the ability to progress at his continuum, not according to the school continuum. If we don't teach the way the children learn, we will teach the ways they learn.

15. 26. We hosted our own conference in which we invited people to see specific elements of what we're doing at CC, what we think is unique about CC and maybe unique for E County. We did not want to be seen as blowing our horns. We wanted to take pride in what we are doing and communicate it with other learning environments. We believe what we're doing can be transferred to other environments.

15. 27. We developed an extra-curricular instrumental band for ten and eleven year old children. Some students can excel in academics and others in sports. We should give them the opportunities: in which they feel self actualization, in which to feel comfortable, in which to feel growth, in which they feel regard for their own abilities.

16. 28. We created opportunities for children in grades K-6 to participate in a life skills-based economies education project. Why is that important to the children to learn these things? Part of it goes back to communication. What we do in CC goes to the idea of life long learning.

16. 29. We actively promoted and established after-hours use of building as a community-based resource for children. There is a great need in our community for children after school to practice sports, to be engaged. It also gives positive ways for adults to interact with their kids as well as others. Because we are a building with public money it should be open to the public for their use.

16. 30. We developed a building-wide awareness for the thematic approach to instruction. That's because the thematic approach gives children a framework on which to learn content and insights into the others' schema. Without it, everything we learn is just an isolated bit of information. Without some kind of connection or integration, we can't be as effective in school as we should or could be. Content is not divorced from process, process of understanding the content is not divorced from the product of the process. They are not necessarily ends and means of one another.

16. 31. We've focused on the development of an instructional program which has clarity and consistency throughout the age levels of school. If not, there might be gaps in our curriculum within this building.

17. 32. We've been implementing a performance-based curriculum model in which multi-dimensional assessment tools are used to measure student progress and program effectiveness. Why? I, as an assessor, might be not good at certain aspects of evaluation. We need multi perspectives and insights in order to have e balance in evaluating the students' achievement. Traditionally, we have focused on summative evaluation. But formative evaluation should be more focused because it allows us to evaluate children's continuous progress. These assessment tools allow us to evaluate how they grow in multiple ways.

17. 33. Environment element: We are planning to build the outdoor stage and sitting in the woods outside the building. The belief behind this is an extended concept of classrooms: Learning places are not confined within the classroom's wall.

Appendix F: Matrix

1.1.1. PD-LD-LEAR **Nature of Learners and Learning**	Interviews											
	DF		VR		MM		CT		KW		MMc	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2
Nature of Learner												
• Differences as a cause for celebration. 1-a				3.1.								
• Recognition of individual differences.1-a					15.17.		4.7.					
• Kids learn in a lot of different ways: they have different modality, strength, and preference. 1-a	2.2.		9.12.		15.17.	4.5.	4.7.		4.8.		7.12.	
• Kids are able to show in a lot of different ways what they learn. 1-b			9.12.		17.32.							
• Children don't learn exactly in a determined period. Each child developmentally reaches a certain point with different rates of time. 1-b	3.3.		14.19								7.12.	
• Kids do not learn in separate subjects, but within a context. 2			17.28.		16.30.		4.6.					
• Students do a better job what they are comfortable with. 2			18.29.		15.17.				6.17.			
• In the long term, investment to younger children has greater impact.	6.20.											
• A child learns something is important rather than when they learn.	11.29.											
• Kids need a sense of ownership/responsibility about what they are doing ; internal motivation. 2				3.1.		7.9.						
• Self-esteem is basis for accomplishment. 2					11.20.						7.11.	
Nature of Learning												
• Learning is a 'process'; it takes time. 1	3.6.			10.14	16.30.							
• Learning is 'making sense of the world.' 2	3.6.					14.20.						
• Learning does not stop. 3	5.17.			7.5.								

Appendix G: Appendix J: Primary vs. secondary value categories inventory

Stakeholders' view of primary and secondary value categories

Listed below are 11 value categories identified from interviews, document analysis, and observation at your school. Indicate how you feel about the importance of each value category (definitions of value categories attached) by circling the appropriate number on a scale of 1 to 5.
A higher number indicates primary, so that is more important. A lower number indicates secondary, so that is less important.

1. Nature of Learner	1	2	3	4	5
2. Nature of Learning	1	2	3	4	5
3. General Principle of Restructuring	1	2	3	4	5
4. Procedural Principles of Restructuring	1	2	3	4	5
5. Outcomes of Learning	1	2	3	4	5
6. Process of Learning	1	2	3	4	5
7. Assessment	1	2	3	4	5
8. Learning Environment	1	2	3	4	5
9. Organizational Structure	1	2	3	4	5
10. Organizational Culture	1	2	3	4	5
11. Function of Education Within a Larger Society	1	2	3	4	5

Please forward this sheet to the following address or fax number:

In-Sook Lee
1603 East 3rd Street
#109 East University Apt.
Bloomington, IN 47406
FAX) 812-857-8363

Appendix H: Definitions of Value Categories

Definitions of Value Categories

Dear ,

Listed below are the definitions of the value categories which are provided in order to enable you to have a clearer idea about each term presented on the opinion sheet. Please read these descriptions before you answer the opinion sheet, *Stakeholders' view of primary and secondary value categories.*

1. Nature of a Learner:
values or ideas about the ways in which a learner learns the best; values or ideas about the nature of a learner including intellectual, social, emotional, and physical.
2. Nature of Learning:
values or ideas reflecting the fundamental attributes and functions of learning.
3. General Principles of Restructuring:
values reflecting the reasons for restructuring, the nature of restructuring, and the

main focus(es) of restructuring.
4. Procedural Principles of Restructuring:
strategic or tactical values or ideas which are perceived to be key factors to successful restructuring. These factors include both internal and external factors.
5. Outcomes of Learning:
values or ideas relevant to the expectations of what a learner will attain after completing the process of learning.
6. Process of Learning:
values and ideas regarding how students should achieve the expected learning outcomes.
7. Assessment:
values or ideas reflecting the purpose of evaluation (why), the content of evaluation (what), the way of evaluation (how), time of evaluation (when), and party(ties) of evaluation (who).
8. Learning Environment:
values about the ideal environments which might support the process of learning that is designed to ensure that learners achieve the expected learning outcome.
9. Organizational Structure:
values and ideas describing formal organizational arrangement which includes a governance structure, formalized roles and responsibilities of stakeholders, and organizational communication channels/bodies.
10. Organizational Culture:
values and ideas relevant to visible behaviors, or 'artifacts', in daily life.
11. Function of education within a larger society:
values and ideas reflecting the goals, functions, and responsibilities of an educational system within a larger society and relationships of the larger society with an educational system.