The Dynamics of Instructional Leadership &

Organizational Structure in High Performing Urban Schools

by

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Teacher Education in Multicultural Societies

Rossier School of Education, University of Southern California

May 2014

## ACKNOWLEDGEMENTS

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Abstract

There are many discussions on what can best accomplish the daunting task of increasing

educational outcomes for *all* students, closing the achievement gap is of particular urgency. The

achievement gap is evidenced by the continued failure of urban schools to meet the No Child

Left Behind (NCLB) Adequate Yearly Progress (AYP) benchmark. AYP is measured in such a

way as to put urban schools at a disadvantage. The examination of exceptions to this

circumstance, specifically three successful urban high schools, provided insight into possible

explanations of this phenomenon.

Within educational reform literature, teachers, curriculum and pedagogy have been

discussed as possible solutions. Organizational management has debated the school

organizational structure (in the form of magnet, charter etc.) and leadership as possible solutions.

This study poses that the answer lies within the intersection of the two disciplines. The

Educational Leadership Policy Standards (ELPS) as developed by the National Policy Board for

Educational Administration (NPBEA) were used to qualify the presence of instructional

leadership characteristics. The organizational structure characteristics are qualified using

information from organizational theory and design as presented by Daft (2010). A review of

literature regarding educational reform and organizational design theory generated the following

research questions. RQ1: To what extent are ELPS demonstrated in high performing urban high

schools? RQ1a: How is the demonstration of ELPS influenced by school site organizational structure in high performing urban high schools?

Data from this study re-found that NCLB exacerbates the achievement gap. Data findings also infer that, empowered teachers, relevant curriculum, and pedagogy are key factors in student achievement as measured by NCLB accountability standards. The three sites had key leadership and organizational design characteristics in common. These findings emphasize systemic inequities existing within NCLB and current reform strategies.

CHAPTER I: OVERVIEW OF THE STUDY

**Introduction**

Global economic competition has heightened the urgency of improving our educational system over the last few decades. This focus has increased the awareness of the achievement gap. The achievement gap is the disparity in academic success between students of color and white students. This disparity manifests itself in failure to meet federal accountability measures as outlined by the No Child Left Behind (NCLB) legislation, United States Congress (2002). The collateral damage is the inability of non-white students to enjoy upward class mobility. They are unable to break through economic class barriers and realize the American Dream. Education has been considered the panacea for this. Unfortunately, the gap still exits despite policy efforts.

The definition of an urban school is critical to the parameters of this study. There are various criteria the most prevalent (and relevant to this study) descriptors are that urban schools have populations of students that are comprised of large proportions from disadvantaged groups as stipulated/defined by NCLB. These groups are English Language learners (EL), economically disadvantaged, under represented ethnic groups such as Black and Hispanic, and students with disabilities. The success of schools is defined as meeting the NCLB stipulated Adequate Yearly Progress (AYP). There were very few schools that had disproportionately large populations of the disadvantaged groups that were able to meet the AYP guidelines. There were several that met most of them but very few that met all. It was extremely difficult to find any high schools in Los Angeles County that met their AYP.  It also bears mentioning that none of the larger districts met their AYP either.

The achievement gap is the inability of disadvantaged students to achieve academic success at the same rate as their non-disadvantaged peers. The answer to non-performing schools has been a rise in alternative schools such as charters and magnets. These schools are products of

the reform process and take the place of traditional public schools. A school that is not performing can be reformed or reconstituted to provide alternative choices to parents. "In effect, those with options cope with miseducation as a personal tragedy by fleeing the major urban districts in order to protect their loved ones from the contamination of miseducation" (Haberman, 2007, p. 180).

There is an abundance of literature regarding current issues in American public education and consensus on the existence of an educational crisis that necessitates reform (Ball & Forzani, 2009; Gerstner, 2001; Haberman, 2007; Smarick, 2010).  Where there is disagreement is in how this reform should manifest itself in order to provide increased educational equity. There is a sense of urgency in finding a way to ameliorate the problematic effects the implementation of standards based accountability reform has had on urban schools (Harris, 2007; Hess, 2000; Linn, 2005; Mathis, 2003).  A key failure of the reform movement manifested in the accountability measures of the No Child Left Behind (NCLB) Act, has been the inability to close the achievement gap (Braun, Wang, Jenkins, & Weinbaum, 2006; Robertson, 2008).

The disparity in academic success between minorities and their white peers is represented by test scores, high school graduation rates, and disproportionate representation in special educational programs (Hall, 2005; Valas, 1999). In fact, literature suggests that NCLB intensifies the problem by putting urban schools at a disadvantage (Hall, 2005; Linn, 2005; McDonald, 2002). Urban schools typically contain high populations of students from one or more of the following groups; economically disadvantaged, English language learners, disabled, and racial minorities (Linn, 2005). This diverse population directly affects one of the major accountability measures, the Adequate Yearly Progress (AYP). As defined by NCLB (United States Congress,

2002) AYP is based upon a composite of participation in statewide tests, student performance on statewide tests, performance in the state's accountability program, and graduation rates.

"The problems become far more difficult as the number of subgroups increases. A school with a diverse population (and many subgroups) has many more opportunities to fail. Thus, the diverse school, which faces greater challenges, is penalized" (Mathis, 2003, p. 683). The more subgroups that have different target goals the more ways there are to fail to meet them. Urban schools typically have all of these subgroups and therefore are at a disadvantage (Granger, 2008; McDonald, 2002; McElroy, 2005). Linn (2005) highlights expectations, targets, state proficiency levels, reporting, and the safe harbor provisions as key issues needing re-evaluation and adjustments. The reporting conventions are challenging in that the disaggregation creates unfair conditions (Linn, 2005).

Passing NCLB legislation is commendable in its efforts to focus attention on the achievement gap. However, the effects on adequate yearly progress (AYP) are not viable in raising the academic achievement levels of disadvantaged populations as defined by NCLB (Mathis, 2003). Mathis also claims that it has not been verified that all students and all subgroups of students can accomplish the rate of improvement needed to affect significant AYP gains per the NCLB stipulations. Elmore (2002) states the policy and practice inconsistency is "dangerous" (p. 31) and the testing system "is fraught with technical difficulties" (p.32). Technical difficulties aside, there is also a question of ethics; "The values question is whether the goals of the system, narrowly conceived as improved test scores, are the right goals for public education in a democratic society" (Mathis, 2003, p. 683).

**Context**

Education has been shaped by socio-economic forces and corresponding political views (Gerstner, 2001; Hursh, 2007). Consequently, developing policies and methods consistent with our stated political ethos; to ensure equal access, quality, and opportunity for success via education has been elusive. According to Tyler (1949) no one perspective is sufficient to decide on objectives for curriculum and schooling. Given the variety of ideologies and their associated educational goals and objectives for our schools, we have inconsistent results with school reform (Gordon, 2010). Notably, the reform efforts are failing more often in schools that serve lower socioeconomic populations (Granger, 2008).

Economies are systems that produce and distribute goods and services based upon the organization and use of various forms of capital. A country's economic system is reflective of its society's values and politics. In America, the construct is that all people have the opportunity to gain wealth and achieve ownership commensurate with their abilities and efforts.

> Among the novel objects that attracted my attention during my stay in the United States, nothing struck me more forcibly than the general equality of condition among the people. I readily discovered the prodigious influence that this primary fact exercises on the whole course of society; it gives a peculiar direction to public opinion and a peculiar tenor to the laws; it imparts new maxims to the governing authorities and peculiar habits to the governed (Tocqueville, 1945, p. 3).

**Ideologies of Education**

Many of the problems with educational reform are rooted in the traditional debates on the goal of education. Throughout the 20th century, there have been many ideological opinions for the purposes of education influencing the substance of curricula and schools. These ideologies have gone by many different names. The following synopsis uses the names most closely related to the philosophical origins of the ideologies and have been the most enduring through the 20th century. The commonality in all of the ideologies is the fundamental purpose of ensuring

survival of the society's culture. "Culture or Civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor, 1920, p. 1). These collective societal norms represent the dominant culture of a society.

Education is the means used to pass down the prevailing culture of a society to the next generation (Dewey, 1916; Tyler, 1949). As such, there is a great responsibility on those that educate, to ensure that the curriculum and systems are true to the stated intentions (Tyler). Critical race theory examines educational equity as a function of race and economics (Delgado & Stefancic, 2001; Ladson-Billings, 1995). Education and economics are not independent of each other (Bowles & Gintis, 2011; Delgado & Stefancic, 2001) and it is within the socio-economic context that current school reform takes place. "The psychologist or educator who formulates pedagogical theory without regard to the political, economic, and social setting of the educational process courts triviality and merits being ignored in the community and in the classroom" (Bruner, 1973, Chapter 6, para. 5).

Essentialism as promoted by Bagley (1938) promotes providing the learner with a structured educational experience through a common core of academic studies which embody the common culture. Bruner (1973) states; "You cannot consider education without taking into account how a culture gets passed on" (Chapter 4, para. 2). This ideology seeks to create academic curriculum that can answer the question: "How can the power and substance of a culture be translated into an instructional form?" (Chapter 6, para. 10).This has been recently re-born as the Scholar Academic ideology which states the goal of organizing instruction to "help children learn the accumulated knowledge of our culture" (Schiro, 2008, The Scholar Academic Ideology, para. 1).

The Learner Centered ideology advocates personal development.  "The goal of education is the growth of individuals, each in harmony with his or her own unique intellectual, social, emotional, and physical attributes" (Schiro, 2008, Learner Centered Ideology, para. 1). The theoretical base of this ideology is in the work of John Dewey (1916) who considered education to be "in its broadest sense", a process of, "social continuity of life" (p. 2). As the institution where our society refers youth to learn and grow, it is critical to create experiences that are commensurate with our cultural values "In directing the activities of the young, society determines its own future in determining that of the young" (p. 46).

As its name implies, Social Reconstruction ideology supports education as a means of creating a better society (Schiro, 2008, Chapter 5); "Education provides the means by which society is to be reconstructed" (para. 1) and social injustices fixed.  This ideology is based in the social justice agenda of the Progressive educational movement "To my mind, a movement honestly styling itself progressive should engage in the positive task of creating a new tradition in American life – a tradition possessing power, appeal, and direction" (Counts, 1932, p. 4).

The industrial revolution not only changed our economy, there were corresponding changes in organizational structures that influenced management theory and how organizations operated in response to environmental (market) changes (Deming, 1994; Shafritz & Ott, 1996). This is concurrent with the Social Efficiency ideology, which believes education is "learning to perform the functions necessary for social productivity" (Schiro, 2008, The Social Efficiency Ideology para. 1).  Social Efficiency ideology is concerned with building curriculum that is specifically aligned with the purpose of education (Schiro, 2008). This ideology is based upon the works of Bobbitt (1918) and Tyler (1949). Bobbitt was of the opinion that the methods used

to revolutionize production could also be applied to education. Tyler built on this idea by providing guiding questions and methods in creating curricula.

**Socio-economic and Political**

Similar to the Social Reconstruction Ideology is Critical Race Theory (CRT) which brings attention to the political aspect of the educational process. This perspective assumes "that the purpose of education is to facilitate the construction of a new and more just society" (Schiro, 2008, The Social Reconstruction Ideology, para. 1). Critical Race Theory (CRT) "not only tries to understand our social situation, but to change it; it sets out not only to ascertain how society organizes itself along racial lines and hierarchies, but to transform it for the better" (Delgado & Stefancic, 2001, What is Critical Race Theory, para. 2).

> Students of color do not have the advantage of walking into a classroom as individuals; they walk in as black, brown, or red persons with all the connotations such racialization raises in the classroom. They do not walk into a classroom where the curriculum embraces their histories. (Zamudio, Russell, & Rios, 2011, p. 18)

Although the United States is a conglomeration of several cultures, our norms are dominated by a White Male European perspective. Considering the common denominator of the educational ideologies to preserve the culture, take into account that the dominant culture and what its beliefs and values consist of are inherent in what is taught, how it is taught, and how we assess what is taught (Zamudio et al., 2011).

Buchen (2003) proposes that education is currently being influenced by four major themes/factors; decentralization and educational options, performance evaluation and success measurement, changes in leadership and leadership roles, and reconfigurations in learning spaces, places and times. At the essence of school reform are the questions of what to teach, how to teach it and how to assess the success of curriculum implementation. The concept of how to assess the effectiveness of education is a major driving force in educational reform.

The current reform movement can be traced back to the Reagan Administration who appointed the National Commission on Excellence in Education which developed the report *A Nation at Risk: the imperative for educational reform* of 1983. This report placed a great deal of focus on teacher quality as a method of improving student educational outcomes. Subsequent reports such as *What Matters Most: Teaching for America's Future* championed the trend toward standardization of teacher and student outcomes as being a critical reform strategy of public education.

In an urgent response to improve education following *A Nation at Risk* and the bipartisan support for the No Child Left Behind Act (NCLB) of 2001(United States Congress, 2002), Congress generated some consensus regarding the need for objective measures of success. "The emphasis on 'scientific,' or research based instruction and standards was needed so that K-12 decision making would be influenced less by ideology and more by practical and proven solutions to classroom dilemmas" (Gordon, 2010, p. 289). The cornerstone of the No Child Left Behind Act (NCLB) is a performance based accountability system built around student test results. This increased emphasis on accountability represents an important change from past federal educational initiatives, which focused primarily on the provision of services (Stecher & Kirby, 2004, p. xiii).

In raising the academic outcomes of students of color, we need to fully understand their circumstance and context. What is a successful urban school? If we are going to use the inability to meet NCLB accountability standards, of which standardized test score are a predominant factor, how and who decides which schools warrant closure/reconstruction/reconstitution. Urban schools are not the only schools failing to meet NCLB accountability mandates. In 2011 California reported the number of high schools statewide achieving AYP at 41% (Education

Data Partnership, 2013). Under NCLB, schools that continue to fail in meeting accountability

targets are reconstituted. In this study the terms reconstitution, re-structure, and take-over are

used synonymously.

**Organizing for Change**

> To be sure, the fundamental task of management remains the same: to make people
> capable of joint performance through common goals, common values, the right structure,
> and the training and development they need to perform and to respond to change.
> (Drucker, 2001, Chapter 1, para. 3)

Given the unlikelihood of extensive policy changes, it is necessary for urban schools to

develop ways to use existing resources to improve reform efficacy as evidenced by NCLB

outcome measures. Since, NCLB's accountability measures were developed using private sector

organizational management theories (Schiro, 2008; Stecher & Kirby, 2004). Perhaps the answers

to effectively meeting the outcomes can come from an exploration of the intersection in classical

organizational management literature of organizational design and instructional leadership.

The accountability movement has focused attention on instructional leadership and the

principal's accountability in students meeting NCLB performance criteria. There is consensus

regarding the importance of the principals role as an instructional leader however. However,

there is not a widely accepted definition of what instructional leadership is (Hallinger, 2005). A

comprehensive description of principals that have been considered effective instructional leaders

is that they are strategic problem solvers; they seek new answers that complement current

situations and they value stakeholder input in distinguishing those answers (Brewer, 2001).  The

ability to use resources, adapt to the needs of the organization, and market shifts are critical

success factors as identified in leadership theory (Boleman & Deal, 2008; Hallinger & McCary,

1990; Northouse, 2010).  Recent chronological narratives of instructional leadership literature

acknowledge the importance of the organizational context; "The context of the school is a source

of constraints, resources, and opportunities that the principal must understand and address in order to lead" (Hallinger, 2005, p. 234).

Contingency theory claims that leadership is an integral factor in how complex organizations navigate the causalities of environment, organizational structure and behavior (Derr & Gabarro, 1972). There is literature to support the claim that schools are complex organizations (Derr & Gabarro, 1972; Marzano, Waters, & McNulty, 2005; Rueda, 2011). Literature also connects leadership to effective organizational management (Bennis, 2010; Boleman & Deal, 2008; Marzano et al., 2005; Northouse, 2010). There is also an association between effective school leadership in the form of a principal and effective urban schools (Ishimaru, 2013; Jackson, 2005; Jackson, Logsdon, & Taylor, 1983). Social capital and economic class have been related with educational equity and enabling upward economic mobility (Bowles & Gintis, 2011; Ladson-Billings, 1995; Yosso, 2005; Zamudio et al., 2011).

Classic management and organizational theory study leadership as part of the management process when exploring effective complex organizations in the private sector. Daft (2010) explains the differences and importance of vertically designed organizations compatible with efficiency, versus horizontal organization design that is consistent with learning. The horizontal organization is decentralized, collaborative, and employs a relaxed approach to hierarchy and rules. They have a number of teams and communication is typically face-to face. The vertically designed organization has specialized tasks, a strong hierarchy of authority and rules with centralized decision making. There is a connection between organizational structure and purpose. The role of management is to communicate purpose and ensure that resources (capital and human) are aligned and allocation is consistent with that purpose (Deming, 1986; Drucker, 2001).

In education, there is a gap in the literature regarding instructional leadership's alignment with school site organizational structure. Specifically, how the two work together in responding to environmental factors. This study seeks to bridge that gap by using social-cognitive theory based frameworks to analyze effective urban schools connecting literature on classical organizational management and educational literature on instructional leadership. Promoting the relationship as a means to leverage existing social capital of urban schools to more effectively respond to NCLB accountability measures and increase educational equity.

## Problem Statement

Few would argue that effective school reform is dependent upon high quality instruction (Darling-Hammond & Sykes, 2003; Elmore, 2002; Rueda, 2011). The issue is ensuring that all schools enable that.  If education is the vehicle by which a culture transfers its cumulative knowledge and values (Dewey, 1916; Tyler, 1949), and one of those values is educational equity, then our organizational systems (schools) should have results that are reflective of that. All students should be achieving similar outcomes regardless of socio-economic and/or racial factors given equal educational opportunities and experiences.

The implementation of reform and its accountability system NCLB has had a negative effect on educational equity as evidenced by its continued failure in closing the achievement gap. Organizational management theory literature discusses how organizations evolve by leveraging resources (human and capital), in response to environmental forces. There is a gap between educational literature that connects instructional leadership and school organizational structure as a collective resource. Existing forms of social capital such as educational leadership and organizational structure can be leveraged as a success strategy in responding to environmental forces.

**Purpose of the Study**

In examining the literature, it has become evident that variations in ideology are not sufficient in resolving the educational equity dilemma in public education. "However, it is also possible to see each position as complementary to one another, speaking at once to different needs in any complex educational context" (Schubert, 2010, p. 24). This perspective suggests that the correlation between education, social order, and economic need, prescribes a collaboration of philosophies in dictating educational policy and organizing schools (Schubert, 2010). A collaboration of ideas focuses on a balanced approach as opposed to a war of ideologies waged with politics and public discourse (Gordon, 2010).

The purpose of this study is to examine successful urban schools to gain insight into the dynamics of instructional leadership and organizational structure in leveraging existing capital of urban schools to facilitate realizing NCLB accountability goals. O'Day (2002) discusses the four major tenets of NCLB accountability: 1) emphasis on *student outcomes* as the measure of adult and *system performance*, 2) a focus on the school as a basic unit of *accountability*, 3) public reporting of *student achievement*, and 4) the attachment of *consequences* to performance levels. Her main focus is on the school as the accountability unit. She argues that the combination of administrative and professional accountability presents a much more promising approach for implementing lasting reform than the more prevalent outcomes-based bureaucratic system (O'Day, 2002). Data from this study can further inform the dialogue by contributing insights into the types of administrative and professional qualities that enable success in the current reform context.

Neither instructional leadership nor organizational construct alone can improve educational outcomes in urban schools. In the urban school context there are certain types of

capital that need to be used more effectively. A reciprocal relationship between instructional

leadership and organizational structure can be used to leverage existing capital. Resourceful use

of these assets can empower schools to become effective learning organizations that increase

instructional outcomes for urban school populations. In his seminal work Murphy (1988) cites

the failure to examine instructional leadership within its organizational context as an issue; "In

studying instructional leadership, researchers have traditionally ignored the complexity of

schools as formal organizations" (p. 123).

**The Research Questions Guiding this Study are:**

1.      To what extent are the Educational Leadership Policy Standards (ELPS),

demonstrated in high performing urban high schools? (*RQ1*)

a. How is the demonstration of ELPS influenced by school site organizational

structure in high performing urban high schools? (*RQ1a*)

**Theoretical Framework and Methodology Preview**

This is a mixed methods multisite study employing the following instruments;

observations, surveys, interviews, and document review. This enabled data comparison and

verification.  Reviews of district accountability data facilitated selection of three similar school

sites. Sites chosen were urban high schools that successfully met AYP standards per NCLB

stipulations during for the 2011-12 year. Observations of professional development sessions

(PD) were conducted. Conversations were transcribed and physical information was recorded by

the researcher. A Qualtrics (2014) survey (see Appendix A), was created based upon the ELPS

framework. Survey links were emailed to participants of the PD's. Participants were given the

option to interview. Documents that had evidence of organizational structure and information

flow were reviewed to corroborate observation, survey and interview data. Surveys and

interviews also disclosed staff impressions and perceptions of the school site organizational

structure.  Observations disclosed verification of the instructional leadership characteristics per

the ELPS framework as well as disclosing themes regarding the dynamics between the

instructional leadership and the organizational structure as defined by Daft (2010). These

methods informed the study on the dynamics between instructional leadership and organizational

structure within the context of a high performing urban school. Employing these methods

allowed a more comprehensive view of the phenomena by examining its various aspects in

context (Maxwell, 2013).

Social Cognitive Theory provides the framework to analyze behavioral aspects of the

school organization leveraging instructional leadership and organizational structure in response

to the environment. Wood and Bandura (1989) apply the social cognitive theory to

organizational management. The key aspect of this theory is the causal structure, which contains

"three interacting determinants that influence each other bi-directionally" (p. 361). Behaviors

and consequently learning are dependent upon the interactions between an individual's

"cognitive, other personal factors, and the external environment" (p.362).

## Significance of the Study

The literature and public discourse clearly identify urban schools as not meeting

accountability measures at the same rate as sub-urban schools (Elmore, 2002; Linn, 2005). "It is

not uncommon for a school (or any other complex organization) to keep certain practices in

place and unchallenged for years and even decades simply because of their historical status"

(Marzano et al., 2005, Chapter 4, para. 6).  Management organizational contingency theory

explains that complex organizational systems are subject to a triadic causality (Derr & Gabarro,

1972). Those organizations with structures and patterns of behavior that are, most closely aligned with the environment and necessary tasks are more effective.

This study uses existing literature in organizational management theory to inform and analyze the school site organization and instructional leadership connection.  NCLB accountability measures are based upon private industry practices. Organizational management theory discusses leadership within the organizational structure. It therefore can inform the school site organizational structure and instructional leadership connection. Literature discussed negative factors affecting educational equity within the confines of the reform movement in response to NCLB. Meeting the accountability measures is problematic within the urban school environment. This study proposes that leadership and organizational structure of schools are symbiotic and that relationship is critical in leveraging social capital within the urban community to increase educational equity within the current reform context.  Investigation of instructional leadership in conjunction with school site organizational structure enables this study to provide contextual data that will facilitate a better understanding of how to affect successful urban school reform.

## Limitations and Delimitations

Research should be designed to seek understanding not information that justifies an opinion. "Your research questions formulate what you want to understand; your *interview* questions are what you ask people to gain that understanding" (Maxwell, 2013, p. 101) researcher bias can affect data validity. The researcher has preconceived assumptions based upon their experience that can affect their perceptions of others.

> The problem with using a highly structured interview in qualitative research is that rigidly adhering to predetermined questions may not allow you to access participants' perspectives and understanding of the world. Instead, you get reactions to the investigator's preconceived notions of the world. (Merriam, 2009, p. 90)

In considering an observation protocol it is important to understand how to best capture evidence related to the topic, "First, observations take place in the setting where the phenomenon of interest naturally occurs" (Merriam, 2009, p. 117). In order to capture authentic data, the researcher chose to transcribe events and comments as they occurred. This ethnographic approach ameliorated the possibility of only capturing data that fit a preconceived frame of reference. Literature reflects a lack of consensus on the definition of instructional leadership (Horng & Loeb, 2010; Murphy, 1988). The Interstate School Leaders Licensure Consortium (ISLLC) educational leadership policy standards (ELPS) were converted into a coding protocol (see Appendix B). Document review data was collected as organizational structure evidence. Survey questions were structured to verify data from observations, solicit interview participants, as well as being compared to document review data.

Limited knowledge of the site and time constraints affected the selection of what was observed. The meetings and situations observed may not be representative of the normal occurrences. Maxwell (2013) explains, "In many situations, selection decisions require considerable knowledge of the setting of the study" (p. 99). The quality of documents can differ across organizations and therefore may not be equal in their depth of content (Bogden & Biklen, 2003). Three school sites were studied limiting the ability to generalize the findings to a substantially larger population. Additionally, how do we verify that the NCLB outcomes are being met as a direct result of the instructional leadership and school site organizational structure alignment? What other factors could account for outcomes being met? How do we draw a direct connection from this alignment to outcomes? Data collection issues include; not all of the observations were on the same topic, nor were they the same length of time in duration. Transcription is imperfect because it is difficult to type at the speed conversations take place.

**Key Terms**

Table 1.1

*Definitions of Key Terms*

| Term | Definition |
|---|---|
| *Administrator* | An assigned, "leadership that is based on occupying a position in an organization" (Northouse, 2010, Assigned Versus Emergent, para. 1) leadership position in a school. |
| *Critical Race Theory* | The examination of the relationships among race, racism, and power within the context of economics, history, group- and self-interest in order to transform it for the better. "Critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and neutral principles of constitutional law" (Delgado & Stefancic, 2001, What is Critical Race Theory? para. 1). |
| *Disadvantaged* | Sub-groups of the student population who are members of the specific categories as defined by NCLB that are disaggregated within a schools population in the calculation of annual yearly progress (AYP). These populations as stipulated by NCLB are: economically disadvantaged, English language learners, students with disabilities, and racial/ethnic minorities (Linn, 2005; United States Congress, 2002). |
| *Educational equity* | All children receiving the necessary quality of instruction to enable equal access to increased social capital, meaningful competition, and participation in the national economy and opportunities to accumulate wealth (McDonald, 2002). |
| *Educational Leadership Policy Standards (ELPS)* | A set of six standards adopted by the National Policy Board for Educational Administration (NPBEA). Developed by reviewing the research and literature on education leadership of the last decade (The Council Of Chief State School Officers (CCSSO), 2008). |
| *Essentialism* | Educational ideology/philosophy that is also known as the scholar academic ideology which promotes the use of an organized and hierarchical structured curriculum based upon the formal academic disciplines. The essentialist believes that the goal of knowledge is to instill understanding (Bagley, 1938; Kessinger, 2011; Schiro, 2008). |
| *Instructional leader* | School leader that is able to influence others in the establishment of a shared vision in which the school organization becomes a community focused on learning. The major principles are; instructional practices, accountability, integrity, continued improvement via professional development and shared decision making (Brewer, 2001; Millward and Timperley, 2010; Northouse, |

2010; Senge, 2010).

| | |
|---|---|
| *Learner centered* | Educational ideology/philosophy predicated on the needs and natural abilities of the learner or student (Schiro, 2008). Student's needs and interests are the primary focus (Dewey, 1916). Curriculum is designed to capitalize on learner's interests and strengths. Students are the center of the instructional environment and teachers create a context where they can explore concepts (Rugg & Shumaker, 1928). |
| *Organizational structure* | "The formal reporting relationships, groupings, and systems of an organization" (Daft, 2010, p. 621). |
| *Reconstitution* | A reform strategy for low performing schools that involves a restructure or take-over and redesign of a school by closure and re-opening with a substantial portion of the staff not returning to the site. This includes schools converted to magnets and/or charters run by private or nonprofit organizations. (Malen, Croninger, & Redmond-Jones, 2002) |
| *Social capital* | The type or set of assets that facilitates the accumulation of wealth and transition to higher economic status. Includes; social networks (formal and informal), economic capital, parents' education level, and socio-economic level (Bowles & Gintis, 2011; Delgado and Stefancic, 2001; Zamudio et al., 2011). |
| *Social efficiency* | Educational ideology/philosophy that promotes the organization of curriculum based upon what will be required of the student when they reach adulthood. Curriculum is designed to give the student the experiences that will result in the knowledge and behaviors necessary for what they will need as adults. The curriculum is based upon the educational purpose of the school and is scientifically organized to achieve behavioral objectives (Bobbitt, 1918; Schiro, 2008; Tyler, 1949). |
| *Social reconstruction* | Educational ideology/philosophy that begins with the premise that society is broken and in need of fixing. Education is the means by which to fix it. Situation and context define the program. It is not based upon a specific goal but on improvement. It is about the common good of society not the individual (Counts, 1932; Schiro, 2008). |
| *Urban* | Descriptor of the population of a metropolitan school area, containing a disproportionately large number of disadvantaged students (Linn, 2005; Wamba & Ascher, 2003). |

CHAPTER II: LITERATURE REVIEW

**Introduction**

In order to explore reform efforts in urban schools, it is necessary to review the literature on four major themes related to NCLB accountability measures effect on educational equity in the urban school context. This review will examine literature on the following; the socio-political context of education, the instructional leadership construct, urban education and NCLB, and organizational structure. These themes are critical components informing the exploration of instructional leadership and school organizational alignment within the urban context in response to NCLB accountability measures. These themes provide the frameworks used to analyze NCLB's purpose of increasing educational equity in urban schools. These themes are consistent with four key organizational factors as conceptualized by Boleman and Deal (2008). These authors propose that there are four frames from which to analyze an organization's efficacy; "structural, human resource, political, and symbolic" (p.6).

In examining the organizational structures of the selected school sites, this study will use organizational structure types as defined by Daft (2010). The instructional leader as defined by the ELPS coincides with the basic assumptions in the human resource frame. At the individual level of the political frame, the abilities of communicating vision, goal setting, and networking (recognizing and leveraging social capital) are consistent with key instructional leadership competencies. At the organizational level, the political frame conceptualizes the organization as political arenas, or players and actors in their professional environmental context. The symbolic frame represents the factors that make up an organizations culture and how culture (internal and external) impacts organizational success.

**The Socio-political context of Education**

> A jaundiced view of politics constitutes a serious threat to individual and organizational effectiveness. Viewed from the political frame, politics is the realistic process of making decisions and allocating resources in a context of scarcity and divergent interest. This view puts politics at the heart of decision making. (Boleman & Deal, 2008, p. 189)

To answer *RQ1* it is necessary to understand the environmental factors affecting educational equity and urban schools. There have been several educational reform movements throughout history. Each movement was fueled by the politics and economy of the time. As a democratic and capitalist society, there is a symbiotic relationship between our economy and the public policy of education. "Education directly enhances productivity, and thus the incomes of those who receive schooling, by providing individuals with useful skills. Schooling also spurs invention and innovation, and enables the more rapid diffusion of technological advances" (Goldin, 1999, p. 1).

In the beginning, American education was focused on maintaining community, morality, and social order without sacrificing individual liberty. White, Van Scotter, Haroonian and Davis, (2010) explain that education had to give people a reason to work and invest in their new society. There was a focus on the information necessary for contented life. Generally speaking, public education moved from the purpose of socialization during the early formation of our nation, into an institution that promoted and perpetuated innovation, invention and the educated consumer via a work force prepared for the 21$^{st}$ century (Bowles & Gintis, 2011; Mershon & Schlossman, 2008; White et al., 2010; PBS, 2001).

During the time of the colonies, education's primary concern was to maintain domestic peace through educating citizens in how to be responsible contributors to the new republic. The first educational law was a requirement by the Massachusetts General Court establishing the obligation of parents to ensure that their children read and understood the laws of the time and

the basic tenets of religion (Applied Research Center, 2012; Clare Boothe Luce Policy Institute

(CLPI), 2013). The education of children was left to parents. Consistent with the economy of the

time all children needed to know was how to take over the family farm or trade. The church

provided another avenue of education as did the possibility of apprenticeship for specific trades

essential to the economy at that time.

As the nation gained its independence, brisk economic changes followed. As the

economy shifted so did the roles of the family. "The expansion of capitalist production,

particularly the factory system as well as the continuing concentration of commercial capital,

undermined the role of the family as the major unit of both child-rearing and production"

(Bowles & Gintis, 2011, p. 157). What is critical about this shift is the loss of ownership of

production experienced by the common man. Instead of producing and selling, the common man

became the labor force of the new capitalists. They became wage earners instead of price setters

(Bowles & Gintis).  As the family lost its ability to adequately prepare potential laborers, the

need for an efficient and uniform educational system became necessary. Bowles and Gintis also

explained how education became compulsory in response to the need for an industrial labor

force: "The further expansion of capital increasingly required a system of labor training which

would allow the costs of training to be borne by the public" (p. 158).

*Critical Race Theory*

Critical race theorist have a revolutionary attitude reminiscent of the pioneering

educational researchers that sought to create a body of knowledge with which to inform

instructional practices and school organizations in response to a rapidly changing society. The

field of educational research grew out of the necessity to change education to fit the new

economic paradigm of the 20th century.  "The wellsprings of American educational research lay

in the country's rapid industrialization and urbanization during the late nineteenth and early twentieth centuries" (Mershon & Schlossman, 2008, p. 309). "Wealth and opportunity were expanding, but there was no guarantee that these favorable trends would continue automatically. Urban slums, class conflict, and other troubling realities revealed that material progress could coexist with threatening new forms of social instability" (p.9).  Progressives did not necessarily reject capitalism, but they recognized the consequential inefficiencies and injustices and spoke out for deliberate actions to mitigate the negative effects (Counts, 1932; Courtis & Packer, 1920; Mershon & Schlossman, 2008).

"Critical race theorists view mainstream education as one of the many institutions that both historically and contemporarily serve to reproduce unequal power relations and academic outcomes" (Zamudio et al., 2011, p. 4).  Critical theory applies a revolutionary construct considering education as a means of change very much in line with the view of the Progressive educator. Consider this prophetic statement from two early educational researchers who took the perspective of education "as a war waged by society to gain control over its own evolution" (Courtis & Packer, 1920, p. 5).

Using CRT as a frame to understand the effects of education on social class structures presents one perspective of why reform has not been successful for urban schools. CRT proposes that educational systems in American society are responsible for perpetuating class as opposed to promoting upward social mobility. "Critical race theorists understand that legally banning the most offensive treatment of students of color, however, does not mean schools no longer play a role in fostering social inequality" (Zamudio et al., 2011, p. 4). Accepting the assumption that education is the means by which societies values are perpetuated and transmitted to the next generation, then the school must be accepted as the means by which we do that.

According to the opponents of CRT, it is an attack on liberal law. "Critical race theorists attack the very foundations of the liberal legal order, including equality theory, legal reasoning, enlightenment rationalism and neutral principles of constitutional law" (Pyle, 1999). They consider CRT to be a divisive force in the fight against racism that is not representative of the total minority voice (Farber & Sherry, 1993; Pyle, 1999).  Lack of upward social mobility is attributed to a deficiency in education and resources, increased job complexity, and global economic pressures (Pyle).

In the context of educational reform, Granger (2008) discusses the "inducement of fear through spectacle and its baleful consequences for public education in a democracy" (p. 209). Granger examines the discourse regarding the status of public education and its' role in the passage of NCLB. "A spectacle of conscience is thereby created, promoting a pervasive 'group think' posture, and priming the onlookers to make quick, easy judgments based solely on the surface text" (p. 210).  In the creation of a spectacle, there are clear roles defined. In the arena of school reform, the "good guy" is the collective of those politicians and policy makers. This collective demands more rigorous standards in teacher and student performance. Who could argue with increasing student performance or improving teacher quality?

*Public Discourse and Policy*

In the literature on educational reform, the influence of public opinion cannot be discounted. Public opinion as evidenced by discourse is an integral part of school reform policy formation. Each political group adopts a platform or opinion and markets it to the public. At some point, reformers will ask the public to make a choice usually in the form of a vote (Shipps, Fowlkes, & Peltzman, 2006).  Politicians and organizations are adept at using words written and text in order to promote their agenda's.

> Government offices, corporations, and most activist NGOs already employ communication specialists, designers, and legal analysts precisely to make sure that their communications are effective. They strategize their own interests whether these are internal communications or communications directed toward the public. (Scollon, 2012, "Complex science, public policy", para. 5)

In designing the dialogue, reformers are making the changes easier to accept (Shipps, et al., 2006). Many reformers also believe that parents and community members should thoroughly debate the consequences of any change in urban school governance—a task greatly facilitated by the media—before they are institutionalized" (p. 363). This idea of public discourse helping to form policy is at the heart of Public Consultative Discourse Analysis (PCDA) (Scollon, 2012) which is a strategy stakeholders should employ to analyze the messages in the media associated with public policy changes.

The 'bad guy' would logically be anyone that disagrees with the accountability agenda as proposed. The discourse shows the dismal performance of public education as a result of; large numbers of unqualified teachers, the subterfuge in reporting of test scores for disadvantaged student sub groups. The unfortunate implied racism in acceptance and expectance of lower expectations for different subgroups becomes problematic.

> Here, the fair and accurate criticism that people too often have lower expectations for poor, minority, and disabled students as a result of stereotypes instantly becomes, in the spectacle of NCLB, the presumption that society should have exactly the same expectations for all students lest it abets the evils of intellectual, moral, and economic decay. (Granger, 2008, p. 212)

In another discussion on the spectacle, Berliner (2005) discusses the specific rhetoric regarding teacher quality. In his opinion, there is not enough evidence to support the assertion that teachers as a group are not currently highly qualified. He asserts the possibility of mandates being used to incite fear (Berliner). According to Berliner, quality is a value judgment. Quality and good in one context, is not necessarily the case in another. "In the United States, we see

quality teaching taking on different characteristics in programs such as Success for All for inner-city youngsters, in contrast to the schooling offered advantaged students in middle-class suburbs" (Berliner, 2005, p. 206). NCLB mandated that each classroom would have a highly qualified teacher. However, it left the definition or qualifications in the purview of the States resulting in a variety of standards and no national consensus (Berliner, 2005; Granger, 2008; Linn, 2005).

Granger (2008) then gives the context;

But like all other instruments of political spectacle, the punitive sanctions of NCLB function mostly to assuage the public's fears about failing schools and unqualified teachers, yet ignore (or refiguring as private troubles) the more serious underlying social problems- increasing poverty and segregation, continuing inequitable school funding, and so on—instead fetishizing secondary, largely symptomatic problems-the reality of significantly lower levels of achievement in many schools serving poorer districts and students of color. The world-to-itself of spectacle is, after all, staged, theatrical, and there can only be one outcome-that which maintains the current balance (or imbalance) of powers. (p. 220)

**Urban Education and NCLB**

To answer *RQ1a* it is necessary to understand reform policies as directly related to the urban school context. "Since organizations depend on their environment for resources they need to survive, they are inevitably enmeshed with external constituents whose expectations or demands must be heeded" (Boleman & Deal, 2008, p. 235).

*History of urban schooling*

Federal intervention in educational policy was limited up until the 1950's at which point U.S. Supreme Court Brown v. Board of Education decision held that separate schools for black students were not equal to those of white students. The advancements of the Russian space program, marked by a rocket sent to the moon during the cold war in 1958 created a sense of urgency in creating schools that would educate future generations of workers enabling the U.S.

to compete more effectively globally (Lytle, 2007). Also at this time, many Blacks were

immigrating to urban areas to take advantage of the jobs resulting from the industrial expansion

of World War II. At the conclusion of the war, many jobs were eliminated and unemployment

for black men rose.

In 1965 the Elementary and Secondary Education Act (ESEA) was passed. Its primary

purpose was to address student achievement inequities associated with segregation. ESEA

funded research and programs for students in high poverty schools to address the low level of

basic skills acquisition (Lytle, 2007). In 1974 these equity concepts were extended to students

with special needs and disabilities with the passage of the Individuals with Disabilities Education

Act (IDEA). Schools were federally mandated to serve "underachieving poor and minority

students, including those who did not speak English and those with special needs" (Lytle, p.

861).

Throughout the next two decades there were several attempts to address the fallout of

desegregation. Various housing incentives and highway programs created a situation in which

the white population moved to suburban areas. The changes in demographics and resulting

turmoil undermined school reform efforts. The crisis was exposed with the publication of *A

Nation at Risk* (National Commission On Excellence In Education, 1983) and as mentioned in

Chapter 1, this report set the stage for school reform education accountability and equity issues.

Ayers, Ladson-Billings, Michie, and Noguera (2008) describe the urban school reform

context; the urban school is expected to educate the neediest children with fewer resources than

those that support more affluent children. Also, urban schools and districts are subject to

criticism when students in urban schools do not perform at the same level as suburban students

as evidenced by state mandated tests. At a time when good teaching is considered to be of

paramount importance in delivering quality educational services, urban schools are put at a

disadvantage.

> We pay teachers' salaries that make it difficult to attract the top college students into the
> profession, and we celebrate those who join programs such as Teach for America, as
> though teaching in urban schools were like working for the Peace Corps or some form of
> missionary work. (Ayers et al., 2008, Part III)

This deficit perspective contributes to the perpetuation of educational inequities between

urban students and their more affluent peers. The countless intervention curriculum programs

focus on raising test scores instead of the critical thinking skills necessary to compete in a 21$^{st}$

century global economy (Ayers et al., 2008).

*NCLB and Educational Equity*

Measurements of content standards achievement, assessments, and accountability are the

current yardsticks that determine if a school is successful or a failure (in need of reform)

(McDonald, 2002). In response to the claims in *A Nation at Risk*, that teacher quality is the most

influential variable on student outcomes, many experts have responded with research regarding

the connections between teacher quality and student achievement (Darling-Hammond & Sykes,

2003). The creation of accountability measures to ensure that all students have equal access to

the highest possible education and improve educational outcomes for all students and particularly

to narrow the achievement gap between disadvantaged students and their peers is a laudable

goal. The basic argument surrounding this mission; "Critics suggest that explicit standards may

exacerbate the performance gap while supporters suggest that requiring less than proficiency

from all would be the ultimate injustice" (McDonald 2002, p. 8).  Ironically, it would appear that

NCLB has not only failed to meet this challenge but reform efforts such as vouchers and charter

schools have exacerbated the achievement gap. In discussing the achievement gap between

minorities and their nonminority peers, we must consider the socioeconomic and political

aspects. Equal access or the lack thereof based upon race or class is a civil rights issue according to Josie Tinajero, dean and professor, College of Education, University of Texas-El Paso as cited by Dolan (2011). Failing schools according to Ediger (2004) are generally located in poverty areas where; low quality or inadequately prepared teachers, outdated educational materials, inadequate resources and facilities, and principals that lack effective leadership qualities are standard issues to overcome. The achievement gap between students of color and their white peers has been extremely persistent (Hollins and Torres-Guzman, 2005).

Schools that are failing have been taken over by the State or local district and others are given over to private management or Charter organizations (Buchen, 2003). The accountability agenda is fueling the growth of Charter schools and other alternatives. However, these choices although camouflaged as solutions may not be the answer. According to Gerstner (2001), the objective should not be only to help a few select students by attendance at select schools, but to help all students by fixing all schools for all children. "But, there is a big difference between deciding which kids get a seat in a lifeboat, and saving the ship"(p. 8).

Lytle (2007) corroborates the "take- overs" issue and highlights the predicament of urban schools in response to the reform movement. "One outcome of this shifting emphasis on standards and assessment was the developing evidence that many urban schools and districts seemed incapable of improvement"(Lytle, 2007, p. 4).  According to Wamba & Ascher (2003), "In most major urban areas, schools tend to be segregated by race and social class, with the consequences that schools attended by minority and poor students are likely to have fewer resources than those attended by more affluent nonminority students"(p. 463).

*Social Capital*

In opposition to the deficit model applied to urban schools, there are scholars that consider the unique culture and community characteristics of urban environments as potential leverage in raising academic outcomes for urban students. Yosso (2005) describes this approach as "a commitment to develop schools that acknowledge the multiple strengths of Communities of Color in order to serve a larger purpose of struggle toward social and racial justice" (p. 69). Social capital as defined by Hanifan (1916);

> I do not refer to real estate, or to personal property or to cold cash, but rather to that in life which tends to make these tangible substances count for most in the daily lives of a people, namely, good will, fellowship, mutual sympathy and social intercourse among a group of individuals and families who make up a social unit, the rural community, whose logical center is the school. (p. 130)

Hanifan goes on to describe the potential of such capital to improve the living conditions of the total community. He describes how like industry, the accumulation of capital is necessary to begin production of a product whose dissemination will profit the organization (Hanifan). Critical Race theorist considers the comprehension and appreciation of such capital as instrumental in the social justice function of education (Ayers et al., 2008; Bowles and Gintis, 2011; Freire, 1985).

**Organizational Theory**

> Organization theory is a macro examination of organizations because it analyzes the whole organization as a unit. Organization theory is concerned with people aggregated into departments and organizations and with the differences in structure and behavior at the organization level of analysis. Organization theory might be considered the sociology or organizations, while organizational behavior is the psychology or organizations. (Daft, 2010, p. 36)  A new approach to organization studies is called *meso theory*. Meso theory (*meso* means "in between") concerns the integration of both micro and macro levels of analysis. Individuals and groups affect the organization, and the organization in return influences individuals and groups. (Daft, 2010, p. 36)

Boleman and Deal (2008) "emphasize how structural design depends on an organization's circumstances, including its goals, technology, and environment" (p.44). The

alignment of instructional leadership and organizational structure (*RQ1*) is the structure of

analysis, and the circumstances (ability to meet NCLB accountability measures), goals

(educational equity), and environment (socio-political conditions) is what the urban school must

respond to (*RQ1a*). "Urban school systems are vastly more complex than businesses, yet the

knowledge about how to manage them is amazingly sparse" (Childress, Elmore, & Grossman,

2006, p. 56).

"Organization structure is more than boxes on a chart; it is a pattern of interactions and

coordination that links the technology, tasks, and human components of the organization to

ensure that the organization accomplishes its purpose" (Duncan, 1979, p. 59). In his seminal

work, Duncan uses decision tree analysis to enable managers to choose the most effective

organizational design in response to their environment.  The determination of the environment is

in fact the first step in the process of designing organizational structure according to Duncan.

According to Wood and Bandura's (1989) social cognitive theory of organizational management

environment is one of "three major interactants in the triadic causal structure—cognitive,

behavioral, and environmental" (p. 368).

> Ultimately, the most important decision that managers make about structural design is to
> find the right balance between vertical control and horizontal coordination, depending on
> the needs of the organization. Vertical control is associated with goals of efficiency and
> stability, while horizontal coordination is associated with learning, innovation, and
> flexibility. (Daft, 2010, p. 125)

Organizational structures provide; 1) frameworks of responsibility, reporting

relationships, and groupings and 2) mechanisms for linking and coordinating organizational

elements into a coherent whole (Daft, 2010).  Similarly, Boleman and Deal (2008) explain that

the structure of an organization must address these key questions: "How do we allocate

responsibilities across different units and roles? And, once we've done that, how do we integrate

diverse efforts in pursuit of common goals" (p.46)? These can be accomplished either vertically or horizontally. Organizational designs provide either vertical or horizontal information linkages based upon the information processing necessary to meet the organizational goal.

"The Power of Reframing, explains why: Managers often misread situations. They have not learned how to use multiple lenses to get a better sense of what they're up against and what they might do" (Boleman & Deal, 2008, p. x). This multi-perspective approach is especially important in urban school reform efforts. O'Day (2002) drawing on previous research discusses the necessity "to take the school as the unit of accountability and seek to improve student learning by improving the functioning of the school organization" (p. 239). This approach is in response to the view that the school is a complex system and in need of a combination of administrative and professional accountability in answering the challenges of the new accountability era and achievement of true reform (O'Day). Jackson (2005) emphasizes one of the complexities of the urban school context (leadership) by calling "on leaders in urban districts to be leaders of learning" (p. 193).

Most of the information regarding organizational theory is specifically private or public. Boleman and Deal (2008) suggest that the two worlds are merging "the public and private sectors increasingly interpenetrate one another" (p. ix). In fact, the competitive environment driving the emergence of charter and magnet schools, at the expense of public schools is such an example of this private and public world collision (Dolan, 2011). The vacuum of federal and state budget cuts has left the door open for private companies to fill the gap and align themselves with schools and communities (Buchen, 2003). Of course, the biggest collision is the fact that our current public educational accountability system in NCLB (United States Congress, 2002) was developed based upon private-sector practices (Stecher and Kirby, 2005).

Literature on organizational design identifies three primary organizational structures; functional, decentralized/divisional, and matrix. There are many variations/combinations of these basic types represented in organizational design literature. The key is that they represent a continuum of control v. flexibility and efficiency v. learning (Boleman & Deal, 2008; Daft, 2010; Duncan, 1979). The text book by Daft is an exhaustive consolidation and synthesis of organizational design theory. Daft identifies six structures along the continuum; functional, functional with cross-functional teams/integrators, divisional, matrix, horizontal, and virtual network structure. These structures lie on a continuum from traditional / vertical to contemporary/horizontal with traditional being more focused on control, efficiency, stability, and reliability as opposed to contemporary which is most represented by coordination, learning, innovation, and flexibility. At one end we have the characteristics of a classic bureaucracy at the other end is the ideal learning organization. This framework provides a range of organizational structures by which to analyze the selected school sites.

"In a functional structure, activities are grouped together by common function from the bottom to the top of the organization" (Daft, 2010, p. 104). A functional structure works best when efficiency is a primary concern. It is an effective design when deep knowledge and expertise of one area is critical to meeting organizational goals. Efficiency is enhanced by vertical control and hierarchy. Professional development of employees is promoted through in in-depth skill development across a range of "functional activities within their own departments"(p. 105). The disadvantage is that there is limited coordination across departments as well as a slow response rate to environmental forces.

The next level along the continuum is a modification of the functional design. It is a functional structure with the addition of horizontal linkages. In response to the rapidly changing

business environments of the 21ˢᵗ century global economy, very few organizations can survive as strict functional structures. In order to compensate, "Managers improve horizontal coordination by using information systems, direct contact between departments, full-time integrators or project managers, task forces, or teams" (Daft, p. 106).

The defining element of the divisional structural type, is its organizational grouping according to organizational outputs; "individual products, services, product groups, major projects or programs, division, businesses, or profit centers" (Daft, 2010, p. 106). The advantage over the functional structure is increased flexibility and decentralized decision making with lines of authority converging at lower levels of the organization. In the functional structure, decisions are centralized at the top level of the organization. Divisional organizations work well when goals are accommodated around adaption and change in the business environment. It is appropriate for rapid changes in an unstable environment.  It works best when organizations have many products or services and enough employees to staff all necessary functional units.

Matrix structures work for organizations that need to be focused on both product and function or both product and geography. It is applicable when "technical expertise and product innovation and change are important for meeting organizational goals" (Daft, p. 110). Daft explains that matrix structures are required when; pressure exists to share scare resources across product lines, environmental pressure exists for two or more critical outputs, and the environmental domain is both complex and uncertain. The matrix seeks to balance the authority between the functional and product units by formalizing the horizontal teams and respecting the traditional hierarchy. According to Daft, this balance is difficult to achieve and usually one side of the authority structure will dominate the other in practice. The key is that this structure enables flexibility for larger organizations to create lines of authority that work best for their

environment. The disadvantage is that some staff members have multiple lines of authority to respond to and must occasionally contend with conflicting demands. Due to the increased communication lines staff must be adept at collaboration.

The horizontal structure is the design response to the extreme changes that have occurred in the workplace and the business environment over last two decades as we become an increasingly more global economy. The horizontal structure obliterates functional and hierarchical authority constraints. Structure is created around cross-functional core processes rather than tasks, functions, or geography. Self-directed teams are the basis of organizational design and performance, not the individual. Processes are owned by staff members and employees are given the tools, skills, motivation, and authority to make critical performance decisions. They have the freedom to be creative in responding to new challenges. The organizational culture is open, collaborative, and centered on continuous improvement. Customer and employee satisfaction are considered success factors. Weaknesses of the horizontal structure include; difficulties in defining the core processes for bringing value to customers, traditional managers may not be comfortable to relinquishing power, and it is time consuming to retrain employees to work effectively in team environments.

The last structural type is the virtual network and is defined by its outsourcing mode of operation. In recent years many organizations have "extended the concept of horizontal coordination and collaboration beyond the boundaries of the traditional organization" (Daft, p. 119). The virtual network subcontracts and outsources most of its major functions or processes to outside partner companies. Critical processes remain in house as well as control over coordination between the partners. Strengths of this structure are; even a small organization can operate on a global level by taking advantage of resources and economies of scale, reduced

administrative overhead, and the ability of new companies to get products to market quickly

without huge capital investments for factories and technology. Disadvantages include; lack of

control when partners fail to deliver, employee loyalty can be weak due to difficulties in

establishing organizational culture, and it may be difficult to spot production problems that are

not in house.

These structures can be determined by using the levels of analysis proposed by Daft

(2010); external, organizational, group, and individual. The protocols for gathering data on the

organizational structure are based on these levels of analysis. "To explain the organization, one

should look not only at its characteristics but also at the characteristics of the environment and of

the departments and groups that make up the organization" (Daft, p. 35). Figure 2.1 below is a

graphical representation of the Daft continuum.



Figure 2.1 Daft Organizational Structure Continuum

**Leadership**

In addressing the alignment of instructional leadership (*RQ1a*) to organizational structure

this review considers the literature contributing to the guiding definition of an instructional

leader from chapter one; School leader that is able to influence others in the establishment of a

shared vision in which the school organization becomes a community focused on learning. The

major principles are; instructional practices, accountability, integrity, continued improvement via

professional development and shared decision making (Brewer, 2001; Millward and Timperley,

2010; Northouse, 2010; Senge, 2010).

> In times of crisis we expect leadership from people in high places, and we are grievously
> disappointed if they fail to provide it. But it is misleading to imagine that leadership
> comes only from people in high positions. Such a view causes us to ask too much of too
> few. (Boleman & Deal, 2008, p. 342)

Out of NCLB there grew much debate and research on whom or what could most directly

affect student outcomes. The two most compelling answers are; highly qualified teachers and

effective school administrators. Many different organizations weighed in on the qualities of the

highly qualified teacher (Bullough, Burbank, Gess-Newsome, Kauchak, & Kennedy, 1998).

Research in instructional leadership often focused on the traits that principles needed. The old

paradigm was that of manager and administrator. With the emphasis and need for students to

obtain 21$^{st}$ century skills, and the urgent need to narrow the achievement gap, school

organizations will need to adapt. Given the changes in demographics of our schools, and the still

predominantly homogenous ethnicity of our school teachers, issues of preparing teachers to work

with students from diverse cultures is of paramount importance (Weiner, 2002).

There are some success stories in urban reform albeit not many. The principle as a

community leader, distributed leadership, instructional leaders and strong commitment to quality

instruction are some consistent themes. The current bureaucracy of school reform enforces a top

down reconstruction attitude.  In explaining his rationale for ceasing turnaround efforts and

embracing closure of urban schools, Smarick (2010) lists the lack of adult accountability as one

of the issues. "Failure in public education has had fewer consequences (for adults) than in other

fields, a fact that might contribute to the persistent struggles of some schools"(p. 25). In

opposition, Stein (2012) contends that there is enough research to suggest that "bona fide

educational leaders, supported by motivated and highly qualified teams of teachers and administrators, are not only capable of transforming failing schools, they can make them successful within three to five years" (p. 52).

There are a variety of leadership definitions according to Boleman and Deal (2008). Literature from the leadership field constantly reinforces the edict that effective leadership is not a solitary endeavor (Bennis, 2010; Boleman & Deal, 2008; Senge, 2010). The most effective leaders are those that recognize and harness human capital and replicate it through a continuous process of learning. "I knew that to succeed, I would have to become a public advocate and recruit as many allies as possible" (Bennis, p. 147). "Implicitly, we expect leaders to persuade or inspire rather than to coerce. We also expect leaders to produce cooperative effort and to pursue goals that transcend narrow self-interest" (Boleman & Deal, 2008, p. 343). There are many definitions of instructional leadership. Ishimaru (2013) describes the context and practices that create a situation where school principals "share leadership with teachers and low-income Latino parents to improve student learning" (p. 3). In one of the first studies to examine the descriptive traits of the successful urban administrator it was found that; "These administrators were actively involved in a variety of maintenance, discipline, and instructional areas. They were supportive of teachers and students, with an emphasis on basic skills achievement"(Jackson et al., 1983, p. 63).

There are distinct differences between leadership, management, and power. According to Boleman and Deal (2008) out of the three leadership is particularly socially and situation dependent. Currently, administrators are viewed as the leaders in the school organization. The traditional role of the administrator has closely resembled a manager in the private sector (Millward & Timperley, 2010).

The domain of educational/instructional leadership has evolved since the 1980's (Hallinger & Heck, 1996). According to Murphy (1988) at that time there were areas in the study of instructional leadership that were considered weak or problematic: " (a) relying on a job analysis approach to defining instructional leadership, (b) failing to adequately consider both the micro and macro level contextual aspects of leadership, and (c) attributing causality to persons rather than organizational conditions" (p. 117). In the 1990's Hallinger and McCary (1990) argued, "that research on instructional leadership must address the thinking that underlies the exercise of leadership, not simply describe discrete behaviors of effective leaders" (p.89).

The research from the last 10 years has been influenced by various leadership models. Marks and Printy (2003) integrated transformational leadership into the instructional leader frame. Horng and Loeb (2010) discuss the organizational management aspects of instructional leadership. Bush & Glover (2012) applied distributed leadership to school leadership teams. There is a drive to move from administrative competencies into instructional leadership and organizational management competencies or combinations thereof (Heck & Hallinger, 2005; Jackson, 2005). Distributed leadership applied to the school site context is similar to the concept of the learning organization (Senge, 2010). Distributed leadership implies that one person can create the learning for others. The learning organization however, specifies that it is group learning that makes the difference in sustained change (Senge, 2010). The collaborative nature of instructional leadership implies a group think and effort consistent with a learning organization.

Traditionally instructional leadership is focused on teaching and learning. These aspects are considered to be the responsibility of the principal or head administrator (Jackson et al., 1983; Hallinger, 2005; Murphy, 1988). Administrators were considered instructional leaders if they exhibited strong directive skills with a hands-on approach to curriculum and instruction

issues (Hallinger, 2005; Reed, 1982). They were coaches and collaborators with teachers and observed classrooms frequently (Horng & Loeb, 2010).

Recently research has shown that "school leaders primarily affect student learning by influencing teachers' motivations and working conditions" (Horng & Loeb, 2010, p. 67). This attitude is in line with the application of a distributed model of leadership with a focus on instructional practices (Spillane, Halverson, & Diamond, 2004). The key in this application is that leadership practice is a function of the leader, school staff and context (Spillane et al., 2004). Instructional leadership is not limited to administrators. Instructional leaders are those that; have 1) "social capital in the form of networks and trust, working together with colleagues and facilitating sharing of knowledge" (Spillane, Hallett, & Diamond, 2003, p. 8). 2) The people in the school organization that coordinate distributed leadership are focused on improving instructional practices at all levels within their current context. At the school site, instructional leaders must leverage the human and social capital within the school to promote successful instructional practices. If individuals do not have the formal power to change the institutional structure at the district level, they must work within the social and human capital confines at the school site level in order to affect change.

The Council of Chief State School Officers (CCSSO) has created a set of standards for educational leadership based upon the past decade of dialogue and research on the topic. These policy standards also address the evolution of educational policy in America. These policies were adopted by the National Policy Board for Educational Administration (NPBEA) and are "intended to enhance the field by stimulating dialogue about a new conception of education leadership that will improve policies and practices nationwide" (CCSSO, 2008, "Dear Colleagues").

The framework used to qualify the presence of instructional leadership is the Educational Leadership Policy Standards (ELPS) as developed by the National Policy Board for Educational Administration (NPBEA) ISLLC Steering Committee and produced for the Council of Chief State School Officers (CCSSO). The ELPS were developed using several key studies on educational leadership and student learning (CCSSO, 2008). There are six standards. 1) Establishing shared vision for learning. 2) Creating a school culture and instructional program that promotes learning and growth for students and staff. 3) Ensuring an effective, safe, and efficient learning environment for the organization, 4) Collaborating with stakeholders enabling appropriate responses to diverse community interests and needs, 5) Acting with integrity, and 6) Demonstrating comprehension of the political, social, legal, and cultural environment and the ability to take action within the context (CCSSO, 2008).

CHAPTER III: METHODOLOGY

**Introduction**

In the urban school context, there are characteristics that defy hierarchical structures and methods of reform accountability and consequently reform has been largely unsuccessful (Childress et al., 2006; Jackson, 2005; Lytle, 2007; Viteritti, 2003). This study examines the dynamics of organizational structure and instructional leadership at successful urban high schools. This proposal suggests that there is a dynamic between instructional leadership and school site organizational structure that enables positive educational outcomes for students.

According to Gunter (2005) researchers that seek knowledge for the purpose of improvements to "achieve a socially just and moral approach" must ask "how might power structures act as a barrier to work? How do we work for learners and learning as a right and a good in our society" (p. 171)? With this conceptualization in mind, it is necessary to look at the relationship between the instructional leader and the site organizational structure.

Qualitative research is consistent with seeking to understand the phenomenon of the instructional leadership and school site organizational structure dynamic in urban high schools that are successfully meeting NCLB accountability measures. There are five intellectual goals of qualitative research as described by Maxwell (2013). Two of them provided a frame from which the research questions were developed. a) "Understanding the particular contexts within which the participants act, and the influence that this context has on their actions" and b) "Understanding the process by which events and actions take place" (p. 30).

This study is guided by the following research questions:

1.      To what extent are ELPS demonstrated in high performing urban high schools? (*RQ1*)

a.        How is the demonstration of ELPS influenced by school site

organizational structure in high performing urban high schools? (*RQ1a*)

Effective leaders respond to the changing needs of their context. Indeed, in a very real
sense the leader's behaviors are shaped by the school context. Thus, one resolution of the
quest for an integrative model of educational leadership would link leadership to the
needs of the school context. (Hallinger, 2005, p. 235)

This multisite case study is the examination of a specific phenomenon across multiple

similar bounded systems. It is designed to be 'particularistic'. "*Particularistic* means that case

studies focus on a particular situation, event, program, or phenomenon (Merriam, 2009, p. 43)."

In this case the phenomenon is the dynamic of instructional leadership as defined by the

demonstration of the ELPS and the school site organizational structure within a successful urban

school in the current educational reform and accountability context.

Socio-cognitive theory is an applicable theoretical construct for this study because,

instructional leadership is the organizational response to the environmental constructs of NCLB

accountability measures within a critical race theory context. Instructional leaders are charged

with increasing positive educational outcomes for all students within the current accountability

era. Instructional leaders must be learner context sensitive. Instructional leaders understand their

learners' needs and how to use capital (human, material and organizational) to maximize learner

cognition within the given context. Unlike socio-cultural theory the instructional leader is not

enabled to affect change on the environmental context. The instructional leaders must manage

resources to enable the learner to make sense of and respond to the environmental context.

This study was informed by an examination of literature on the political and economic

contexts of educational policy.  Education has historically been viewed by the marginalized as a

vehicle that facilitates accumulation of social capital enabling ascendance of socio-economic

class levels (Wright, 2007).  Critical race theorists propose that the educational system is

perpetuating inequalities as opposed to eliminating them (Delgado & Stefancic, 2001; Zamudio et al., 2011). Analysis of the educational system through the forces that shape it, enable an understanding in how reform policies have evolved into the current accountability era. This necessitates evaluation of NCLB whose critics credit equity issues as its failure (Braun et al., 2006; Linn, 2005; O'Day, 2002). Critical Race theory is the environmental context in which NCLB accountability measures remain challenging.

This study applies a set of standards adopted by the National Policy Board for Educational Administration (NPBEA) and published by the Interstate School Leaders Licensure Consortium (ISLLC). These Educational Leadership Policy Standards (ELPS) as identified in chapter two were informed by literature and research on education leadership from the last decade. Instructional leadership presence at the school site should be demonstrated by characteristics of the ELPS. The organizational structure at the school site will be examined using the organizational types and characteristics as defined by Daft (2010) and explained in chapter two. Use of multiple data collection methods enabled triangulation and corroboration of evidence to answer the research questions.

## Sample and Population

Urban high schools in Southern California are the population from which the sample was chosen. The unit of analysis is the dynamic of instructional leadership and school site organizational structure within a successful urban school. Criterion-based purposeful sampling was used to identify three urban schools as participants for this study. This is an appropriate strategy because the goal is to explore in order to gain better understanding (Merriam, 2009) of how urban schools successfully meet NCLB accountability measures.  Because the literature has indicated that most urban schools are not successful, we can learn by studying what works using

NCLB success as criteria for selection. Urban as characterized by a disproportionately large

student population from underserved and/or disadvantaged sub groups as stipulated by NCLB.

Three successful urban schools as evidenced by their recorded accountability measures from

2011-12 are the selected sample population for this study. Specifically, these schools met their

AYP for 2011-12.

In order to protect the anonymity of the three sites, specific/individual school site

citations are not given. The data for the three schools was compiled from their School

Accountability Report Cards (SARCs) accessed via their individual websites, the California

Department of Education (CDE) DataQuest website (California Department Of Education,

2013), and Ed-Data (Education Data Partnership, 2013). The following demographic and school

accountability data enabled selection of sites meeting the following criteria;

- Met 2011-2012 AYP

- Urban senior high school – grade levels 9-12

- Urban as evidenced by;

    o Minority population was greater than or equal to 70%.

    o 50% or more of student population economically disadvantaged.

The schools meeting the above criteria are referred to in this study as Site 1 (S1), Site 2

(S2), and Site 3 (S3). Each school is located in a different Southern California school district.

**S1**

This high school was the result of a recommendation from a task force created by the

school district to alleviate overcrowding in the district high schools. It was opened in 1998. As a

public Magnet school, all students within the district are eligible to apply. Although

geographically located in a non-incorporated portion of Glendale called La Crescenta, the

students come from all over the city of Glendale, CA. The estimated population of the city for

2012 was 192,750, the median household income was $54,369, and 12.9% of the people were

living below the poverty level (City of Glendale, 2014). The city of Glendale has some reported

census track annual median incomes at or above $100,000 contrasted against some tracks at

annual median incomes just above $17,000 (City of Glendale). In 2000 the significant non-white

ethnic groups residing in Glendale were; Armenian-27%, Hispanic-19%, and Asian-16% (Dity

of Glendale).

The school district of S1 is the Glendale Unified School District. It is a K-12 district

serving 27,000 students. There are 31 schools and 2,620 employees. The districts mission

statement as identified on the website is; "The Glendale Unified School District provides a high

quality education that addresses the unique potential of each student in a safe, engaging

environment" (Glendale Unified School District, 2014). There are five board members including

one student member. Each adult board member is assigned approximately 6 schools one of

which is a high school. The districts' current expense for direct educational services per student

was $8,454 based on an average daily attendance of 25,340 students based on a total expenditure

reported as $214,234,083 (Ed-Data, 2013). As a public Magnet school, S1 receives funding

directly from the district per education code guidelines and consistent with that of the other five

high schools in the district. Total expenditure per student for S1 was reported at $4,973 for 2011-

12. S1 also has community partners whose monetary or material donations were not disclosed.

This is not a gifted magnet and the website is clear in explaining that S1 is not in any way

associated with the Los Angeles Unified School District (LAUSD) gifted magnet program.

The average class size for core academic courses ranged from 30.6 to 34.8. There are a

total of 46 teachers, all of whom have full credentials per NCLB standards. In 2011-12 there

were no teacher vacancies and 7 teachers teaching outside of their credentialed area. The average

number of years in service was 15.9, average number of years in the district was 14.7 and there

was 1 first year teacher and 3 second year teachers.  Students are served by 3 additional support

staff, 2 Academic Counselors and a Library Media Teacher. There are 3 administrators.

Comparatively, the districts average number of years in service for teachers is 14.8 and average

number of years in the district is 13.1.

The curriculum for S1 is oriented toward science and technology, college prep and

career. There are four core subject themes. Math/Science and Engineer has a focus on non-

biological sciences and the associated math, physics and engineering course work. The

Technology Systems theme is focused on the hardware aspects of computer, programming and

network infrastructure. It includes subject matter regarding microcomputer operating systems,

maintenance and support, computer repair, computer science, technical report writing, Local

Area Network (LAN) administration, electronics, and applied physics. The more product

oriented Computer Applications strand emphasizes the results of technology use, including

computerized business applications, robotics, and Computer Assisted Design (CAD) and

presentation skills. The last theme is Digital Arts which is focusing on  preparing students for a

career in the fields of animation, programming, graphic design, web site design and

development, with the skills needed to obtain entry level positions, cinematography and/or

placement in career development programs at the community college and university level.

Students are accepted through a lottery process. In order to participate in the lottery,

students must have earned a grade point average of 2.0 or better in middle school in core subjects

(English, Math, Science and Social Science). One hundred and fifty students will be admitted for

the 2014-15 academic year. Students must also be eligible to take algebra or higher by the

completion of their 8th grade year. Satisfactory behavior, attendance, and grades are required.

Also, because of state standards, students from private schools must score above the 26th

percentile on standardized tests. Students must make a commitment to remain at the school for a

minimum of one academic year. Students are required to complete community service hours as a

graduation requirement and there is no sibling preference for admission. There are no Special

Day Class programs.

**S2**

S2 is a public charter high school and opened in 2000. As a public charter school, all

students are eligible to apply there are no residency requirements. The school is located in the

city of Lawndale, CA. The estimated population of the city for 2012 was 33,122 and the median

household income was reported at $48,727. In 2000 the significant non-white ethnic groups are;

Black-12.1%, Hispanic-61.0%, and Asian-10.0%.  Census data also reported 16.7% of residents

living below the poverty level.

S2 is the first high school within a growing network of free public schools in the

underserved communities of South Los Angeles.  The network has a total of three schools which

were authorized for operation by either the Lawndale Elementary School District or the Los

Angeles County Office of Education. S2 is governed by a Board of Directors whose members

have a variety of professional skill sets and experiences. The stated mission of the network is to;

"Equip all students with the knowledge and skills to graduate from college, to inspire them to

discover their own sense of purpose, and to empower them to become quality stewards of their

community and world". The network purposefully serves communities that have low levels of

educational attainment and high poverty levels.  They use environmental service learning to

inspire students to find authentic meaning in their studies.  As a public Charter school, S2

receives 90% of its funding directly from the state and federal government. Total expenditure per student for S2 was reported at $8,189 for 2011-12. Other funding is through various grants and donations the specific amounts of which were not disclosed.

The average class size for core academic courses ranged from 26.0 to 31.1. There are a total of 25 teachers, 24 of whom have full credentials per NCLB standards. In 2011-12 there were no teacher vacancies and 2 teachers teaching outside of their credentialed area. The average number of years in service was 6.5, average number of years in the district was 3.0 and there was 1 first year teacher and 3 second year teachers. Students are served by 3 additional support staff, an Academic Counselor, a Social/Behavioral or Career Development Counselor and a Library Media Teacher. There are 2 administrators.

The curriculum at S2 emphasizes experiential, project based learning that prepares students to be community leaders. The design principles include; small learning communities, a challenging, interdisciplinary core academic curriculum including authentic challenges culminating in service learning projects, as well as partnerships with the local community. Students are admitted after filling out an application for enrollment, if there is not enough space a public lottery is held.

**S3**

S3 is a dependent charter in the Hawthorne Unified School District and opened in 2003. The Hawthorne School District's stated mission is; "To maximize each student's potential to achieve educational excellence." There are seven elementary schools, three middle schools and one high school (S3) to service approximately 10,000 students pre-K through twelfth grade. Students not attending S3 for high school attend high schools in the Centinela Valley Union High School District. S3's total per student expenditures for 2011-12 were reported at $5,197.

S3 is located in the city of Hawthorne, Ca. The estimated population of the city for 2012 was 85,681, the median household income was reported at $44,906, and 18.9% of the people were living below the poverty level. The significant non-white ethnic groups residing in Hawthorne are Black-27.7%, and Hispanic-52.9%.

Students applying to S3 are admitted based upon openings in each grade level. They do not exclude admission based upon geographic boundaries. Students and parents must attend an information night to receive an application. If the number of completed applications exceeds the openings then a random public drawing is held. Students that are accepted must take Algebra and English Skills assessment exam as well as attend a summer bridge program.  Students and families that are accepted complete an interview, and must sign a compact that outlines expectations.

The curriculum emphasizes math and science. Students are required to take four years of math and science. Four years of math includes at least Geometry, Algebra II, and either Pre-calculus or Trigonometry. This implies that Algebra I must be completed by the end of the 9th grade.  Four years of laboratory science includes Biology and Chemistry. These are in addition to the standard A – G requirements for graduation. Students are also required to take the PSAT, SAT and the ACT.

The average class size for core subjects (math, English, Science, and History) ranged from 28.7 to 33.8. During the 2011-12 year, S3 had 25 teachers who met all credential requirements in accordance with state guidelines and 3 full time administrators. The average number of years of service was 9.5, average number of years in the District was 6.8, there were no 1st year teachers, and 1 second year teacher.  One each of the following support staff services students: Academic Counselor, Health Clerk, Security Guard and Teacher on special assignment.

The following Table 3.1 is a summary of school demographic data related to the selection criteria for the study and includes the mission statements for each selected school site.

Table 3.1

*School Site Selection Data*

| School | NCLB Accountability | Percent of Population | | | |
| | | Number of Students | Minority | English Learners | Socioeconomically Disadvantaged |
| --- | --- | --- | --- | --- | --- |
| S1 | API of 920 met 18 of 18 AYP criteria | 1130 | 84.2* | 20.4 | 49.8 |

The mission of 'S1' High School is to provide ethnically diverse students with the knowledge and skills necessary to succeed in a highly competitive technological world. 'S1' graduates will possess the knowledge and skills necessary to pursue their academic and career goals, to compete successfully in the world market, and to be creative, critical, analytical, lifelong learners. S1 School Website (2013)

| S2 | API of 824 met 18 of 18 AYP criteria | 484 | 88.8 | 27.1 | 96.5 |
| --- | --- | --- | --- | --- | --- |

The 'S2' mission is to equip all students with the knowledge and skills to graduate from college, to inspire them to discover their own sense of purpose, and to empower them to become quality stewards of their community and world. S2 School Website (2012)

| S3 | API of 894 met 14 of 14 AYP criteria | 595 | 83.2 | 23.9 | 79.3 |
| --- | --- | --- | --- | --- | --- |

'S3' is committed to creating a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, primary language, or special needs status, within a safe and cooperative learning community. S3 School Website (2013)

*This population is Armenian, although technically coded as 'White'.

*Access*

It was necessary to receive approval from the Institutional Review Board (IRB) at the University of Southern California. The Hawthorne district was contacted regarding permission to conduct research at the dependent charter. After receiving permission from the district, the principal was contacted directly. Regarding sites 1 and 2, each principal was contacted directly for approval.

## Instrumentation

"Qualitative inquiry, which focuses on meaning in context, requires a data collection instrument that is sensitive to underlying meaning when gathering and interpreting data" (Merriam, 2009, p. 2).  Multiple methods of data collection informed this mixed methods study. "Basic research is motivated by intellectual interest in a phenomenon and has as its goal the extension of knowledge. Although basic research may eventually inform practice, its primary purpose is to know more about a phenomenon"(Merriam, 2009, p. 3). This study seeks to explore the dynamic of instructional leadership and organizational structure within urban schools that have successfully met NCLB accountability requirements specifically meeting their annual yearly progress (AYP). It contributes knowledge to the literature gap within educational leadership studies and urban school reform.  Neither of which has investigated the interaction/relationship between instructional leadership and the organizational structure at the school site.

A review of high school performance and population statistics informed the selection of school sites. Informed by the literature, the study sought urban high schools as characterized by NCLB. These high schools would include disproportionately large amounts of students from disadvantaged subgroups. The subgroups include; English language learners, students with

disabilities, racial minorities and the economically disadvantaged. The population sought public

schools serving grades 9 through 12 that met AYP for the 2011-12 academic year. It was

extremely difficult to find schools meeting all of the criteria within one district and it was

necessary to expand the search to include surrounding districts in Los Angeles County.

Accountability data from Los Angeles and surrounding counties yielded three sites whose

criteria fit within study parameters.

To answer *RQ1* it was necessary to observe the instructional leadership practices of the

school site. *Observations* of school site professional development meetings were conducted to

determine the extent to which educational leadership is exemplified based upon the ELPS

framework. A *survey* was conducted to verify observation data and generate interview

volunteers.  Interview volunteers were derived from surveyed staff at the school sites. There

were nineteen volunteers, only twelve were conducted due to limited time and schedule

constraints.  After contacting the volunteers, *interviews* were conducted at the school sites.

Regarding organizational structure, documentation of the school site organizational structure was

compared to observation, survey and interview data to create a graphic representation of the

school site organizational structure. School site documents were reviewed for evidence of formal

organizational structures, accountability, and authority patterns. These patterns were compared to

classic organizational management theory designs and diagramed based upon Daft (2010). The

study then looked for commonalities across the three school sites regarding demonstration of

instructional leadership and its interactions with organizational structure to generate data for

analysis in response to research question *RQ1a*.

> With regard to the use of multiple methods of data collection, for example, what someone
> tells you in an interview can be checked against what you observe on site or what you
> read about in documents relevant to the phenomenon of interest. (Merriam, 2009, p. 216)

**Observations** *(RQ1).*

Three observations were coded at each school site. The first meeting consisted of, a discussion with administration and a tour. Parameters and procedures of the study were discussed. The other two observations were professional development sessions. The length and topics of the PD's varied across the three sites. Professional development topic examples included but were not limited to; grading procedures, common core curriculum adoption, funding options, and curriculum design. Each observation was transcribed directly by the researcher during the event. The ELPS coding protocol (see Appendix B) was designed to facilitate coding of the ELPS characteristics as exemplified by the school site faculty and staff. "First observations take place in the setting where the phenomenon of interest naturally occurs" (Merriam, 2009, p. 117); the observable phenomenon of interest is instructional leadership. In designing the protocol, common observable elements as identified by Merriam were considered; physical setting, participants, activities and interactions, conversations, and subtle factors. The first draft was intended for faculty meetings, professional developments, and classrooms. The first draft of the protocol was piloted and altered based upon expert feedback. It was determined that a more organic approach to the observations was necessary. The researcher decided to use a more ethnographic approach by transcribing everything seen and heard during the observed events. This study does not assume that the instructional leadership is isolated to administrative staff, positions, or actions. The coding protocol was used to document any evidence or occurrence of the ELPS characteristics by any faculty or staff member. Over the course of the study, some sites had more observation opportunities than others. To protect the reliability of the study the researcher coded the data from the 3 types of observation opportunities the sites had in common.

**Survey (*RQ1* and *RQ1a*).**

An online survey was created and made available to all staff and faculty members present at the observed events. The questions were designed based upon each of the ELPS characteristics. The last question was an invitation to interview. Participants were contacted with an email providing a web link were the survey could be completed. There are six evaluative statements specifically designed to reflect the six ELPS areas of competency. Participants were also asked to identify their position and invited to participate in an interview. The Qualtrics (2014) online survey tool was used to design and implement the survey. The survey was made available to all staff at the school sites. Staff members were informed of the survey availability during the last observations. An email list of staff was generated from school websites. Hard copies of the survey were available at the last observation and two emails were sent to each staff at the school sites soliciting participation. There were 114 survey invitations 49% of which were completed. The response rate for each site was 40% or above. Analysis of the survey results was facilitated by the Qualtrics (2014) report functions.

**Interviews (*RQ1* and *RQ1a*).**

The interview protocol (Appendix C) is also based upon ELPS characteristics, however the specific behaviors that characterize each of the six competencies was addressed. Each question is related to one or more of the research questions. Questions one and three also indicate characteristics that describe the organizational structure of the school site. Collaboration with experts enabled fine tuning to generate data that is triangulated with the document review and the observations. "Your research questions formulate what you want to understand; your interview questions are what you ask people to gain an understanding" (Maxwell, 2013, p. 101). Interview questions were formulated to verify ELPS characteristics and to find out what the respondents

views and perceptions were of the school site organizational structure. Surveys solicited

volunteers from the staff at each site. All staff members that volunteered were interviewed

resulting in twelve interviews across the three sites. Staff members included administration,

teachers, and support staff at the school site. The questions were designed to produce narrative

responses. Interviews were 20-25 minutes in duration. Structured questions were avoided in

order to create rich data that is reflective of the participant's point of view and limit influence by

researcher biases (Merriam, 2009).

> The problem with using a highly structured interview in qualitative research is that
> rigidly adhering to predetermined questions may not allow you to access participants'
> perspectives and understanding of the world. Instead, you get reactions to the
> investigator's preconceived notions of the world. (Merriam, 2009, p. 90)

**Document Review** *(RQ1a)***.**

Document reviews presented visual evidence of the organizational structure based upon

explicit lines of authority and information communication.  Document types included; PD

agendas, PD schedules, PD presentation materials, memos to staff from administration, parent

organization websites, school websites, and school marketing brochures. The availability of

document types varied across the school sites. To enable consistent analysis, the three most

common items available across the sites were chosen for review totaling nine reviewed

documents. Organizational design elements as evidenced by the data from the levels of analysis

as identified by (Daft, 2010) provided the framework to develop the document review protocol

(Appendix D). Organizational design elements are interconnected and influence one another.

According to Daft these five elements discern the organization striving for efficient performance

contrasted with those designed for continuous learning. They are; structure, tasks, systems,

culture, and strategy. "Organization systems are nested within systems, and one level of analysis

has to be chosen as the primary focus" (p. 35). These four levels are; external, organization,

group, and individual.  Instructional leadership is the individual level considered for this analyses

and the structure is the organizational level. The Document Review Coding protocol has ten

statements; the even numbers indicate to what extent the organization is horizontal, the odd

numbers indicate to what extent the organization is vertical. Each pair of questions addresses the
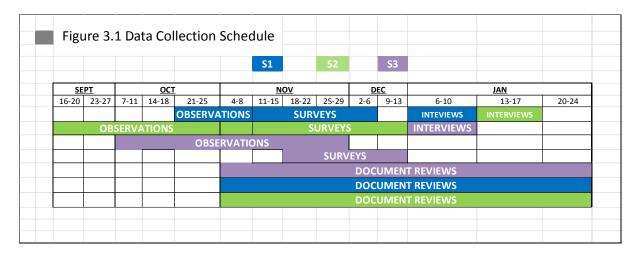
five elements as identified by Daft.

According to Merriam (2009) finding relevant materials is a "systematic procedure that

evolves from the topic of inquiry itself" (p.150). In regards to the school site, information on

organizational design would be evidenced by memos showing lines of responsibilities and

authority. Instructional leadership will be evidenced by activities and actions identified on

documents. Professional development agendas and schedules as well as school websites were

closely examined and compared to observation and interview data in determining where the

organizational structure presented itself along the Daft (2010) continuum. Understanding that

organizations are rarely completely horizontal or vertical, the resulting diagrams reflect this

duality with a blend of circles indicating equality and rectangles, which indicate levels of

hierarchy.

**Data Collection, Coding, and Analysis**

> With regard to the use of multiple methods of data collection, for example, what someone
> tells you in an interview can be checked against what you observe on site or what you
> read about in documents relevant to the phenomenon of interest. (Merriam, 2009, p. 216)

The process of organizing and analyzing data as it is collected (Merriam, 2009) is an

integral process of qualitative research. "Without ongoing analysis, the data can be unfocused,

repetitious, and overwhelming in the sheer volume of material that needs to be processed. Data

that have been analyzed while being collected are both parsimonious and illuminating"

(Merriam, 2009, p. 171). It is very important to review and revise your data and methods

throughout the process. Data was collected and coded according to the following schedule in Figure 3.1.

**Figure 3.1 Data Collection Schedule**

Legend: S1 S2 S3

| | SEPT | | OCT | | | NOV | | | | DEC | | JAN | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 16-20 | 23-27 | 7-11 | 14-18 | 21-25 | 4-8 | 11-15 | 18-22 | 25-29 | 2-6 | 9-13 | 6-10 | 13-17 | 20-24 |
| | | | | | OBSERVATIONS | | SURVEYS | | | | | INTEVIEWS | INTERVIEWS | |
| | OBSERVATIONS | | | | | | SURVEYS | | | | | INTERVIEWS | | |
| | | | OBSERVATIONS | | | | | | | | | | | |
| | | | | | | SURVEYS | | | | | | | | |
| | | | | | | DOCUMENT REVIEWS | | | | | | | | |
| | | | | | | DOCUMENT REVIEWS | | | | | | | | |
| | | | | | | DOCUMENT REVIEWS | | | | | | | | |

"To perform analysis, a researcher can break apart a substance into its various components, then examine those components in order to identify their properties and dimensions" (Corbin & Strauss, 2008, p. 46). The process I used to analyze the data was color coding by hand. I looked at the observations first because in order to answer the research questions, the presence of ELPS characteristics must be established first. These 6 categories are the basis for the themes used in coding the interview responses.

The primary construct used for coding is the ELPS.

An educational leader promotes the success of every student by:
1. Shared vision of learning
2. School culture conducive to student learning and professional growth
3. Effective management support
4. Collaboration with stakeholders in response to diversity issues
5. Acting with integrity
6. Socio-political awareness (CCSSO, 2008, pp. 14-15)

Coding by hand facilitated classification of situations and narratives into perceptions related to the research question and theoretical frameworks. According to Merriam (2009) coding is a simplified way to identify data for easy recovery.

The interview responses were recorded and transcribed for color coding and were substantive in that they were pulled directly from statements or actions of participants. In analyzing the dynamics of instructional leadership and organizational structure, it was critical to discern perceptions and reactions to instructional leadership and organizational structures. It was necessary to connect actions and conversations to demonstrated instructional leadership characteristics within the organizational structure at the site. These connections facilitate analysis of how structural limitations and instructional leadership activities may have influenced each other.

Documents were reviewed and coded in relationship to the organizational design elements and a graphic representation of the structure at the school site was created. The individual and organizational levels of analysis were the main focus. Evidence of the presence of the instructional leadership characteristics observed and evidence of the design structure were coded.

District accountability and performance data informed the selection of the sample from the population. The sample was 3 urban schools meeting the research criteria of being successful in meeting AYP for 2011-12. Observations of 2 professional development meetings and one informational meeting at each site were conducted in order to identify the extent to which the ELPS characteristics were present. Twelve interviews of staff and nine document reviews were also conducted to generate data that further informed the analysis of the educational leadership and organizational structure dynamic. The following Table 3.2 is a synopsis of the above described methodology.

Table 3.2

*Methodology Synopsis*

| Method | Analysis | Rationale | Function | Implementation |
|---|---|---|---|---|
| Observations RQ1 | Compare one unit of data with the next looking for repeated themes in the data ELPS (Merriam, 2009) | Triangulation of data. Examining the phenomenon in its natural environment to gain knowledge (Merriam, 2009). | To verify the extent to which the ELPS characteristics are demonstrated at each site. | Due to the variety of interactions across the three sites, 3 types that occurred at all three sites were chosen for observation. 2 professional development sessions and 1 introductory meeting were observed at each school site. Observations were transcribed into a computer. The ELPS protocol was coded by hand and used to record the data in preparation to compare across the school sites. |
| Survey RQ1 | Surveys were forced responses. Questions were based on the 6 ELPS categories. Qualtrics (2014) reports were generated for comparative analysis across the 3 sites. | Triangulation of data. Survey and observation data will be compared and used to verify presence of ELPS characteristics and organizational structure. | To capture perceptions of staff regarding instructional leadership presence at the site. Also, perceptions on school site organizational structural characteristics and efficacy. | Staff members at each school site were invited to participate in the survey. Email lists were generated using faculty and staff lists from the school website. 114 staff members were invited to participate. The aggregate response rate was 49%. Survey links were emailed to staff after the 2nd observation. |
| Interviews RQ1, RQ1a | Interviews were recorded with permission from the participants and transcribed and coded according to ELPS characteristics and Daft (2010) themes. | Triangulation of data. This is a primary source of information regarding the instructional leadership characteristics and organizational structure alignment (Merriam, 2009) | To analyze the relationship between instructional leadership and the school site organizational structure. | Interview participants were solicited from survey respondents. 12 interviews were conducted. Interviews were audio taped and then transcribed into the coding protocol. Interviews were 20 -25 minutes in length and conducted at the school site per participant preferences. |
| Document Review RQ1a | Documents were examined to understand and identify the | Triangulation of data. To gain data on the organizational structure that is not | Look for commonalities to inform in school site organization and | School publications indicating authority and instructional practices were |

| organizational structure of the school sites. | observable (Merriam, 2009). | instructional leadership practice alignment to inform practices. | reviewed. Documents included PD agendas and schedules, school websites and governing organization memos. SARCs were reviewed for NCLB accountability data. |

CHAPTER IV: DATA RESULTS AND FINDINGS

**Introduction**

This study examined successful urban schools in order to gain insight into the dynamics of instructional leadership and organizational structure. NCLB's failure to close the achievement gap is evidenced by literature on urban schools and NCLB accountability measures. Specifically, how measurement and attainment of AYP creates a disadvantageous situation for urban schools and districts. There are a disproportionate number of urban schools failing to meet NCLB goals. Consequently, they are more often sanctioned or subject to punitive reform strategies. One example of these types of strategies is reconstitution. This strategy strips the social capital that can enable schools to counter the negative effects of NCLB accountability measures. The right form of organizational structure can protect the social capital that is instructional leadership. Instructional leadership is instrumental in building and sustaining a positive school culture and community relations.

This study seeks to confirm the importance of the dynamic between instructional leadership and school site organizational structure by comparative analysis of schools that defy the statistics. How does the dynamic between instructional leadership and organizational structure enable maximum leveraging of existing social capital in urban schools to facilitate achievement of NCLB accountability goals?  In order to accomplish this purpose, it was necessary to determine to what extent instructional leadership practices were present and employed at the school sites. It was then necessary to determine the organizational structure in place at the school site and to what extent this structure enabled or disabled instructional leadership practices. Finally, comparative analysis of the data from the three sites qualified verification of consistencies.

**First Impressions**

The first impressions of S1 were the cleanliness and openness of the campus. The neighborhood was quiet and free of graffiti. The school building was red brick. The blue of the sky reflected off the green tinted windows presented a striking contrast. The school is located in a suburban hillside community. There were pictures of technology and space themed media covering the walls along with a picture of the mascot. There were students helping out in the office. The secretary was engaging in small talk with student workers. The campus was also clean of graffiti and trash. There were no students observed walking around in the hallways. There were uniformed students at PE. There were several windows on the building and trees on the school grounds. I did not need to be 'buzzed in' as I entered the office area. The office was bright and had windows which gave a clear view of the hallway.

S2 is located in the middle of an urban neighborhood. Building structures are colorful and blend in with the surrounding houses. Groups of small buildings amidst the plant life made it look like a neighborhood garden rather than a school. It is within a mile of a major freeway and boulevard. The campus was reminiscent of an arboretum. There were various types of plants everywhere. The antithesis of a concrete jungle, the campus made use of all natural materials for structures. It is an ecosystem consistent with the environmental mission of the school. The common area used for presentations was a small outdoor area with flights of steps made from rocks and mulch that served as the seating area. There were students working with plants in various places. There were two security guards. No students were observed using cell phones or any other recreational electronic device. Most of the classroom doors were open. Students and teachers were observed engaging in discussions. Classrooms were very colorful. All of the

exterior walls were covered with murals, most of which appeared to be social justice or environmentally themed.

The 3rd school site is located in an urban area across the street from a police department. It is within a half mile of a major avenue. The building was very different from the surrounding houses. Once within the gates the culture of high expectations in behavior and academics is evident. The office technician was dressed in scrubs and engaged in a phone conversation with a parent regarding returning a cell phone that had been confiscated. School grounds were organized, clean, and quiet. There were no students in the hallways, no locks on bike racks, and there were several back packs sitting next to the bike rack area. Pictures of the space shuttle and aerospace themed pictures were present throughout the hallways consistent with the school's academic theme. There were posters in the multipurpose room extoling the school's academic excellence record.

## Research Question 1 (RQ1)

*To what extent are ELPS demonstrated in high performing urban high schools?*

In order to determine the extent to which instructional leadership is present, the demonstration of ELPS was examined. The ELPS are comprised of six major categories. These categories are what instructional leaders do to promote the success of every student. Each category is evidenced by activities that enable supportive functions. Each category is numbered and the corresponding functions are sub lettered (see Appendix E) for the complete list of ELPS and associated functions.

**Observation Data**

Observations were conducted to identify to what extent instructional leadership was demonstrated at the three school sites. The ELPS characteristics were used as the criteria.

Although there were many opportunities for observation across the sites, the three occurrences common amongst the sites were chosen for coding and analysis. There were three coded observations for each site, one introduction /informational meeting and two professional developments. Each ELPS category was color coded. The six categories broken down into themes are as follows; 1-shared vision of learning(yellow), 2-school culture conducive to student learning and professional growth(green), 3-effective management support(blue), 4-collaboration with stakeholders in response to diversity issues(pink), 5-acting with integrity(orange), and 6-socio-political awareness(purple).

Each school site had different professional development topics as well as differences in time constraints. This did however provide interesting data because, despite the differences in PD topics and their associated goals, the themes that emerged were consistent. Due to scheduling constraints, S3 presented fewer opportunities for observation than S1 and S2. Consequently, the researcher selected two PD's from each of the sites for presentation to maintain an equitable comparison. They were chosen based upon their similarity in duration of time and proportion of faculty/staff present. Figure 4.1 is a visual representation of the coded observation data results. In Figure 4.1 $a$ indicates the ELPS theme, $b$ indicates the number of coded observations for that theme, $c$ indicates the percentage $b$ is of the total coded observations, and $d$ is the rank order from 1-most occurring to 4-least occurring. Each observation was color coded by hand with each color representing one of the six EPLS themes ($a$). The color coded ELPS indicators from each observation were then transferred to the ELPS coding protocol. As mentioned above, PD topics and duration varied in scope across the three sites. To enable as fair and valid a comparison as possible, each site's three observations were analyzed collectively. To analyze to what extent ELPS was present, the number of indicators for each of the six themes ($b$) was compared to the

total number of indicators coded (c). Each theme was ranked from most to least occurring (*d*).

This process was repeated for each school site. Figure 4.1 shows the results of this process of the

three observations at each school site. Although all ELPS themes were demonstrated to some

extent at all three sites, there were consistencies in the most dominant observed themes.

Figure 4.1 Observation Data Results

**S1**

| | ELPS1 | ELPS2 | ELPS3 | ELPS4 | ELPS5 | ELPS6 |
|---|---|---|---|---|---|---|
| a | | | | | | |
| b | 34 | 64 | 56 | 30 | 38 | 29 |
| c | 13.55% | 25.50% | 22.31% | 11.95% | 15.14% | 11.55% |
| d | 4 | 1 | 2 | 5 | 3 | 6 |

**S2**

| ELPS1 | ELPS2 | ELPS3 | ELPS4 | ELPS5 | ELPS6 |
|---|---|---|---|---|---|
| 27 | 33 | 28 | 20 | 29 | 4 |
| 19.15% | 23.40% | 19.86% | 14.18% | 20.57% | 2.84% |
| 4 | 1 | 3 | 5 | 2 | 6 |

**S3**

| ELPS1 | ELPS2 | ELPS3 | ELPS4 | ELPS5 | ELPS6 |
|---|---|---|---|---|---|
| 29 | 37 | 27 | 27 | 20 | 13 |
| 20.57% | 26.24% | 19.15% | 19.15% | 14.18% | 9.22% |
| 2 | 1 | 3 | 4 | 5 | 6 |

All three school sites demonstrated a strong consistent sense of school culture. This was

represented by the largest proportion of coded data being evidence of ELPS2. ELPS2 is

"Advocating, nurturing, and sustaining a school culture and instructional program conducive to

student learning and staff professional growth" (CCSSO, 2008, p. 14). The types of activities

observed supported the following functions.

a. Nurture and sustain a culture of collaboration, trust, learning, and high
expectations
b. Create a comprehensive, rigorous, and coherent curricular program
c. Create a personalized and motivating learning environment for students
d. Supervise instruction
e. Develop assessment and accountability systems to monitor student
progress
f. Develop the instructional and leadership capacity of staff
g. Maximize time spent on quality instruction
h. Promote the use of the most effective and appropriate technologies to
support teaching and learning

      i.      Monitor and evaluate the impact of the instructional program (CCSSO, 2008, p. 14)

ELPS2 was the most demonstrated at all three sites. S1 for example had one session of a PD on development and implementation of a senior project assessment. All participants were invited to provide feedback and suggestions that were discussed and evaluated collaboratively. Student learning was supported by the collective development of an assessment that evaluated student learning. Instructional leadership development of the staff was evidenced by teachers leading teachers.  This activity was also evidence of supervising instruction. Teachers were observed developing a system of accountability to ensure that evaluation of student work was meaningful and consistent.

At S2, this was demonstrated via a PD session on how teachers were integrating sustainability into curriculum. Sustainability is a core concept of being environmentally focused. The environmental theme is a core concept for S2 and it is evidenced everywhere. In concert with this ideal is the presence of gardens at the school site from which staff and students are encouraged to eat. This PD is supervising instruction and facilitating a conscientious effort to create a coherent curriculum across all content areas consistent with the school vision. The facilitator was playing environmentally conscious background music throughout portions of the session. It should also be noted that the teachers chose the topics for the PD's and created the programs.

S3, which had the strongest demonstration of ELPS 2, demonstrated this theme by collaboratively reconciling district and state accountability demands with their current practices in preparation for a WASC visit. One discussion in particular was on how to, further develop the process of communication across grade levels. This speaks to nurturing collaboration as well as enabling a coherent curricular program.

At each school site activities that indicated high expectations for student learning were also observed. During one of the PD sessions at S1 it was explained that, in order to send a consistent message to the students, deadlines for submissions would be strictly enforced. Sites 1 and 2 have culminating senior year tasks in which community members and teachers participate in the assessment.  S3 initiated a collaborative symposium to supplement the lack of adequate and relevant PD topics provided by the district. Staff from S3 attended this symposium, whose focus was; how high performing charter schools could improve beyond what they have already accomplished. The observation data from this symposium was not included in this study although it should be mentioned that staff from sites 2 and 3 attended.

At all three sites the administration was supportive and encouraging to the staff. Administrators were observed passing out water, getting copies, as well as disseminating information to the staff as needed. It was obvious that leadership development of the staff was present. Without exception, all PD's were led by the teachers and or other support staff, not the administrators. There were also observations of both, grade level teams and content area teams. Participants would shift the team configurations based upon PD topics and goals.

All teachers create and implement their curriculum. Sites 1 and 2 had instances of interdisciplinary lesson units. These units were created, planned, and implemented by teachers of two different content areas. It should also be noted that of the 3 sites, 1 and 2 were in complete control of their PD scheduling. They had systems in place that enabled large blocks of dedicated PD time, whereas S3 used district assigned times and was dependent upon the district to supply substitutes.

There were observations that demonstrated more than one ELPS. Demonstration of ELPS 1 and 2 was evidenced by observed discussions on curriculum effectiveness. Teachers
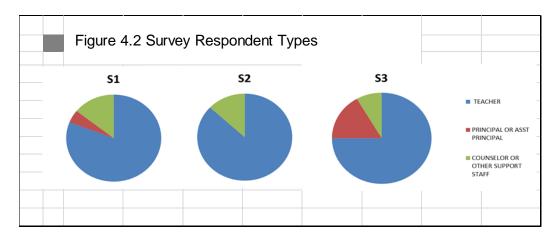
collaborated with each other on how best to monitor and evaluate curriculum program effectiveness. At S1 there is established communication between the content areas. English teachers know what science teachers are doing and there were collaborative discussions on how best to monitor and improve overall program effectiveness. At S2 there was a PD on the effectiveness of the grading system and policies. At S3 there was a discussion of how to help students adjust to the new computer based common core assessments. In all instances, the discussions were well rounded; student, teacher and accountability issues were considered. Firmly established cross curricular collaboration was observed at sites 1 and 2. The administrator at S3 mentioned the development and implementation of this type of communication as an immediate goal. He was observed explaining the benefits of this to the faculty and soliciting ideas on how best to implement it.

Sites 1 and 2 shared the same top three demonstrated ELPS of vision stewardship, sustaining school culture, and acting with integrity. These sites had close to identical rankings in their demonstrated ELPS. S1's second and third most demonstrated ELPS were themes 2 and 5 respectively. Whereas for S2, 5 was the second most demonstrated ELPS with theme 2 being third. S3's top demonstrated ELPS was also ELPS 1 however, unlike S1 and S2 the second most demonstrated was ELPS 1, which was in fourth place for both S1 and S2. Based upon this data, one could infer that S3's staff feels that their school culture and curriculum are firmly established.

The least demonstrated ELPS for all three sites was number six which is "Understanding, responding to, and influencing the political, social, economic, legal, and cultural context" (CCSSO, 2008, p. 21). The smallest demonstrated amount for ELPS 6 was S2, which also is the only site that operates independently of a school district.

**Survey Data**

The survey was created using the Qualtrics (2014) online survey tool. Survey questions were created based upon the ELPS. Two questions were not associated with ELPS: one question regarding respondent type and one requesting interview volunteers. The first survey question ascertained the positions (respondent type) of the participants. Surveys were administered to all staff at each site. The first invitation to participate in the survey was announced at the second PD session. Email lists were generated from staff and faculty rosters on school websites. There were 2 follow up email requests sent to the sites. One hundred and fourteen staff members were contacted and 56 completed the survey. The aggregate response rate was 49%. Sites 1 and 3 had administrator participants. S2 had teacher and support staff participation only. S2 also had the highest teacher participation rate at 87%. S3 had an administration participation rate of 17%. All three schools had participation from counselors or other support staff. Teachers were the predominant respondent type. Figure 4.2 below is a graphic representation of the respondent types for the survey as evidenced by the response to question 1 of the survey.



Figure 4.2 Survey Respondent Types

The second question in the survey was a series of 6 statements based upon the ELPS themes. Respondents were asked to qualify the extent to which each theme was demonstrated. Response choices were *None at all*, *Occasionally*, *More often than not*, and *Consistently well*.

With numerical values ranging from 1 to 4. The responses with means closest to 4 would indicate respondents felt the school performed consistently well in the associated ELPS theme. The highest mean recorded was 3.90 for ELPS 5 at S1. S1 had means ranging from 3.14 to 3.90. S2 had a range of 2.87 to 3.43 and S3's range of means was 2.58 to 3.58. ELPS 2 concerning school culture was among the highest two means at each school site.

Sites 1 and 2 recorded the top three means for ELPS 1,2, and 5 indicating a majority of the respondents feel a predominance of clear mission/vison, strong sense of school culture, and ethical behavior. These ELPS (1,2, and 5) also had modes of 4 across two or more of the school sites. S3's top 3 ELPS were 5, 2, and 3. This is evidence that respondents felt ethical behavior, strong sense of school culture, and staff contributions to instructional decisions were prevalent. The supportive function in ELPS 3 is also an indicator of  the horizotal aspect of the school site organizational structure. S1 had the strongest indicator with 57% of responses in the consistently well category and 43% of responses in the more often than not category. One hundred percent of the responses at S1 indicated that; administration solicits, values, and uses staff suggestions on instructional practice as the standard (evidenced by combined category responses of more often than not and consistenly well). Comparatively, the same statistic for S2 is 74% and 58% at S3.

The least demonstrated ELPS, as evidenced by the relatively lowest mean recorded at each site, varied. S1's survey responses indicated a mean of 3.14 for the question qualifying the extent to which the school solicits and nurtures community relationships. This mean was comparatively low to other responses; 57% of the responses were in the more often than not category and 29% were in the consistently well category. S2's lowest mean was a supportive function of ELPS 6 which reflected to what extent respondents felt the school is able to react to the socio-political needs of the community. Thirty-nine percent of the responses were in the

more often than not category and 26% were in the consistently well category. In all of the survey

responses there was only one reported none at all. It was in this data set for S2 regarding ELPS

6.. In the case of S3, the lowest demonstrated ELPS theme as evidenced by lowest mean was

ELPS 1. Twenty-five percent of the responses to this question were in the consistently well

category. Most of the responses for this theme were in the occasionally category at 67%. This

question sought to ascertain to what extent staff members shared in developing, articulating, and

implementing a shared vision of learning. Figure 4.3 below is a summary of the survey data

indicating the most demonstrated ELPS (in red) as evidenced by the survey data discussed

above.

Figure 4.3 Survey Data Summary

| | MEAN | | | MODES | | |
|---|---|---|---|---|---|---|
| ELPS | S1 | S2 | S3 | S1 | S2 | S3 |
| 1 | 3.67 | 3.3 | 2.58 | 4 | 4 | 2 |
| 2 | 3.71 | 3.43 | 3.33 | 4 | 3 & 4 | 3 |
| 3 | 3.57 | 2.96 | 2.92 | 4 | 3 | 2 |
| 4 | 3.14 | 3 | 2.83 | 3 | 3 | 2 |
| 5 | 3.9 | 3.35 | 3.58 | 4 | 3 | 4 |
| 6 | 3.38 | 2.87 | 2.92 | 4 | 3 | 3 |

1=None at all, 2=Occasionally, 3=More often than not, 4=Consistently well

The last question in the survey asked for interview volunteers. At S1, 86% of those that

responded (*N*=7) to the question were interviewed. At sites 2 and 3 the percent of respondents to

this question that were interviewed was 38% (*N*=8) and 75% (*N*=4) respectively (see Appendices

F-H for complete statistical data reports).

**Interview Data**

Across the school sites observations and surveys indicated that all ELPS were

demonstrated. Interviews were conducted to learn specific information regarding the supportive

functions observed and indicated on the surveys. The questions were designed to generate

narrative information on respondents views regarding how the school site performed the

supportive functions that demonstrated the ELPS. It should be noted that some responses

indicated demonstration of more than one ELPS. All interviewees were teachers except for one

administrator at S3 and a support staff member at S1 who also teaches. Responses were candid

and rich with information. All interviews were conducted at the school sites, most often in

respondents classrooms. Participants agreed to being recorded during the interviews. The

researcher took special note of the commonalities across the sites in how they demonstrated the

most predominant ELPS as indicated on the surveys. Names are not cited in the quoted responses

to protect the identity of participants. Responses are listed by school site only.

    *ELPS1: How do staff members share in facilitating the development, articulation,*

*implementation, and stewardship of a vision of learning that is shared and supported by all*

*stakeholders?* One of the supportive function addressed in the interviews for this ELPS was how

collaborative development and implementation of a shared vision and mission happens.

Overwhelmingly, most respondents felt that their schools sites did this. Narrative ranged from

how they did it to why they thyough it was done well. Respondents that did not share this opinion

indicated that the administration takes great care in hiring people. Candidates are only hired if

administration feels they will buy into the mission as it is already established.

  S1

"easier to do that because we are a smaller staff"

"I think that because it's a smaller school means that teachers of different disciplines interact more than they would at a larger school."

"There is this feeling of I need to not just be a good teacher, I need to be an excellent teacher..that culture is just present."

  S2

"It seems like they try to hire teachers who are on board with that or they envision fitting in with that and being aligned with that."

"We definitely do our best to continually remind ourselves of why we are doing what we are doing wich ultimately relates to our vision and mission in regards to program planning."

"I think the way we all adhere to the mission of the school. I think we center around the idea of creating, inculcating environmental stewardship and social justice awareness."

S3
"We don't get to talk as much together as we would like..theres no time built into our schedule like at the elementary level where they get to do collaboration ..we don't have that luxury. Our principal is doing the best he can to get us that time…but we talk in the lunch room, the hall..wherever we can to keep up with what each other is doing ..not only at the subject level but at the grade level."

"Since we're a school that's relatively new, that's kind of easy to do because that was set in place from the get go..the goal of the school as it was established was to be a college prep high schoool with the goal to prepare kids to be successful in a four year university and so the teachers that originally started the school set that standard and set that mission that vision and everyone that's come on board has bought into that idea."

"The first time was a few years ago when WASC came out everybody brainstormed and this time last spring the staff got together and started tearing it apart and it was a long and painful process partly because a few of us are in higher ed programs and several people really believe in that whole college for all..I think everybody deep down really does but how do you articulate that ..how do you put in writing that everyone will have equal access to certain things..your building the whole college going indentity.."

*ELPS 2: How do you advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth?* Probing questions related to the supporting functions involved; how instruction is supervised, how instructional leadership capacity is developed, and creating a comprehensive, rigorous, and coherent curricular program.

S1
"I think that's another advantage to having a lot of long term staff. When Mr. (Principal) asks if you remember when we did this..someone here remembers. He is the institutional memory par excellence."

"A lot goes into the thinking of who's being hired. Theres this trust ..until something appears otherwise.. we're trusted to do our good job"

"I don't know about anybody else but I make it active get students involved…finding the balance between giving them access to the content and actually giving them a chance to grapple with it so they understand it."

S2
"Teachers definitely play a role because for the most part we're the ones that determine curriculum  y'know we do what we are required to do by the state..the standards and everything but we decide as the individual teacher in collaboration with the other teachers across grade levels, vertical alignment and that kind of thing. We decide what are the critical, super critical grade level skills the students have to have as they move through the grades."

"I know that everybody can be a part of the process.. they have a grading committee. They talk about how we grade students how we can come up with the best system school wide. That either works for all subjects or like divide into like humanities versus math and sciences.. make sure we are all aligned and on board with our grading policies."

"All of our teachers write their own curriculum so I think that's one of the key goals that teachers know what ther're teaching instead of somebody giving them a syllabus and having them teach it wouldn't make much sense because we want all of our experiences to be true..that's something..not only do we want the students to have fun learning, we want the teachers to have fun teaching."

S3
"..well the ideas of high expectation… once again the teachers who have been hired have bought into that. It's just the culture of the school as it has been established and so it's not that difficult to keep it going because you hire people who are on board with it to begin with and you don't have to fight that battle..so I'd say ..basically being very careful about who they hire."

"Try to get the department chairs involved as much as possible. Here is a piece of learning..How do you think your staff will respond? Will they be receptive to it..getting them to be leaders within their own departments."

"yeah, I think that overall they want all of us to be leaders. I don't think they're targeting anyone in particular. Everbody pretty much has the same PD. It's  just those people that are willing to take on a little extra work become department chairs. But for the most part everyone is encouraged equally to take a leadership role and everybody does. Everybody whose a teacher here pretty much does some extra club or activity outside of the regular teaching job."

*ELPS 3: How does staff contribute to management of the organization, operation, and resources to ensure an efficient, and effective learning environment?*  Although  primarily logistical in nature, one of the supportive functions of this ELPS was distributive leadership

capacity development. The school sites again referenced how important the hiring process is in maintaining the culture as well as teachers being involved and holding each other accountable for instructional practice and student achievement.

S1

"I don't know what happens except me saying that I think Mr. (Principal) is a very intuitive person when sitting in an interview and getting a feel if that person will be a step up person. We have a lot of step up type people here. Everyone wants to be a leader. There are people willing to step up..even pull back to offer another teacher opportunities."

"When we have staff meetings we talk about efficient use of time and y'know comments on random videos are quite pointed. Getting permission to watch videos.. be able to show why your doing it."

S2

"I feel like I've gotten a lot of support for the things I've signed up or volunteered for. Several people check on me seeing if I need anything. Giving me reminders when I need to do something. I don't know if it looks like that for everyone I'm just a first year teacher here."

S3

"..we've had a couple of teachers working on admin credentials… not just giving them something(leadership opportunities) but giving them something meaningful."

*ELPS 4: How does the faculty collaborate with the community? (In order to respond to diverse community interest and needs, and mobilize community resources.)* This particular ELPS according to observation and survey data was not as prevalent. Interview data however, revealed that the types of community interactions engaged in by the sites was a commonality worth noting.  Sites 1 and 2 have culminating projects for seniors. One of the respondents from S3 responded to an inquiry about senior projects;  "..no senior project,  I would like there to be, but there isn't."  Sites 1 and 2 use these projects as community outreach activities. Community members and partners are invited to participate in the evaluation of the student work. One of these sites invited the researcher to help preview the senior project papers and provide feed back to students on their drafts.

All three sites have annual events that take place on campus and all stakeholders are invited and encouraged to participate. The interview data revealed strong ongoing community relationships and an active effort to maintain them. The schools are very aware of the communities in which they reside as well as those communities that their student populations come from. One of the school sites recognizing the logistical issues families face in attending a week night event, created a Saturday Expo which serves the same purpose as a traditional back to school night.

Teachers are very active in creating curricular activities that involve community businesses and partners. At S3 the Spanish teacher takes students to three different restaraunts in the community to practice their spanish in a real life context. There are many activities like this at all three sites this is just one example. All three sites also recognize the need to recruit students and families through visits to local middle schools.

*ELPS 5: How do school/staff activities ensure that the staff acts with integrity, fairness, and in an ethical manner?* This particular ELPS includes supportive activities that include systems of accountability for student's academic and social success. The modeling of self-awareness, transparency and reflective practices. This also included a probing question on how staff members promote social justice and ensure that individual student needs inform all aspects of schooling. Teacher reflection was a very strong component of professional development activities at all three school sites. Transparency is also a strong part of each sites school culture. Respondents also explained how students are encouraged to be self aware by creating academic activities that promote reflection. In regards to accountability there is a very strong mutual trust and expectation of excellence between the staff and the students.

S1

"The administration goes around and talks to the kids before the state testing. Explaining that if you put your name on something it should be your best work and not just for the school but for you."

"Anyone is open to others coming into their classrooms at anytime…. I don't think the administration suffers fools.. if they see that a person is not going to fit.. that time period where you can get rid of someone.. that's been done."

"They go to elementary schools and middle schools and give lessons on smoking etc.. having students in those leadership roles .. helping other students have healthy schools and lifestyles."

S2
"We do a good job of keeping each other accountable. We try not to be..like.. where have you been? More like, are you really busy… is there something I can hep you with?"

"We do things on our PD time. Ice breakers. Getting to know you sort of things. What strengths we bring to the school, our classrooms as teachers. Goal setting. What are we doing well? Informal conversations. Some of our administrators will come into our meetings and ask how are you doing? What are you doing well? What are you struggling with? How we measure up to our standards, our schools standards, our students standards."

"I feel like that is something all of the staff tries to reach for, for our students without it needing to be said. I think for the most part..everybody that I've talked to so far has a true dedication towards having students learn more about themselves before they go off into college. Which is one of our biggest goals. To make sure all of our students get into four year colleges. We have 95% of our students attending 4 years, which is ridiculous."

"Make sure the experiences in the text reflect the students experience and their needs."

"For me especially as an english teacher we look at text in a certain way. Even using poetry and the writings of the 18th and 17th century. To try to talk about how those things can relate in someway to the struggles we have for equality, justice."

S3
"Making sure everyone is accountable for the students success. I try to get the students thinking about ..why are you here? Why did you come to this school? Get them involved. Everybody bringing up the fact that this is about trying to get you to that next level, and working together because in a small school everybody has to do their part..and sometimes somebody elses part too."

"All or most of all the teachers put all of the grades online..that speaks to transparency. In terms of reflection we do spend quite a bit of time. We just did this as a department chair group..going through the common core and reflecting on what we were already doing and what whe need to start doing."

"We(Asst. Principal and Principal) go into the classroom…y'know I didn't see this. Can you tell me about this part of the lesson? How do you think that went? Did you try this? Trying to get them(teachers) to open up out of their comfort zone a little bit. For the teachers, that's a lot of it. For the students we do the same thing actually. Why are you here? What are your goals? Try to help them develop the next steps. We're here to help you."

"The one thing that is pretty standard is that everybody is held accountable. Y'know the concept of no excuses is throughout every department…every classroom really."

*ELPS 6: How does the staff understand, respond to, and influence the political, social, economic, legal, cultural context?* The supportive functions included; advocating for children, families, and caregivers, being a model school, and the willingness to adapt leadership strategies based on emerging trends and initiatives.

S1
"A lot of the things we've been doing, now everone has to do because of the common core…HELLLOOO.. they think it's a (S1) thing, but it's not. Y'know we were just trying to find a better way to do things. The other schools were big we were small so we had a chance to do things differently. You can't really blame them they are jugernaughts."

"Whenever there is an instructional district planning committee, (S1) is always represented in a leadership role."

S2
"That's a great question, and I think when I think about charter schools and what they should be, I don't know that charter schools should be a replacement for the local community high school. I wrestle with the huge growth of charter schools personally, for all the reasons everybody talks about it. But, at the same time I feel like we are doing really good work here. Some of the things can be replicated."

"I do think that people see us as a model. I think there is a lot more for people to learn from us that have not been exposed to us yet, so that's something the development department is working on."

S3
"They (the district) do look to us as leaders in certain areas."

"Everyone is doing a lot and everybody is very passionate about what they're doing and it's easy to burn out. So just being really careful, it may be an emerging trend but don't jump on it. How can we incorporate it? Is it something we're already doing? Is there a way for us to tweek what we're already doing?"

**RQ1 Data Analysis Summary**

Research question 1 sought to explore to what extent the ELPS were demonstrated at the school sites. Demonstration of each ELPS was based upon the occurrence of support activities. According to the observation data, ELPS 2 was the most demonstrated theme at all three sites. ELPS 3 was also in the top three demonstrated themes at all three sites. There were differences in rankings of the sites 2$^{nd}$ and 3$^{rd}$ demonstrated ELPS. However, ELPS 3, 1, and 5 were among those ranked. According to the survey data, ELPS 2 and 5 were in the top two ranking spots across the three sites. The third ranked demonstrated ELPS was either 1 or 3. Based upon this information, data suggests that high performing schools have strong school cultures with a firmly established mission and vision regarding student learning. Staff members feel that they are able to contribute to sustaining that vision and mission. The school site organization is efficient in securing for teachers what they need to provide high quality instruction. There is also an implicit ethos of high expectations as well as strong bonds of trust and respect.

Comparative analysis of the data presented may suggest that S3 is a statistical outlier in some instances relative to S1 and S2. S1 and S2 had more data in common such as their top three demonstrated ELPS in observations. What all three sites did have in common was the most demonstrated ELPS theme 2. It should be noted that observation data shows that S3 had a comparatively stronger demonstration the most demonstrated ELPS theme (2) relative to that of S1 or S2. This would suggest that staff at S3 have a comparatively stronger sense of a firmly established school culture conducive to student learning and professional development. It would be necessary to disaggregate the coding of ELPS 2 for the sites to discern which specific functions were evidenced. This information is present in the raw data but was not presented. It

should also be noted that S3 is more dependent upon their district for resources such as time which directly impacts the ability to plan and implement professional development.

Survey data revealed that S2 was the only site to record modes in the *Occasionally* category. Three out of the six demonstrated ELPS recorded modes of *Occasionally* in the survey data for S3. In regards to ELPS 1, a mode of 2 would indicate that compared to other ELPS, staff feel they do not share in development and implementation of a shared vision of learning. This should be considered in conjucntion with the interview data, which explains that staff are only hired if they have the ability to buy into the established vision. This could also substantiate the data's indication of a relatively stronger sense of culture at S3 compared to S1 and S2 noted in the previous paragraph. This is a prime example in the value of triangulating data.

The data reported exhibits characteristics present at all three sites that are consistent with high performing organizations and distributive leadership models. Interviews confirmed these results in revealing the mutual practices the sites employed and commonalities in their cultures. Data was organized by school site in order to facilitate the analysis process. Responses from the three sites were very uniform in content. The researcher submits that it would have been challenging to distinguish which site the data came from had it not been disclosed.

### Research Question 1a (RQ1a)

*How is the demonstration of ELPS influenced by school site organizational structure in high performing urban high schools?* In order to answer this question, it was necessary to determine the organizational structure of each site. Information flow and decision-making patterns reveal organizational structure. Who makes the decisions and with what information? How is the information communicated?  Organizational structure as defined by Daft (2010) provided a framework for comparison.

**Observation Data**

In the professional development sessions, there were three types of groups observed. Staff met as a whole group (all contents and grade levels), by department (content) or grade level depending upon the topic and purpose of the session. All three configurations were observed at all three sites over the course of the study. Grade level teams were common for the two sites that have senior projects. S1 met by whole group and department in order to examine their instructional practice alignment with common core curricula standards. S2 was observed meeting by grade level in order to facilitate a student project. This interdisciplinary project is completed during intersession (winter break) and is organized by grade level. S3 grouped teachers according to grade level to analyze data in preparation for WASC compliance. Break-out sessions presenting instructional strategies and organized by department were also observed at S1. There was a session on grading practices organized by department at S2.

The 2 sites that are affiliated with a district had topics in response to a district level requisite. In the case of the independent school site, topics were based upon organizational needs and teacher preferences. It should be mentioned that even though sites needed to respond to district needs, administrators gave teachers autonomy in how to meet those needs. Teachers led the professional development sessions at all three sites.

**Survey Data**

Although primarily an indicator of the supprotive functions for ELPS 1 and 3, the 1st and 3rd evaluated statements in survey question 2 were also direct indicators of leadership style. The first statement evaluated the extent to which staff members shared in the development, articulation, and implementation of a shared vision of learning. Data reports reflected that in the case of sites 1 and 2, this was the 3rd highest mean. This suggests a collaborative process and

shared leadership. This was the lowest mean for S3, however as evidenced by interview data, the vision was firmly established before staff members were hired. Revealing that this was not a necessary function given that staff was hired based upon their alignment with the established vision and mission. The third statement which is a supportive function of ELPS 3 asked staff members to evaluate the extent to which administration solicits, values, and uses staff suggestions on instructional practice. Indicating a shared leadership style consistent with a horizontal organizational structure. This was S3's third highest mean. It was the 4th highest mean at S1 and the 5th highest at S2. This would suggest that the staff did not feel that their instructional practice suggestions were solicited, valued or used. Given that teachers create their curriculum at all three sites, that particular piece of data may be misleading if considered in isolation.

**Interview Data**

Interview questions sought clarification and confirmation of the observation and survey data. Teachers were asked to describe the organization as horizontal or hierarchical/vertical. Without exception, responses reflected a predominantly horizontal structure. Respondents from sites 1 and 3 explained that although the district mandates came through the administration in a vertical fashion, the implementation decisions were primarily made horizontally.

> S1
> "The initial thing comes top down but then it spreads horizontally. "
>
> "I think some things have to be vertical otherwise it's completely unwieldy, but it's about as horizontal as you can get it and still run fairly efficiently. Yeah, I think it's a really good balance. We certainly get guidance and the information about what is expected of us in a sort of vertical fashion. Y'know that comes from the administration but there's a great deal of horizontal in how we learn to do that or how we put that into practice."
>
> "There's an effort to influence but there's a big amount of trust that you decide to use what's best in your classroom."

S2

"I think it's somewhere in the middle. I don't think it's 100% democratic but I also don't feel like our administrators are making all of the decisions. It does feel like there is some opportunity for input.

"It's definitely not hierarchical. (Administrator name) is not any better than us of course (administrator) is more someone that can make decisions. But (administrator) never makes us feel like we can't come up with our own ideas on whatever. It's never been like that. In fact, (administrator) encourages us. (Administrator) is the type of person that would share ideas and you take it or leave it which is a great thing for me. Because I've experienced working for other organizations and schools where somebody was definitely dominant and if your ideas did not go in line with that person then it was a no go."

S3

"I'd say it's more horizontal. I mean we are given directives but for the most part we're allowed as departments to decide how we achieve our goals."

"The former principal was very much more top down leadership. Some liked it and some didn't. (Current principal) is very much the shared leadership mindset. Again, some people like it some don't. The district sometimes wonders who's in charge here. But you have to build the leadership throughout the ranks because you can't do it all."
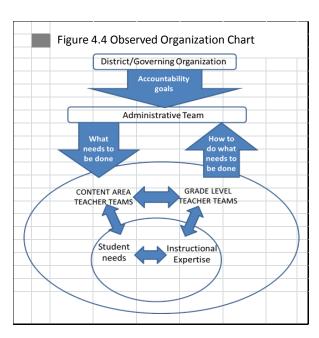
## Document Review Data

There was great variety in the types of documents available at each site for review. The most common items across the sites and chosen for review included; school websites, professional development schedules and district or governing organization memos.  The document review protocol was designed to reflect a continuum of organizational structure. According to Daft (2010), organizations are never purely vertical or horizontal due to their inherent complexities. Each of the five aspects was reflected on the protocol. Odd numbered items measured the extent to which an organization was vertical. The even numbers reflected the extent to which an organization was horizontal. The vertical organization would have odd scores closer to 5 the horizontal organization would have even scores closer to 50. Scores were computed by calculating the mean for both categories and then determining the proximity to 5

(for odds) and 50 (for evens) by subtracting the means from 5 and 50 (odds and evens

respectively). In all three cases, the school sites were more horizontal than vertical.

**RQ1a Data Analysis Summary**

Observation data suggests that all three school sites have flexibility in grouping teams to

accomplish goals. This was confirmed by the survey data, which indicated staff members felt

involved in decision making processes. Although no two organizations are the same, patterns of

decision making and information sharing practices were similar across the three sites. Figure 4.4

below is an organizational chart reflective of this data. The interview further confirmed this

finding as well as edifying that teachers are responsible for creating curriculum at all three sites.

Furthermore, the curricula do not stop at meeting A-G graduation requirements. Each school

offers career themed electives aligned with the school's academic theme and mission.  Document

review scores confirmed that although vertical to some extent, sites are primarily horizontal in

responding to student needs and determining strategies in response to accountability obligations.

These findings suggest that school sites demonstration of ELPS and a horizontal organizational

structure coexist at the successful urban school.



Figure 4.4 Observed Organization Chart

CHAPTER V: ANALYSIS OF FINDINGS

Literature reviewed in Chapter II connected two primary frameworks regarding

instructional leadership and organizational theory and design. The Educational Leadership Policy

Standards (ELPS) were developed by the National Policy Board for Educational Administration

(NPBEA) ISLLC Steering Committee, and produced for the Council of Chief State School

Officers (CCSSO). They are used to qualify the presence of instructional leadership. The ELPS

were developed using several key studies on educational leadership and student learning

(CCSSO, 2008).

There was significant data reported confirming demonstration of ELPS at all three sites

answering RQ1. All ELPS themes were demonstrated at the three schools in the sample. The

most frequently demonstrated being a strong school culture with firmly established mission and

vision of learning. Observations revealed consistent demonstration in how the schools employed

instructional leadership practices as defined by the ELPS framework. Observations revealed

distributive leadership practices consistent with a horizontal organizational structure. The

teachers at these schools are empowered and confident.

> There is a commonality of purpose, a shared vision, and understanding of how to
> complement one another's efforts. Individuals do not sacrifice their personal interests to
> the larger team vision; rather, the shared vision becomes an extension of their personal
> visions. (Senge, 2010, p. 217)

Daft (2010) explains that organizations must find a balance between vertical efficiency

and horizontal coordination. Commensurate with social cognitive theory, Daft employs a

relatively new approach in analyzing organizations that examines bidirectional influences

between individuals, groups and the organization. He further contends that organizations are

never purely vertical or horizontal and he has defined six structure types along this continuum.

The horizontal organization is very similar to the learning organization as defined by Senge

(2010). Divisional and Matrix organizations are hybrids maintaining aspects of both vertical and horizontal structures. These school sites epitomize a learning organization construct in that they are fluid. They continually seek to improve instructional practices and respond to changes in population and environment, with the explicit shared goal of preparing students for the future.

All three sites enjoy a stable staff and leaders come from within that staff.  Also, staff members expressed that communication was facilitated by their size. These three sites were one-fourth to one-third the size of neighboring high schools. Teachers are able to plan across content and grade level enabling a coherent and relevant curriculum. The stability and size of the staff enables a level of trust that propagates mutual accountability and high expectations. They are able to depend on each other for professional expertise and leadership. Reform practices that are detrimental to the development of social and intellectual capital should be questioned. The practice of reconstitution should be further evaluated regarding its impact on school communities.

> But personal mastery is not something you possess. It is a process. It is a lifelong discipline. People with a high level of personal mastery are acutely aware of their ignorance, their incompetence, their growth areas. And they are deeply self-confident. Paradoxical? Only for those who do not see that "the journey is the reward." (Senge, 2010, p. 132)

Staff members are secure enough to hold each other accountable. Feedback is embraced and **not** feared because continuous improvement is the objective. As lifelong learners themselves, teachers promote the practices of reflection and continuous progress. Students are college and career ready, lifelong learners not test scores. They work collaboratively and use each other as professional resources. They are not treated as generic interchangeable parts, questioning  the current practice of reconstitution and the displacement of teachers, where many

displaced teachers are forced into positions they are not compatible with. Putting people in

positions they are unprepared for is setting them and the students up for failure.

All three school sites enable and promote teacher created curricula. Urban schools and

communities are largely defined by their populations according to NCLB. An urban school

typically has larger populations of ethnic minorities (Granger, 2008; McDonald, 2002; McElroy,

2005). This study reconfirms that NCLB exacerbates the achievement gap phenomenon. Critical

race theory contends that these inequities are reflective of inherent racial inequality still present

in American society (Bowles & Gintis, 2011; Delgado & Stefancic, 2001). Schools are largely

responsible for perpetuating our culture and societal norms (Dewey, 1916; Zamudio et al., 2011).

As such, schools must be the tools by which we counteract these social justice issues. They also

contend that social capital exists in urban schools and communities that can enable social justice

and upward economic mobility (Ayers et al., 2008; Bowles & Gintis, 2011; Delgado &

Stefancic, 2001; Freire, 1985; Ladson-Billings, 1995; Yosso, 2005; Zamudio et al., 2011).

Data findings from this study further confirm that efforts driven by NCLB have not been

able to fulfill the promise of increased educational outcomes for all children. The method used to

calculate AYP includes stipulations regarding certain subgroups of the student population.

Schools that have disproportionately larger numbers of students from several of these subgroups

are at a disadvantage and instead of raising academic achievement per its goal, students in these

subgroups and their communities are further marginalized. It is notable that these three sites did

not have significant populations of students with special needs. This is a disadvantaged subgroup

that continues to be less successful than its peers.

Culturally relevant pedagogy is one way of protecting the social capital that exists within

the urban community. Teachers design curriculum based upon student needs that meet standards

and are coherent with the school culture.  This is a conscious decision to act inclusively and honor diversity. Alternatively, NCLB attempts to standardize disadvantaged subgroups into the dominant culture, which is problematic in an increasingly culturally diverse society.

These three sites established school cultures that overcome deficit perspectives of diverse student populations. The organizational structure at these sites removed the systemic barriers and enabled teachers to align culture with curriculum and pedagogy too increase student performance. Teachers felt valued as professionals and were trusted to develop strategies to meet student needs and respond to accountability mandates.

## Implications and Reflections

The implications of the data findings in this study begin an overdue conversation regarding the mismatch in what policy dictates a school should be and the systemic barriers propagated by those same policies that prevent actualizing that goal. It contributes to educational leadership and organizational theory literature by providing data that connects the two within the current educational reform context.

These administrators and staff have established a culture that embraces performance and growth. Administrators at each of the sites have enormous respect for their staff and create the professional space for the development of high quality instruction. The high level of student achievement in conjunction with this focus on instructional expertise would appear to support the literature connecting student achievement with teacher quality. Teachers and students have high expectations of each other. The culture of the school enables open communication regarding assessment of instructional practice and student learning. This is consistent with the type of accountability proposed by O'Day (2002) which is a combination of administrative and professional. Teachers overwhelmingly see the potential for success in their students. Critical

race theorists often note the implied racism in acceptance of lower expectations for different groups as problematic. These three urban schools embody the antithesis of that. The debate in how best to prepare teachers to work with diverse populations could be informed by an in-depth study in how these faculties have overcome deficit thinking.

Staff members were empowered to make decisions on core processes such as curriculum development. Teachers at all three sites referenced the balance between the administration's ability to provide control and directives, and the horizontal nature in which they were allowed to determine how things were done. School districts and school sites have been traditionally vertical in structure. One benefit of the privatization of public education is the ability to create new types of school sites and organizations. Further study should be conducted to determine how schools decide which structure is best for the community and student populations they serve.

Teachers create curricula that are student centered and project based. Teachers at the three sites collaborate in designing interdisciplinary units. This is consistent with Tyler (1949) who explains the importance of multiple perspectives in designing curriculum. At one school site there is an instance where the two teachers share the classroom and students from two different content areas. Another site devotes a significant block of time for an interdisciplinary project for students. Although less formal in structure, interviews at the third site revealed significant interdisciplinary collaboration and instruction. Comprehensive reform strategies have not included curriculum development at the school site. There is a plethora of scripted curriculum programs mandated by districts. It would be interesting to study the core curriculums at the three sites to see what they have in common with each other and furthermore how they compare to some of the more popular scripted curricula.

The leadership staff rises from within the organization. At one site in particular, all of the principals had been teachers at that site before promotion to administration. Without exception, professional development was organized and led by teachers. This is consistent with the major principals of instructional leadership from the literature. Instructional practices, accountability, integrity, continued improvement through professional development and shared decision making (Brewer, 2001; Milward and Timperley, 2010; Northouse, 2010; Senge, 2010) were all recurring themes at each of the school sites. "Inevitably, however, people in communities of practice share their experiences and knowledge in free-flowing, creative ways that foster new approaches to problems" (Wenger & Snyder, 2000, p. 140). Study in how to apply non-traditional organizational theory to a bureaucratic system needs to be further investigated.

Staff members expressed that their schools were able to do many things by virtue of their smaller size compared to traditional comprehensive high schools. Communication was greatly enhanced by the smaller size of the school site. The smaller size enabled teachers to take advantage of each other's professional and interpersonal skills. There was a sense of family enabling mutual trust and respect amongst staff members. The researcher had the opportunity to attend a social event hosted by one of the school sites. There were current and former staff members present as well as stakeholders from the community. This event took place at the home of one of the teachers and the feeling of family was palpable. It was obvious how comfortable this faculty was with each other. It would be valuable to learn how the school cultures developed.

Turnover of staff was at a minimum. Most of the teachers had been with their respective sites for 5 years or more. These sites are able to take advantage of existing social capital due to longevity of their relationship with each other and their community of stakeholders. This is consistent with instructional leadership as described by Spillane et al. (2003) who described the

networks and trust, working together with colleagues and facilitating sharing of knowledge as

social capital enabling successful instructional practices. There is a high level of effort in hiring

staff members that are aligned with the culture and philosophy of the school. The mission of the

organization is preserved through hiring new members that can meld into the existing culture of

the school site. "An organization's intellectual capital is dependent on both individual

capabilities and the collective capabilities of the organization derived from organizational social

capital" (Holme & Rangel, 2012, p. 260).

Students are viewed as people not outcomes. Test scores were not discussed as main

goals, they were treated as byproducts of student centered, high quality instructional practices.

"The values question is whether the goals of the system, narrowly conceived as improved test

scores, are the right goals for public education in a democratic society" (Mathis, 2003, p. 683).

Data from this study further substantiates concerns regarding the narrow perspective of test

scores as driving forces of instructional practice. The efficacy of this study would be greatly

improved by expansion of the sample size. It would also be useful to include un-successful urban

schools and successful sub-urban schools for comparison.

Special education students are one of the disadvantaged subgroups included in urban

populations. The search for sample school sites became problematic in that there were no schools

with significant proportions of special education students that met their AYP. These three school

sites have very small populations of special education students. There are a multitude of issues in

evaluating how and why equality in academic achievement remains elusive for these students.

There is a need for research on this phenomenon. The process of applying to most alternative

schools creates a situation where students and families with special needs, self-select themselves

out of the process. Low basic literacy and math skills can be prohibitive in completing the

application process. The process of applying necessitates a level of parent involvement that is not enjoyed by students in foster care or group homes, most of whom are in special education programs. It is disconcerting that students with special needs may continue to be left behind, even in settings such as these. This is a systemic issue. When test scores drive the market, schools are motivated to use application and selection processes that may exclude certain student populations. All three school sites expressed a desire to improve in providing services but the current political context of public education is prohibitive to that effort. Policy changes resulting from a re-evaluation of the efficacy of NCLB is desperately needed.

> Among the novel objects that attracted my attention during my stay in the United States, nothing struck me more forcibly than the general equality of condition among the people. I readily discovered the prodigious influence that this primary fact exercises on the whole course of society; it gives a peculiar direction to public opinion and a peculiar tenor to the laws; it imparts new maxims to the governing authorities and peculiar habits to the governed (Tocqueville, 1945, p. 3).

The data findings in this study offer a construct from which to expand research into questions whose answers can ameliorate deficits within the current educational reform agenda and efforts.

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APPENDIX A: QUALTRICS SURVEY

## HMSA Instructional Leadership & School Site Organization Survey
### Researcher; Cathy Creasia

Please choose the staff member title that best fits your current role/position

○ Teacher

○ Principal or Assistant Principal

○ Counselor or other support staff

Evaluate the following statements.

|  | None at all | Occasionally | More often than not | Consistently well |
|---|---|---|---|---|
| To what extent do staff members share in developing, articulating and implementing a shared vision of learning? | ○ | ○ | ○ | ○ |
| To what extent do staff members advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and professional growth? | ○ | ○ | ○ | ○ |
| To what extent does administration solicit, value and use staff suggestions on instructional practice? | ○ | ○ | ○ | ○ |
| To what extent does this school solicit and nurture relationships with the community? | ○ | ○ | ○ | ○ |
| To what extent do you feel this school acts with integrity and practices instruction in an ethical manner? | ○ | ○ | ○ | ○ |
| To what extent do you feel this school is able to react to socio-political needs of the community? | ○ | ○ | ○ | ○ |

If you would be willing to be interviewed by the researcher(Cathy Creasia) regarding the above topics please provide your name and email below. All of your responses will be strictly confidential and used only for research. No names will be mentioned in the study. Your participation is greatly appreciated!

## APPENDIX B: ELPS CODING PROTOCOL

**<u>ELPS Coding</u>**

**1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders ELPS1, RQ1a**

- ☐ a. Collaboratively develop and implement a shared vision and mission
- ☐ b. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- ☐ c. Create and implement plans to achieve goals
- ☐ d. Promote continuous and sustainable improvement
- ☐ e. Monitor and evaluate progress and revise plans

<u>Evidence:</u>

**Action/Physical**

**Verbal**

**Impressions**

**2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff**

- ☐ a. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- ☐ b. Create a comprehensive, rigorous, and coherent curricular program
- ☐ c. Create a personalized and motivating learning environment for students
- ☐ d. Supervise instruction
- ☐ e. Develop assessment and accountability systems to monitor student progress
- ☐ f. Develop the instructional and leadership capacity of staff
- ☐ g. Maximize time spent on quality instruction
- ☐ h. Promote the use of the most effective and appropriate technologies to support teaching and learning
- ☐ i. Monitor and evaluate the impact of the instructional program

<u>Evidence:</u>

**Action/Physical**

**Verbal**

**Impressions**

**3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning**

☐ a. Monitor and evaluate the management and operational systems

☐ b. Obtain allocate, align, and efficiently utilize human, fiscal, and technological resources

☐ c. Promote and protect the welfare and safety of students and staff

☐ d. Develop the capacity for distributed leadership

☐ e. Ensure teacher and organizational time is focused to support quality instruction and student learning

Evidence:

**Action/Physical**

**Verbal**

**Impressions**

**4. Collaborating with faculty and community members, responding to diverse community interests and needs, and**

☐ a. Collect and analyze data and information pertinent to the educational environment

☐ b. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

☐ c. Build and sustain positive relationships with families and caregivers

☐ d. Build and sustain productive relationships with community partners

Evidence:

**Action/Physical**

**Verbal**

**Impressions**

**5. Acting with integrity, fairness, and in an ethical manner. ELPS5, RQ1a**

☐ a. Ensure a system of accountability for every student's academic and social success

☐ b. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

☐ c. Safeguard the values of democracy, equity, and diversity

☐ d. Consider and evaluate the potential moral and legal consequences of decision-making

☐ e. Promote social justice and ensure that individual student needs inform all aspects of schooling

Evidence:

| Action/Physical | |
| --- | --- |
| | |

| Verbal | |
| --- | --- |
| | |

| Impressions | |
| --- | --- |
| | |

**6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural context. ELPS6, RQ1, RQ1a**

☐ a. Advocate for children, families, and caregivers

☐ b. Act to influence local, district, state, and national decisions affecting student learning

☐ c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Evidence:

| Action/Physical | |
| --- | --- |
| | |

| Verbal | |
| --- | --- |
| | |

| Impressions | |
| --- | --- |
| | |

APPENDIX C: INTERVIEW PROTOCOL

INTERVIEW QUESTIONS
(Based upon Educational Leadership Policy Standards)
Possible probing questions

- How long have you been on staff at this school site? What is your current position? How long have you been in this position?
- Do you feel the organizational structure here is vertical/hierarchical or horizontal?

1. How do staff members share in facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders?
   a. How do you collaboratively develop and implement a shared vision and mission?
   b. How do you collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning?
   c. What methods are used to create and implement plans to achieve goals?
   d. How do you and other staff members promote continuous and sustainable improvement?
   e. How is progress monitored and evaluated? If there is a need to revise plans how is that facilitated?

2. How do you advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth?
   a. How do you nurture and sustain a culture of collaboration, trust, learning, and high expectations?
   b. How has the school created/supported a comprehensive, rigorous, and coherent curricular program?
   c. How do you and your colleagues create a personalized and motivating learning environment for students?
   d. Who supervises instruction?
   e. How are assessment and accountability systems to monitor student progress developed?
   f. How is the instructional and leadership capacity of staff developed?
   g. How is time spent on quality instruction maximized?
   h. How is use of the most effective and appropriate technologies to support teaching and learning promoted?
   i. How is the impact of the instructional program monitored and evaluated?

3. How does staff contribute to management of the organization, operation, and resources to ensure an efficient, and effective learning environment?
   a. How and who monitors and evaluates the management and operational systems?
   b. How/who ensures that the school can obtain allocate, align, and efficiently utilize human, fiscal, and technological resources?
   c. How is the welfare and safety of students and staff protected and promoted?
   d. How is the capacity for distributed leadership developed?
   e. Who/how ensures teacher and organizational time is focused to support quality instruction and student learning?

4. How does the faculty collaborate with the community? *(in order to respond to diverse community interests and needs, and mobilize community resources)*
   a. How is data and information pertinent to the educational environment collected and analyzed?
   b. How you promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources?
   c. How do you build and sustain positive relationships with families and caregivers?
   d. What current activities build and sustain productive relationships with community partners?

5. How do school/staff activities ensure that the staff acts with integrity, fairness, and in an ethical manner?
    a. What is the system of accountability for every student's academic and social success?
    b. How do you model principles of self-awareness, reflective practice, transparency, and ethical behavior?
    c. How does the schools mission/vision safeguard the values of democracy, equity, and diversity?
    d. Are there staff discussions that consider and evaluate the potential moral and legal consequences of decision-making?
    e. How do you as a staff member promote social justice and ensure that individual student needs inform all aspects of schooling?
6. How does the staff understand, respond to, and influence the political, social, economic, legal, and cultural context?
    a. How do you advocate for children, families, and caregivers?
    b. Do you act to influence local, district, state, and national decisions affecting student learning?
    c. How do you assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies?

## APPENDIX D: DOCUMENT REVIEW PROTOCOL

### DOCUMENT REVIEW

*even numbers determine how horizontal*
*odd numbers determine how vertical*

| | | 1 None At All | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 Great Deal | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1) | Document has evidence indicating one person is in charge of the decision making for this organization | O | O | O | O | O | O | O | O | O | O | STRUCTURE |
| 2) | Document has evidence indicating that more than two people are in charge of decision making for this organization | O | O | O | O | O | O | O | O | O | O | |
| 3) | Evidence of routine tasks that do not require high levels of expertise | O | O | O | O | O | O | O | O | O | O | TASK |
| 4) | Evidence of employees encouraged and enabled to make decisions about their work | O | O | O | O | O | O | O | O | O | O | |
| 5) | Document shows evidence of single source of information | O | O | O | O | O | O | O | O | O | O | SYSTEMS |
| 6) | Document shows evidence of information shared across all levels and groups | O | O | O | O | O | O | O | O | O | O | |
| 7) | Document shows evidence of fixed values, norms, and a resistance to change | O | O | O | O | O | O | O | O | O | O | CULTURE |
| 8) | Dcoument shows evidence of encouraging openness, equality, continuous improvement and change | O | O | O | O | O | O | O | O | O | O | |
| 9) | Dcoument shows evidence of a strategy developed at the top level and communicated to staff on how best to meet needs of stakeholders | O | O | O | O | O | O | O | O | O | O | STRATEGY |
| 10) | Document shows evidence of input from staff regarding needs of stakeholders and collaborative development of strategies | O | O | O | O | O | O | O | O | O | O | |

APPENDIX E: EDUCATIONAL LEADERSHIP POLICY STANDARDS

Educational
Leadership
Policy Standards:
ISLLC 2008
as adopted by
the National Policy
Board for Educational
Administration
(NPBEA) on
December 12, 2007.

## Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Functions:**

A.  Collaboratively develop and implement a shared vision and mission
B.  Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C.  Create and implement plans to achieve goals
D.  Promote continuous and sustainable improvement
E.  Monitor and evaluate progress and revise plans

## Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Functions:**

A.  Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B.  Create a comprehensive, rigorous, and coherent curricular program
C.  Create a personalized and motivating learning environment for students
D.  Supervise instruction
E.  Develop assessment and accountability systems to monitor student progress
F.  Develop the instructional and leadership capacity of staff
G.  Maximize time spent on quality instruction
H.  Promote the use of the most effective and appropriate technologies to support teaching and learning
I.  Monitor and evaluate the impact of the instructional program

## Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Functions:**

A.  Monitor and evaluate the management and operational systems
B.  Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C.  Promote and protect the welfare and safety of students and staff
D.  Develop the capacity for distributed leadership
E.  Ensure teacher and organizational time is focused to support quality instruction and student learning

## Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Functions:**
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

## Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Functions:**
A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

## Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Functions:**
A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

APPENDIX F: SITE 1 SURVEY STATISTICAL DATA REPORT

## (S1) Initial Report

**Last Modified: 01/28/2014**

### 1. Please choose the staff member title that best fits your current role/position

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Teacher | | 17 | 81% |
| 2 | Principal or Assistant Principal | | 1 | 5% |
| 3 | Counselor or other support staff | | 3 | 14% |
| | Total | | 21 | 100% |

| Statistic | Value |
|-----------|-------|
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.33 |
| Variance | 0.53 |
| Standard Deviation | 0.73 |
| Total Responses | 21 |

### 2. Evaluate the following statements.

| # | Question | None at all | Occasionally | More often than not | Consistently well | Total Responses | Mean |
|---|----------|-------------|--------------|---------------------|-------------------|-----------------|------|
| 1 | To what extent do staff members share in developing, articulating and implementing a shared vision of learning? | 0 | 1 | 5 | 15 | 21 | 3.67 |
| 2 | To what extent do staff members advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and professional growth? | 0 | 1 | 4 | 16 | 21 | 3.71 |
| 3 | To what extent does administration solicit, value and use staff suggestions on instructional practice? | 0 | 0 | 9 | 12 | 21 | 3.57 |
| 4 | To what extent does this school solicit and nurture relationships with the community? | 0 | 3 | 12 | 6 | 21 | 3.14 |
| 5 | To what extent do you feel this school acts with integrity and practices instruction in an ethical manner? | 0 | 0 | 2 | 19 | 21 | 3.90 |
| 6 | To what extent do you feel this school is able to react to socio-political needs of the community? | 0 | 3 | 7 | 11 | 21 | 3.38 |

| Statistic | To what extent do staff members share in developing, articulating and implementing a shared vision of learning? | To what extent do staff members advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and professional growth? | To what extent does administration solicit, value and use staff suggestions on instructional practice? | To what extent does this school solicit and nurture relationships with the community? | To what extent do you feel this school acts with integrity and practices instruction in an ethical manner? | To what extent do you feel this school is able to react to socio-political needs of the community? |
|---|---|---|---|---|---|---|
| Min Value | 2 | 2 | 3 | 2 | 3 | 2 |
| Max Value | 4 | 4 | 4 | 4 | 4 | 4 |
| Mean | 3.67 | 3.71 | 3.57 | 3.14 | 3.90 | 3.38 |
| Variance | 0.33 | 0.31 | 0.26 | 0.43 | 0.09 | 0.55 |
| Standard Deviation | 0.58 | 0.56 | 0.51 | 0.65 | 0.30 | 0.74 |
| Total Responses | 21 | 21 | 21 | 21 | 21 | 21 |

**3. If you would be willing to be interviewed by the researcher(Cathy Creasia) regarding the above topics please provide your name and email below. All of your responses will be strictly confidential and used only for research. No names will be mentioned in the study. Your participation is greatly appreciated!**

Text Response

| Statistic | Value |
|---|---|
| Total Responses | 7 |

APPENDIX G: SITE 2 SURVEY STATISTICAL DATA REPORT

## (S2) Initial Report

**Last Modified: 11/09/2013**

### 1. Please choose the staff member title that best fits your current role/position

| # | Answer | | Response | % |
|---|--------|--|----------|---|
| 1 | Teacher | | 20 | 87% |
| 2 | Principal or Assistant Principal | | 0 | 0% |
| 3 | Counselor or other support staff | | 3 | 13% |
| | Total | | 23 | 100% |

| Statistic | Value |
|-----------|-------|
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.26 |
| Variance | 0.47 |
| Standard Deviation | 0.69 |
| Total Responses | 23 |

### 2. Evaluate the following statements.

| # | Question | None at all | Occasionally | More often than not | Consistently well | Total Responses | Mean |
|---|----------|-------------|--------------|---------------------|-------------------|-----------------|------|
| 1 | To what extent do staff members share in developing, articulating and implementing a shared vision of learning? | 0 | 4 | 8 | 11 | 23 | 3.30 |
| 2 | To what extent do staff members advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and professional growth? | 0 | 1 | 11 | 11 | 23 | 3.43 |
| 3 | To what extent does administration solicit, value and use staff suggestions on instructional practice? | 0 | 6 | 12 | 5 | 23 | 2.96 |
| 4 | To what extent does this school solicit and nurture relationships with the community? | 0 | 6 | 11 | 6 | 23 | 3.00 |
| 5 | To what extent do you feel this school acts with integrity and practices instruction in an ethical manner? | 0 | 2 | 11 | 10 | 23 | 3.35 |
| 6 | To what extent do you feel this school is able to react to socio-political needs of the community? | 1 | 7 | 9 | 6 | 23 | 2.87 |

| Statistic | To what extent do staff members share in developing, articulating and implementing a shared vision of learning? | To what extent do staff members advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and professional growth? | To what extent does administration solicit, value and use staff suggestions on instructional practice? | To what extent does this school solicit and nurture relationships with the community? | To what extent do you feel this school acts with integrity and practices instruction in an ethical manner? | To what extent do you feel this school is able to react to socio-political needs of the community? |
|---|---|---|---|---|---|---|
| Min Value | 2 | 2 | 2 | 2 | 2 | 1 |
| Max Value | 4 | 4 | 4 | 4 | 4 | 4 |
| Mean | 3.30 | 3.43 | 2.96 | 3.00 | 3.35 | 2.87 |
| Variance | 0.58 | 0.35 | 0.50 | 0.55 | 0.42 | 0.75 |
| Standard Deviation | 0.76 | 0.59 | 0.71 | 0.74 | 0.65 | 0.87 |
| Total Responses | 23 | 23 | 23 | 23 | 23 | 23 |

**3. If you would be willing to be interviewed by the researcher(Cathy Creasia) regarding the above topics please provide your name and email below. All of your responses will be strictly confidential and used only for research. No names will be mentioned in the study. Your participation is greatly appreciated!**

| Statistic | Value |
|---|---|
| Total Responses | 8 |

APPENDIX H: SITE 3 SURVEY STATISTICAL DATA REPORT

## HMSA (S3) Initial Report

**Last Modified: 11/14/2013**

### 1. Please choose the staff member title that best fits your current role/position

| # | Answer | | Response | % |
|---|--------|---|----------|---|
| 1 | Teacher | | 9 | 75% |
| 2 | Principal or Assistant Principal | | 2 | 17% |
| 3 | Counselor or other support staff | | 1 | 8% |
| | Total | | 12 | 100% |

| Statistic | Value |
|-----------|-------|
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.33 |
| Variance | 0.42 |
| Standard Deviation | 0.65 |
| Total Responses | 12 |

### 2. Evaluate the following statements.

| # | Question | None at all | Occasionally | More often than not | Consistently well | Total Responses | Mean |
|---|----------|-------------|--------------|---------------------|-------------------|-----------------|------|
| 1 | To what extent do staff members share in developing, articulating and implementing a shared vision of learning? | 0 | 8 | 1 | 3 | 12 | 2.58 |
| 2 | To what extent do staff members advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and professional growth? | 0 | 1 | 6 | 5 | 12 | 3.33 |
| 3 | To what extent does administration solicit, value and use staff suggestions on instructional practice? | 0 | 5 | 3 | 4 | 12 | 2.92 |
| 4 | To what extent does this school solicit and nurture relationships with the community? | 0 | 5 | 4 | 3 | 12 | 2.83 |
| 5 | To what extent do you feel this school acts with integrity and practices instruction in an ethical manner? | 0 | 0 | 5 | 7 | 12 | 3.58 |
| 6 | To what extent do you feel this school is able to react to socio-political needs of the community? | 0 | 3 | 7 | 2 | 12 | 2.92 |

| Statistic | To what extent do staff members share in developing, articulating and implementing a shared vision of learning? | To what extent do staff members advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and professional growth? | To what extent does administration solicit, value and use staff suggestions on instructional practice? | To what extent does this school solicit and nurture relationships with the community? | To what extent do you feel this school acts with integrity and practices instruction in an ethical manner? | To what extent do you feel this school is able to react to socio-political needs of the community? |
|---|---|---|---|---|---|---|
| Min Value | 2 | 2 | 2 | 2 | 3 | 2 |
| Max Value | 4 | 4 | 4 | 4 | 4 | 4 |
| Mean | 2.58 | 3.33 | 2.92 | 2.83 | 3.58 | 2.92 |
| Variance | 0.81 | 0.42 | 0.81 | 0.70 | 0.27 | 0.45 |
| Standard Deviation | 0.90 | 0.65 | 0.90 | 0.83 | 0.51 | 0.67 |
| Total Responses | 12 | 12 | 12 | 12 | 12 | 12 |

**3. If you would be willing to be interviewed by the researcher(Cathy Creasia) regarding the above topics please provide your name and email below. All of your responses will be strictly confidential and used only for research. No names will be mentioned in the study. Your participation is greatly appreciated!**

| Statistic | Value |
|---|---|
| Total Responses | 4 |