Educational Change: The View from Within

Tami Shelley

Auburn University at Montgomery, USA, tshelle1@aum.edu

Abstract: The process of change and its effect is documented in this dissertation research project through the eyes of classroom teachers and the effect that the changes had on them personally, practically, and professionally. The three areas of simultaneous systemic change were: reduction of class size, technology integration, and collaborative leadership of teachers. The following research questions were explored in this study: What are the teachers' perceptions of their contribution to implement and sustain change? What intellectual and emotional work must teachers do to successfully implement and sustain change? What supports do teachers need when implementing and sustaining change? The researcher conducted interviews with each teacher following a series of constructed questions. The themes that emerged from the interviews were: (1) clarifying the proposed change and the role of the teacher in change, (2) clarifying the role of the administrator in change, (3) supporting through professional development and pacing of change, (4) building trust and team membership. The findings from this study provide valuable insight into change for teachers and administrators. The participants in this study brought to life the complexities and needs of educators embarking on change. Based on its findings, this study recommends that further investigation into teacher self-efficacy and emotional intelligence in the change process be conducted. The results of this study suggest that it is valuable for administrators to invest time in the study of the change process. The change process within a school is complex for teachers and all involved. Change is personal and change within an organization is often slow. Addressing the complexities and focusing on the needs of those involved can dramatically influence in a positive manner the experience and outcome of the change process and the culture in which it takes place.

Keywords: School change, Systemic change, Change process, Change agent

Introduction

"By definition, change is any significant alteration in the status quo that affects an individual or organization" (Bloom, 2005, p. 21). Change usually calls for an alteration in the roles and responsibilities of people. This happens whether the change is a personal change or an organizational change. Prochaska, Norcross, and DiClemente (2007) devoted years of clinical research to the stages of change, the unfolding of change, and the complexity of change due to dealing with individuals. Evans (2001) combined a psychological and systemic perspective to study change in educational settings. The research again points to the complexity of the change process. Evans (2001) states, "the success of change depends heavily on the readiness of people, the organizational capacity of schools, and the kind of leadership that is exerted" (p. 14).

Educational change in today's world is forcing itself on us at every turn, wielding both positive and negative forces. Ebbeck and Chan (2011, as cited in Ebbeck & Waniganayake, 2003) wrote, "Change is an ever-present entity and necessity for growth and to meet existing and future demands" (p. 43). The futility of school change is legendary; it is an enormous and intricate task (Evans, 2001). In order to grow and develop, the positive forces must be used to our advantage and the negative forces must be blunted (Fullan, 1993). Educational change faces a paradox: its essential agents of change—teachers and administrators—are also its targets and, sometimes, its foes (Evans, 2001). Change happens in small amounts at times and in very large waves at other times. The idea and process of educational change is surrounded by questions and increasingly by research. Schools are organizations, made up of individuals, which generate complex problems that cannot be solved by simple solutions (Bloom, 2005).

Newmann and Wehlage (1995), for the Center on Organization and Restructuring of the Schools (CORS), closely examined the process of change in schools. Researchers analyzed data from over 1,500 elementary, middle and high schools throughout the United States, and conducted field research in 44 schools in 16 states (Newmann & Wehlage, 1995). The study indicated that with successful change student learning does increase. Another strong indication from the study was the importance of vision and strong learning communities when attempting change. This research examined successful schools that were already up and running with change. The limitation of the study was that it did not reveal how the successful schools got that

way. It left unanswered questions, calling for closer examination of change and the problems associated with the change process (Newmann & Wehlage, 1995).

Louis and Kruse (1995) conducted a study on five urban schools that had been attempting reform, or change, for several years. The researchers used their backgrounds in professionalism to delve into the importance of the development of professional community during change. An outcome of this work was a framework for evaluating elements of community often used to aid in the process of change in schools. This study added to the literature on school change by again emphasizing the complex process of change (Louis & Kruse, 1995). Bryk (1998) examined the 1989 Chicago Reform Experiment using quantitative and qualitative data. Case studies of six schools actively going through change were examined combining narratives and quantitative analyses. This study resulted in an insightful picture of the decentralization of power and authority in the Chicago Reform Experiment. Bryk (1998) provides a detailed analysis with relevant application to the change process within the school. The findings illustrate how under decentralization the principal's role is recast, social support for change can grow, and ideas and information from external sources are brought to bear on school change initiatives.

Research points to the fact that change is complex and school change is no different. Fullan (1999) writes that complexity makes things "exceedingly difficult, while the answer lies within its natural dynamics" (p. 3). Fullan (1999) also states that those very same dynamics "can be designed and stimulated in the right direction but can never be controlled" (p. 3). Research has shown change to be more attainable for the teachers that are given leadership over their own growth and learning. An effective teacher makes positive change occur in the classroom (Marzano, 2003; Nye, Konstantopoulos & Hedges, 2004). The individual classroom teacher plays a pivotal role in educational change. Anderson and White (2011) revealed that helping teachers and administrators develop supportive relationships built on trust was a key ingredient to successful change. Teachers must see the overall plan for change and understand the thinking behind the plan. Change that can be linked to positive results within the classroom for students stands a much greater chance of being embraced by the classroom teacher. The ultimate purpose of educational change or reform is to benefit all students (Fullan, 1999). No matter what the overall plan for change, the individual teacher will put into play the instructional pieces that bring about the educational change for students.

Even research of educational change at the college level indicates complexity as well as the importance of the classroom instructional leader. In a study by Sin, McGuigan, and Chung (2011), reshaping, or change, of the Australian higher education system was the focus. The case study was conducted within a large and diverse department at Macquarie University. Over a two-year period, Macquarie University enacted a number of teaching and learning policies that required immediate compliance. The changes were aimed at improving the quality of teaching and student learning through enhanced staff engagement in this time of change. These change policies had direct impact on the teaching activities of faculty. The following research questions were asked:

- How does the teaching staff feel about the changes that are brought about by institutional teaching related policies?
- How does the teaching staff comply with teaching related policy requirements and changes that directly impact on their teaching activities?
- How does the teaching staff adjust to making changes in their classrooms that are directly affecting their teaching activities? (Sin, McGuigan, & Chung, 2011, p. 84)

A questionnaire was used for data collection of both quantitative and qualitative data. The questionnaire was designed intentionally with open-ended questions for individual reflection. A response rate of 30% was achieved on the questionnaire. Common themes that emerged from this research were as follows:

- Faculty felt that too many changes were implemented at a pace that was too rapid.
- Faculty felt changes were duplications or contradictions.
- Faculty felt that they were not given adequate amount of time to adjust to changes.

A very telling comment from the questionnaire stated, "I don't have much faith in policies designed by people that don't do much teaching" (p. 86). The main sources of identified stress fell into the categories of time pressure to adjust to the changes and a sense of skepticism behind aim and motivation of the changes. Findings of this study pointed to the importance in coping with change through peer support and leadership, nurturing a culture of collegiality for the change process. The researchers highlighted that teaching staff are in a critical position "where institutional change directly impacts on their teaching activities and ultimately on the quality of student learning through these activities" (Sin et al., 2011, p. 82).

Systemic change, or system-wide change, is no different. The individual classroom teacher is still the main agent of change. Systemic change is often described as a "paradigm shift" in education. It is a comprehensive approach recognizing fundamental aspects in education. This type of change requires a sophisticated strategic plan and trained personnel. Systemic change also stands a higher chance of success if it is a shared "vision" among a group of committed individuals (Fullan, 1993). Sin, McGuigan, and Chung (2011) state in their study, "one of the key strategies used by the leaders and managers of the change process was the persistent engagement of all stakeholders" (p. 83). This same study by Sin, McGuigan, and Chung (2011) identifies the importance of leadership in "nurturing collegiality in the work environment for successful change processes and outcomes" (p. 89). Change of a systemic nature is only as good as it plays out effectively in the individual teacher's classroom, improving education for students (Adelman & Taylor, 2007).

When systemic change does play out effectively in a classroom under the watchful eye of the classroom teacher, the question becomes sustainability. Sustainability at the classroom level and the whole school level is an important goal for overall change. What is the meaning of this word "sustainability"? Fullan (2005) describes it as: "Sustainability is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose" (p. ix). Hargreaves and Fink (2000) have a different definition of sustainability: "Sustainability does not simply mean whether something will last. It addresses how particular initiatives can be developed without compromising the development of others in the surrounding environment now and in the future" (p. 30).

Leadership from "system thinkers" is the key to sustainability of systemic change within schools and systems (Fullan, 2005). Fullan refers to these leaders as "the new theoreticians–doers with big minds, who treat moral purpose as a cognitive as well as an emotional calling" (p. xiii). Heifetz and Linsky (2002) use the analogy of a "dance floor" and a "balcony" when describing these new theoreticians. These leaders must stay on the dance floor (exhibit deep leadership for learning) and be on the balcony (step back to get perspective) at the same time. It is easy to see how classroom teachers, who see change come and go due to a variety of reasons, can get caught up in a "project mentality or projectitis" view of change (Adelman & Taylor, 2007). Fullan (2005) answered this by pointing out the need for "leadership that motivates people to take on the complexities and anxieties of difficult change" (p. 104). Systemic change requires an infrastructure of "champions" to steer the process and become the mechanism for guiding change (Adelman & Taylor, 2007). Adelman and Taylor cited Tom Vander Ark (2002), executive director of education for the Bill and Melinda Gates Foundation, as saying, "Effective practices typically evolve over a long period in high- functioning, fully engaged systems" (p. 323). Stakeholders in change need to experience initiative in ways that produce feelings of collective identity, destiny, and vision (Adelman & Taylor, 2011). A definition that fits this study well combines the work of several change researchers: Sustainability is the capacity of a system to engage in the complexities of continuous improvement (change or innovation) without compromising the development of others in the surrounding environment now and in the future (Fullan, 2005; Hargreaves & Fink, 2006).

Research on change has been plentiful in the past decade. The idea of viewing change from the teacher's perspective is a fairly fresh area of research. A seminal study examining the change process from within was done using middle school students and their teachers (Bascia & Hargreaves, 2000; Hargreaves, 1986, 1997; Hargreaves, Earl & Ryan, 1996). The study is the basis of the book, *Learning to Change*, written in 2000 by Hargreaves, Earl, Moore, and Manning. The teachers in this study were facing extensive curriculum changes. These changes could also be termed "systemic changes" since they occurred system wide. The teachers interviewed for this study provided a glimpse into their world of change. Communication with the participants of this study extended well beyond the original two-year period and into a period of five years after the initial study.

The greatest contribution of this study by Hargreaves et al. (2000) lies in using the eyes of the teachers as the conceptual lens. The teachers' views highlighted the following areas that remain critical today in the study of the change process:
- What are the teachers' perceptions of their contribution to implement and sustain change?
- What intellectual and emotional work must teachers do to successfully implement and sustain change?
- What supports do teachers need when implementing and sustaining change?

This research reiterates the idea that teachers are learners as well, and change requires new learning. Change is intellectual and emotional and requires a motivation to change (Bandura, 1986). This study revealed the need for a motivation leading to the steps of making sense of the change, translating what it takes to bring about the

change, and implementing the change. These steps were identified as critical through the eyes of the teachers when the pragmatic goal of the change was to take "ideas to reality" (Elmore, 1995).

The richness of gathering the teachers' perspectives of change set forth the goal of representing the successes and frustrations associated with the process of change. Within an honest and open representation, the hope is that others may apply any knowledge gained to their process of change and garner more success and less frustration. This seminal study conducted by Hargreaves, Earl, Moore, and Manning (2000) provides an excellent framework for my research study of change from the view of the teacher operating within the change. This would begin to fill the existing gap in research from within the change process in education.

Since change is best studied from within the change itself, the opportunity to study simultaneous systemic change occurring during a four-year span at this particular independent school should not be left untouched or unnoticed. The goal of this particular research is for understanding of the change process from the perspective of teachers who lived it. The background of this particular situation lends itself to the need for study as well. Independent schools tend to be an under-researched group as a whole (Boerema, 2009). The change process is often approached quite differently in an independent school than in a public school, once again causing great argument for the need for this research. This particular time at this school provided the perfect research opportunity for investigating the teachers' perceptions of change as seen through their lived experiences.

Purpose of the Study

The purpose of this study is to capture the lived experience of teachers in an independent school during a four-year period of multiple systemic changes. This was done in a retrospective manner to gain firsthand insights from within the systemic change. The perceptions on change from teachers with varying academic preparation, teaching experience, and tenure at the school provided valuable information concerning the process of simultaneous systemic change within an independent school.

This retrospective qualitative case study focuses on three areas of intentional systemic change over a four-year time span within an independent school. This process of change and its effect is documented through the eyes of classroom teachers and the effect that the changes had on them personally, technology integration, and collaborative leadership, practically, and professionally. The three areas of simultaneous systemic change were: classroom size reduction, technology integration, and collaborative leadership.

Research Questions

The following research questions were explored in this study. These questions build on the work done by Hargreaves, Earl, Moore, and Manning (2000).
1. What are the teachers' perceptions of their contribution to implement and sustain change?
2. What intellectual and emotional work must teachers do to successfully implement and sustain change?
3. What supports do teachers need when implementing and sustaining change?

Method

The purpose of this study was to document and analyze the responses to simultaneous systemic change within an independent school as seen through the eyes of five classroom teachers as I, the researcher and primary administrator, interpreted the teachers' perceptions. The changes occurred simultaneously within a four-year span. The teachers selected represent a variety of background in academic preparation, teaching experience, and tenure at the school. The data were generated from an interview protocol with questions carefully constructed from prior research. The questions were prepared in advance and reviewed to ensure clarity of the wording. As the researcher, I conducted the interviews for this study. The interviews were audio recorded, transcribed, and coded using open coding to break down, examine, compare and categorize data. The interview questions were grouped into four topics of change experienced by the teachers (classroom size reduction, technology integration, collaborative leadership, and systemic/general change), therefore, this allowed me to examine the transcripts in those specific categories. This produced the four main categories of: classroom size reduction, technology integration, collaborative leadership, and systemic/general change. I examined the teachers' responses in those four categories and used open coding to break down, compare and categorize the data. These

codes were then examined for specific categories of responses that could be grouped together in common sub-categories. Within each sub- category codes were developed to allow specificity within the sub-category. Axial coding was then used to put the data back together by looking across each of the four main category areas for common and repeating codes. At this point, connections were made between and across categories from the coding of the four main categories. These connections produced the following emergent themes:

    Theme 1: Clarifying the Proposed Change and the Role of the Teacher in Change
    Theme 2: Clarifying the Role of the Administrator in Change
    Theme 3: Supporting Through Professional Development and Pacing of Change
    Theme 4: Building Trust and Team Membership

These codes and themes were generated by the use of Grounded Theory (Glaser, 2005). These findings produced valuable information to inform the following research questions:

    1. What are the teachers' perceptions of their contribution to implement and sustain change?
    2. What intellectual and emotional work must teachers do to successfully implement and sustain change?
    3. What supports do teachers need when implementing and sustaining change? (I obtained permission to conduct the study through the Auburn University Human Subjects Research protocol process.)

Fullan (1993) and McLaughlin (1990) remind us that you cannot mandate what really matters for change to take place: skills, creative thinking, and committed action. Effective teachers, change agents, use mandates only as a catalyst to re-examine what they are doing. Fullan (1993) sums it up in these words: "When complex change is involved, people do not and cannot change by being told to do so" (p. 24). This reiterates the value and importance of recording the exact thoughts and words of the classroom teachers in this study. Change of any substance involves complex processes that once discussed openly with reflection have great value for learning. Change truly is learning and is most useful when viewed that way (Fullan, 2003).

Results and Discussion

The interview data revealed that even though many questions began around a particular systemic change that had been implemented, the answers given by the teachers were then applied to their view of the change process in general and any change encountered by teachers in the classroom. These three changes were important to be used as a catalyst for focus on change due to the fact that the changes were simultaneous and systemic during a set amount of time that could be studied with a set group of educators. The richness of this study is the fact that it is truly the change process as seen through the lived experiences of teachers that experienced the changes.
The interview data in the study confirms the idea that change is a multi- dimensional process. The lived experiences of the teachers clarify that the change process does involve all aspects of an organization. The words of teachers from within the change process are invaluable to help inform and guide administrators as they facilitate the complexities of change within a school.

This research study has highlighted four themes that emerged from the lived experiences of the teachers participating in this study. The themes are as follows:

- Theme 1: Clarifying the Proposed Change and the Role of the Teacher in Change
- Theme 2: Clarifying the Role of the Administrator in Change
- Theme 3: Supporting Through Professional Development and Pacing of Change
- Theme 4: Building Trust and Team Membership

The four themes underscore the fact that change is complex and that learning to change is intellectually challenging (Hargreaves et al., 2000). My perception of the lived experiences of the teachers brought to life the findings of Evans (2001) when teachers were asked to reflect upon past changes they had been asked to make. In retrospect, teachers found that even involuntary change had a more positive impact than they originally thought it would and helped them grow professionally:

Yes I think it's been a very positive thing, you know, we all need pushes to help us grow and so I appreciate that the school has pushed us to grow in that and I really feel challenged every year to grow in a new way and I have, you know, just the people around me, again the collaboration has pushed me I guess like peer pressure you know in a positive way. Yes, there were those that were very excited and couldn't wait, there were those of us who said okay but you're going to help me. There were some that were scared to death. In fact the ones that were scared to death now count on it and use it regularly. ["Cathy", a teacher participant]

The complexity of change calls for complex strategies and leadership to address the needs of teachers when faced with change. This complex leadership needed for simultaneous systemic change in today's school setting calls for emotional intelligence. Emotional intelligence drives resonance (positively driving emotions to bring out the best in everyone) and in turn performance (Goleman et al., 2002). The themes in this data all point to the need for leaders to work on strong emotional intelligence as they lead others in the change process.

Conclusions

The teachers' lived experiences with systemic change process, as I interpreted them; provide valuable insight for teachers and administrators. The themes of change clarity, role clarity, professional development, pacing, trust, and team membership emerged from the data collected from the teachers' lived experiences with three simultaneous systemic changes. One could apply the idea that these would be important facets for undertaking any change not just the three highlighted in this particular school. When discussing change the teachers did not initiate, the strength was found in the experience of trust and team membership. Time invested in building a foundation of trust, dependability, and team membership pays off great dividends when embarking on change that is proposed to a group of educators.

In a school setting, it is very difficult to narrow change to one change at a time. The participants in this study leaned on their past school experience to cope with multiple systemic changes in an open-minded manner. The idea that multiple changes will occur in a school was not only accepted but also supported by the participants. Since multiple changes will occur, the idea of pacing and professional development is important in navigating multiple changes.

In a school setting, multiple changes occur simultaneously. The lived experiences of these teachers clearly indicated that people approach change differently. This was highlighted as the participants embarked on three simultaneous systemic changes at this school. The common thread was that each participant held in high regard the overarching idea that the changes were for the greater good of the students and the school.

The data collected from this study have generated numerous topics for discussion, including teacher self-efficacy and emotional intelligence in the change process. The results of this study suggest that it is valuable for administrators to invest time in the study of the change process. The change process within a school is complex for teachers and all involved. Change is personal and change within an organization is often slow. Even with the best of leadership, change which transforms culture and practice takes years. Addressing the complexities and focusing on the needs of those involved can dramatically influence in a positive manner the experience and outcome of the change process and the culture in which it takes place.

Recommendations

This research contributes to the body of research on educational change and more specifically multiple systemic changes as seen through the eyes of educators. It is unique in the fact that the research was conducted within the independent school sector. The insight gained from studying those within the change process is invaluable to all educators both teachers and administrators. The area of teacher self-efficacy and how it affects the individual change process was highlighted in this research as an area in need of future study. The lived experiences of those in this study indicated a direct link between a teacher's belief that he or she has the capacity to affect student performance and their capacity to embrace change (Tschannen-Moran, et al., 1998).

This research also revealed the importance of strong emotional intelligence and the benefit it brings to those leading change within a school. A time of systemic change within a school is definitely a time for leadership that is self-aware, empathic, motivating, and collaborative. Future research dedicated to emotional intelligence within the school setting would be valuable for both teacher and administrator (Goleman et al., 2013). My perceptions of the lived experiences of the teachers in this study suggest awareness is valuable for those supporting teachers in change. The data provided from this research study would be useful in developing a survey that would allow administrators to be aware of where teachers' perceptions are before and after facilitating major changes in their schools.

References

Adelman, H. S., & Taylor, L. (2007). Systemic change for school improvement. *Journal of Educational and Psychological Consultation*, *17*(1), 55–77. http://doi.org/10.1080/10474410709336590

Anderson, M., & White, S. (2011). Resourcing change in small schools. *Australian Journal of Education*, *55*(1), 50–61. http://doi.org/10.1177/000494411105500106

Bandura, A. (1986, December). Fearful expectations and avoidant actions as coeffects of perceived self-inefficacy. *American Psychologist*, pp. 1389–1391. Retrieved from http://spot.lib.auburn.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=25062690&site=ehost-live

Bascia, N., & Hargreaves, A. (2000). *The sharp edge of educational change: teaching, leading, and the realities of reform*. London; New York: Routledge.

Bloom, P. J. (2005). *Blueprint for action: Achieving center-based change through staff development* (2nd ed.). Lake Forest, IL: Gryphon House.

Boerema, A. J. (2009). Does mission matter? An analysis of private school achievement differences. *Journal of School Choice*, *3*(2), 112–137. http://doi.org/10.1080/15582150902996708

Bryk, A. S. (1998). *Charting Chicago school reform: Democratic localism as a lever for change*. Boulder, CO: Westview Press.

Dewey, J. (1938). *Logic: A theory of inquiry*. Carbondale, IL: Southern Illinois University Press.

Dewey, J., & Jackson, P. W. (1991). *The school and society and the child and the curriculum* (1st ed.). Chicago: University Of Chicago Press.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.

Ebbeck, M. A., & Waniganayake, M. (2003). *Early childhood professionals: Leading today and tomorrow*. Eastgardens, N.S.W.: MacLennan + Petty.

Ebbeck, M., & Chan, Y. (2011). Instituting change in early childhood education: Recent developments in Singapore. *Early Childhood Education Journal*, *38*(6), 457–463. http://doi.org/10.1007/s10643-010-0435-8

Elmore, R. F. (1995). Structural reform and educational practice. *Educational Researcher*, *24*(9), 23–26. http://doi.org/10.3102/0013189X024009023

Evans, R. (2001). *The Human Side of School Change: Reform, Resistance, and the Real-Life Problems of Innovation* (1st edition). San Francisco, Calif.: Jossey-Bass.

Fullan, M. (1999). *Change Forces: The Sequel*. London: RoutledgeFalmer.

Fullan, M. (Ed.). (2003). *The Moral Imperative of School Leadership*. Toronto? : Thousand Oaks, Calif: Corwin.

Fullan, M. (2005). *Leadership and Sustainability*. Thousand Oaks, CA: Corwin Press.

Fullan, Michael. (1993). *Change Forces Probing the Depths of Educational Reform*. London and New York: RoutledgeFalmer.

Glaser, B.G. (2005). The grounded theory perspective III: Theoretical coding. Mill Valley, CA: Sociology Press.

Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal Leadership, With a New Preface by the Authors: Unleashing the Power of Emotional Intelligence* (10 Anv edition). Boston, Massachusetts: Harvard Business Review Press.

Goleman, D., McKee, A., & Boyatzis, R. E. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Harvard Business Press.

Hargreaves, A. (1986). *Two cultures of schooling: the case of middle schools*. Falmer Press.

Hargreaves, A. (1997). Rethinking Educational Change with Heart and Mind. *ASCD Yearbook*. Retrieved from http://eric.ed.gov/?id=ED404732

Hargreaves, A., Earl, L., Moore, S., & Manning, S. (2000). *Learning to change: teaching beyond subjects and standards*. San Francisco: Jossey-Bass.

Hargreaves, A., Earl, L. M., & Ryan, J. (1996). *Schooling for Change: Reinventing Education for Early Adolescents*. Falmer Press.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.

Hargreaves, A., & Fullan, M. (2000). Mentoring in the New Millennium. *Theory Into Practice*, *39*(1), 50. http://doi.org/10.1207/s15430421tip3901_8

Louis, K. S., & Kruse, S. D. (1995). *Professionalism and community: perspectives on reforming urban schools*. Thousand Oaks, Calif.: Corwin Press.

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

McLaughlin, M. J. (1990). The Rand change agent study revisited: Macro perspectives and micro realities. *Educational Researcher*, *19*(9). http://doi.org/10.3102/0013189X019009011

Newmann, F. M., & Wehlage, G. G. (1995). *Successful school restructuring: A report to the public and educators by the Center on Organization and Restructuring of Schools*. National Association of Secondary School Principals [distributor].

Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, *26*(3), 237–257. http://doi.org/10.3102/01623737026003237

Prochaska, J., Norcross, J., & DiClemente, C. (2007). *Changing for good: A revolutionary six-stage program for overcoming bad habits and moving your life positively forward* (Reprint edition). New York: William Morrow Paperbacks.

Sin, S., McGuigan, N., & Chung, I. (2011). Staff sentiment and engagement: A critical consideration in a time of change. *Asian Social Science*, *7*(11), 81–92. http://doi.org/10.3102/01623737026003237

Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, *68*(2), 202–248. http://doi.org/10.3102/00346543068002202

Vander Ark, T. (2002). The case for small high schools. *Educational Leadership*, *59*(5), 55–59. Retrieved from http://www.ascd.org/publications/educational-   leadership/feb02/vol59/num05/The-Case-for-Small-High-Schools.aspx