Evaluating an Organizational Protocol to Implement Effective Leadership Meetings

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This applied dissertation was submitted by Erika Anderson under the direction of the persons listed below. It was submitted to the Fischler School of Education and Human Services and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

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Abstract

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The problem on which this study focused was the need to organize and implement effective leadership meetings that led to improved professional collaboration. The purpose was to evaluate the use of a protocol in organizing and implementing such meetings.

The research questions were framed around the four levels of the Kirkpatrick (1996) evaluation model:
1. What are the reactions of the leadership team members to the protocol as a professional-development tool?
2. What skills and knowledge related to organizing and implementing effective leadership meetings will the leadership team members learn as a result of using the protocol as a professional-development tool?
3. Will leadership team members routinely and consistently apply the new skills and knowledge related to organizing and implementing effective leadership team meetings in their meetings?
4. What result will learning the protocol have on participants' judgments about organizing and implementing effective leadership meetings?

An 11-member leadership team participated in two professional-development training sessions and one simulation to improve their understanding of how to organize and implement effective leadership meetings. Prior to any staff development, the team was administered the Professional Learning Community Assessment (Huffman & Hipp, 2003). The first training session addressed the basic look and sound of professional collaboration and was evaluated using the Professional Development Evaluation Survey (Steele, 2007). The second training involved the use and purpose of the protocol. Reflective journals were kept and rubric analyses conducted throughout the study to monitor the effectiveness of the protocol during leadership meetings.

Additional data were gathered at the conclusion of the study with the readministration of the Professional Learning Community Assessment (Huffman & Hipp, 2003). This was an effort to determine the impact of using the protocol to organize and implement effective leadership meetings. As anticipated, the leadership team experienced overall success in organizing and implementing an effective leadership meeting by using the specific protocol.

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Chapter 1: Introduction

Introduction

This paper presents a description of a research study designed to organize and implement effective leadership meetings. The dissertation includes five chapters. Chapter 1 provides an overview of this study. Included in this chapter is a discussion of the problem and purpose of this study. Chapter 1 also states the research questions and defines terms used in the study. Chapter 2 reviews literature and research documents that are related to the problem and the intervention for this study. Chapter 3 provides a description of the research design and methodology used. Chapter 4 presents the results for each research question. Chapter 5 discusses the results of the data obtained through this research study in detail, referring to current research findings to validate findings. Chapter 5 also provides recommendations for future research.

This study was conducted at a rural middle school located on the outskirts of a rapidly growing city in the southeastern United States. The problem on which this study focused was the need to improve the organization and effectiveness of leadership meetings. The researcher implemented and evaluated professional development provided to the leadership team about the behaviors of professional collaboration. The leadership team was also instructed on the purpose, benefits, and use of the state's suggested protocol called Creating the Capacity for Change Through Action Research (CCCTAR), which was developed by the state's Regional Educational Service Agency (RESA; 2002). Protocols contain segments that facilitate the steps of talking and listening, describing and judging, and reaching a consensus in decisions.

Most protocols are designed as prescribed steps that force transparency in conversations, which means that all parties understand the message or thoughts being

shared by others. The messages are made clear to the listener because opportunities are presented to question the speaker, hence allowing for clarity (i.e., transparency). They segment elements of the conversation where it otherwise may have blurred (McDonald, Mohr, Dichter, & McDonald, 2007). The leadership team practiced the CCCTAR protocol (RESA, 2002) through a simulation. This allowed the leadership team members the opportunity to use collaborative behaviors in a protected environment prior to any assessment of such behaviors.

The researcher's state promoted the use of professional development as a method that was fundamental to school improvement (Georgia Department of Education, 2007c). In an effort to be rated as operational, the target school's leadership team needed to improve their professional collaboration to achieve common goals and promote organizational effectiveness (Georgia Department of Education, 2007a). The study was a mixed-methods study using the Kirkpatrick (1996) four levels of evaluation model as a framework for evaluation.

Description of the Setting

The target school was located in an area with a diverse population. The quality of housing for residents varied; some families lived in upper middle class neighborhoods, and others resided in single-family homes with annual incomes that averaged $42,000 or less a year. The target school's lead counselor shared that there was a growing population of migrant workers who resided in trailer parks and multiple families living in single-family dwellings (T. Vincent, personal communication, March 1, 2008).

The facility originally opened in 1957 as a high school. In 1972, it was converted to a junior high school. The building was then renovated and expanded in 1993, allowing for the addition of the sixth grade, which would serve as a middle school. The school

served 920 students and offered a traditional middle school program.

The student-to-teacher ratio was 16:1 at the target school. The state average was 13:1. Because the families of some students worked for poultry plants, construction companies, and seasonal landscaping businesses, students of the target school missed more school on average than students of other schools, as measured by the state. At the target school, an average of 53% of students missed five or fewer days, compared to the state average of 61% of students missing five or fewer days per school year (Great Schools, 2006). Families often relocated where work could be found, which meant pulling students from the classroom setting. Housing was temporary for many of the seasonal workers. For an immeasurable number of varying reasons, students' families were either evicted or displaced during the school year. Too often, these families did not withdrawal their children from the target school; instead, they were left on the class rolls and appeared as chronic absentee problems.

Students who were eligible for the free and reduced-price lunch program exceeded 69% of the student body. This figure reflected the socioeconomic status of the majority of the school's student population. Statistically, 48% of the population was Hispanic. The second largest ethnic group included White, non-Hispanic students, statistically represented by 39%. According to Great Schools (2006), the rest of the student body was as follows: Black (8%), multiracial (2%), and Asian (3%).

The faculty of the target school was predominantly White. Of the 86 certified staff, five members were African American, and two members were Hispanic. Thirty-five percent of the certified staff held bachelor's degrees, 52% held master's degrees, and 12% held specialist degrees. One faculty member held a doctoral degree (Great Schools, 2006).

The researcher served as a member of the faculty at the target school. Having served on the leadership team for 2 consecutive years, the researcher had witnessed firsthand the lack of professional collaboration. Serving as a curriculum chairperson from 2004 to 2009, the researcher observed how professional collaboration had not been achieved at the target school. The weekly meetings on the Georgia Performance Standards (GPS) often ran overtime and did not meet the objectives set in the agenda. When discussing goals for students, members frequently varied in their opinions of what was expected. Participants became defensive when their opinions were not shared with the group. Comments were often taken as personal attacks. Feelings had been hurt, and animosity began to develop among the participants.

Statement of the Problem

As stated above, the problem on which this study focused was the need to organize and implement effective leadership meetings, which were designed to assist school personnel in making needed changes in curriculum instruction to improve student achievement. The discussion revolved around new strategies, technology, recent studies, and other items that directly affected the students at the target school. Although there was no set agenda designated by the state for these meetings, the overall goal was to improve student achievement as measured by the state.

The target school did not meet annual yearly progress (AYP) for the 2007-2008 school year and had been placed in mandatory reform (Georgia Department of Education, 2007a). Having been named as a school that needed improvement, the target school struggled to meet AYP and reestablish a reputable standing with the state department of education. When a public school failed to meet AYP, the state department of education asserted that with the accountability requirements of the No Child Left Behind Act of

2001, schools had to evaluate and monitor their programs through data-driven, research-based practices. The purpose of the Georgia Assessment of Performance School Standards (GAPSS) analysis was to provide a process of data collection and verification of a school's status and offer specific direction for school improvement in a variety of areas (Georgia Department of Education, 2007b). Included in this directive was the monitoring of the school leadership team.

In Fall 2007, the GAPSS review committee rated the leadership of the target school, which included the leadership team, as performing at an emergent level. This meant that, overall, little evidence existed to confirm the efforts of administration or faculty in meeting criteria in the area of leadership. This was decided by the review committee after a 3-day visit to the target school. The GAPSS review committee also interviewed leadership team members, reviewed past agenda, and looked for evidence that goals were met. The evidence appeared in the form of (a) paper documents, (b) new procedures used at the school, and (c) personnel reflections from members. Significant areas that were deemed emergent by the GAPSS review committee included problem solving, decision making, distributed leadership, experiences created, and team approach.

The impact of this problem was that the target school was unable to earn even an operational ranking from the GAPSS review committee in the area of school leadership. The evaluations rankings were (a) fully operational (the highest level of achievement), (b) operational, (d) emergent, and (e) not yet (Georgia Department of Education, 2007a). There were no areas ranked *not yet*, which was the lowest possible rank.

Criteria for each of the seven areas of leadership evaluated by the state department of education are provided in the next section of this paper. The goal of the target school was to be operational in the area of school leadership, meaning that the

administration and faculty were making significant measurable efforts to either obtain a particular skill or meet stated criteria**.** Although the intent of this study was to help the leadership team move toward this goal, the next GAPSS review, which would determine whether the goal had been met, would occur beyond the time frame of this study.

The target school's administration was expected to implement the suggestions of the GAPSS review committee in the area of school leadership. Evidence of such efforts would be submitted to the state department of education twice a year; this was a 3-year process. This study provided a portion of the documented evidence needed for improving the school leadership's team efforts to improve collaboration and shared decision-making processes. Specifically, the intent of this study was to implement and evaluate the use of the CCCTAR protocol (RESA, 2002) intended to organize and implement effective leadership meetings.

It is important to note that the use of the protocol used in this study had a measurable impact on the team's ability to collaborate professionally and effectively. That was the fundamental assumption on which this applied dissertation study was based. Effective communication is essential to professional collaboration. Protocols force transparency, implying openness in communication, and create accountability in such a way that biases and misunderstandings can be addressed in nonconfrontational environments (McDonald et al., 2007). In addition, protocols accelerate the development of facilitative leadership and help to develop the attitudes, mindset, and skills of teachers as they work collaboratively to attain preset goals (McDonald et al., 2007).

Background and Significance of the Problem

As stated in the previous section, the target school did not meet AYP for the 2007-2008 school year; therefore, the school was in mandatory reform for the 2008-2009

school year (Georgia Department of Education, 2007a). Along with state funds, the target school had received directives to improve student learning. One of the directives related to the competence of an effective school leadership team, as described by the Georgia Department of Education (2007a):

> A school leadership team is operational and consists of representation of the school staff. The team needs to expand its emphasis upon collaborative decision making and problem solving to enhance staff and student achievement, thereby resulting in decreased problems associated with organizational performance. (p. 132)

According to the state department of education's Keys to Quality, the school leadership team has specific functions, one being the ability to determine appropriate programs and process as well as to analyze causes of academic and organizational problems and related solutions (Georgia Department of Education, 2007a). Except for a large binder that contains rules and regulations, and the means by which they will be measured, leadership teams are not given training as to how to achieve their goals. Once a school's team is deemed as not having met a particular area with success, the state panel provides an explanation as to why a particular area was not met, but offers no concrete steps for future success. The leadership team scored overall in the emergent level after several areas were evaluated under leadership descriptors. The leadership areas as defined by the Georgia Department of Education (2007d) can be found in Appendix A.

The leadership team did meet success in some areas, such as governance, where they received operational status. Because of the roles of GPS lead teachers, the school leadership team also received operational marks in instructional leadership development**.** These GPS roles were filled by faculty members who hosted weekly meetings to develop units of study that meet the standards developed by the state department of education. Although the position of GPS lead teacher was a volunteer position with no incentives,

each school was required to have a person serve in this position in each of the curriculum areas at each grade level.

Teacher leaders chosen or volunteering to lead did not have any specific training. Upon initial implementation of this role 6 years ago, chosen leaders attended a workshop. In the workshop, which was hosted by the county school system, background knowledge on the state standards induction was addressed. Manuals were given that provided scaffolding on understanding how to teach to the standards. Although the county school system provided the opportunity for teacher leaders to learn how to teach students using new techniques, there was no training on how to teach other teachers. The thought of the administration was that once the teacher leaders understood the standard way of instruction, they could then model and explain it to other teacher in their curriculum areas.

Fullan (1993) emphasized the importance of professional collaboration by stating, "Without collaborative skills and relationships, it is not possible to learn and to continue to learn as much as you need in order to be an agent of social improvement" (pp. 17-18). Steele (2007) pointed out the following:

> Collaborative dialogue has been defined by Burton, Burna, and Treasure-Jones (1997) as collaboration that is maintained by a set of implicit obligations or beliefs, such that each participant believes that the other participants can make significant contributions to the solution of the current task, or that it is polite to answer in an informative manner. (p. 9)

According to the Southwest Educational Development Laboratories (2008), "In order to help low-performing schools become communities of continuous inquiry and improvement, one must first acknowledge and understand the issues that are affecting the school's efforts to make improvements" (Introduction section, ¶1). The ability of the target school's leadership team to professionally collaborate was an area in which

improvements needed to be made.

The GAPSS review committee (Georgia Department of Education, 2008) stated, "The school leadership team tends to be centrally controlled and directed, with minimal evidence of collaborative decision making and problem solving" (p. 85). Further, the GAPSS review committee documented that "the team needs to expand its emphasis upon collaborative decision making and problem solving to enhance staff and student achievement, therefore resulting in decreased problems associated with organizational performance" (Georgia Department of Education, 2008**,** p. 85).

A possible cause for the leadership team at the target school to be struggling in professional collaboration may have been how the leadership team was once comprised. The leadership team consisted of three members representing the different curriculum areas (e.g., Language Arts, Math, Science, and Social Studies), one member representing special interest subjects (e.g., Consumer Science, Band, Chorus, Foreign Language, and Computer), one member representing the Physical Education Department, one member from the Special Education Department, one member from the English Speakers of Other Languages Department, the school's Instructional Lead Teacher, two assistant principals, and the school principal. Between 2000 and 2007**,** the members of the leadership team were random participants who had volunteered. Leadership team participation was viewed by the faculty as a duty, but the team had no real responsibility. Opinions of the leadership team members were not sought by administration, and suggestions of the teachers serving on the leadership team were not implemented. The principal stated that she hosted each meeting and did a majority of the talking (P. Stubbs, personal communication, April 15, 2008).

During the 2006-2007 school year, the principal placed an importance on the

quality of the participants in the leadership team and asked that each department vote and select a member to represent them. There had been a shift in who was on the leadership team. The responsibilities and obligations, and how meetings were conducted, also changed in the 2007-2008 school year. The principal reported that she still set an agenda, but the participants were involved in discussions and decisions that only had a direct effect on curriculum and management of the school (P. Stubbs, personal communication, April 15, 2008).

Although efforts had been made to develop quality leaders, the school still failed. Through the GAPSS evaluation process, a school leadership team was not considered fully operational until "the school leadership team had developed and consistently used a protocol for handling business, making decisions, and solving problems effectively and collaboratively related to all facets of student needs, staff productivity, and organizational performance" (Georgia Department of Education, 2008, p. 85). The principal had asked that a protocol be implemented and utilized (P. Stubbs, personal communication, January 15, 2008). She had asked for this upon the recommendations of the state department of education. However, there was no specific protocol assigned for use by the state.

During this study, the researcher did not serve in any leadership position. She continued to instruct the language arts, but did not head the department. Her position on the leadership team was filled by a faculty member wishing to serve in this capacity. The researcher's influence over this study was limited to observing and evaluating the implementation and effectiveness of the CCCTAR protocol (RESA, 2002) because it was used in an effort to organize and implement effective leadership meetings. However, the researcher assisted in the implementation of professional development with the leadership team by coaching the instructional lead teacher on the protocol's purpose and procedures.

One of the responsibilities of the lead teacher at the target school was implementing and hosting staff developments. He had been trained in this area and was certified in educational leadership. Using research from this study, the lead teacher and the researcher created the needed materials to implement the staff development. The instructional lead teacher had also agreed to host professional development on what professional collaboration looks and sounds like. The researcher observed the meetings and took anecdotal notes. Hosting the professional-development sessions would not have allowed the researcher to make any documented evaluation during the training sessions.

Purpose of the Study

The purpose of this study was to organize and implement effective leadership meetings. The CCCTAR protocol (RESA, 2002) was used to carry out the objectives of this applied dissertation. The following research questions provided a framework from which this study followed.

Research Questions

The research questions listed below guided this study and were framed around the four levels of the Kirkpatrick (1996) model for evaluating the effectiveness of professional development:

1. What are the reactions of the leadership team members to the protocol as a professional-development tool? This was measured using the Professional Development Evaluation Survey (PDES; Steele, 2007), which was completed after the two training sessions. Research Question 1 addressed reaction, which is Level 1 of the Kirkpatrick (1996) model.

2. What skills and knowledge related to organizing and implementing effective leadership meetings will the leadership team members learn as a result of using the

protocol as a professional-development tool? This was measured using observations of the leadership team meetings, responses in reflective journals**,** and use of the rubric for Elements of an Effective Collaborative Group (Danielson, 2002). Research Question 2 addressed learning, which is Level 2 of the Kirkpatrick (1996) model.

3. Will leadership team members routinely and consistently apply the new skills and knowledge related to organizing and implementing effective leadership team meetings in their meetings? This was measured using observations of the leadership team meetings and responses shared in the reflective journals. Research Question 3 addresses behavior, which is Level 3 of the Kirkpatrick (1996) model.

4. What result will learning the protocol have on participants' judgments about organizing and implementing effective leadership meetings? This was measured using reflective journals and pretest and posttest surveys that addressed members' perceptions of roles and professional-collaboration abilities experienced during meetings. Research Question 4 addressed results, which is Level 4 of the Kirkpatrick (1996) model.

Definition of Terms

For the purpose of this applied dissertation, the following terms are defined.

Collaborating. This term refers to the use of dialogue. According to Chawla and Renesch (1995), "dialogue is most useful for learning about complexity where no one has the answer (p. 176). Dialogue is the sharing of knowledge or thoughts in an effort to seek a solution to a problem.

Conversing. This term refers to talking or having a conversation in which information is broken into parts by the participants. Those conversing share what they know or feel about a particular subject (Chawla & Renesch, 1995).

Dependent variable. For this study, the dependent variable was the knowledge

and application of skills learned by the leadership team, which was demonstrated by organized and effective leadership meetings.

Independent variable. For this study, the independent variable was the professional development that was delivered to the leadership team.

Professional collaboration. This term refers to "working as a team and valuing different perspectives" (Casey House, 2008, p. 1).

*Protocol*s. This term refers to steps in talking and listening, describing and judging, and reaching a consensus in decisions. Protocols are prescribed steps that force transparency in conversations. They segment elements of the conversation where they otherwise may have been blurred (McDonald et al., 2007).

Summary

Chapter 1 reflects the purpose of this applied dissertation. The study was intended to evaluate the use of a protocol on organizing and implementing an effective leadership meeting. This was needed for the leadership team to move toward improved collaboration, which was required for the members of the school leadership team to be deemed operational in their efforts, according the GAPSS evaluation team.

This chapter addressed the significant issues faced by the leadership team in their efforts to become operational and why they had not yet achieved this ranking by the state department of education. The mandates from the state regarding the responsibilities of a school leadership team were given, as well as the steps that a team must take to become operational. The research questions that guided this study were included, as well as definitions that were significant to the understanding of contextual vocabulary.

Chapter 2: Review of the Literature

Introduction

Federal legislation, such as the NCLB (2001), has changed the way that public schools address competency reform efforts in education and has placed an importance on a school leadership team's ability to achieve maximum results for the students for whom they have responsibility. Professional collaboration represented an area that federal legislators have cited as one promoting successful reformation. The federal rules and regulations of the NCLB, as well as state department of education directives, position papers, and professional-development funding, reflect the concept that professional collaboration is a critical factor in achieving successful educational reforms (Leonard & Leonard, 2003).

This chapter discusses the effects of professional collaboration in school leadership teams, how to collaborate (including reflective practices) in school leadership teams, the relationship of collaboration to student learning, and causes of lack of collaboration among education professionals. In addition, the role of professional development in building effective collaboration and the Kirkpatrick (1996) training evaluation model are presented in chapter 2. Because the Kirkpatrick model guided the study, a review of the process is found in this chapter. The chapter concludes with a summary.

Nature of the Problem

Research by Hallinger and Heck (1996), Leithwood and Riehl (2003), Spillane, Halverson, and Diamond (2003), Cotton (2003), Elmore (2000), and Donaldson (2001) supported the idea that leadership was necessary to improve schools so that all students could benefit. In the past, bureaucratic hierarchical structures in education were focused

on the task of supporting efficiency and order within a school (Cotton, 2003; Donaldson, 2001; Elmore, 2000; Hallinger & Heck, 1996; Leithwood & Riehl, 2003; Spillane et al., 2003). There was the perception among the public that "teaching requires no expertise" (Elmore, 2000, p. 6). However, schools solely run by bureaucracies have developed a disconnection between what happens in classrooms and the administration (Bailey, Cameron, & Cortez- Ford, 2004).

Schools need to adapt to societal demands for accountability and rapid change (Bailey et al., 2004). Shared decision making was thought to be a key factor in reforming curricula and transforming the work of teachers (Darling-Hammond, 1996). When schools are structured to facilitate collaboration and expand leadership roles, efficacy and the ability to meet students' needs increase (Rosenholtz, 1998). Many schools have developed collaborative efforts through professional-learning communities, thereby allowing collaboration to occur; however, simply learning to collaborate is not sufficient to improve schools and learning. Bailey et al. (2004) found that collaboration needed to exceed the professional-learning community, and an emphasis should be placed on the leadership of the school. They found that collaboration lacking purpose, connection, and distributed leadership can have little effect on student leaning.

According to Johnson (as cited in Lucas & Valentine, 2002), "principals are being asked to empower their teachers in order to take advantage of recent moves toward site-based management and shared decision-making structures (p. 2). Furthermore, Johnson reported, "The complexity of such requirements has led recent calls for reform to emphasize the need for collaborative leadership" (p. 3). Transformational leadership is about engaging and inspiring others to go beyond self-interest and work toward a value-driven and shared decision-making process (Tucker-Ladd, Merchant, & Thomas, 1992).

Lucas and Valentine (2002) studied 12 middle schools, seeking insight into transformational leadership, school leadership teams, school culture, and the relationship between them. The researchers found that leadership teams fostering a commitment to group goals, providing individualized support and intellectual stimulation, holding high expectations, identifying and articulating a vision, and providing an appropriate model for communication were successful. Leadership teams using a model with identified and articulated visions were also effective. However, collaboration without a purpose was meaningless. Lucas and Valentine demonstrated that the principal establishes what is expected from the faculty by his or her attitude toward the leadership team approach. With opportunity and welcome, collaboration allows for the opening of unforeseen doors, leading to positive change within a school.

Importance of Teacher Collaboration

Inger (1993) noted, “Most of the current major education reforms call for extensive, meaningful teacher collaboration” (p. 1). He also stated, “Teachers who have worked together see substantial improvements in student achievement, behavior, and attitude” (p. 5). Professional-learning communities “focus on learning rather than teaching, working collaboratively, and holding you accountable for results” (DuFour, 2002, p. 13). Although a professional-learning community and collaboration are not interchangeable, collaboration comes about through a professional-learning community. Newmann and Wehlage (1995) stated, “If schools want to enhance their organizational capacity to boost student learning, they should work on building a professional community that is characterized by a shared purpose, collaborative activity and collective responsibility” (p. 37).

Fullan (1993) stressed that the ability to collaborate was a core requirement of the

post-modern society. He reported further about the importance of collaborative skills and the ability to form and maintain relationships. Fullan thought that it was impossible to be an agent for social improvement without the ability to collaborate professionally. Others have contributed to this thought. DuFour and Eaker (1998) asserted that teachers could increase the effectiveness of the school when they collectively identified and worked toward a common goal.

Reflective Practices

The power and effectiveness of professional-learning communities comes from a group's continuous inquiry and improvement (Southwest Educational Development Laboratories, 2008). The target school's leadership team needed to improve their collaborative abilities. The RESA (2002) suggested evaluating the process through the use of reflective journals. Reflective practices are designed to increase an awareness of one's professional performance (Blase & Blase, 2004).

Reflective practices became an educational practice following the research of Schön (1983). The lecturing and conferences for teacher work days (i.e., professional-development days or units) gave way to the idea of encouraging professionals to talk and reflect upon situations and learn from their reflections and conversations. Working in collaborative groups allowed reflections to have relevance to the individual, and reflective practice became a cyclic learning experience. In reflecting, individuals are personally engaged in the process of learning (Appalachian Educational Laboratory, 2005).

Wallin (2003) found evidence linking a school's effectiveness to the quality of the school's leadership. He stated, "There have been literally thousands of research projects that attempt to identify the major correlates of the effective school" (p. 62). Wallin noted

that higher than expected results in academic subjects, as well in the social development of students, occurred in schools where teachers and principals were involved in reflective practices. The principal of a school is responsible for guiding a reflective process, thereby enabling significant and effective change. The principal initiates and demonstrates the need for and use of collaborative dialogue, reflective practice, and a systematic approach to professional teamwork. Although Wallin did not provide numerical data supporting these findings, he did develop an overview and examples of the behaviors successful in improving school effectiveness.

Relationship of Teacher Collaboration to Student Learning

In a research brief on shared leadership and student achievement (Appalachian Educational Laboratory, 2005), several studies were cited. Although not all of them found a significant positive correlation between shared leadership and student achievement, the studies supported the thought that slight benefits far outweigh any negative drawbacks to establishing shared leadership and collaborative efforts for school faculty to benefit student achievement. The brief presented by Appalachian Educational Laboratory stated the following:

> The performance expectations and accountability measures built into the No Child Left Behind Act are driving the need for a more systematic understanding of the ways that leadership may impact student achievement. Many studies have found an association between principal leadership behaviors and student academic performance. (p. 8)

Marks and Printy (2003) emphasized the importance of teacher shared and instructional leadership in improving student performance. Tongeri and Anderson (2003) stated that a shared leadership approach would help a school navigate ambitious academic goals and facilitate student success. The Appalachian Educational Laboratory (2005) also published the following:

> A 2003 survey of the distributed leadership literature conducted by the National College for School Leadership concluded: "The relationship between shared leadership and learning is a crucially important issue, but there are no empirical data at all on this" (Bennett, Wise, Woods, & Harvey, 2003, p. 12). The following year, however, Leithwood and colleagues (2004) published a review of the literature on how leadership influences student learning and concluded that there is an association between increased student learning and leaders who develop and rely on leadership contributions from a diverse constituent base within their development. (p. 6)

Effective principals understand the role of a leader embracing the process as well as the results. DuFour (2002) concluded, "Only those who understand that the essence of their job is promoting student and teacher learning will be able to provide the leadership" (p. 18). An effective principal knows that collaboration is the core of a professional-learning community. Collaboration cannot be achieved without systemic intervention. Systemic intervention is a step-by-step guide to the what, how, when, and why of professional-learning activities that support participants in learning and applying new behaviors. A system of interventions for collaboration promotes learning, thereby allowing school faculty to focus not only on the effects of teacher collaboration, but also on the way that teachers interact effectively with their students.

Lambert (1993) stated, "We know that unless teachers are learning together, they will not be able to create engaging learning experiences for children. Using that understanding will open a door and allow for many other ideas and skills to be implemented" (p. 93). In collaborative learning, Marquardt (2003) promoted the sharing of ideas and knowledge, thereby allowing learners the opportunity to review and learn from each other. Marquardt asserted that a collaborative group learns by utilizing an individual's abilities as well as the team's overall synergy. Smylie and Hart (1999) found positive relationships between teacher participation in professional collaboration and an increase in student responsibility and enthusiasm for learning and problem solving.

Although the amount of literature on the relationship of teacher collaboration to student learning had increased since 2005, articles and studies were still limited to leadership teams and their impact on student learning. Even after 83 studies on school-based management and student learning, there are no rigorous, scientifically based studies on the effects of school leadership on student learning (Appalachian Educational Laboratory, 2005). Although the studies may not consider the many facets that affect student learning, the studies were published results in the field of education.

Reasons for Lack of Teacher Collaboration

Even though an emphasis has been placed on teacher collaboration, the success of collaborative efforts has been rare (Inger, 1993). According to Inger, "there are many barriers to teacher collaboration, and the barriers are of many kinds" (p. 10). Furthermore, Leonard and Leonard (2003) stated, "Inhibitors to such collegial professional interaction have been noted often in the literature, among them time constraints, fragmented visions, competitiveness, conflict avoidance, and lack of administrative support" (p. 7).

Leonard and Leonard (2003) conducted a study on teacher collaboration. Findings indicated that schools headed by administrators who value collaboration were successful in using the collaborative process. Schools that only told of the need to collaborate and did not have the structured support of administration failed at collaborative efforts. A leader of learners will use a protocol to help participants learn how to actively participate in effective collaboration. McDonald et al. (2007) stated, "Protocols help imagine alternatives to ordinary habits of working together, learning, and leading" (p. 15). According to Leonard and Leonard, "school principals who continue to personify traditional leader traits in the currently emerging educational environment not only

minimize professional growth, but they may also optimize student mediocrity" (p. 43). For collaborative efforts to have validity, knowing why to collaborate is equally important as knowing how to collaborate. In initiating collaboration in a school, a framework or set of guidelines can be useful. Protocols serve as the framework for effective collaboration and further substantiate positive change in any school.

Protocol for Collaboration

According to Kohm (2002), "what we don't know can hurt us" (p. 1), indicating how important it is to have honest and critical feedback to communicate effectively within a school faculty. Seeking a positive change in a school often lies in the hands of the faculty. The power of any protocol is the emphasis on reflective practice, genuine listening, critical thinking, and feedback (Lambert, 2003).

At Sir Winston Churchill High School, educators used protocols to examine the philosophies of curriculum leaders about education. They found that the protocols allowed them to hear more voices. More listening occurred, and, as a result, a deeper understanding of the issues emerged (Lambert, 2003). A protocol helps to develop the attitudes, mindset, and skills of teachers as they work collaboratively to attain predetermined goals. McDonald et al. (2007) began creating and supporting the use of protocols in education in 1991. Their first basic idea behind the use of protocols was that educators needed to take charge of their own learning. The authors felt that protocols could encourage an environment of learning. Protocols force transparency in conversations, allowing the participants to gain a deeper understanding of their colleagues' opinions and insights. According to McDonald et al., "one of the values of using protocols as a learning format, in our view, is that they can accelerate the development of facilitative leadership and thus assist in the creation of new workplaces

for educators" (p. 13).

Protocol for Creating Capacity for Change Through Action Research

The CCCTAR protocol, which was created by the RESA (2002), organizes the structure of a meeting. The use of the adapted protocol is intended to implement effective leadership meetings. At the beginning of each session, the steps of the protocol are reviewed. Prior to a meeting, an agenda is sent to all participants. This allows time for participants to prepare for the topic of discussion for the meeting. Briefly, the steps for this protocol are the following:

1. Introduction (5 minutes). The agenda is reviewed and goals are set for the meeting.

2. Teacher preparation (5-10 minutes). The presenter describes the context of the meeting and shares any sample work needed to aid in the understanding of meeting's purpose.

3. Discussion (30 minutes suggested, but can be adjusted to suit needs of the group). The group actively participates to attain the goals of the meeting.

4. Clarifying questions (10 minutes minimum). Participants reflect on what has been shared. Questions that seek clarity or summarize main points of the meeting are presented. The facilitator is the one to answer the questions based on his or her interpretation of key points shared by the group.

5. Debriefing (5 minutes). The group discusses any frustrations, misunderstandings, or positive reactions to the session.

6. Distributing journals. Each journal has the topic of discussion for each month stapled to the journal cover. The team member may retrieve the journal with anonymity because they are placed on a centrally located table out of the sight of the researcher

(RESA, 2002).

Once a leadership team is established and has addressed perceptions, the team can begin the process of functioning with operational status, which is a desirable rating set by the state department of education. This is accomplished through the use of a prescribed process such as a protocol. In using a protocol, biases and misunderstandings are addressed in a nonconfrontational environment. Effective collaboration, leading to substantial change, is plausible.

Professional Development

Professional development "should be a collaborative endeavor with teachers and administrators working the plan and seeing its implementation through to the final stages" (Steele, 2007, p. 14). Meaningful professional development is centered on helping students achieve learning goals and supporting learning needs. The Georgia Department of Education (2007c) put into practice a professional-development plan with these same intentions. The plan was for all school administrators to focus teachers' professional development around the goals and visions on the school's improvement plan. The reasoning behind the plan was that the teachers' sole purpose in developing professionally should be about meeting the needs of the students they instruct. A school improvement plan outlines the areas of need for each school and the appropriateness of focusing teachers' professional development.

The plan established by the Georgia Department of Education (2007c) gave directives to school administrations and provided support. Through the Professional Learning Services Unit, administrators and faculty were provided technical support, resources, and consulting services. With an emphasis placed on professional development, the state department of education created the following nine statements

(2007a):

1. The primary purpose of professional learning is to improve learning of a diverse student population.

2. Professional learning is fundamental to school's improvement.

3. Professional learning facilitates effective change and innovation in a mutually supportive environment.

4. Professional learning is a shared process that promotes growth in individuals and organizations.

5. Professional learning responds to the diverse needs of all personnel.

6. Professional learning is an integral component of a school and a school system program.

7. Planning and decisions in professional learning must include those who receive the training.

8. Effective professional learning must be based on theory, research, and sound practice.

9. Effective professional learning is responsive to the lifelong needs of adult learners.

Pankake and Moller (as cited in Huffman & Hipp, 2003) discussed the educational dilemma facing President George W. Bush as he and state governors began to focus their attention on education reform. As Goals 2000 (NCLB, 2001) began to take shape, an emphasis was placed on the need for all school system leaders and employees to have goals for improvement. According to Pankake and Moller, eight measurable goals became the catalyst for improved professional development: (a) students ready to learn, (b) increased graduation rates, (c) expanding student competency in crucial areas, (d)

increased emphasis on math and science, (e) increased adult literacy, (f) decreased drugs and violence on campuses, (g) providing opportunities for professional development, and (h) boosting parental involvement.

The model of professional development used by the researcher's state department of education, with an emphasis on professional development, was developed by Joyce and Showers (1982). The model, which included demonstration, practice, feedback, and follow-up, shared many of the same attributes as the state's professional-learning model. The Joyce and Showers model included extensive training and frequent follow-up that were often left out of many professional-development programs, which was the case at this study site. For professional development to have the intended impact, Joyce and Shower's model provided a substantial framework from which to operate (Steele, 2007).

The Georgia Department of Education (2007a) embraced the directives of Goals 2000, along with the creation of their own mandates for local school agencies. Although suggested models for professional development were offered, each school was ultimately responsible for establishing a forum for professional development. However, there were no guidelines regarding the value and purpose behind professional development.

Evaluation Model

The Kirkpatrick (1996) evaluation model has been in use for training evaluations since the 1950s. The model uses four levels of evaluation to evaluate the effectiveness of training: (a) reaction, (b) learning, (c) behavior, and (d) results. According to Naugle (2000), "Kirkpatrick's four-level evaluation model used to measure the effectiveness of a teacher or educational system is suggested as the framework to assess and revise teacher performance" (p. 31).

Kirkpatrick (as cited in Naugle, 2000) described Level 1 (reaction) as "how

participants feel about a variety of segments in the training, and their perceptions or feelings (positive or negative) about the instructor, the material, and the overall experience" (p. 4). The idea is if participants do not enjoy or value the experience, the rest of the training is pointless. By evaluating the initial or reaction step, evaluators know if they can move forward with the program or if they need to reevaluate and again try to implement the program with another approach. Naugle stated, "Kirkpatrick noted that at this level of evaluation, you are not attempting to measure any degree of learning and the usual manner of assessment is a self report from participants" (p. 6).

In Level 2 (learning), participants are assessed on the skills or knowledge that they have gained from participating in staff-development sessions. Through interviews and observations, as well as reflective journals**,** an evaluator can judge to what extent participants have improved on the skill or knowledge to be learned. In some cases, pretest and posttest surveys have been used to measure more accurately the change in skills or knowledge (Naugle, 2000).

Level 3 of the Kirkpatrick (1996) model involves behavior. Kirkpatrick noted that the purpose of using the third level of evaluation was to "measure the extent to which participants change their on-the-job behavior" (Naugle, 2000, p. 11). Level 3 involves transfer training or asking if what was learned is being used in the workplace. The evaluator is investigating whether participants have grasped the concepts and skills from the staff-development sessions and if they able to implement new skills and knowledge in the workplace. Evaluators are also looking at the relevance of the change and sustainability of change.

Level 4 of the Kirkpatrick (1996) training-evaluation model measures results of the training. Naugle (2000) summarized this stage as the formation of a basis of learning

upon which to build, the development of skills applied to participants' learning, and the life acquisition of skills to make personal improvements. Measurements of the program's success in Level 4 are completed with posttest surveys, observations, and journal reflections (Naugle, 2000).

Summary

Through a team's collaborative efforts, student success and sustainable reform is possible. Research has provided evidence and insights indicating that collaboration is a process with stumbling blocks. Although published articles allow researchers to find ways to overcome the struggles of collaboration, studies have also focused on what causes a lack of collaboration. Using protocols represents one method that has a substantial impact on a team's ability to collaborate effectively.

In any team's effort to improve on collaboration, it is important to understand what effective collaboration looks and sounds like. With the implementation of professional development, members of a team need to have the opportunity to fully understand the purpose and benefits of professional collaboration. They also need the opportunity to identify specific behaviors of those effectively collaborating. The Georgia Department of Education (2007a) designed a set of specific guidelines to which all schools were required to adhere in the implementation and use of professional collaboration.

The Kirkpatrick (1996) model allowed for a research study that was both qualitative and quantitative. The four levels on which the training program was evaluated included reaction, learning, behavior, and results. Each level represented a step closer to evaluating and understanding the significance of what was being studied.

Chapter 3: Methodology

Introduction

The purpose of this study was to evaluate the use of a protocol for organizing and implementing effective leadership meetings. This chapter contains detailed information about the methodology for the study. Topics include a description of the research design, participants, instruments, and procedures of the study.

Research Design

In this study, the researcher implemented procedures for evaluating the use of a protocol in organizing and implementing effective leadership meetings. A single-group research design utilized both quantitative and qualitative measures, making this a mixed-methods evaluation. The CCCTAR protocol (RESA, 2002), which was used by many professional collaborative groups in the researcher's state, was implemented. The Kirkpatrick (1996) model of evaluation, around which this study was framed, allowed for the mixed-methods approach as described earlier. This model allowed for evaluation of the participants' reactions to the professional development, the skills and knowledge learned that caused changes in behavior, and the overall results of the professional development. The research questions that guided this study are listed below, along with the instruments used to collect the data to answer them.

Research Questions

The researcher established the following research questions to guide this applied dissertation:

1. What are the leadership team members' reactions to the protocol as a professional-development tool? This was measured using the PDES (Steele, 2007), which was completed after the two training sessions. Research Question 1 addressed reaction,

which is Level 1 of the Kirkpatrick (1996) model.

2. What skills and knowledge related to organizing and implementing effective leadership team meetings will the leadership team members learn as a result of using the protocol as a professional development tool? This was measured using observations of the leadership team meetings, responses in reflective journals**,** and the rubric for Elements of an Effective Collaborative Group (Danielson, 2002). Research Question 2 addressed learning, which is Level 2 of the Kirkpatrick (1996) model.

3. Will leadership team members routinely and consistently apply the new skills and knowledge related to organizing and implementing effective leadership team meetings in their meetings? This was measured using observations of the leadership team meetings and responses shared in the reflective journals**.** Research Question 3 addressed behavior, which is Level 3 of the Kirkpatrick (1996) model.

4. What result will learning the protocol have on participants' judgments about organizing and implementing effective leadership meetings? This was measured using pretest and posttest surveys that addressed members' perceptions of roles and professional-collaboration abilities experienced during meetings. Research Question 4 addressed results, which is Level 4 of the Kirkpatrick (1996) model.

Participants

The participants in this study were those elected representatives of each department and the administrative staff. All participants were over the age of 25 years. There were 11 total members on the leadership team. Three of the members were male, and eight were female. Four were at the administrative level, and seven were teachers. Three teachers represented different curriculum areas (e.g., language arts, math, science, and social studies), one teacher represented special-interest subjects (e.g., consumer

science, band, chorus, foreign language, and computer), one teacher represented the Physical Education Department, one teacher represented the Special Education Department, and one teacher represented the English Speakers of Other Languages Department. Administrators included the school's Instructional Lead Teacher, two assistant principals, and the school principal.

Instruments

In an effort to conduct a reliable, valid, and fair study, the researcher used the following data-collection instruments to measure the results: (a) the Professional Learning Community Assessment (PLCA; Huffman & Hipp, 2003), (b) the PDES (Steele, 2007), (c) the rubric for Elements of an Effective Collaborative Group (Danielson, 2002)**,** and (d) entries in reflective journals.

Professional learning community assessment (PCLA). This initial measurement tool was completed to gain background knowledge of the leadership team's current understanding and feelings toward professional collaboration, as demonstrated at past leadership team meetings. The purpose of the PLCA (Huffman & Hipp, 2003) was to encourage the participants to think about and evaluate their perceptions of professional collaboration (see Appendix B). Five primary areas are addressed in the survey: (a) supportive and shared leadership, (b) common values and vision, (c) collective learning and application, (d) shared personal practice, and (e) supportive conditions.

The survey was used with the general permission of Huffman and Hipp (2003), who indicated, "The PLCA is available for dissemination and use by educators and others as an assessment tool that measures practice observed at the school level relating to the five dimensions of professional learning communities and their critical attributes" (p. 74). The authors indicated that the instrument could be a very useful tool in assessing

perceptions based on the five dimensions of the PLCA (Huffman & Hipp, 2003).

The PLCA (Huffman & Hipp, 2003) was used because the results of the survey show how teachers perceived professional collaboration in their work environment at the time that the survey was administered. The purpose of the survey was to assess participants' perceptions of the knowledge and skills needed for collaboration to be effective. The surveys allowed the researcher to make inferences about the attitudes of the leadership team members regarding how they perceived their abilities to professionally collaborate and share in the decision-making processes at the target school.

The field test for this survey, conducted by Huffman and Hipp (2003), resulted in 247 completed surveys. The authors indicated, "Descriptive statistics included minimum and maximum values of 1 and 4, item means, and standards deviation" (p. 73). The method selected to provide construct validity was factor analysis. According to Huffman and Hipp, "the analysis series of statistical procedures for the total sample was $n = 247$. Factor identification consisted of the five dimensions of professional-learning communities" (p. 74).

Cronbach's alpha internal-consistency reliability coefficients were figured for the factor subscales of the measure (Huffman & Hipp, 2003). According to the authors, "for the five factored subscales, the alpha coefficients ranged from a low .83 (collective learning and application and supportive conditions for relationships and structures) to a high .93 (shared values and vision). Thus, the instrument yielded satisfactory internal-consistency reliability for factor subscales" (p. 74).

Professional development evaluation survey (PDES). The PDES (Steele, 2007) was administered after the first staff-development training session (see Appendix C). Participants were asked to respond to seven questions that prompted them to make

judgments about the training session. The responses on the PDES (Steele, 2007) evaluated Level 1 (reaction) of Kirkpatrick's evaluation model. The PDES (Steele, 2007) had three open-ended questions and four comments to be rated on a Likert-type scale.

The PDES (Steele, 2007), which was conducted with permission from the author (see Appendix D), had been used in a similar applied research study that implemented and evaluated teacher study groups to support change in teacher behaviors. Steele found validity in the survey as the questions helped to determine the reactions and perceptions of the participants regarding the staff development's focus. The categories reported on included new ideas, concepts about which more information was desired, and reactions to the staff-development training session. These questions allowed the researcher to evaluate the need for additional staff development before moving on to the use of the CCCTAR protocol (RESA, 2002).

Rubric for elements of an effective collaborative group. Through observations and use of the rubric for Elements of an Effective Collaborative Group (Danielson, 2002), the researcher evaluated team members' professional-collaboration behaviors (see Appendix E). This published rubric assisted in the researcher's evaluation of the participants' proficiency, as measured by their knowledge and application of behaviors necessary for organizing and implementing effective leadership team meetings. Data noted from the rubric (Danielson, 2002) informed the researcher if additional professional development was needed to ensure the appropriate use of the chosen protocol. If there were such a need, the researcher and the lead teacher would have developed additional training materials to obtain a deeper understanding of effective meeting behaviors on the part of all participants. The elements addressed on the rubric included relationships with colleagues, shared and supportive leadership, communication skills, protocol and

documentation, and member participation. The rubric represented a continuum in which the responses were measured using a Likert-scale item analysis.

The rubric for Elements of an Effective Collaborative Group was adapted from those created by Danielson (2002), which were designed to help educators examine their own approach to school organization. Although no statistical data were associated with the effectiveness of the rubrics, there was an explanation that the results based on the rubrics' scoring were to help determine where changes needed to be made with in the school organization.

Reflective journals. The participants were provided reflective journals to keep throughout the study. The journal entries documented each participant's feelings and attitudes toward personal change in behavior (see Appendix F). Journaling, as defined by Gall, Gall, and Borg (2003), represents a process by which participants step back from a problematic world and ponder and share ideas about meaning, value, and impact from their practice. The journals provided an opportunity for participants to gain insights into their own strengths and weaknesses in their current practices.

Procedures

This study took place over a period of 7 months. The first 2 months involved professional-development sessions and a simulation with the leadership team. The leadership team was instructed in the use and benefits of using a protocol and professional-collaboration behaviors. The subsequent 5 months involved the implementation of the protocol and evaluating its impact on organizing and implementing effective leadership meetings.

Month 1. Prior to the first staff-development session, the PLCA (Huffman & Hipp, 2003) was given to each member of the leadership team to gauge individual

perceptions of professional collaboration. Because the principal was one of the leadership team members in this research study, she was also administered all research instruments. Huffman and Hipp considered principals to be colearners who modeled the "the level of learning expected from the professional staff" (p. 14). The chosen survey published by Huffman and Hipp allowed the principal of this target school to be better aware of her effectiveness with the faculty at the target school. In an effort to function as an operational leadership team, as deemed desirable by the state department of education, the principal's perceived role as the school leader needed to change. Huffman and Hipp described this as follows:

> Principals are not coercive or controlling, but seek to share power and distribute leadership among staff. In turn, staff increasingly becomes open to changing roles and responsibilities. Principals let go of power and nurture the human side and expertise of the entire school community. Shared responsibility is apparent through broad-based decision making that reflects commitment and accountability. (p. 38)

The PLCA survey allowed the researcher to make inferences about the attitudes of the leadership team members, as they perceived their abilities to professionally collaborate and share in the decision making at the target school for the 2008-2009 school year (Huffman & Hipp, 2003). The same survey was administered at the conclusion of the study. A comparison of the responses was made to aid in determining the outcome results of this study. The average score for each item from the PLCA pretest and posttest survey was reported in table format for the entire group of participants. The data were then disaggregated by individual sections, including (a) shared leadership and supportive leadership, (b) shared values and vision, (c) collective learning and application, (d) shared personal practice, and (e) supportive conditions.

The researcher also analyzed the data for each item within each section to

determine trends and patterns. It was the intent of this researcher to measure significant changes in the responses after staff development had taken place and the protocol had been used as the structure of the leadership team meetings for 7 months. Likert-scale item analysis was utilized in comparing the PLCA results to measure growth, sustainability, or diminished views of the leadership team members' effectiveness in shared decision making and collaboration in the target school.

The target school's instructional lead teacher facilitated the two training sessions and the simulation. He utilized action learning and reflection discussion. In action learning, students are engaged in the learning process and are more likely to grasp what is being taught. Revans (as cited in BNET, 2008) pioneered action learning as a management and organizational development tool. It was based on the principle that people learn best when they focus on a problem together (BNET, 2008). The lead teacher presented the information (see Appendixes G and H) to the leadership team members with the understanding that the members could ask questions, share experiences related to the topics, and participate in the lesson with free will.

The agenda for the first staff development (see Appendix G) contained the specific information that was presented. Action learning was the strategy used for the first professional-development session. In that session, the lead teacher of the target school discussed and presented the CCCTAR protocol's purpose and benefits. He then described and validated the use of reflective journals. Action learning was utilized for the structure providing a less formal situation. In the first training session, the lead teacher was presenting information, but he allowed for teachers' personal experiences with protocols to help enlighten the group. At the conclusion of the first staff development, the lead teacher asked the leadership team members to appraise the staff-development session's

key points related to the CCCTAR protocol's purpose and use of reflective journals. Leadership team members completed and submitted the PDES at the conclusion of the staff development. Members were asked to state in their own words the session's main points and rate their own understanding of key concepts shared in the session.

The goals of the first professional-development training sessions were measured, as participants demonstrated their understanding of the protocol's use and benefits with their ability to transfer their learning in utilizing the protocol effectively during their monthly meetings. Leadership team members were asked to express their learning from the staff-development training session as to the use and benefit of the reflective journals in their composition of their responses throughout the study. The reflective journals were administered to all participants at the conclusions of the second staff-development training session. In addition to the explanation of the purpose and significance of the responses in the journal, participants were asked to add comments to their journals in regards to their thoughts on the effectiveness of collaboration among team members. They were encouraged to be truthful and open in their frustrations, challenges, and success.

Journals were numbered but not assigned. Each member chose a number and maintained that numbered journal throughout the study. Members had 1 week to add to their journals after the conclusion of each monthly leadership meeting. The journals were placed on a table for members as they entered each leadership team meeting, thereby allowing for anonymity in the retrieving of journals. The journals were then turned in by each member of the leadership team to a box set aside in the office of the counselor's secretary. The researcher collected the journals from the secretary's office 1 week after scheduled leadership team meetings. An analysis of the journal entries was presented in a

narrative summary documenting the outcomes of participants' reactions to each leadership meeting. The researcher made notes on commonalities among entries as to the group's ability to gain insight of the collaborative process. They were collected and analyzed each month throughout the research study.

Month 2. The agenda for the second staff-development session (see Appendix H) contained the specific information shared with the leadership team. The lead teacher demonstrated and practiced the steps of the CCCTAR protocol (RESA, 2002) utilizing the reflection learning strategy, which is associated with constructivist learning theory, where learning is based on the experience with the subject matter. The lead teacher conducted the second staff development using the protocol's steps as his guide in the implementation of the meeting. The idea was that the leadership team members would experience the protocol as they learned about it. They participated in an organized meeting as practice. The lead teacher demonstrated his expectations of an organized and effective leadership committee in the way he conducted the second training session.

Members experienced the segmented periods time of the protocol as they learned about the CCCTAR protocol (RESA, 2002). Time limits were not used in this training session. Segments 1 and 2 of the protocol involved the sharing of the agenda and effective professional-collaboration behaviors. Segments 3 through 5 of the protocol followed the session on professional collaboration.

The lead teacher practiced action learning during his definitions of effective behaviors of professional collaboration. The idea of empowering each member of the leadership team to share ideas, without fear of judgment, moved the group into the specific behaviors of effective collaboration. Marzano (2003) established three characteristics of importance in collaborative behaviors: (a) optimism, (b) honesty, and

(c) consideration. Optimism increases teachers' self-esteem and motivation. According to Marzano, "honesty is characterized by truthfulness and consistency between words and actions" (p. 177). Consideration "is sometimes referred to as a people orientation or a concern for people" (p. 178). Honesty and consideration both help build interpersonal professional relationships. These were the behavioral characteristics sought from each leadership team member, in addition to democratic decision making, constructive feedback, support of colleagues, active participation, maintaining of an open mind, and leadership roles. The researcher anticipated that with the establishment of such characteristics, effective leadership meetings would take place. The journals were handed out at the conclusion of the second training session.

The first journal entry assessed the participants' understanding of professional collaboration. The directions for discussions of Journal Entry 1 were as follows:

1. In your own words, what are some of the appropriate behaviors demonstrated by those who collaborate effectively on a professional level?

2. Do you find any similar behaviors used in your leadership meeting either by yourself or peers?

3. What behaviors could you begin to develop that might enable the leadership group to functional operationally?

The participants practiced these collaborative attributes in a simulation hosted by the lead teacher (see Appendix I). This served as the third training session. In that simulation, the teachers were presented with the challenge of rectifying a new policy on discipline. Prior to the simulation, teachers and administrators were asked to think about and come up with suggestions for improving schoolwide discipline procedures (for simulation purposes only). The leadership committee gathered for a period of 70 minutes.

A timer was kept that marked the transitions of the protocol segments. The lead teacher opened the simulation with an overview of the agenda and stated that the goal of the meeting was to come up with three ideas for a new schoolwide discipline policy. His presentation style optimized the characteristics of professional collaboration (i.e., optimism, honesty, and consideration).

This topic of discipline was chosen because of the vested interest of each leadership committee member in its outcome. The participants were given the rubric for Elements of an Effective Collaborative Group (Danielson, 2002) and asked to circle where they think the group would score. They then revisited the rubric at the end of the meeting and rescored the group. The group discussed their anticipated results with the actual results in the final 10 minutes of the simulations.

The lead teacher moved into his presentation of the material and followed it with a 30-minute discussion period, during which effective collaboration behaviors were expected of the participants. The researcher anticipated that the lead teacher might have had to redirect certain comments and attitudes to demonstrate effective collaboration. He modeled his own questions and comments with characteristic of effective collaboration (e.g., open mindedness, constructive feedback given, support of colleagues' thoughts and opinions, participation, and active listening).

The leadership committee then reevaluated the meeting using the rubric as a guide to score how they felt that the group actually collaborated. They then journaled their experience. This did not occur in their actual journals but on the back of the rubric handout. During the final 5 minutes in the protocol, the lead teacher reviewed key points of the discussion and presented the three new ideas for a discipline policy.

The additional 10 minutes slotted in this simulation were for reviewing how the

group felt that they had collaborated. Discussions of the rubric scorings occurred. This session was designed to clarify behaviors and misconceptions, and serve as an example of positive and negative behaviors for reflection, which was ideal in instilling new behaviors.

The first two sessions provided data for an evaluation of Research Questions 1 and 2 of this study, which utilized Level 1 (reaction) and Level 2 (learning) of the Kirkpatrick (1996) model. Level 2 was continuously evaluated through reflective journals and observations. If the researcher had found frustration or a lack of understanding on behalf of the participants, additional staff development would have been made available. The instruction would have focused on the areas of need deemed by participants' responses in their journals and researchers observations of participants' reactions in sessions. The researcher would have provided the additional staff development. Naugle (2000) shared that at this second level, it was logical to move into a more formalized evaluation process, hence the use of the rubric for Elements of an Effective Collaborative Group (Danielson, 2002).

Months 3-7. Leadership team members met once a month for a total of 7 months. Inside each journal were the steps of the chosen protocol. The principal served as the facilitator for these leadership team meetings. Through observations and use of the rubric for Elements of an Effective Collaborative Group (Danielson, 2002), the researcher evaluated team members' professional-collaboration behaviors (e.g., open-mindedness, constructive feedback, support of colleagues' thoughts and opinions, participation, and active listening). This addressed Research Question 3 of this study and utilized Level 3 (behavior) of the Kirkpatrick (1996) model. Kirkpatrick stated that evaluation at Level 3 revolves around the need to appraise behavior using statistical analysis in addition to

anecdotal reports (Naugle, 2000). The researcher analyzed participants' skills and knowledge based on the data collected using the rubric. With the data collected, the researcher measured the leadership team members' ability to organize and implement an effective leadership meeting.

As part of the evaluation of the first three levels of the Kirkpatrick (1996) model, the researcher analyzed the pretraining PLCA (Huffman & Hipp, 2003) using an item analysis. The researcher was looking for trends in the averages regarding how the leadership team members viewed professional collaboration as it applied to the leadership team's effectiveness in the target school. The researcher analyzed the first two journal entries by looking for data that supported the need for additional staff development on protocol use and collaboration skills. Anecdotal notes were taken during training sessions and leadership meetings. These notes aided the researcher in observing trends and patterns in the areas of effective collaboration, protocol use, and active participation.

After the two training sessions and 5 months of using the CCCTAR protocol (RESA, 2002), the researcher presented the leadership team members with the posttraining PLCA (Huffman & Hipp, 2003) to measure Level 4 (results) of the Kirkpatrick (1996) evaluation model. These surveys, along with the observational data collected by the researcher, were used to evaluate participants' ability to organize and implement an effective leadership meeting. A Likert-scale item analysis was made use of in comparing the PLCA results to measure growth, sustainability, or diminished views of the leadership team members' effectiveness in collaboration at the target school. In Level 4 of the Kirkpatrick model, behavior or performance change should be evaluated after at least 3 months, allowing the participants an opportunity to put into practice what they have learned (Naugle, 2000).

The researcher chose the CCCTAR protocol (RESA, 2002) because many professional study groups in the researcher's state had used it. The RESA was one of the local state agencies that supported teacher learning at the target school. This protocol helped professional educators develop and enhance attitudes, mindsets, and skills that would allow them to become effective in professional collaboration. The process represented a relatively risk-free way to get authentic feedback on topics of discussion. Steele (2007) wrote that the protocol was "derived from the Coalition of Essential Schools by Allen and McDonald (as citied in Allen, Blythe, & Powell, 1996)" (p. 25). Those authors praised the protocol's process as one that prevented attacks and rebuttals and prevented the participants from being on the defensive.

The GAPSS was a 3-year process, and the target school was required to send in updates twice a year to the state department of education in regard to the improvements being made based on the GAPSS team's recommendations. This study served as evidence that the concerns for collaboration of the leadership team had been addressed. It was anticipated that the learning and implementation of a protocol would enable the leadership team to gain a capacity for immediate change in their professional-collaboration skills. With effective professional-collaboration skills, the leadership team of the target school could be rated as operational, according to the GAPSS standards.

In a collaborative model developed by the New Jersey Hospital Association (2008), the time frame of 6 to 13 months was recommended to instill effective change. The assumption was made that this time period was also viable for this collaborative study. The Kirkpatrick (1996) evaluation model suggested that a time period of no less than 3 months be used to implement a measurable change in behavior (Naugle, 2000). This study was implemented with the leadership team for 7 months.

This study may have served as a catalyst for change within the target school. The leadership team noted success with the use of a protocol, and other curriculum and professional-learning groups within the target school now had an incentive to utilize protocols in their meetings as well. According to McDonald et al. (2007), “whenever talk has important consequences, we deserve the chance to think through what we want to say and an environment where what we choose to say can be heard and respected” (p. xiii).

Chapter 4: Results

Introduction

This chapter presents a statistical analysis of the findings used to answer each research questions. The numerical data are accompanied by an analysis of the journal entries shared by the participants. Together, these two types of data (quantitative and qualitative) provide a concise record of the findings for this study in seeking to evaluate the effects of the use of a protocol on implementing and organizing effective leadership meetings.

Results for Research Question 1

The first research question asked, "What are the leadership members' reactions to the protocol as a professional-development tool?" This was measured by the data collected from the PDES (Steele, 2007) that was administered after the second staff development training session. Research Question 1 addressed Level 1, Reaction, of the Kirkpatrick (1996) model.

The PDES (Steele, 2007) showed nearly universal positive responses in regard to the professional development. Table 1 shows how the 11 participants rated their experience across four measures of effectiveness. Answers ranged from *strongly agree* to *strongly disagree*. Ninety-one percent of the 44 total responses indicated that the participants either strongly agreed or agreed that the workshop was clear, augmented their understanding of protocols, improved their collaborative skill sets, and assisted them in the use of a protocol to improve leadership (see Appendix K).

Comments shared on the PDES (Steele, 2007) indicated an understanding of the intended purpose of the staff development. In response to the question that addressed new concepts, 7 of the 11 participants reported that the protocol represented a newly

prescribed format with which they were unfamiliar. One member stated, “I never heard of having steps in conducting a meeting with adults.”

Table 1

Protocol Ratings on Survey

Survey item	SA	A	N	D	SD
Staff development objectives were clearly identified and accomplished.	7	4	0	0	0
I have more knowledge and understanding of what a protocol is.	5	6	0	0	0
I learned specific skills needed in effective professional collaboration.	4	6	1	0	0
I believe the use of a protocol will help our leadership team function as operational.	4	4	2	1	0

Another member wrote, “Protocols are the buzz word of late; glad to get some experience with one.” Two participants wrote that they had not made the connection prior to staff development on the importance of collaboration in the leadership meetings. Another participant reported, “I figured we were collaborating in our conversing. I now see the difference between the two.” Two participants chose not to write any comments. Responding to the prompt, I would like to know more about the following concepts, only one participant asked for more information on Marzano’s (2003) book. She asked for a copy of the text or where she could locate the text on her own for further reading.

Results for Research Question 2

The second research question asked, “What skills and knowledge related to organizing and implementing effective leadership team meetings will the leadership team

members learn as a result of using the protocol as a professional-development tool?" Observational data of the leadership team meetings, recorded on the rubric for Elements of an Effective Collaborative Group (Danielson, 2002), and comments in reflective journals were used to address this question. Research Question 2 addressed Level 2, Learning, of the Kirkpatrick (1996) model. Table 2 presents the aggregated findings of the six observed meetings. The level of proficiency using the rubric criteria in the table indicated a numerical progression toward mastery. The leadership team meetings were assessed according to the following elements: (a) relationships with colleagues, (b) shared and supportive leadership, (c) communication skills, (d) protocol and documentation, and (e) leadership team member participation. Answers ranged from 1 (*needs work*) to 4 (*mastered*).

Table 2

Evaluation of Meetings According to Rubric of Elements

	Meeting					
Item	1	2	3	4	5	6
Relationship with colleagues	1	2	2	3	3	3
Shared and supportive leadership	1	2	3	2	3	3
Communication skills	1	2	2	3	3	3
Protocol and documentation	3	3	4	4	4	4
Leadership team member participation	2	2	2	3	2	2

The first element addressed the relationships of leadership team members with

colleagues. During Month 2 of the study, the leadership team members had not used collaboration. One member of the leadership team noted eye rolling and frustrated whispers at some of the newer members' contributions. Two members shared their frustration about their own inability to add to the conversation due to a lack of knowledge on the topics discussed. The group did have a friendly climate, but there was no measurable sense of camaraderie.

During Months 3 through 6, the leadership team slowly moved toward a proficient level for mastery learning for relationships with colleagues. Journal entries did not indicate any significant factors preventing a quicker progression from needs work to proficient in mastering relationships with colleagues. One participant wrote, "I'm not completely comfortable sharing my thoughts in these meetings. I really don't know the other members well." Another member shared, "I think it would be helpful to serve on the team for a period of no less than 2 years, so that we become comfortable and trusting of each other."

By Month 7 of the study, the leadership team had operated at the proficient level for three consecutive meetings, based on the rubric for Elements of an Effective Collaborative Group (Danielson, 2002), in connection with relationships with colleagues. Although a level of comfort and trust was slowly built throughout the 7 months, it was not mastered. In journaling, a member shared how great improvements had been made in the relationships among the team in the following statement: "I feel I have gained a new set of colleagues outside my curriculum group." A leadership team member reported that for the team to become truly operational (Georgia Department of Education, 2007b), the team could not be changed each year. One participant stated, "The changing of members each year defeats the purpose of staff development sessions and the collaborative

relationships that have taken time to be built." Another leadership team member felt more a part of this team after several months of serving on it, but he did not really feel that personal opinions mattered to the group as a whole. He reported, "Not being a classroom teacher makes me feel as an outsider and that my opinions are not valid." A different member acknowledged that the group as a team had come a long way since February. He wrote, "Being made aware of physical responses and not just verbal responses has made us a better functioning school leadership team."

Shared and supported leadership rankings fluctuated based on the posted agenda goals (see Table 2). Meeting 4 was focused on the principal sharing information rather than having a discussion. The leadership team members showed a decline in their ability to achieve mastery of shared and supportive leadership in this meeting. To prevent this from occurring in the future, the principal sent out detailed agendas for the next two meetings. Attached to the agendas was important supporting information. The information was to be read prior to the meeting so time spent in the meeting could be used productively to discuss the topics rather than just to review them. This enabled the leadership team to progress in their move toward mastery of shared and supportive leadership during Meetings 5 and 6.

In reviewing the journal entries, factors preventing the leadership team from mastering shared and supportive leadership could be identified. Newer leadership team members reported their lack of knowledge about their role within the leadership team. They believed that they were not prepared to make significant judgments about some of the topics discussed in the meetings. One member stated, "I fear retribution from the principal if I shared my actual opinions." Also shared in journaling were complaints about several members who dominated the conversations. According to one participant,

"I have things I'd like to say, but every time I open my mouth, someone is already speaking; by the time they finish, my point seems moot or we've run out of time." Another participant stated, "Member 7 always has something to say. She dominates the time allotted for discussion." Less experienced members were intimidated in speaking up against those members serving on the leadership team prior to the study. One participant reported, "I'm new to the team and the school. This year is my learning curve. I'm here to listen and learn."

The staff-development training sessions focused on the leadership team's ability to collaborate effectively. Communication skills addressed on the rubric for Elements of an Effective Collaborative Group (Danielson, 2002) showed a steady progression toward mastery. The first journal entry after the second staff-development session asked members to evaluate their own understanding of collaborative behavior. Many leadership team members merely restated what had been taught in the first staff development, but some leadership team members elaborated on what they personally needed to do to better their communication skills. One member declared, "Participate"! A separate member shared, "I need to be more self-assertive, now knowing how to collaborate, and it should be more comfortable for me." Another member wrote, "Saying what was on our minds when walking away from the meeting is a waste of everyone's time." Another leadership team member reported that the leadership team members needed to stay focused on the subject of discussion instead of discussing unrelated side topics that lead away from the main focus of the meeting. This sentiment was shared in the early journal entries (1 and 2), but it did not resurface as the study progressed.

Communication began to improve by Month 5 of the study. The leadership team moved from sufficient mastery of communication skills to proficient mastery of

communication skills, based on data recorded on the rubric for Elements of an Effective Collaborative Group (Danielson, 2002). The growth in the leadership team's abilities in communication was noted in the journal entries of the participants. The discussion for Journal Entry 4 asked, "Does the use of the protocol seem to keep the group on focus and allow for optimal professional collaboration?" Members responded with a resounding *yes*, indicating THAT the protocol allowed for a set time to participate (i.e., collaborate). In the journal entries, one member wrote about how the protocol established a sense of professionalism. Another journal entry mentioned how the leadership team member was skeptical at first as to what a protocol could do. He thought following a protocol would interfere with the natural flow of conversation; however, he had since learned that the protocol actually promoted professional collaboration. He continued by commenting on how the protocol kept the team focused on specific times to speak and allowed for an efficient meeting and not just random conversations.

A factor observed that thwarted mastery of collaboration during leadership team meetings was the domination of several members over all conversations. Some members overparticipated while others held their comments until the point of reference had passed. In responding to another journal prompt (What needs to occur before the leadership team can become fully operational in an effective leadership committee?), leadership team members' comments in their journal entries confirmed the same observations. One member noted that she was more comfortable taking notes because other members spoke the whole time. Another leadership team member declared, "The leadership team would not ever be fully operational." The stated reason was that "not all of the members were professional or considerate enough for the team to be fully operational."

A newer member felt out of the loop and for the leadership team to be rated as

operational, all members need to be included and heard. The uncomfortable newer member went on to say it would never be possible to comfortable if the members kept changing each year. An opposing opinion came from another member's journal. The member thought the protocol had the leadership team well on their way to being fully operational. She felt the meetings were far more productive than in years past, as well as more focused. She wrote that she now "walks away from the meetings with a sense of accomplishment." Another member noted that the procedures this year were more professional. They complimented the efforts of researcher and the influence of the protocol over the functioning of the meetings.

Protocol and documentation were used proficiently and later mastered as a result of professional-development sessions. The steps for the protocol were visible at each of the observed meetings, thereby allowing for an awareness of each step. The principal verbally acknowledged each step as the group progressed through the CCCTAR protocol (RESA, 2002).

The leadership team progressed to the mastery level of learning in protocol and documentation, as rated on the rubric for Elements of an Effective Collaborative Group (Danielson, 2002) by Month 4. The factors preventing immediate mastery of protocol and documentation were the forgetting of steps or reversing the order of steps. Once familiarity in the use of the protocol was established through repetition, mastery became evident and was maintained.

In the area of Leadership Team Membership Participation, there were consistent absences of several members' contribution efforts. The leadership team maintained a sufficient rating for the entire study, as indicated by data recorded on the rubric for Elements of an Effective Collaborative Group (Danielson, 2002), with the exception of

Month 5. The exceptional performance of the leadership team members was due to the attendance of a state representative at the leadership team's monthly meeting. All members of the leadership team were engaged in the conversation. Physical and verbal responses were documented during the meetings by the researcher.

The leadership team did not progress to mastery in participation, however, because all members did not participate verbally. The rubric for Elements of an Effective Collaborative Group (Danielson, 2002) required that all voices be heard for mastery to be achieved. Physical responses were not counted toward participation in regard to voices heard.

Results for Research Question 3

The third research question asked, "Will leadership team members routinely and consistently apply the new skills and knowledge related to organizing and implementing effective leadership in their team meetings?" Observations of the leadership team meetings and the responses shared in the reflective journals constituted the data used to answer this research question, which addressed Level 3, Behavior, of the Kirkpatrick (1996) model. To assess the leadership team members' ability to routinely and consistently apply collaborative behaviors, specific observations were made during the leadership team meetings throughout the study. The researcher evaluated the aptitude of participants in their ability to demonstrate the behaviors taught in the second staff-development session.

Participants were randomly assigned numbers in place of their names or titles. The numbers were used throughout the study to aggregate the data when looking at individual gains in collaborative behaviors. Tables and graphs were used to aid in evaluating and documenting leadership team members' collaborative behaviors in regard

to Marzano's (2003) characteristics of collaborative behaviors. Five of the nine collaborative behaviors were measurable though informal observations. The behaviors of (a) consideration, (b) support for colleagues, (c) active participation, (d) constructive feedback, and (e) serving in leadership roles were observed during meetings and counted. The counts of behaviors focused on determining learned behavior (Kirkpatrick, 1996).

During the second staff-development session, the instructional lead teacher taught collaborative behaviors to the leadership team members. The leadership team was taught that consideration "is sometimes referred to as a people orientation or a concern for people" (Marzano, 2003, p. 178). Support of colleagues occurs when nonjudgmental comments and facial reactions are made to others' comments. There is to be no speaking when others are speaking. Active participation is listening and acknowledging with head nods and sharing related comments and ideas at appropriate times during a meeting. It is also rephrasing a misunderstood comment. Providing constructive feedback occurs when disagreeing is essential and nobody makes disagreements personal. The leadership team members were taught that if the idea is not similar to their own, they should focus on the idea and not the person sharing. The role of leadership should be shared voluntarily.

Table 3 illustrates the team's ability to acquire and apply the specific collaborative skills over the course of 5 months. During each leadership team meeting, the researcher watched and listened for consideration, support for colleagues, active participation, constructive feedback, and serving in a leadership role. Leadership team members who demonstrated any of these behaviors received a count of 1 for the specific behavior. Each month, a graph similar to Table 3 was totaled and then averaged. The researcher numerically averaged the tallies to determine the frequency levels of each member's behavior. Frequency levels ranged from 3 (*above average*) to 0 (*undetermined*

application (i.e., lack of evidence of specified behavior). As a team, if the average score were 1.71 (e.g., consideration), this indicated that the team as a group performed between *below average* and *average* in the area of consideration across the 5 months.

Table 3

Mean Observation Scores by Area

	Month					
Area	1	2	3	4	5	Average
Consideration	1.45	1.45	1.82	1.91	1.91	1.71
Support of colleagues	1.09	1.64	2.09	1.91	2.00	1.74
Active participation	.91	1.73	1.91	1.82	1.91	1.65
Provide feedback	.82	1.18	1.27	1.45	1.64	1.27
Leadership role	.73	1.09	1.55	1.27	1.55	1.23

Table 3 also shows how the team progressed on average in the area of consideration, from a low of 1.45 to a high of 1.91, with a plateau appearing in Months 4 and 5. As a team, the group progressed from 1.09 in Month 1 to a high of 2.00 in Month 5. The areas of active participation, providing feedback, and leadership all started below 1.00 and progressed over the 5-month period. Change in the behaviors was calculated by subtracting Month 5 (highest) from Month 1 (lowest). The greatest change in the team as a whole was in active participation (1.00), and the least amount of change in the team as a group was in consideration (.46).

In addition to scoring the team as a whole across 5 months, the scores of individuals were also averaged during the 5 months to illustrate differences in individuals

on the leadership team. Table 4 presents the data for this analysis. As the table indicates, there was divergence in the scores of individuals for the 5 months as there was divergence in their scores for the different behaviors. Individual 1 was, on average, high in consideration but quite low in leadership. Individuals 5 and 10 did not demonstrate any behaviors and were classified as 0.00 for four of the five behaviors and had average scores near 0 for consideration. Individual 4 was high across all behaviors, as was Individual 8. Leadership behaviors consistently had the lowest scores, and 6 of the participants were below-average application in leadership; however, 2 participants had high scores. Scores on average across the 5 months tended to be between average application and below-average application for most of the participants.

Table 4

Individual Observation Scores by Area

Individual	Consideration	Support	Participation	Feedback	Leadership
1	2.40	1.40	1.80	1.80	.40
2	1.00	1.00	2.40	.60	.60
3	2.20	2.60	1.00	0.00	.40
4	2.60	2.60	2.40	2.20	2.80
5	.20	0.00	0.00	0.00	0.00
6	1.80	2.40	1.60	2.00	1.40
7	2.00	1.60	2.60	.80	2.60
8	2.60	2.60	2.80	2.80	2.80
9	2.00	2.40	2.20	2.00	.80
10	.20	0.00	0.00	0.00	0.00
11	1.80	2.60	1.40	1.80	1.80

Journal entries from the leadership team members showed discrepancies in participants' abilities to routinely and consistently apply the new skills and knowledge related to organizing and implementing effective leadership meetings. One participant

stated, “Knowing how to cooperate and to actually cooperate are very different things.” Another participant wrote, “Now that I know how to actually collaborate, it should be easy with the awareness of the whole group.”

Journal Entry 2 asked, “Do you feel you and your peers have had enough training on what professional collaboration looks and sound like?” Participant 7 responded, “I don’t think we need more training. I think ‘professional collaboration’ is a learning process; the more we do it, the more comfortable we’ll be with it.” Participant 10 indicated that professional training was pointless in this type of setting. She stated, “As adults, we will just converse and waste time no matter how much we are encouraged to follow a protocol.”

Of the 11 journal entries, only 1 participant suggested a need for additional training. That participant wrote, “More training is needed, but there is no time during school hours.” Other members reported that they had received sufficient training, and one member wrote that the handouts from the staff developments could be used as reference pieces in the future. One participant stated, “Now having had formal training on collaborative behaviors maybe our group will move to more professional behavior in place of the cordial behaviors of the past.” All members agreed that the professional-development sessions and the protocol would help the team to work toward reaching an operational ranking, as deemed acceptable by the GAPSS reviewers (Georgia Department of Education, 2007a). One member of the team reported, “We are making the necessary changes needed to improve and become an effective leadership team.” Another member shared that the protocol may slow down the collaborative process, but it seems necessary to keep the group focused. Participant 9 indicated, “The protocol leaves no room for misunderstandings because the decision or discussions are revisited at the end.”

Journal Entry 4 asked, “Does the use of the protocol seem to keep the group on focus and allow for optimal professional collaboration?” Responses again ranged in the members’ reflections and opinions of the group’s efforts to routinely and consistently apply the new skills and knowledge. Participant 8 wrote, “I think the group is on task for the most part.” Participant 1 shared the following:

> I feel having our protocol establishes a sense of professionalism, even if we don’t always maintain it. When we follow the protocol for the order of the meeting, things flow much better than when it is not followed. I find myself biting my lip and mentally eye rolling rather than acting out those frustrations. I’ve learned the collaborative process is just that, a process. I think I’m better for the lessons of this year.

Three other members shared that the protocol keeps the group focused. One wrote, “The use of the protocol keeps us professional. I was skeptical at first, but I have come to appreciate the protocol.” Another participant wrote, “The protocol seems to really keep the leader more focused than the rest, which allows for an effective meeting.”

Conversely, another participant reported, “We were fine last year, and I don’t understand why we need prescribed steps to have a meeting.” Another member shared, “I’ve never been on a leadership team before, but this seems demeaning to have steps to follow in a meeting with adults. This is something I would do with my students.” Participant 5 declared, “I am insulted by having the steps posted.” Two other members chose to not respond to this entry.

The final entry prompted participant to once again reflect on the group’s ability to routinely and consistently apply the new skills and knowledge related to organizing and implementing effective leadership in their team meetings. The prompt asked, “Have the leadership team members improved in their abilities to collaborate effectively with the use of a protocol?” Five of the 11 members did not respond at all to the final prompt.

Participant 7 wrote in bold, “Yes”! She then elaborated, “Some members still have a lot of growing to do, but over all this year’s leadership team meetings were far more productive than past meetings.” The other five responses were also positive. None of the members truly elaborated on their experience with the protocol, but all were in favor of the use of the protocol.

Results for Research Question 4

Research Question 4 asked, “What result will learning the protocol have on participants’ judgments about organizing and implementing effective leadership meetings?” The pretest and posttest surveys that addressed members’ perceptions of roles and professional-collaboration abilities experienced during meetings were used to measure the effectiveness of the protocol. This question addressed Level 4, Results, of the Kirkpatrick (1996) model.

The researcher conducted a test of statistical significance on the data set to determine the result that learning the protocol had on participants’ judgments about organizing and implementing effective leadership meetings. Given the ordinal nature of the dataset, based on a Likert scale, the Mann-Whitney test was the appropriate statistical test.

The researcher tested the overall metrics as well as six subsections: (a) shared and supportive leadership, (b) shared value and vision, (c) collective learning and application, (d) shared personal practice, (e) supportive conditions for relationships, and (f) supportive conditions for structures. Tables 5, 6, 7, 8, 9, and 10 show the compiled results of pretest and posttest survey responses for each subsection. Answers ranged from 4 (*strongly agree*) to 1 (*strongly disagree*). Appendix L presents the details of the statistical analyses for each subsection of the survey. The subsections of the survey that showed

statistically significant differences from pretest to posttest in participants' judgments were (a) shared and supportive leadership (z = -2.535), (b) shared value and vision (z = -2.111), (d) shared personal practice (z = -2.082), and (f) supportive conditions for structures (z = -1.685). The subsections of the survey that did not show statistically significant differences from pretest to posttest were (c) collective learning and application (z = -1.054) and (e) supportive conditions for relationships (z = -1.315).

Table 5

Results for Shared and Supportive Leadership

	Pretest				Posttest			
Item	4	3	2	1	4	3	2	1
1	0	4	3	4	2	5	2	2
2	0	4	6	1	3	6	2	0
3	1	3	5	2	4	4	2	1
4	5	4	2	1	6	4	1	0
5	0	3	2	6	0	5	5	1
6	0	3	4	4	1	5	5	1
7	1	8	2	0	2	8	1	0
8	0	5	6	0	1	7	3	0
9	0	2	3	6	2	6	3	0
10	1	1	5	4	1	2	5	3
Total	8	37	38	28	23	52	29	8

Table 6

Results for Shared Value and Vision

	Pretest				Posttest			
Item	4	3	2	1	4	3	2	1
1	0	7	3	1	1	8	2	0
2	2	6	1	2	3	7	0	1
3	0	3	4	4	3	4	4	0
4	2	7	2	0	4	7	0	0
5	0	3	3	5	5	4	2	0
6	3	5	3	0	1	7	3	0
7	3	8	0	0	3	8	0	0
8	0	6	3	2	3	6	2	0
Total	10	45	19	14	23	51	13	1

Table 7

Results for Collective Learning and Application

	Pretest				Posttest			
Item	4	3	2	1	4	3	2	1
1	2	8	1	0	3	7	1	0
2	3	6	2	0	6	5	1	0
3	0	4	2	5	5	4	2	0
4	0	3	4	4	0	6	2	3
5	1	7	3	1	2	6	3	0
6	6	5	0	0	7	4	0	0
7	2	4	3	2	2	6	3	0
8	7	4	0	0	6	5	0	0
Total	21	41	15	12	31	43	12	3

Summary

This chapter revealed the results of the accumulated data. Each question was

answered with varying degrees of information using different instruments chosen for optimal liable measurement. Each question was answered with unbiased data collected by the researcher. All 11 participants willfully participated in the research. Some members were more descriptive in their journaling than others, which did not alter the findings, but rather supported the results of the study.

Table 8

Results for Shared Personal Practice

	Pretest				Posttest			
Item	4	3	2	1	4	3	2	1
1	1	3	5	2	2	6	3	0
2	0	3	3	5	2	4	3	2
3	0	2	3	6	0	2	4	5
4	0	5	2	4	4	5	2	1
5	0	3	4	4	1	6	4	0
6	0	6	4	1	0	9	2	0
Total	1	22	21	22	9	32	18	8

Table 9

Results for Supportive Conditions for Relationships

	Pretest				Posttest			
Item	4	3	2	1	4	3	2	1
1	5	4	2	0	4	5	2	0
2	0	8	3	0	0	10	1	0
3	0	8	1	2	4	6	1	0
4	2	6	1	2	3	8	1	0
Total	7	26	7	4	11	29	5	0

Table 10

Results for Supportive Conditions for Structures

	Pretest				Posttest			
Item	4	3	2	1	4	3	2	1
1	0	2	5	4	0	7	2	2
2	4	7	1	0	6	5	0	0
3	6	5	0	0	5	5	1	0
4	0	5	3	3	5	5	1	0
5	0	3	4	4	3	5	2	1
6	1	10	0	0	1	10	0	0
7	0	3	4	4	0	5	4	2
8	0	4	7	0	0	4	7	0
9	0	3	4	4	1	7	1	2
Total	11	43	28	19	21	53	18	7

The rubric that was used to assess the growth of the leadership team allowed for a visual representation of the improved and stagnate behaviors demonstrated by the leadership team. Pretest and posttest surveys, while minimal, gave statistical factors of achievement that supported the use of a protocol in implementing and effective leadership team. The next chapter further discusses the research findings because it goes beyond the present data and into a discussion of the interpretation of the data.

Chapter 5: Discussion

Introduction

The final chapter of the applied dissertation is divided into five sections. Each section reviews essential elements of the completed study. The first section is an overview of the study. In the opening paragraphs, the researcher summarizes the purpose and procedures of the study. The next section shares a discussion of the results from each research question. The data are presented in chapter 4; therefore, in chapter 5, the researcher elaborates and interprets the data related to each question. Following the interpretations are the conclusions found by the researcher with reference to the research shared in chapter 2 of the dissertation. Implications of the study precede the section on limitations of the study. In the final section, the researcher makes recommendations for future research on implementing a protocol to organize and enable effective leadership meetings.

Overview of Applied Dissertation

This study was conducted on a leadership team in a public middle school. The problem on which this study focused was the need to improve the organization and effectiveness of leadership meetings. This study took place over a period of 7 months. The first 2 months focused on professional-development sessions that included a simulation with the leadership team. The subsequent 5 months involved the implementation of the protocol and evaluating the protocol use as to the impact on organizing and implementing effective leadership meetings.

In this study, the researcher implemented procedures for evaluating the use of a protocol in organizing and implementing effective leadership meetings. A single-group research design utilized both quantitative and qualitative measures, making this a mixed-

methods evaluation. The Kirkpatrick (1996) evaluation model allowed for evaluation of the participants' reactions to the professional development, skills and knowledge learned that cause changes in behavior, and the overall results of the professional development.

The leadership team was instructed on the purpose, benefits, and use of the CCCTAR protocol (RESA, 2002). The leadership team practiced the protocol through a simulation. Through observations and use of the rubric for Elements of an Effective Collaborative Group (Danielson, 2002), the researcher evaluated team members' professional-collaboration behaviors (e.g., open-mindedness, constructive feedback, support of colleagues' thoughts and opinions, participation, and active listening). The researcher analyzed participants' skills and knowledge based on the data collected using the rubric. Based on the data collected, the researcher measured the leadership team members' ability to organize and implement effective leadership meetings.

Elaboration and Interpretation of Results

The Kirkpatrick (1996) model of evaluation, around which this study was framed, allowed for evaluation of the participants' reactions to the professional development, skills and knowledge learned that cause changes in behavior, and the overall results of the professional development. The Kirkpatrick model uses four levels of evaluation to evaluate the effectiveness of training: reaction, learning, behavior, and results. The research questions sought to address each of the four levels. Below are the research questions with an interpretation of the results by the researcher of this study. Included with the interpretations of the data is relevant research as it pertains to this study.

Research Question 1

What were the leadership team members' reactions to the protocol as a professional-development tool? This was measured using the PDES (Steele, 2007), which

was completed after the second training session. Research Question 1 addressed Kirkpatrick's (1996) Level 1, Reaction.

In Level 1, Kirkpatrick (as cited in Naugle, 2000) described reaction as "how participants feel about a variety of segments in the training, their perceptions or feelings (positive or negative) about the material and the overall experience" (p. 4). By evaluating this initial step, the researcher knew she could move forward with the study. According to Naugle, "Kirkpatrick noted that at this level of evaluation, you are not attempting to measure any degree of learning, and the usual manner of assessment is a self report from participants" (p. 6).

The PDES (Steele, 2007) reported shared positive responses in regard to the professional development. The journal entries shared by the leadership team members stated an appreciation for the training in the collaborative process and use of the protocol. The reaction to the professional development and the protocol was overwhelmingly positive. Research shows that professional development "should be a collaborative endeavor, with teachers and administrators working the plan and seeing its implementation through to the final stages" (Steele, 2007, p. 14). With the state department of education mandating the use of a protocol, the leadership team was interested in the purpose and use of a protocol. This interest aided the researcher's objective to establish effective meetings. Meaningful professional development is centered on achieving learning goals and supporting learners' needs. The two staff developments in this research study allowed for this process to take place.

Having ample time to elaborate on the protocol's purpose, as well as to review the necessary skills to collaborate in a professional setting, was ideal in establishing this study. The leadership team welcomed the opportunity to try a different method in

conducting their leadership meetings.

Research Question 2

What skills and knowledge related to organizing and implementing effective leadership team meetings will the leadership team members learn as a result of using the protocol as a professional development tool? Observational data of the leadership team meetings recorded on the rubric for Elements of an Effective Collaborative Group (Danielson, 2002) and comments in reflective journals were used to address this question. Research Question 2 addressed Kirkpatrick's (1996) Level 2, Learning.

According to Kirkpatrick's (1996) Level 2, individuals need to engage in staff development to perfect the skills necessary to improve upon a desired aptitude. In this study, the researcher sought to enable implementation of effective and organized leadership team meetings with the use of a protocol. After two staff-development sessions, one on collaborative behaviors and the other on the use of a protocol, leadership team members were given the opportunity to demonstrate their learning in actual leadership team meetings using the CCCTAR protocol (RESA, 2002).

In Level 2, participants are assessed on the skills or knowledge they have gained from participating in staff-development sessions. Through interviews and observations, as well as reflective journals**,** a researcher can judge to what degree participants have improved upon a skill or knowledge of the given subject (Naugle, 2000).

The leadership team observed in this study progressively improved upon desired skills that would allow for effective and organized meetings. They showed growth in the areas of relationships with colleagues, shared and supportive leadership, and communication skills, as measured by the rubric for Elements of an Effective Collaborative Group (Danielson, 2002). The area that was not influenced by the staff-

development training sessions or the use of a protocol was member participation. Regardless of the emphasis placed on the importance of all members participating, some members felt intimidated due to their lack of knowledge in certain topics of conversation, whereas others had few observable attempts or interest in participating in the collaborative efforts of the leadership team. However, because the team members typically only saw each other at the monthly leadership team meeting, the lack of social interaction outside scheduled meetings might have been a contributor to the lack of mastery in member participation and establishing relationships with colleagues.

This conclusion is supported with entries shared by the leadership team members in their journals. Some members' journal entries indicated that they were not familiar with other members of the team, and this prevented a certain level of comfort when sharing their opinions. Because of the inconsistency of behavior (e.g., members not actively participating) and the lack of effort from other members, the leadership team was unable to achieve the proficient level in the area of member participation and relationships with colleagues, according to the rubric for Elements of an Effective Collaborative Group (Danielson, 2002).

Fullan (1993) stressed that the ability to collaborate is a core requisite of the post-modern society. He wrote further about the importance of collaborative skills and the ability to form and maintain relationships. He shared that it is not possible to be an agent for social improvement without the ability to collaborate professionally (Fullan, 1993). It is unfortunate that the leadership team in this study was unable to exceed the proficient level in regard to relationships with colleagues. Regardless of the members' insecurities, a professional community must be able to collaborate to make a measurable difference in their desired goals (Fullan, 2003). DuFour and Eaker (1998) shared the same thoughts

about how teachers could increase the effectiveness of the school when they collectively identify and work toward a common goal.

Based on observations, the leadership team members' behaviors during meetings kept them from achieving the proficient level, as scored by the rubric for Elements of an Effective Collaborative Group (Danielson, 2002) in the area of leadership team member participation. Observations of members in meetings, which included one member nodding off during a roundtable leadership team discussion, supported this conclusion of the data. For the leadership team to rate at a proficient level, all members must be engaged, or an effort has to be made for all members to be engaged in the discussion.

Inger (1993) wrote about the importance of placing an emphasis on teacher collaboration. He stated that even though an emphasis had been placed on collaboration, the success of collaborative efforts had been rare. According to Inger, "there are many barriers to teacher collaboration, and the barriers are of many kinds" (p. 10). Leonard and Leonard (2003) stated, "Inhibitors to such collegial professional interaction have been noted often in the literature, among them time constraints, fragmented visions, competitiveness, conflict avoidance, and lack of administrative support" (p. 7). This past research is applicable to the current study. Although many of these inhibitors were intentionally addressed in the staff developments (e.g., fragmented vision, competitiveness, and conflict avoidance), and the protocol (e.g., time constraints), which was designed to motivate them, the group was unable to overcome similar barriers.

One member was angered because she made every effort to get to each monthly meeting and voiced her perception that others seemed to think it was an option. Attendance was an issue for only one member, who served as a parent liaison for the school. Another member often arrived after the meeting had started due to afternoon

duties associated with his position as assistant principal. One member observed and commented that the state review committee would never deem the school's leadership team as operational, according to the GAPSS process, unless a mandate was made by the principal that these meeting were mandatory and that every member should serve for a minimum of 2 years.

Before initiating any change in a team, Pearce and Herbick (as cited in Folkman, 2003) pointed out that it was important to "manage perceptions that employees have regarding the organization and how it supports organizational teams" (p. 38). Although the leadership team is the heart of the organization, the principal of the school must first set high expectations and place significant value upon those who serve in the leadership team (Folkman, 2003).

Journal responses throughout the study alluded to the displeasure of some members for other members' lack of willingness to take the role of leader. This was another area in which the leadership team did not achieve the proficient level. A comment from one member's journal entry expressed frustrations with other members. She wrote, "The group was called a team of leaders; yet there seemed to be a lot of followers." Team members were supposed to be a team; however, some members did all of the talking, and others just nodded in agreement to whatever was said. Few members stepped forward to take the role of the leader or offer opinions that were oppositional to the principal's opinion. Even with the lack of mastery in several areas, the outcomes from the leadership team meeting observations indicated a progressive growth in the team's ability to organize and participate in effective leadership meetings.

The research found this growth of the leadership team to be a direct result of the protocol used in this study. McDonald et al. (2007) began creating and supporting the use

of protocols in education in 1991. Their first basic idea behind the use of protocols was that educators could take charge of their own learning. They stated, “One of the values of using protocols as a learning format, in our view, is that they can accelerate the development of facilitative leadership and thus assist in the creation of new workplaces for educators” (p. 13). This study and the use of the CCCTAR protocol represented the necessary first step in implementing an organizational structure to allow the leadership team to have effective leadership meetings.

Research Question 3

Will leadership team members routinely and consistently apply the new skills and knowledge related to organizing and implementing effective leadership team meetings in their meetings? This was measured by observing the leadership team meetings and the responses shared in the reflective journals. Research Question 3 addressed Kirkpatrick’s (1996) Level 3, Behavior. Kirkpatrick (as cited in Naugle, 2000) indicated that the use of Level 3 evaluation is to “measure the extent to which participants change their on-the-job behavior” (p. 11). This is called transfer training, which involves asking if what was learned is being used. The researcher was measuring if participants were using the concepts and skills from the staff-development sessions and if they were able to apply them in their own behavior.

Bailey et al. (2004) interpreted the collaborative process as one that expands the definition of a leadership role. According to Darling-Hammond (1996), “shared decision making is a key factor in reforming curricula and transforming the work of teachers (p. 7). When schools are structured to facilitate collaboration and expand leadership roles, efficacy and the ability to meet students’ needs increase (Rosenholtz, 1998). Although many schools have made collaborative efforts through professional-learning

communities, Bailey et al. (2004) found that missing from these efforts were purpose, connection, and distributed leadership. Without these areas, collaboration can have little effect on student leaning. It was the intent of the researcher to make the leadership team fully aware of the necessities of their ability to collaborate and make shared decisions.

Bailey et al. (2004) shared that sustainable school change was possible if the principal leader of the school was aware of the necessity of shared leadership (i.e., integrated leadership). They stated the importance of knowledge in the areas of research-based practices and change management. The design of specific strategies and tools that would help the leader better understand the application of leadership meant that sustainable school change was possible.

The principal of the leadership team evaluated in this study was fully aware of the need for change. She completely agreed with the use of the protocol and her role regarding its effect on the overall process of collaboration and shared decision making. She made herself and members of the leadership team aware of current research and proven practices in improving collaboration. This study was the means toward improving overall student achievement and sustainable change for the target school.

Table 3 shows the results of the tallied frequency levels for individual behaviors (as shown in Table 4) and the calculated averages to determine the leadership team's demonstrated collaborative behaviors as a whole. In Table 3, frequency levels were scored using the rubric for Elements of an Effective Collaborative Group. In place of averages, the demonstrated behaviors were scored according to levels of proficiency. A coefficient value of .99 was deemed a whole number due to decimal placement. Table 3 gives evidence in the accomplishments of each collaborative behavior as to answer Research Question 3, which asked, "Will leadership team members routinely and

consistently apply the new skills and knowledge related to organizing and implementing effective leadership team meetings in their meetings?"

As stated previously, Kirkpatrick's (1996) third level of evaluation is behavior. The use of Level 3 evaluations is to "measure the extent to which participants change their on- the -job behavior" (Naugle, 2000, p. 11). The researcher looked at the relevance of the change and the sustainability of such change, as illustrated in Tables 3 and 4.

Research Question 4

Research Question 4 asked, "What result will learning the protocol have on participants' judgments about organizing and implementing effective leadership meetings?" The pretest and posttest surveys that addressed members' perceptions of roles and professional-collaboration abilities experienced during meetings were used to measure the effectiveness of the protocol. This question addressed Kirkpatrick's (1996) Level 4, Results.

Level 4 of Kirkpatrick's (1996) training evaluation model measures results of the training. Naugle (2000) summarized this stage as the formation of a basis of learning upon which to build, the development of skills applied to participants' learning, and the life acquisition of skills to make personal improvements. Measurements of the program's success at Level 4 were based on posttest surveys, observations, and journal reflections (Naugle, 2000).

The null hypothesis was that the use of the protocol would have no effect on the participants of the study. The researcher set the level of significance at .05. The number of participants for each question was 11.

An analysis of the overall project showed that $z = -3.929$, which rejected the null hypothesis. This statistically shows that, overall, the protocol had a statistically

significant effect on participants' judgments about organizing and implementing effective leadership meetings. However, this can be broken down into the six subsections, which show mixed results.

The researcher found that in the following subsections, a statistically significant difference was measured in participants' judgments: (a) shared and supportive leadership (z = -2.535), (b) shared value and vision (z = -2.111), (d) shared personal practice (z = -2.082), and (f) supportive conditions for structures (z = -1.685).

The following subsections did not show a statistically significant difference between pretest and posttest survey scores in participants' judgment before and after the professional development and use of the protocol: (c) collective learning and application (z = -1.054) and (e) supportive conditions for relationships (z = -1.315). It is unclear if these areas contributed to any change in participants' judgments about organizing and implementing effective leadership meetings.

Results may have been more conclusive with a larger data set. In any case, the researcher could conclude that following the protocol made a difference in improving participants' judgments about organizing and implementing effective leadership meetings.

Limitations

This study was limited to the implementation of professional development and evaluation of the effects of such on one school leadership team. Possible threats to the internal validity of the study were the participants' unwillingness to be completely honest in their journal and survey responses. Although complete confidentiality was contractually agreed upon, underlining fears may have been present on behalf of the participants.

Another limitation was that of the small sample size. Although the study would remain valid, the size of the group lessened the chances of varied responses, hence minimizing the generalizability of the study's findings. In addition to the small sample size, the professional development and implementation of the protocol took place at only one site. These conditions limit the generalizeability of this study.

Recommendations

This section is divided into two parts. The first part discusses recommendations for practice, and the other section contains recommendations for future research.

Recommendations for practice. To better serve the leadership team and other professional-learning communities at the school, the researcher suggests continued use of the protocol. Once faculty members become familiar with the steps and the importance of the protocol in organizing effective meetings, they may move forward in their abilities to collaborate effectively as well. With effective collaboration taking place, the impact on student learning is wide ranging.

The researcher of this study recommends that the leadership team continue to use the protocol during leadership meetings. Although the leadership team had not yet mastered all the collaborative skills addressed in the study, they were well on their way in applying the principals of collaboration. The CCCTAR protocol allowed the leadership team to experience organized leadership meetings. Five organized meetings made it possible for effective communication and the beginning of developing effectual collaboration. This study was an introduction to what could become an optimal experience for all members of the leadership team. Practice and continued fostering of professional relationships would allow for the growth of this leadership team.

Other professional learning communities within the school would benefit from the

use of the protocol as well. Using a protocol provides a sense of professionalism and develops relationships that communicate in a professional manner rather than personal approach. As the data showed, using the protocol was not the cure-all to effective collaboration, but it was a step in the right direction.

Recommendations for future research. More research is needed in the area of school leadership teams. Much of what was available at the time of this dissertation was limited to industrial leadership teams (i.e., groups). The research that was available for school leadership teams was inconclusive and vague.

Although articles were numerous about the need to collaborate, much of the information shared referred to individuals functioning in a group. There is a need for research about teams (i.e., groups) and their ability to collaborate and the impact of that collaboration on student achievement. This study represented only a beginning in a much needed research endeavor.

Future researchers on this topic are advised to host more staff-development sessions on the importance of collaborating. It would be effective to show videos where the viewing of effective collaboration is taking place. To be introduced to the theory behind collaboration is merely not enough to have a significant impact on research participants. The practice of journaling is recommended to continue. The journal entries provide the researcher an insight into to the individual members' thoughts and understanding of collaborating.

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Appendix A

Leadership Areas

Leadership Areas

a) Governance - The organizational structure, learning environment, and academic achievement of all learners function as the central focus of school planning and management. A consistent and sustained commitment to engaging the input and involvement of representative stakeholders among student, family, and community groups characterizes a key element of effective school governance. Seven key elements frequently comprise the focus of school governance: policies and practices, leadership, teacher qualifications, system support, decision making/problem solving, allocation of resources, and facilitating the change process.

b) Problem solving - When barriers and obstacles impede the academic achievement or organizational productivity within a school site, collaborative teams engage in a purposeful and structured approach to collaborative problem-solving, generally involving the following steps: (1) identifying the problem; (2) framing the problem as a statement or research questions;(3) collecting and analyzing data and presenting the data to staff and other stakeholders, delineating potential sources and causes at the root(s) of the identified problem(s); (4) using insights and conclusions from this data to generate potential solutions to the articulated problem(s); (5) building consensus about appropriate final problem solutions, (6) generating a viable action plan to address the problem; and (7) monitoring and evaluating the effectiveness and impact of the problem based upon sustained data analysis and presentation.

c) Decision-making - As representative stakeholder groups meet to determine appropriate programs and processes as well as to analyze the causes of academic and organizational problems and related solutions, they use a cohesive and sustained process to arrive at consensus-driven decisions. Generally, this process involves the following stages: (1) Identify the reasons and generate a rationale for the proposed decision(s) being investigated; (2) delineate the range of the decisions to be discussed, including initial discussion of the importance and timeliness of the decision(s) being investigated; (3) frame the decision in consensus-based language; (4) engage in scenarios and projection discussions of the potential impact and effects of various decision outcomes; (5) determine an action plan, including monitoring strategies; (6) implement the decision(s) based upon the final consensus-driven timeline and action plan; (7) monitor the ongoing impact and value added of the decision(s); and (8) integrate this decision-making process into the school improvement planning process, with continuing modification of decisions being implemented.

d) Distributed leadership - The principal guides the process of decision making and problem solving in such a way that all staff members have opportunities to provide input and to assume leadership positions, where appropriate.

e) Experiences created - The school organizational structure is designed to create and sustain experiences for teachers to serve as instructional leaders within the school.

f) Instructional leadership development - Teacher leaders participate in instructional leadership development experiences and serve in a variety of instructional leadership roles.

g) Team approach - In order to build a cohesive team, the principal and school leadership team subscribe to collaborative efforts for decision making.

Appendix B

Professional Learning Community Assessment

Professional Learning Community Assessment

Project Overview	Pretest Results				Posttest Results			
4 = Strongly Agree and 1 = Strongly Disagree	4	3	2	1	4	3	2	1
Shared and supportive leadership								
1. The staff is consistently involved in discussions and making decisions about school issues	0	4	3	4	2	5	2	2
2. The principal incorporates advice from staff to make decisions	0	4	6	1	3	6	2	0
3. The staff has access to key information	1	3	5	2	4	4	2	1
4. The principal is proactive and addresses area where support is needed	5	4	2	1	6	4	1	0
5. Opportunities are provided for staff to initiate change	0	3	2	6	0	5	5	1
6. The principal participates democratically with sharing power and authority	0	3	4	4	1	5	5	1
7. The principal shares responsibility and rewards innovative actions	1	8	2	0	2	8	1	0
8. Leadership is promoted and nurtured among staff	0	5	6	0	1	7	3	0
9. Decision making takes place through communication across grade and subject areas	0	2	3	6	2	6	3	0
10. Stakeholders assume shared responsibility and accountability for student learning without evidence of imposed power of authority	1	1	5	4	1	2	5	3
Shared and supportive leadership tot:	8	37	38	28	23	52	29	8
Shared value and vision								
1. A collaborative process exists for developing a shared sense of values among staff	0	7	3	1	1	8	2	0
2. Shared values support norms of behavior that guides decisions about teaching and learning	2	6	1	2	3	7	0	1
3. The staff shares vision for school improvements that have an undeviating focus on student learning	0	3	4	4	3	4	4	0
4. Decisions are made in alignment with the school's values and vision	2	7	2	0	4	7	0	0
5. A collaborative process exists for developing a shared vision among staff	0	3	3	5	5	4	2	0
6. School goals focus on student learning beyond test scores and grades	3	5	3	0	1	7	3	0

7. Policies and programs are aligned to the school's vision	**3**	**8**	**0**	**0**	**3**	**8**	**0**	**0**
8. Stakeholders are actively involved in creating high expectations that serve to increase student achievement	**0**	**6**	**3**	**2**	**3**	**6**	**2**	**0**
Shared valued and vision tot:	**10**	**45**	**19**	**14**	**23**	**51**	**13**	**1**
Collective learning and application								
1. The staff works together to seek knowledge, skills, and strategies and apply this new learning to their work	**2**	**8**	**1**	**0**	**3**	**7**	**1**	**0**
2. Collegial relationships exist among staff that reflect commitment to school improvement efforts	**3**	**6**	**2**	**0**	**6**	**5**	**1**	**0**
3. The staff plans and works together to search for solutions to address diverse student needs	**0**	**4**	**2**	**5**	**5**	**4**	**2**	**0**
4. A variety of opportunities and structures exist for collective learning through open dialogue	**0**	**3**	**4**	**4**	**0**	**6**	**2**	**3**
5. The staff engages in dialogue that reflects a respect for diverse ideas that lead to continued inquiry	**1**	**7**	**3**	**1**	**2**	**6**	**3**	**0**
6. Professional development is focused on teaching and learning	**6**	**5**	**0**	**0**	**7**	**4**	**0**	**0**
7. School staff and stakeholders learn together and apply new knowledge to solve problems	**2**	**4**	**3**	**2**	**2**	**6**	**3**	**0**
8. The school staff is committed to programs that enhance learning	**7**	**4**	**0**	**0**	**6**	**5**	**0**	**0**
Collective learning and application tot:	**21**	**41**	**15**	**12**	**31**	**43**	**12**	**3**
Shared personal practice								
1. Opportunities exist for staff to observe peers and offer encouragement	**1**	**3**	**5**	**2**	**2**	**6**	**3**	**0**
2. The staff provides feedback to peers related to instructional practices	**0**	**3**	**3**	**5**	**2**	**4**	**3**	**2**
3. The staff informally shares ideas and suggestions for improving student learning	**0**	**2**	**3**	**6**	**0**	**2**	**4**	**5**
4. The staff collaboratively shares ideas and suggestions for improving student learning	**0**	**5**	**2**	**4**	**4**	**5**	**2**	**1**
5. Opportunities exist for coaching and mentoring	**0**	**3**	**4**	**4**	**1**	**6**	**4**	**0**
6. Individuals and teams have the opportunity to apply learning and share the results of their practice	**0**	**6**	**4**	**1**	**0**	**9**	**2**	**0**
Shared personal practice tot:	**1**	**22**	**21**	**22**	**9**	**32**	**18**	**8**

Supportive conditions: relationships								
1. Caring relationships exist among staff and students that are built on trust and respects	**5**	**4**	**2**	**0**	**4**	**5**	**2**	**0**
2. Outstanding achievement is recognized and celebrated regularly in our school	**0**	**8**	**3**	**0**	**0**	**10**	**1**	**0**
3. A culture of trust and respect exists for taking risks	**0**	**8**	**1**	**2**	**4**	**6**	**1**	**0**
4. School staff and stakeholders exhibit a sustained and unified effort to embed into the culture of the school	**2**	**6**	**1**	**2**	**3**	**8**	**1**	**0**
Supportive condition relationships tot:	**7**	**26**	**7**	**4**	**11**	**29**	**5**	**0**
Supportive conditions: structures								
1. Time is provided to facilitate collaborative work	**0**	**2**	**5**	**4**	**0**	**7**	**2**	**2**
2. The school schedule promotes collective learning and shared practice	**4**	**7**	**1**	**0**	**6**	**5**	**0**	**0**
3. Fiscal resources are available for professional development	**6**	**5**	**0**	**0**	**5**	**5**	**1**	**0**
4. Appropriate technology and instructional materials are available to staff	**0**	**5**	**3**	**3**	**5**	**5**	**1**	**0**
5. Resource people provide expertise and support for continuous learning	**0**	**3**	**4**	**4**	**3**	**5**	**2**	**1**
6. The school facility is clean, attractive, and inviting	**1**	**10**	**0**	**0**	**1**	**10**	**0**	**0**
7. The proximity of grade level and departmental personnel allows for ease in collaborating with colleagues	**0**	**3**	**4**	**4**	**0**	**5**	**4**	**2**
8. Communication systems promote a flow of information among staff.	**0**	**4**	**7**	**0**	**0**	**4**	**7**	**0**
9. Communication systems promote a flow of information across the entire school community, including central office personnel, parents, and community members	**0**	**3**	**4**	**4**	**1**	**7**	**1**	**2**
Supportive Conditions Structures Tot:	**11**	**42**	**28**	**19**	**21**	**53**	**18**	**7**
OVERALL:	**58**	**213**	**128**	**99**	**118**	**260**	**95**	**27**

Appendix C

Professional Development Evaluation Survey

Professional Development Evaluation Survey

Topic: Effective Collaboration Through the Use of a Protocol

Date: _____

What concepts or ideas were new to you today?

1._____

2._____

3._____

I would like to know more about the following concepts.

The staff development objectives were clearly identified and accomplished.

Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
5	4	3	2	1

I have more knowledge and understanding of what a protocol is.

Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
5	4	3	2	1

I learned specific skills needed in effective professional collaboration.

Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
5	4	3	2	1

I believe the use of a protocol will help our leadership team function as operational.

Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
5	4	3	2	1

My reaction or feeling about this staff development is _____.

Appendix D

Permission to Use Survey

Permission to Use Survey

To: Erika Anderson
From: Dr. Julia M. Steele
Re: Professional Learning Form

You have my permission to use the Professional Evaluation Form (Professional Development Evaluation Survey) used in my dissertation entitled: Implementing and Evaluating Teacher Study Groups to Support Change in Teacher Behavior, 2007. Please feel free to contact me for more information.

Contact information:
130 Oakdale Road
Griffin, Georgia 30224
770-227-0461

Appendix E

Rubric for Elements of an Effective Collaborative Group

Rubric for Elements of an Effective Collaborative Group

Elements	Mastered (4)	Proficient (3)	Sufficient (2)	Needs Work (1)
Relationships With colleagues	Support and cooperation characterize relationships with colleagues. Members Take initiative in assuming Leadership roles.	Support and cooperation characterize relationships with colleagues.	Members maintains cordial relationships to fulfill the duties that the school required.	Member's relationships with colleagues are negative and self-serving.
Shared and Supportive Leadership	All leadership team members actively participate and share in the decision making process democratically with each other.	Leadership team members participate in making group decisions with each other.	Leadership team members make decisions.	No group decisions making is taking place.
Communication Skills	All leadership team members were communicating effectively including listening ,having an open mind, and. providing constructive feedback.	Leadership team members were communicating, and some members were listening and providing feedback.	Leadership team members were communicating.	No positive communication skills were be-ing used.
Protocol and documentation	All leadership team members followed protocol as well as documentation of the meeting.	Leadership team members followed protocol.	Leadership team members documented session.	No protocol and/or documentation took place.
Leadership Team Members Participations	Leadership team members ensure that all voices are heard in the in the discussion.	Leadership team members engage all members in the in the discussion.	Leadership team members engage all members in the discussion with limited success.	Only a few members participate in the discussion,

Note. Adapted from *Enhancing Student Achievement: A Framework for Student Achievement*, by C. Danielson, 2002, Alexandria, VA: Association for Supervision and Curriculum Development.

Appendix F

Guidelines for Journal Entries

Guidelines for Journal Entries

The following six journal entry segments will be posted for leadership team member to address in their reflective journals (small, numbered spiral bond notebooks). The segments will be given to leadership team members at the beginning of each monthly meeting in the form of a handout. Leadership team members will be given a week's time to complete their journal entries. Along with the specific questions posed, members are encouraged to share their own questions, frustrations, and successes they may be feeling in regards to improved professional collaborating and shared decision making. Each entry will be dated and the role of the person who is writing in the journal will be identifying as to either an administrator or teacher.

Discussion for Journal Entry 1: In your own words, what are some of the appropriate behaviors demonstrated by those who collaborate effectively on a professional level? What behaviors could you begin to develop that might enable the leadership group to function operationally?

Discussion for Journal Entry 2: Do you feel you and your peers have had enough training on what professional collaboration looks and sound like? Do you feel the leadership team is functioning operational according to the GAPSS standards? If not, where on the GAPSS continuum do you feel the leadership team's professional collaboration would rank? What more do you think should be done in the way of professional development to help the team progress?

Discussion for Journal Entry 3: Where there any significant behavior changes on your behalf or those of your peers that have begun to show improved collaboration? If so, what specific behaviors?

Discussion for Journal Entry 4: Does the use of the protocol seem to keep the group on focus and allow for optimal professional collaboration? What needs to occur before the leadership team can become fully operational in an effective leadership committee?

Discussion for Journal Entry 5: How have you improved in your ability to professional collaborate? Can you identify any changes from last year's meetings to this year's meetings in the way of shared decision making and professional collaboration?

Discussion for Journal Entry 6: Have the leadership team members improved in their abilities to collaborate effectively with the use of a protocol? Do you feel the leadership team is functioning operational according to the GAPSS standards? If not, where on the GAPSS continuum do you feel the leadership team's professional collaboration would rank?

Appendix G

Agenda for Session 1

Agenda for Session 1

Goals for session:

1. Discuss and present protocol's purpose and benefits. Members of the leadership team will demonstrate their understanding of the protocol's use and benefits with their ability to transfer their learning in utilizing the protocol during their monthly meetings.
2. Describe and validate use of reflective journals. Leadership team members will recall their learning from the staff development training session as to the use and benefits of the reflective journals in their composition of their reflective journal responses throughout the study.
3. Appraise training session. Leadership team members will fill out and submit the professional development survey at the conclusion o f the staff development. Members will paraphrase the session's main points and rate their own understanding of key concepts shared in the session.

I. Protocol

A. Intended use

1. Through the GAPSS evaluation process, a school leadership team is not considered fully operational until, " The school leadership team has developed and consistently uses a protocol for handling business, making decisions, and solving problems effectively and collaboratively related to all facets of student needs, staff productivity, and organizational performance" (GADOE, 2008).

B. Purpose

1. *Protocol*s are steps in talking and listening, describing and judging as well as reaching a consensus in decisions. Protocols are prescribed steps to be followed forcing transparency in conversations. They segment elements of the conversation where it otherwise may blur (McDonald, Mohr, Dichter, & McDonald, 2007).

C. Benefits

1.Barbara Kohm (2002) wrote in her article *Improving Faculty Conversation*, "…what we don't know can hurt us" (¶1). Kohm revealed how important it is to have honest and critical feedback, as it is needed in order to effectively communicate within a school faculty. Seeking a positive change in a school often lies in the hands of the faculty.

2. The power of the protocol lies in its reflective practice, genuine listing, critical thinking and feedback (Lambert, 2003, p.24). At Sir Winston Churchill High School, educators used protocols to examine curriculum leaders' philosophies regarding education. They found that the protocol allowed them to hear more voices, more listening occurred and a deeper understanding of the issued emerged (Lambert, 2003, p.24).

3. A protocol helps to develop the attitudes, mindset and skills of teachers as they work collaboratively to attain preset goals. McDonald, Mohr, Dichter & McDonald (2007) began creating and supporting the use of protocols in education in 1991. Their first basic idea behind the use of protocols was that educators can take charge of their own learning (p.1). The authors feel that protocols may encourage an environment of learning. Protocols force transparences in conversations that allow for the participants to gain a deeper understanding of

their colleagues' opinions and insights. "One of the values of using Protocols as a learning format, in our view, is that they can accelerate the development of facilitative leadership and thus assist in the creation of new workplaces for educators" (p.13).

4. One of the characteristics of protocol is the use of reflective practices. A leader of learners is apt to use a protocol to help participants learn to actively participate in effective collaboration. "Protocols help imagine alternatives to ordinary habits of working together, learning and leading" (McDonald, Mohr, Dichter & McDonald, 2007, p.15).

D. Process of the protocol

1. The protocol created by the Georgia RESA Network (2002) involves setting a designated time and date for groups to meet. At the beginning of each session the steps of the protocol are reviewed. Prior to meeting an agenda is sent to all participants. This allows time for participants to prepare for the topic of discussion set for the meeting.

II. Reflective journals

A. Evaluation purpose of study

B. Use of during evaluation process

III. Distribute Professional Development Evaluation Survey (Steele, 2007)

Appendix H

Agenda for Session 2

Agenda for Session 2

Goals for session:

1. Demonstrating and interpret the Steps of Creating a Capacity for Change Through Action Research Protocol. Leadership team members will transfer their learning of the protocol's steps in the actual use of the steps in their monthly leadership meetings.
2. Define and demonstrate effective behaviors of professional collaboration. Leadership team members will examine their understanding of effective collaborate behaviors in the first composition in their reflective journals. They too will model the learned appropriate behaviors in their monthly leadership meeting with their ability to professional collaborate effectively.

I. **Creating a Capacity for Change Through Action Research Protocol**

A. Process of the protocol

1. The protocol created by the Georgia RESA Network (2002) involves setting a designated time and date for groups to meet. At the beginning of each session the steps of the protocol are reviewed. Prior to meeting an agenda is sent to all participants. This allows time for participants to prepare for the topic of discussion set for the meeting.

B. Steps

1. Introduction (5 minutes) reviewing the agenda and setting goals for the meeting.
2. Teacher preparation (5-10 minutes) presenter describes the context of the meeting and shares any sample work needed to aid in the understanding of meeting's purpose.
3. Discussion (30 minutes suggested, but can be adjusted to suit needs of the group) allows group to actively participate to obtain goals of the meeting.
4. Clarifying Questions (10 minutes, minimum) an activity where participants' reflect on what has been shared. Questions that seek clarity or summarize main points of the meeting are presented. The facilitator is the one to answer the questions based on their interpretation of key points shared by the group.
5. Debrief (5 minutes) during this time the group discusses any frustrations, misunderstandings, or positive reactions to the session.
6. Distribute journals

II. Effective Behaviors of Professional Collaboration

A. Marzano (2003) establishes three characteristics of importance in collaborative behaviors: optimism, honesty, and consideration.
   1. Optimism increases teachers' self-esteem and motivation.
   2. "Honesty is characterized by truthfulness and consistency between words and actions" (p. 177).
   3. Consideration "is sometimes referred to as a people orientation or a concern for people" (p. 178). Honesty and consideration both help build interpersonal professional relationships.

Marzano, R. (2003). *What works in schools.* Alexandria, VA: Association for Supervision and Curriculum Development.

4. Support of Colleagues- non-judgmental comments and facial reactions to comments. No speaking when others are speaking
5. Active Participation- listening and acknowledging with head nods, sharing related comments and ideas at appropriate time (support of colleagues), rephrasing a misunderstood comment
6. Open minded- other's ideas are valid, be willing to listen to and try
7. Democratic decision making- majority rules. Excepting you may lie in the minority and have trust in your colleagues decisions (Support of Colleagues)
8. Providing constructive feedback- when disagreeing, do not make it personal. If the idea is not similar to yours, focus on the idea not the person sharing it (Support of Colleagues)
9. Leadership roles- if you are an expert in an area volunteer to share your expertise

III. Journal Evaluation Entry One

A. **Discussion for journal entry one:** In your own words what are some of the appropriate behaviors demonstrated by those who collaborate effectively on a professional level? What behaviors could you begin to develop that might enable the leadership group to functional operationally?

Appendix I

Simulation Exercise

Simulation Exercise

I. In this simulation the teachers are presented with the challenge of rectifying a new policy on discipline. Prior to the simulation teachers and administrators are asked to think about and come up with suggestion on how to improve school wide discipline procedures (for simulation purpose only).

II. The leadership committee will gather for a period of 70 minutes. A timer will be kept marking the transitions of the protocol segments.

III. The goal of the meeting is to come up with three ideas for a new school wide discipline policy.

IV. Rubric: Elements of Effective Collaborative Group (Danielson, 2002) is handed out and participants are asked to circle where they think the group will score. The lead teacher will move into his presentation of the material and follow it with the 30-minute discussion period (agenda follows outline). It is in the 30-minute discussion where effective collaboration behaviors are expected of the participants. The lead teacher will model his own questions and comments with characteristic of effective collaboration (open minded, constructive feedback given, supportive of colleagues' thoughts and opinions, participation, and active participation).

V. In the next 10 minutes of the protocol, the lead teacher will review key points of the discussion and present the three new ideas for a discipline policy. He will be seeking agreement from the group. In this segment active listening skills; head-nodding and positive facial reactions are expected and sought from the participants. The lead teacher will guide the participants in this collaborative behavior buy stating the appropriate responses at the appropriate times. The lead teacher will share how the non-verbal behaviors signify agreement without interrupting the flow of the meeting.

VI. Additional ten minutes slotted in the simulation for reviewing how the group felt they collaborated. Discussions of the rubric scorings will occur.

VII. Practice journaling will be a quick write asking if the group was pleased with their efforts in the simulation.

Simulation Agenda

* Handout of Rubric; Elements of an Effective Collaborative Group (Danielson, 2002) – Leadership Committee members preevaluate where they think the group will perform in the simulation activity

- Introduction (5min) Topic for discussion; Schoolwide discipline policy
  Goal of today's meeting- Three discipline policies to share with faculty (seeking feedback- return in one month with notes from peer's reaction to the suggested new policies/ ideas)
- Teacher Preparation (5-10min) Review of current discipline policy (lead teacher presents information)
  List strengths vs. weaknesses (what has worked vs. what has not-

statistical representation of write up referrals vs. changed behaviors)

- Open discussion (30min) (round table- leadership committee members)
  Suggestion for modification to eliminate weakness of current plan
  New ideas

- Clarifying Questions and Answers (10min) (lead teacher summarizes main point and restates new ideas shared by leadership committee members)
  Three new policies/ideas agreed upon for faculty review
- Reaction to Meeting from participants (10min) (leadership committee members)
  Re-evaluate group's actual performance on the Rubric; Elements of an Effective Collaborative Group (Danielson, 2002) - Lead teacher will host the review and discussion of the rubric scores
  *Frustrations/ misconception
  *Praise
- Journaling (for simulation they will be quick writes due at the conclusion of meeting)(leadership committee members)

Appendix J

Protocol for Professional Development

Protocol for Professional Development

1. Introduction (5 minutes) reviewing the agenda and setting goals for the meeting.

2. Teacher preparation (5-10 minutes) presenter describes the context of the meeting and shares any sample work needed to aid in the understanding of meeting's purpose.

3. Discussion (30 minutes suggested, but can be adjusted to suit needs of the group) allows group to actively participate to obtain goals of the meeting.

4. Clarifying Questions (10 minutes, minimum) an activity where participants' reflect on what has been shared. Questions that seek clarity or summarize main points of the meeting are presented. The facilitator is the one to answer the questions based on their interpretation of key points shared by the group.

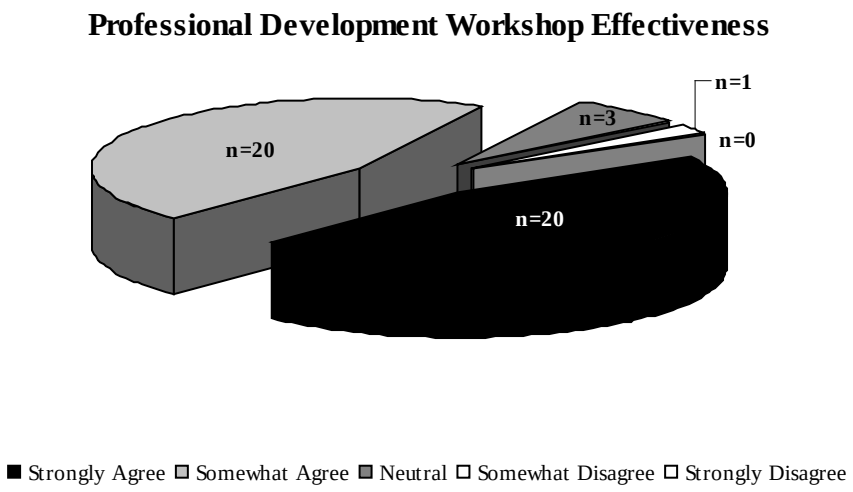
5. Debrief (5 minutes) during this time the group discusses any frustrations, misunderstandings, or positive reactions to the session.

6. Distribute journals.

Appendix K

Effectiveness of Professional-Development Workshop

Effectiveness of Professional-Development Workshop



Appendix L

Summary of Calculations for Pretest and Posttest Surveys

Summary of Calculations for Pretest and Posttest Surveys

OVERALL SAMPLE:
Two-sample Wilcoxon rank-sum (Mann-Whitney) test

post	obs	rank sum	expected
0	45	1561.5	2047.5
1	45	2533.5	2047.5
combined	90	4095	4095

unadjusted variance 15356.25
adjustment for ties -53.60
---
adjusted variance 15302.65

Ho: score(post==0) = score(post==1)
z = -3.929
Prob > |z| = 0.0001

SECTION 1 Shared and supportive leadership RESULT:
Two-sample Wilcoxon rank-sum (Mann-Whitney) test

post	obs	rank sum	expected
0	10	71.5	105
1	10	138.5	105
combined	20	210	210

unadjusted variance 175.00
adjustment for ties -0.39
---
adjusted variance 174.61

Ho: score(post==0) = score(post==1)
z = -2.535
Prob > |z| = 0.0112

SECTION 2 Shared value and vision RESULT:
Two-sample Wilcoxon rank-sum (Mann-Whitney) test

post	obs	rank sum	expected
0	8	48	68
1	8	88	68
combined	16	136	136

unadjusted variance 90.67
adjustment for ties -0.93
adjusted variance 89.73

Ho: score(post==0) = score(post==1)
z = -2.111
Prob > |z| = 0.0347

SECTION 3 Collective learning and application RESULT:
Two-sample Wilcoxon rank-sum (Mann-Whitney) test

post	obs	rank sum	expected
0	8	58	68
1	8	78	68
combined	16	136	136

unadjusted variance 90.67
adjustment for ties -0.67
adjusted variance 90.00

Ho: score(post==0) = score(post==1)
z = -1.054
Prob > |z| = 0.2918

SECTION 4 Shared personal practice RESULT:
Two-sample Wilcoxon rank-sum (Mann-Whitney) test

post	obs	rank sum	expected
0	6	26	39
1	6	52	39
combined	12	78	78

unadjusted variance 39.00
adjustment for ties 0.00
adjusted variance 39.00

Ho: score(post==0) = score(post==1)
z = -2.082
Prob > |z| = 0.0374

SECTION 5 Supportive conditions: relationships RESULT:
Two-sample Wilcoxon rank-sum (Mann-Whitney) test

post	obs	rank sum	expected
0	4	13.5	18
1	4	22.5	18
combined	8	36	36

unadjusted variance 12.00
adjustment for ties -0.29
adjusted variance 11.71

Ho: score(post==0) = score(post==1)
z = -1.315
Prob > |z| = 0.1886

SECTION 6 Supportive conditions: Structures RESULT:
Two-sample Wilcoxon rank-sum (Mann-Whitney) test

post	obs	rank sum	expected
0	9	66.5	85.5
1	9	104.5	85.5
combined	18	171	171

unadjusted variance 128.25
adjustment for ties -1.06
---
adjusted variance 127.19

Ho: score(post==0) = score(post==1)
z = -1.685
Prob > |z| = 0.0920