School Restructuring and Employee Morale: Unintended Consequences of Involuntary Transfers

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ABSTRACT

This study examined the morale of fifteen teachers in a Mid Atlantic State Public School System after the implementation of restructuring per the corrective action continuum mandated by the No Child Left Behind federal legislation. Per the legislation, schools which fail to meet Adequate Yearly Progress (AYP) for six consecutive years were required to select one of the suggested school restructuring options. These options were: replace most of the school personnel, including the principal; convert the school in to a charter school; release the control of the school to the state department of education; or contract the services of an outside agency to operate the school.

While the NCLB legislation emphasizes "scientifically researched based" strategies to increase student achievement, according to Stan Karp (2006), who cited the research of Gerals Bracey, there is no scientific evidence to demonstrate the corrective actions outlined in the policy improve student achievement. This study reports findings describing employee morale and is intended to enlighten federal, state and local administrations about the attitudes and beliefs of the teachers who were charged with improving student achievement after restructuring.

The participants in this case study consisted of fifteen faculty members; five faculty members who remained at the study school, five faculty members who were displaced from the study school and five turnaround teachers who were newly assigned to the study school. As qualitative studies focus on 'How' and 'Why' questions, it was appropriate to utilize this type of framework as the researcher identified and explored how the morale of the faculty changed after the implementation of the restructuring

process. The primary data collection method employed was the utilization of individual interviews with impacted faculty members. In addition, through non-participant observations, the researcher sought to record any and all observed behaviors demonstrating positive or negative affect.

The purpose of the literature review is to: (1) explore the historical context of the major educational reform efforts in the United States; to explore the impact on the public; and identify the strategies employed by these efforts in order bring forth educational change; (2) examine the stages of change with regard to school restructuring; explore the human cost expenditures associated with school restructuring; to examine the affects of organizational collapse and how these affects align with the Kübler-Ross Grieving Model; and to identify successful restructuring factors which foster organizational change.

The results of this study show only one of 15 of the study participants expressed that the implementation of the restructuring at the two study schools yielded a positive change in faculty morale. On the contrary, 14 of 15 study participants felt the restructuring process, as carried out in both study schools, had a negative impact on employee morale. Additionally, study participants indicted both study schools as having more of a positive climate prior to the implementation of restructuring as all of the interviewed subjects reported the restructuring process negatively impacted the student body, their parents and the entire school community.

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CHAPTER ONE – INTRODUCTION

Many educators across the nation applaud the lofty goals established by NCLB legislation. However, with very little research demonstrating the effectiveness of the restructuring reform option, others question a process which involuntarily transfers faculty members and labels teachers and schools as ineffective. This study reviewed the morale of the faculty after the implementation of the corrective action continuum for six consecutive years in an attempt to identify how employee affect was influenced by the reorganization of the school.

Similar to education reform in the past, the 2001 federal educational reform policy, No Child Left Behind (NCLB) was written to improve the quality of education which has been declining in America for many years. The intent of the NCLB legislation was to achieve predetermined outcomes. Educators across the country struggle to achieve these goals as the legislation does not provide struggling schools with suggestions or guidance for achieving these predetermined outcomes. Furthermore, these predetermined goals are not conducive for instructional innovation or change and do not take into consideration the "human" factor. With very little existing literature to prove the effectiveness of the reform strategies, this study added to the growing body of research suggesting that job insecurity created as a result of one of the control features of NCLB has important consequences for both the employee and the organization (Sverke & Goslinga, 2003).

Since the inception of NCLB, teachers have struggled with trying to meet the demands of federal, state, and local guidelines that impose harsh penalties if

benchmark proficiency levels are not attained by their students. As a result, many classroom teachers have seen a shift toward using more mechanistic, teacher-directed instructional practices. As a result, strategies which are child centered and connected to the life experiences and interests of the children are becoming less prevalent in many classrooms across the nation (Goertz, & Massell, 2005). Thus, these demands have a direct impact on the instructional practices employed by classroom teachers. In addition, educators are forced to prioritize time, resources and monetary allocations often needed to address many of the social and societal issues children bring to school. Unaddressed, these issues have the potential to severely limit the academic success of the students who are faced with these social challenges (Gonzalez, 2006).

In an attempt to outline a school improvement process, the NCLB legislation describes a six year corrective action continuum for schools that fail to meet Adequate Yearly Progress (AYP) indicators. Should a school fail to meet AYP targets for one year the school is placed in "early warning" status. In the event the school does not meet AYP targets for the second consecutive year, it is labeled a school "needing improvement." Pursuant to this categorization, the school will receive technical assistance and in the following year, the school must offer parents a "school choice" option. Here, parents are informed they have the right to transfer their child(ren) to an alternative school within the Local Education Agency (LEA) or district, regardless of their home address. In the event the LEA or district is under corrective action and labeled as needing improvement, the parents may exercise their right to transfer their child(ren) to a school in an alternate LEA or district at the expense of the sending district. In schools that fail to meet AYP for three consecutive years, in addition to the provisions of public school choice, students

from the school are offered Supplementary Educational Services (SES). These services are performed by state approved agencies and their staff members require competitive compensation for services rendered. All associated fees for these educational services are paid by the sending LEA or school district through their federal funding source, Title I. If a school fails to meet AYP for four consecutive years, a series of corrective actions may occur. These activities may include but are not limited to:

- replacing the school staff
- implementing a new curriculum
- decreasing school level administrative authority
- providing the school with expertise from an outside consultant firm or state department of education
- extension of the school day or school year
- change the organizational structure of the school.

These actions have major financial implications which are assumed by the local LEA or school district. Should a school fail to achieve AYP for five consecutive years, they are forced to develop a restructuring plan. Under this plan restructuring may include:

- Reopen the school as a public charter school.
- Replace "all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress."

- Contract with “an outside entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school.”

- Turn the “operation of the school over to the state educational agency, if permitted under State Law and agreed to by State.”

- Engage in another form of major restructuring that makes fundamental reforms, “such as significant changes in the school’s staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.”

For a school failing to meet AYP for six consecutive years, they are forced to implement the restructuring option selected and written into the restructuring plan. In addition to the restructuring mandate, the school district is to provide additional notice to the parents, public school choice options, supplemental educational services to qualifying students, compose a school improvement plan and receive technical assistance from district and state department of education. (No Child Left Behind Act, 2002).

Purpose of Study

The purpose of this case study was to examine the restructuring process selected by a Mid Atlantic state school district in its attempt to reform failing schools. Through the restructuring process, over 40% of the teachers in the study schools have been identified as ineffective and transferred out of the building. Inversely, some teachers working in other schools, who have been identified as stellar have been reassigned to the "failing" study school. Therefore, the organizational restructuring effected individuals who are directly and indirectly involved with the "failing" status of the restructured school. This case study examined and highlighted positive and negative impact on the morale of fifteen faculty members who were part of the implementation of the school restructuring process in their respective schools. The participants were selected from two schools in a Mid Atlantic state which have implemented the restructuring process. The fifteen faculty members making up the sample group were composed of five faculty members who remained at the study school, five faculty members who were displaced from the study school and five faculty members who have been recently reassigned to the study school.

Data collection methods included the utilization of interviews, and non-participant observations. Archival records originally intended to provide for a greater level of triangulation proved unavailable. However, the interviews themselves provided considerable internal validity in themselves.

As a preliminary study on the topic of NCLB and school restructuring, this research added to the limited body of literature currently existing which analyzes this

phenomenon. It is my hope this study will serve as an essential resource for school districts by presenting the voice and perspective of the participants who were affected by school restructuring. As the practitioners charged with fostering change within the instructional program, it is important to examine the perspectives of the displaced, existing and turnaround faculty members.

Research Questions

The research questions focused on understanding the morale of school faculty affected by the implementation of school restructuring. The research questions follow:

1. How do the displaced and existing faculty members describe their morale and the building climate before the implementation of restructuring?
2. How do the displaced and existing faculty members describe their morale and the building climate after the implementation of restructuring?
3. How did the faculty describe their role in the restructuring process and how did the lack or presence of choice impact their morale?

Definitions

The following defined terms will be utilized in this study

AYP- Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools).

Faculty -
Displaced - Refers to faculty members who have been transferred out of the failing school.

Existing - Refers to faculty members who have been in the restructured school pre and post the implementation of the restructuring process.

Turn Around - Refers specifically to those faculty members who have been selected and transferred from the successful school into the failing school.

Local Education Agency (LEA) - A public board of education or other public authority legally constituted with a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, township, or other political subdivision of the state.

No Child Left Behind (NCLB) - The No Child Left behind Act of 2001 was signed into law on January 8, 2002 by President Bush. The Act represents the President's education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. NCLB changes the federal government's role in K-12 education by focusing on school success as measured by student achievement. The Act also contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents and an emphasis on teaching methods that have been proven to work.

Title I- Largest federal program supporting elementary and secondary education with an annual expenditure of $ 8 billion, the equivalent to 3% of the national educational expenses. Created in 1965 to combat the War on Poverty and designed to help educate disadvantaged children and those with low academic achievement attending schools serving high poverty areas.

Delimitations and Limitations of this study

This study was limited in several regards. The study schools consisted of two schools within a Mid Atlantic State School District.

The Mid Atlantic State School District of study was an urban district comprised of twenty-five (25) schools: five (5) Pre-K through fifth grade schools, one (1) K through

third grade school, one (1) sixth through eighth grade middle school, three (3) K through fifth grade schools, nine (9) Pre-K through eighth grade schools, one (1) K through eighth grade school, one (1) ninth through twelfth grade adult alternative high, and three (3) ninth through twelfth grade high schools. (www.ups.k12.xx.us, December 3, 2007). During the 2005-2006 school year, the study state served nearly 14,000 students (http://www.ups.k12.xx.us, December 3, 2007). The study district is the one of the oldest school systems within the Mid Atlantic State with origins dating back to the 1700s.

The identified study schools and the phenomenon explored were not a representation of other schools within the same district of the Mid Atlantic State or school systems in urban communities. The data collected and findings reported serve only to represent the events occurring within the respective schools and are not intended to be generalized to necessarily apply to other schools with similar demographics.

The responses collected from displaced, existing or turnaround faculty members within the study district may or may not be reflective of other educators who have been involved in a restructuring process. The turnaround, displaced and existing faculty members have thoughts and feelings regarding the restructuring process. It remained my intent to explore these perspectives and document the findings. The results and findings reported from the data collected are meant to describe the phenomenon as it occurred only in the two study schools.

Significance of Study

According to information obtained from the United States Department Education (www.ed.gov/programs/titleiparta/index.html), over 12.5 million students attend schools

receiving Title I funding. As the legislation is mandated for all schools who receive Title I funds, adults across the country should be knowledgeable and concerned with the implications and repercussions of the mandate. As the phenomenon studied is relatively new, there is limited research available that examined the effectiveness of the reform efforts. Not only does this study provide the reader with useful and applicable information regarding education reform, it could ultimately serve as a resource for educators and school districts that are faced with the task of school restructuring.

I have a particular interest in this field as I have participated in a school restructuring process and have experienced the implications of the initiative. Nearly 40% of the faculty members were involuntarily transferred from a school where I previously worked, including members of the administrative team. As this process unfolded, I noticed a drastic climate change within the building. Staff absentee rates reached record highs, compounded by a drastic increase in registered school concerns. It became increasingly clear: teacher morale was affected by the restructuring process. However, I remained cognizant that additional variables may exists which may have influenced the changes in morale.

At the time of this study, NCLB was in its eighth year of implementation and remains the current federal initiative intended to address the public educational system in the United States. With a detailed corrective action continuum and its accountability focused sanctions, the implications and repercussions will have lasting affects on educators across the nation. As a federal mandate with minimal supporting research to validate the effectiveness of the reform strategies, the proposed study illuminated many of the unintended consequences of the mandated legislation.

Theoretical Base

This study is grounded in the three theoretical frameworks, Kurt Lewin's Field Theory in Social Science, also known as Change Theory, the Motivation Theory or Needs Hierarchy founded by Abraham Maslow and built upon by Fredrick Herzberg and finally Elizabeth Kübler-Ross' Five Stages of Grief.

Currently a great deal of literature exists addressing several theories of change. Many of these theories attempt to outline a step-by-step process to successfully implement change in schools and various organizations. Several of the existing theories of change incorporate the fundamental principals initially presented by Kurt Lewin (1951) in his Field Theory in Social Science.

Lewin believed in order to sustain organizational change a group must transition through three phases. According to Lewin, the organization must first be unfrozen. During this phase the people making up the organization begin to recognize the need for change. After which, intended and unintended forces begin to permeate the organization resulting in various degrees of organizational change. When these forces begin, one can expect to see various changes in employee behavior, various roles, attitudes, along with social and organizational structures. In due course, these changes will grow to be part of the organizational culture and at that time the change agent should attempt to refreeze or anchor the newly achieved changes into the culture of the organization.

Several change theorists have adopted Lewin's change process of unfreeze, implement change and refreeze; however incorporating various provisions of their own.

Some have modified the Lewin's framework by adding their own philosophy of change. The 1996 work of Kotter describes an eight step change process as the following:

1. Establish a sense of urgency
2. Create a guiding coalition
3. Develop a vision and strategy
4. Communicate the vision and strategy
5. Empower innovators for action
6. Generate short term success/wins
7. Consolidate gains, expect more change
8. Anchor innovation in the revised culture

When looking closely at Kotter's change process, it becomes clear how the stages presented are closely associated with Lewin's change theory. When comparing the fist two steps of Kotter's change theory to Lewin's theory of change, the two steps could be associated with the original frozen state of the organization on its way to unfreezing. Steps three through six of Kotter's change process can be associated with the generating change step of Lewin's change theory. Lastly, steps seven and eight of Kotter's change process are applicable to the refreeze step of Lewin's change theory as both desire to permanently anchor the recent changes into the newly established culture of the organization.

In 1987 Hall and Hord conducted research about the concerns of teachers as they transitioned through a change process. Hall and Hord believe teachers move through a

series of seven stages when implementing change and titled these steps, "Stages of Concern." These stages are:

1. Unaware
2. Awareness
3. Exploration
4. Early Trial
5. Limited Impact
6. Maximum Benefit
7. Renewal

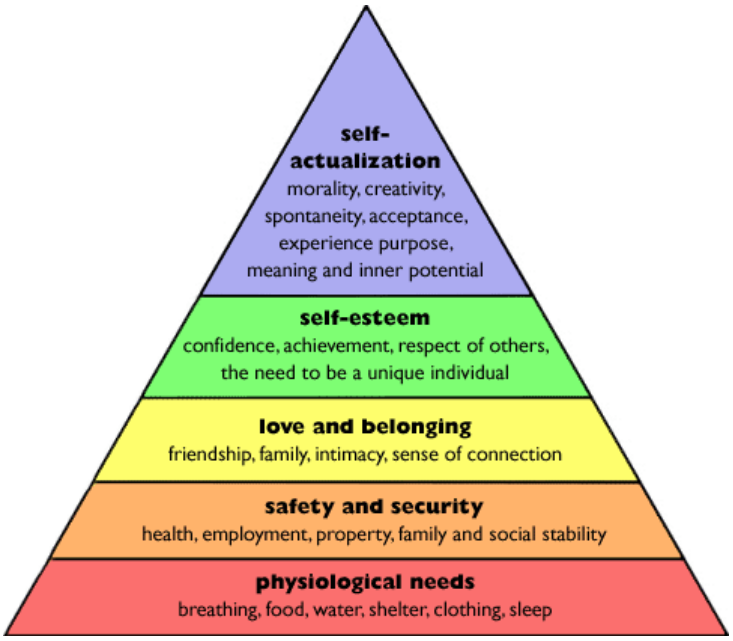
When aligned to Lewin's change theory, stage one of Hall and Hord's "Stages of Concern," is comparable to the frozen stage of Lewin's theory. Stages two through five can closely be associated to the transitioning through the unfrozen state of Lewin's theory where the process of implementing new initiatives and/or procedures occurs. The final steps, six and seven are closely related to the refreeze stage of Lewin's theory of change as they both imply making the newly revised operational procedures a permanent part of the organizational structure.

School administrators and corporate executives alike widely agree that employee motivation is a critical determinant of overall organizational performance (Lunenburg & Ornstein, 2000). The term motivation is a derivative of the Latin word movere, which means to move; however is commonly defined as: "the psychological feature that arouses an organism into action toward a desired goal, that which gives purpose and direction to a specific behavior." Abraham Maslow's need Hierarchy of Needs Theory is one of the

best known and most widely used theories used for studying human motivation. Maslow believed five basic groups of human needs exist in a specific sequence or hierarchy of importance. According to Maslow, once a specific group of needs is fulfilled, another emerges and demands satisfaction. This process continues through the entire five step hierarchy which is as follows:

1. Physiological Needs – include the need for food, water and shelter.
2. Safety Needs – include protection against danger, threat, and deprivation, including avoidance of anxiety.
3. Social Needs – include affection, affiliation, friendship and love.
4. Esteem Needs – focus on self respect and include recognition and respect from others.
5. Self Actualization – focus on the attainment of one's full potential for continued self development.

Figure 1.1



When analyzing and associating each step of Maslow's need hierarchy to common organizational practices, Lunenburg and Ornstein, (2000) identified various situations where these basic human needs are often presented and thus prove to be critical in maintaining employee motivation.

When looking at physiological needs, Lunenburg and Ornstein believe these needs are met by organizations when employees are provided with a competitive base salary along with basic working conditions such as heat and air conditioning. Lunenburg and Ornstein continue, stating employers should offer food and/or cafeteria services to their employees.

With regard to safety needs, Lunenburg and Ornstein tell us, organizations can provide these basic needs by ensuring safe working conditions, establishing fair rules and regulations to govern the organization. Additionally, organizations should consider offering a pension and/or insurance plan to all employees along with an incremental salary increases and job security. Lastly, employers should provide their employees the freedom to unionize without fear of repercussions from administration.

Lunenburg and Ornstein identify several methods in which organizations may address the social needs of their employees at the work place. According to Lunenburg and Ornstein, employers should attempt to provide employees with a supervision model which places the employee at the center of the process. In an educational setting, a clinical supervision model would accomplish this goal. Moreover, employers should attempt to provide employees with opportunities to work in teams where group norms have been established and are followed. Lastly, Lunenburg and Ornstein believe employers who attempt to promote group activities such as organized sports programs

and/or social events recognize the importance of social relations at the workplace for ensuring organizational goals are achieved.

Lunenburg and Ornstein assert, fulfilling esteem needs produce feelings of self confidence and prestige, power and control. Furthermore, organizations may satisfy this need by establishing recognition and awards programs. Moreover, creating prestigious job titles and providing employees with opportunities for career advancements prove successful in satisfying esteem needs.

When examining the self actualization needs Lunenburg and Ornstein recognize the difficulty employers may have in ensuring these needs are met for each employee. As the name suggest, self actualization needs vary from person to person as the focus remains on the needs of the individual. However, to accomplish this lofty goal, organizations may provide opportunities for employees to participate in the planning of job designs and making assignments which capitalize on the unique skill sets of each employee. Lastly, creating a relaxing structure where employees have the ability to seek personal and professional growth is equally as important when attempting to create conditions which satisfy the need to become self actualized.

Maslow's hierarchy of needs theory has gained mass appeal resulting in rich discussion and application of the theory among practitioners (Lunenburg & Ornstein, 2000). As exemplary schools require outstanding leaders who possess the ability to motivate staff in order to maximize their performances, to grow professionally and to successfully implement change, it is essential school leaders explore motivational strategies in their attempt to achieve district goals.

Using the premise of Abraham Maslow's hierarchy of needs theory, Fredrick Herzberg developed an expanded motivation theory which attempts to determine various factors causing motivation. However, Herzberg's theory does not look at needs but rather focuses on the work environment to identify factors which stimulate both positive and negative attitudes. Essentially, Herzberg reduced Maslow's five step need hierarchy into a two step motivation system comprised of hygiene and motivation needs.

After studying 203 accountants and engineers in nine firms, Herzberg found employees to possess "good" feelings pertaining to the job typically are associated with achievement, recognition, the work itself, growth and advancement opportunities. Herzberg named these job related factors "job satisfiers" or motivators as they fulfill individual needs for psychological growth. Herzberg asserts that when these factors are present at the work place the employees basic needs will be satisfied and positive feeling along with improved productivity will result.

In contrast, Herzberg found negative feelings to be generally associated with the environment surrounding the work place, such as extrinsic or physical factors. Company policies and/or regulations, poor interpersonal relations, working conditions and salary ranked as the highest "job dissatisfier" or "hygiene factors." Herzberg named these items hygiene factors because they are capable of being prevented and typically pertain to environmental issues. Moreover, according to Herzberg, simply removing hygiene factors does not ensure positive feelings in employees or high levels of employee productivity. To accomplish this goal, Herzberg reminds employers they must move toward job satisfier or motivators. "Jobs must be restructured to increase the maximum ability of workers to achieve goals meaningfully related to the doing of the job… The

individual should have some measure of control over the way in which the job is done in order to realize a sense of achievement and of personal growth" (Herzberg, Mausner, & Synderman, 1959).

NCLB (2001) is a primary force behind the decisions and practices of teachers in today's classrooms. When examining and applying the theory presented by Herzberg to the educators impacted by restructuring mandates of NCLB; it becomes clear how the successful implementation of the initiative is dependent on the amount of employee involvement throughout the process. As previously mentioned, the increased levels of accountability has caused many school districts to adopt mechanistic, teacher-directed instructional practice rather than strategies which are child centered and focus on the life experiences and interests of the children in the classroom. This phenomenon has caused many teachers to become more concerned with the academic progress of their students. Furthermore, student performance on the high stakes assessments has increased anxiety in teachers across the nation as these tests are required by NCLB to measure student growth.

The application of Elizabeth Kübler-Ross' Five Stages of Grief Theory to this study helps to describe and explain what many of the study participants experience as the restructuring process is revealed. Kübler-Ross' book, "On Death and Dying" originally presented her grieving theory as a five step process explaining the feelings an individual may experience when confronting a fatal illness. However, in more recent times, the feelings outlined in the grieving process have been associated with the loss of any significant relationship such as being fired or involuntarily transferred from a job or career.

Kübler-Ross found that the grieving process yields several particular and easily recognizable emotional categories. These emotions were denial, anger, bargaining, depression and acceptance (Kübler-Ross, 1969). According to Kübler-Ross, an individual suffering from a major loss in a relationship will endure all of the aforementioned emotions, however, not necessarily in sequential order but rather cycling through some of these emotions a number of times.

Elisabeth Kübler-Ross applied her grieving framework quite successfully to various forms of catastrophic personal loss, such as death of a loved one, sudden end to one's career and so forth. According to Kübler-Ross, during each stage of grieving, one demonstrates particular behaviors in his/her attempt to soften the blow of the catastrophic event.

Elizabeth Kübler-Ross' Five Stages of Grief are explored in greater detail in the following chapter, The Literature Review section of this document.

CHAPTER TWO – LITERATURE REVIEW

Literature Review

The purpose of this literature review was to: (1) explore the historical context of the major educational reform efforts in the United States; to explore the impact on the public; and identify the strategies employed by these efforts in order bring forth educational change; (2) examine the stages of change with regard to school restructuring; explore the human cost expenditures associated with school restructuring; to examine the affects of organizational collapse and how these affects align with the Kübler-Ross Grieving Model; and to identify successful restructuring factors which foster organizational change.

> "The future is only going to get more complex. We need better and more educated answers to a plethora of issues which face us. The old, one-dimensional, narrow view of the world hasn't worked and will not work. It was kept in place by power that sacrificed human potential. We cannot applaud the liberation the European countries have recently achieved and still espouse a colonial mentality when it comes to teaching in this country. We cannot applaud the democratization of the Soviet Union if we still believe a monolithic, iron fist must rule our curriculum. Wake up America! We are a diverse country, let us be free to teach to that diversity". (Rudolfo Anaya, 1992)

Since the early part of the twentieth century the country's educational system has received major scrutiny regarding its effectiveness in creating citizens able to compete in the global area. There have been several national attempts to reform education in America through out the century and the present day is no different. In the past, schools

have attempted to implement change through drastic modifications to their instructional programs in hopes of increasing student proficiency levels. Reformers maintain the social and/or cultural institutions of our society require major changes. These reformers call for a transformation in the manner in which schools are governed, along with the general responsibilities assigned to the adults in our schools and the overall processes utilized to educate children (Murphy, 1991). In particular, these reformers call for a drastic revamping of the American educational system, or as Murphy 1991 states, "a comprehensive attempt to rethink and rework the basic fabric of schooling – a restructuring (rebuilding, reinvention, reformation, revolution, rethinking, or transformation) of the educational enterprise." The call for an overhaul of the educational system has prompted rich discussions and the implementation of various school restructuring models.

The idea of public school restructuring or reconstitution, as it is often called, is a relatively new practice; therefore the body of literature pertaining to this phenomenon is very limited. The implementation of school restructuring often requires the removal of school administration, teachers and support staff to be replaced with new employees in an effort to transform the school (Battle, 1994). Although extremely controversial, the process is becoming much more prominent as states attempt to improve student achievement. Maryland is among a small but rapidly growing cohort of states that voluntarily adopted the restructuring reform effort in 1993 (Schmidt, 1995). Texas implemented the restructuring reform model after several unsuccessful attempts to increase student proficiency levels as a result of state generated interventions (Texas Education Agency Report, 1996).

While this reform process is very drastic, several states across the nation are being forced to explore this procedure as a result of No Child Left Behind. Through the implementation of the federal legislation No Child Left Behind, the US Government provides schools with five (5) restructuring options of which they must choose one upon failing to achieve adequate yearly progress (AYP) for five (5) consecutive years. Under this plan restructuring may include:

- Reopen the school as a public charter school.
- Replace "all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress."
- Contract with "an outside entity, such as a private management company, with a demonstrated record of effective, to operate the school."
- Turn the "operation of the school over to the state educational agency, if permitted under State law and agreed to by State."
- Engage in another form of major restructuring that makes fundamental reforms, "such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress" (No Child Left Behind Act, 2002).

Many educators applaud the lofty goals established by NCLB, although there is very little research illuminating of the effectiveness of the corrective action or its impact on the human element. Subsequently, critics of the legislation question the effectiveness of a process which labels schools and teachers as ineffective.

Historical Context

The Sputnik Crisis

For many decades the improvement of the condition of the education system especially pertaining to effectiveness, efficiency, and equality of opportunity has been an important object of federal and state policy. In 1957 these concerns came to a climax with the Soviet Union's successful launching of Sputnik, the first satellite to be placed into orbit. Not only did this historical moment challenge the technological contributions of the United States but also humbled educational leaders around the nation. President Dwight Eisenhower's science advisor James Killian vividly referred to Sputnik's reception:

> "As it beeped in the sky, Sputnik I created a crisis of confidence that swept the country like a windblown forest fire. Overnight there developed widespread fear that the country lay at the mercy of the Russian military machine and the our own government and its army had abruptly lost their power to defend the homeland itself, much less maintain the United States prestige and leadership in the international arena". (Butts,1993)

With the United States in a condition of panic, the government was forced to respond in a variety of fashions. Policies aimed at ensuring the US' chief rival did not maintain the lead in the global economics, technological, political and military dominance was just one strategy employed by the government to overcome the accomplishment of the Soviet Union. Furthermore, this historical accomplishment

initiated a major discussion in the United States as the general public began to question the effectiveness of the country's educational system.

The effects of the launching of Sputnik were felt by various constituencies within the American public. For a large percentage of the public, the launching of Sputnik symbolized a threat to American security, our superiority in science and technology and potentially our political freedom (ByBee & DeBoer, 1997). Sputnik made clear to the American public that it was in the nation's best interest to initiate a change in the educational system; more specifically in the curricular areas of mathematics and science. Prior to this landmark event, the American people rejected the notion of federal funding for educational endeavors as many believed the acceptance of federal funding would result in federal control over the educational system. As a direct result of pubic outcry, the federal government responded to the pressure established by the American people in an epic fashion. The United States Congress established the National Defense Education Act in 1958. The National Defense Education Act (1958) authorized expenditures of more than one billion dollars for a variety of reform efforts including new school construction, fellowships and loans to encourage promising students to seek higher educational opportunities, an increased focus in vocational education to meet critical manpower shortages in the defense industry and a host of additional programs (Dow, 1996). In Peter Dow's article, "Sputnik Revisited: Historical Perspectives on Science Reform," Dow refers to a comment made by Hyman G. Rickover, the Navy's nuclear submarine program director, which appeared in a 1959 issue of Education and Freedom. His statement captures and summarizes the general feelings which permeated the country during the times shortly after the historical launching:

> "We are engaged in a grim duel. We are beginning to recognize the threat to American technical supremacy which could materialize if Russia succeeds in her ambitious program of achieving world scientific and engineering supremacy by turning out vast numbers of well-trained scientist and engineers…We have let our educational problems grow too big for comfort and safety. We are beginning to see now that we must solve it without delay."

The birth of National Defense Education Act (1958) sought to transform the education system which had been transitioning from institutions where the educational practices were familiar with the American people into more of a constructivist model. At the time when some were advocating for a back to basics, back to drill & kill and back to rote memorization as means to reform education; policy makers and legislators recognized these concepts sustain public support because they were aligned with the educational experiences of the masses. In addition, these antiquated ideas were 'comfortable' for many as they represented familiar activities parents were could review with their children (ByBee and DeBoer, 1997). Ultimately, the passing of this act initiated an educational reform movement where the practice of regurgitating information upon demand was replaced with various modes of scientific inquiry and mathematical problem solving. While some rallied against the transformation of the education system, an overwhelming majority of the public accepted the need to change the way in which the children were taught and the reform efforts suggested to commence these changes.

Not only was the public affected by the launching of the Soviet's Sputnik, but many of the country's educators felt the impact of the launching as well. As the reform gained momentum and public support, many top scholars and teachers became increasingly involved in the discussion pertaining to the new curricular focus in the academic areas of mathematics and science and the infusion of technology. Many of

these educators were senior scholars from prestigious institutions and universities across the country. As the curricular developments and educational dialogue continued to flourish, the National Defense Education Act of 1958 continued to gain public support. The nation's top scientists, mathematicians and engineers led projects during this era which provided credibility to the educational initiatives and gave confidence to the public that a revolution in American education was truly on the forefront. In his 2006 article, Hafner commented on how the act channeled the federal government's capital toward improving the quality of teaching in the areas language arts and science education. Furthermore, Hafner explains, the change in the governments attention served as an attempt to entice more students into majoring in those fields while attending college. In addition, Hafner noted a staggering influx of federal funds into scientific research and development. These changes entrenched the United States as the foremost international authority in the second half of the 20th century and for the moment, helped to reestablished American higher education as the educational standard for the rest of the world.

Elementary & Secondary Education Act

Until this time, the nature of educational reform has been a result of a potential national crisis or as some may suggest, educational reform has been a back door approach for the government to implement a national policy of federal control. However, in 1965 Congress passed the Elementary and Secondary Education Act (ESEA) as a result of growing public concern pertaining to the educational opportunities of under privileged

children. The passing of this law marked a first time break between the federal government and a long-standing precedent of providing financial aid to educational programs below the secondary level (Spraggins, 1968). By design, the law demonstrates an increase in the commitment of the federal government to the nation's elementary and secondary schools. The ESEA had a broad scope, providing funding for educational research, experimental programs, programs for children who did not speak English, and "compensatory" programs for students in high poverty schools who were not learning basic skills (Tyack, 1974). It was believed the increase in the federal government's involvement in education would reduce the achievement gap between advantaged and disadvantaged students without interfering on those schools that were experiencing academic success without federal mandates. It is with this premise in mind federal funds were supplied through ESEA to those schools with a low socioeconomic status which required additional resources in order to "level the playing field." (Standerfer, 2006).

While attempting to determine the effectiveness of the ESEA, it is essential to recount the tremendous racial tension permeating the country during those years. The divide between ethnic groups sparked controversy pertaining to the implementation of ESEA, especially in the southern states where "separate but equal" remained the premise which guided public education. The Civil Rights Act of 1964 help to settle some of the racial prejudice as it outlawed racial segregation in schools, public places, and places of employment. Many cities continued to ignore the federal law and ultimately, the ESEA provided incentive for cities to implement the Civil Rights Act as the government refused to assist institutions where racial discrimination was openly practiced. This federal position placed many of the southern states in a quandary as the ESEA does not limit

assistance to only minority groups but intends to provide assistance for all poor students, regardless of race or ethnicity. This phenomenon remained in the national spotlight for many years and gained world wide coverage when President Dwight D. Eisenhower deployed the National Guard in Little Rock, Arkansas to provide safe passage for African American students who attempted to integrate public schools (Lytle, 2007).

Since 1965, the ESEA has expanded to encompass a variety of different programs. Together the multiple programs sanctioned by ESEA receive a monetary allotment of nearly $11 billion annually. The largest of these programs is Title I, which allocates funding to school districts across the nation based on the number of poor students enrolled and is particularly popular as it allocates federal funding to nearly each congressional district (Tyack, 1974). Additional programs in ESEA are bilingual education, the Eisenhower professional development program, aid for technology programs, the Safe and Drug-Free Schools and Communities program, and research, assessment, and statistics. Additionally, a program called Impact Aid was established which intends to service communities burdened by their close proximity to military bases or other government facilities. A program to aid the development of charter schools, a program to advance women's educational equity, the Even Start family literacy program, and programs to support the education of Native Americans, Native Hawaiians, Native Alaskans, migrant children, homeless children, the gifted and talented, as well as civic education, arts education, and various forms of technical assistance exist. This short overview of the ESEA does not include all of the programs or initiatives covered however the list should serve as an indicator of the broad range of programs, resources and supports offered under the federal act.

With the increase in federal funding established through ESEA, a federal plan of action to monitor student progress was developed and implemented. During the late 1960's, the National Assessment of Education Progress (NAEP) test was launched as a method to evaluate student learning. Student assessment scores were reported by region for the sole purpose of measuring the progress of our nation's schools (Standerfer, 2006).

The ESEA included requirements for the use of test results for the evaluation of programs supported by the Act. Title I of ESEA provided financial support for compensatory education to schools serving poor children. Testing requirements for Title I students were instituted as the result of congressional demands for evaluation and accountability. Initially the test requirements encouraged schools to administer standardized, norm-referenced achievement tests to Title I students and results were generally reported in terms of grade equivalent scores. It soon became evident that grade-equivalent scales varied greatly from one test publisher to another and from one content area to another, making comparisons across school districts or across states extremely problematic. Concerns abut the lack of comparability of scores obtained from different norm-referenced tests stimulated the exploration of the possibility of equating tests of different publishers. A review of content on the various norm referenced tests led to the conclusion that it was not sensible to try to equate mathematics tests, but that it did seem reasonable to launch a major data collection effort to equate the major reading tests used for students in grades four, five and six. Consequently, a major study, commonly referred to as the Anchor Test Study (ATS), was undertaken (Bianchini & Loret, 1974). The ATS had two goals: (1) to equate the seven most widely used norm-referenced reading tests and (2) to obtain nationally representative norms for the tests (Linn, 2003).

A Nation At Risk

The educational accomplishments established in the post Sputnik era lasted well into the 1970's; however, shortly after, the educational system of United States began to be questioned again. Business and military leaders across the nation complained to policy makers and President Ronald Regan, as they were required to spend millions of dollars on remedial education and training programs in such basic skills as reading, writing, spelling and computation. The Department of Naval Defense for example, reported to the Commission that one quarter of its recent recruits could not read at a ninth grade level, the minimum needed to simply understand written safety instructions. "Without remedial work they cannot begin, much less complete, the sophisticated training essential in much of the modern military" (US Government, 1983). These concerns, along with growing concerns from the public were the momentum behind the 1983 educational report, "A Nation at Risk."

A Nation at Risk aggressively argued that there was a great need for a revamping of the US education system in order to survive and flourish in a world that was increasingly competitive. With the American educational system, again, losing ground in the global arena, it became necessary for the federal government to intervene to ensure the competitiveness of the children of the United States with those in the global economy. State and local boards of educations moved to increase the quality and academic rigor of elementary and secondary education, however their efforts were unsuccessful as test results continued to be inadequate. Former President Ronald Regan vowed to abolish the "rising tide of educational mediocrity" which jeopardized the future success of the nation.

In a speech, Regan commented on the importance of the rejuvenation of the public education system,

> "Certainly there are few areas of American life as important to our society, to our people, and to our families as our schools and colleges. This report therefore is as much an open letter to the American people as it is a report to the Secretary of Education. We are confident that the American people, properly informed, will do what is right for the children and for the generations to come" (US Government, 1983).

The concern over the education system grew beyond matters pertaining to industry and commerce and included intellect, moral and various additional qualities which were woven into the fabric of the American society. Both the government and public grew increasingly concerned for the people who lacked a certain skill level in literacy and training essential for survival in the "new era." Furthermore, it was felt these individuals may become disenfranchised as they will not be equipped to fully engage in the national life or "American Dream."

In addition to the growing levels of public concern, public support of the new reform initiative grew as well. According to the 1982 Gallop Poll of the Public's Attitude Toward the Public School System a common theme emerged; the American people strongly believed that education is an essential component necessary for a strong foundation required to ensure a promising future for the United States. In addition, the funding for education was rated as a top priority, ranking higher than the military and health care. A supporting argument could be made on the premise that education is the cornerstone of the aforementioned and through education; one can create a fulfilling lifestyle, a progressive social society, a resilient economy and a secure nation.

Many of the reform strategies implemented through the A Nation at Risk report have been sustained over time and are still employed in the present day legislation. This report suggested higher graduation requirements, lengthened the school day and extended the school year. Furthermore, additional implications of the legislation were targeted directly toward teachers in an attempt to "shake up the apple cart." Newly hired teachers were provided higher starting salaries while master teachers were awarded bonuses for their stellar performance. In addition, the legislation encouraged professional development by terminating lifetime credentials, thereby pressuring educators to participate in continuous professional learning opportunities throughout their career. Lastly, according to Marzano (2003), many educators credit the legislation as the initiating event beginning the present day educational standards movement.

America 2000

Throughout the history of America, the federal government has made major attempts to alleviate many of the social and societal ills plaguing our nation's schools with a massive overhaul of our educational system. Very similar to the "A Nation at Risk" report, **w**hile boosting educational goals, the conception of America 2000 was predicated on the strong desire of the business industry along with the government to reclaim America as a notable force in the global marketplace. Pazey (2003) reminds us that schools operate in an open system and often incorporate the demands of the business industry, government and public opinions in the creation of educational goals. Additionally, Pazey (2003) asserts that the desired educational improvement intended by America 2000 was not based on pedagogical or educational concerns but rather the need

for a skilled workforce and growing government concerns for a more involved and literate citizenry.

On February 18, 1991, in a bold attempt to answer this call, President George H. Bush convened an "Education Summit" in Charlottesville, Virginia with the governors of our nation to determine new educational goals. These goals were intended to renovate the deteriorating state of the United States in the global economy. Cuban (1990) asserts, "The meeting was just the most recent demonstration of durable faith in the power of public schooling to resolve national problems."

On April 18, 1991, former President George H. Bush announced the national educational reform strategy, America 2000. The long range plan sought to push the communities throughout the nation toward a common vision anchored in commonsense and values. Additionally, the strategy intended to introduce a national set of educational goals based on the premise that an increased need for new standards for educated citizens along with new core values sought to embrace the principle for learning and education. Bierlein (1993) notes these goals mark the first attempt of the government to develop a written set of educational goals which can be utilized to measure progress.

The America 2000 national reform strategy was designed to accomplish six national educational goals by the year 2000. These national educational goals are:

1. All children in America will start school ready to learn
2. The high school graduation rate will increase to at least 90 percent
3. American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter, including

English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning and productive employment in our modern economy

4. U.S students would be first in the world in math and science achievement
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning (U. S. Department of Education, 1991)

The subsequent thematic components of America 2000 were outfitted within the Framework of the national goals:

1. The creation of better, more accountable, schools for today's students by improving the existing 110,000 schools
2. The establishment of a "New Generation of American Schools" through the creation of 535 new schools, one per congressional district 1996
3. The development of "A Nation of Students" by persuading

yesterday's students and today's work force to continue the pursuit of learning

4. The identification and designation of "America 2000 Communities" that are willing to adopt the six national goals in order to develop "Communities Where Learning Can Happen" (U. S. Department of Education, 1991)

Many of the provisions outlined in the America 2000 initiative can be found in the several of the reform strategies which followed, particularly the No Child Left Behind legislation. America 2000 advocated for an increase in accountability on the part of the school districts that pass the provisions outlined by the increased accountability on to the schools and ultimately the classroom teachers. In addition, expanded options for parents includes a provision outlined in the America 2000 reform strategy which intended to create competition among schools. This is a primary component utilized in the early stages of the corrective action continuum employed by NCLB. Lastly, the implementation of high stakes testing as a means of monitoring incremental gains and/or progress toward the realization of the new educational goals is a final characteristic of America 2000 which can be seen in proceeding reform strategies, including the 2001 NCLB legislation.

Goals 2000

A perception of failure saturated the country as the previous attempts to reform the nation's education system had failed to demonstrate substantial student improvement. As a result, governors across the nation worked collaboratively with the President to develop another set of national goals which would serve as an educational guide for local, state and federal efforts. These goals were eventually revised and later made part of federal law passed by Congress under President Bill Clinton's administration, in the "Goals 2000" legislation. On March 31, 1994, Congress and President Clinton made a bi-partisan pledge to education, when the "Goals 2000: Educate America Act" was signed into law. Although education is and must remain a local function and a state responsibility, the federal government pledged to form a new and supportive partnership with states and communities in an effort to improve student academic achievement across the nation. Educators, businesses, parent and community organizations along with Republican and Democratic elected leaders agreed that a government intervention was required. Even with more than a decade of educational reform efforts of the past, students and schools failed to measure up to the lofty standards vital to maintain a spirited economy and a robust democracy. The "Goals 2000: Educate America Act" was established to provide additional resources to communities and states in order to ensure all students have the tools necessary to reach their full potential. Marshall S. Smith refers to the 1994 work of Riley, who states,

> "The act stimulates states to develop their own challenging academic and occupational standards and to initiate system-

> wide school reforms and local flexibility providing all students the opportunity to achieve those standards."

Implementing additional provision to where the previous reform efforts left off, the Educate America Act emphasized teacher quality and sought to expand professional development for teachers in an attempt to ensure all teachers are equipped with the skills to assist student efforts in reaching these standards. Reform efforts were streamlined toward raising expectations; as legislators believed by establishing higher expectations, students will respond by reaching higher levels of achievement. "Goals 2000 establishes a framework in which to identify world-class academic standards, to measure student progress, and to provide the support that students may need to meet the standards" (Paris, 1994). The six original education goals concerning: school readiness, school completion, student academic achievement, leadership in math and science, adult literacy and safe and drug-free schools were placed into law by this act. Furthermore, the policy added an additional goal which encouraged increased parental participation. The National Education Goals as stated in the act are as follows:

By the year 2000 -

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds

well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

- United States students will be first in the world in mathematics and science achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children. (Paris,1994)

Although a gallant effort, Goals 2000 channeled millions of dollars into America's public schools, but failed to produce any significant improvement in student achievement. This failed attempt provides merit to the argument that money is not a remedy for the challenges facing education, a position which policy makers must consider. When examined carefully, it appears that these goals were established without

fully understanding social factors that influence American families and schools. Lacking crucial support systems, such grandiose goals will not be reached and true reform will not be realized. With an increase in the break down of the traditional family structure along with drug abuse, it becomes increasingly important for educators, industrial leaders and politicians to consider the wide spread implications of these societal problems and their influence on student achievement.

No Child Left Behind

As honorable as the goals of "Goals 2000" may have been, they failed to reform education in the manner in which they were intended. Consequently, the educational system of the United States continued to be a major area of concern for top business and community leaders of the nation who placed ongoing pressure on the government to intervene. This pressure was acknowledged in January, 2001 when President George W. Bush signed the "No Child Left Behind" act into law. Bush's imposed legislation reflects the most extensive changes to public education since the introduction of the Elementary and Secondary Education Act of 1965 (Bennett, 2003). The four key components of this reform strategy are: (1) increased accountability, (2) expanded options for parents, (3) implementation of researched based "best practices," and (4) increased emphasis on teacher quality, flexibility and local control.

Currently "No Child Left Behind" requires testing in all states and territories under the jurisdiction of federal law in the United States for all children in public schools in Grades 3 through 8. Testing has been required for these students in the areas of reading and math since the onset of NCLB, and in the year 2007 additional testing was mandated

in the area of science (USDOE, 2002). "The NCLB Act puts a special emphasis on determining what educational programs and practices have been clearly demonstrated to be effective through rigorous scientific research; and federal funding will be targeted to support these programs and teaching methods that improve student learning and achievement" (USDOE, 2002).

The NCLB legislation was not an original idea but rather built on a reform effort utilized in Texas under the leadership of former governor George W. Bush. The basis of the strategy attempted to provide strict school, teacher and student accountability through the implementation of a tough centralized system of curricular and instructional standardization. These procedures proved effective and resulted in lower school dropout rates, improved student scores on state tests in reading and math and a narrowing of the achievement gap between poor students and the middle and/or upper class students along with the existing gap between minority groups and white students (Shannon, 2004).

This standardization led to the use of scripted lessons from commercially produced programs, twice the instructional time for reading and math, competency testing for teachers and principals and made school funding and teacher employment contingent on students' scores on statewide assessments. Under the direction of Ron Paige, former Secretary of Education and previously the Superintendent of Houston City School District, NCLB simply replicated the Texas plan on a national scale (Shannon, 2004).

The purpose of NCLB is to focus on what works. The NCLB legislation places increased emphasis on determining those educational programs and practices which are proven to clearly demonstrate effectiveness through rigorous scientific research based

best practices. Upon identification, federal funding will be allocated to support these proven programs and best practices which improve student learning and achievement (USDOE, 2002). Title I funds are used only for effective educational practices that are guided by scientifically based research methods— "proven strategies and methods for student learning, teaching, and school management that are founded on scientifically based research and effective practices that have been replicated successfully in schools" (USDOE, 2002). By the 2005-2006 school year, all teachers across the nation of any core subject area were required to become highly qualified. This provision mandated all teachers of a core subject demonstrate mastery in the subject in which they teach by one of the following options:

1. A bachelor's degree
2. Full state certification or licensure
3. Prove that they know each subject they teach

The NCLB legislation demanded each state to develop measurable objectives to assess teacher quality. In addition, requirements for paraprofessionals were increased. NCLB increases accountability in student performance measured by annual assessments in Grades 3 through 8 for all students, and one assessment between Grades 10 and 12.

Under the guidelines established through the legislation, all states are required to implement a statewide accountability system and to provide state and local report cards on academic achievement of all students. Each state utilizes a formula to rate student growth and set incremental benchmarks which have been coined Adequate Yearly

Progress (AYP) indicators. The target set by each state incrementally increases moving toward the goal of 100% proficiency of all students by the year 2014. Each school or district must improve enough to meet the AYP indicator in order to meet this lofty goal and to avoid sanctions.

While all of the key components of the legislation have drawn much attention, the component which impacts our nation's schools hardest and quickly became the most controversial, is increased accountability and corrective action for schools who fail to meet AYP. In the opinion of the government, the law creates an education system that is more inclusive, responsive and fair (USDOE, 2004). However, educators and public opinion surveys indicate otherwise. With the establishment of high expectations through stringent goals and benchmarks, the NCLB legislation has caused anxiety and fear for many educators. The anxiety and fear are a result of corrective action guaranteed by the legislation for failure to meet academic standards. Economists from Duke University have shown, "when schools focus narrowly on passing rates, the gap between high-achieving white students and African American students grows" (Jennings, 2006).

Much like the reform efforts of the past, the No Child Left Behind legislation attempts to increase accountability as it strives to increase student achievement. It is important to note, accountability, as mandated in federal and state legislation, is intended to improve the quality of education for all students (Linn, 2003). It remains my belief that most reasonable people would support accountability as a means to enhance the quality of education for children. However educators and policy makers debate about what an accountability system needs to entail if it is to help us achieve the shared goal of improved education. With its increased accountability and promise of corrective action

for failure meet national benchmarks, it should come as no surprise that a number of unintended consequences have emerged.

In order to obtain a full understanding of the mission of NCLB, it is important to identify the various areas of the legislation. The federal mandate is divided into ten major areas, or provisions, called titles; much like the reform efforts of the past. A brief description and short synopsis of the purpose of the various provisions will be explored in the following paragraphs.

Title I, Improving the Academic Achievement of the Disadvantaged, is focused on improving programs that are operated by local education agencies. For example, two federally funded programs, Early Reading First and Reading First, were added. Early Reading First was established to prepare preschool children for kindergarten by strengthening their reading and language skills as a preventive measure. Both public and private organizations are eligible to apply for funds, either individually or collaboratively with other agencies. Reading First is focused on improving literacy in kindergarten through third grade:

> Reading First is designed to help states, school districts and schools address this issue and to ensure every child can read at grade level or above by the end of third grade through the implementation of instructional programs and materials, assessments and professional development grounded in scientifically based reading research (USDOE, 2002).

The money for Reading First is funneled through the state department of education to close the achievement gap for disadvantaged and middle-class students. The program increases the accountability in funded schools for student performance

in five areas of emphasis: phonemic awareness, phonics, fluency, vocabulary and comprehension. Other programs under Title I focus on Even Start Family Reading Literacy Program for low-income families—integrating literacy services for parents and their young children to "break the cycle of poverty and illiteracy for low income families" (USDOE, 2002). Other programs are focused on improving school libraries, educating migrant children; increasing strong parental involvement; educating children who are neglected or at-risk; improving school reform and advanced placement; and preventing student dropouts (Aldridge and Goldman 2007).

Title II, Preparing, Training, Recruiting High-Quality Teachers and Principals, clarifies and sets standards for advanced certification and credentials. Each state or territory is given the burden of fulfilling specific standards as presented by the law, but must define its own requirements for high-quality teachers. This section also discusses the Troops-to-Teachers Program, the National Writing Project, civic education and enhancing teaching through the use of technology (Aldridge and Goldman, 2007).

Title III, Language Instruction for Limited English Proficient and Immigrant Students, discusses the requirements for teachers of English Language Learners (ELL). Teachers of ELL students must be proficient in English and must provide reports that define the type of program being used for instruction and its effectiveness. The teaching methods for limited English proficient (LEP) students must be based on scientifically based research programs. The students in this program must meet the AYP goals of the school (Aldridge and Goldman, 2007).

Title IV, Twenty-First Century Schools, focuses on safety issues such as providing an environment free of tobacco smoke, guns, and drugs. Provisions are made

for reporting unsafe schools. After-school services, not limited to those provided by public schools but including faith-based organizations and community centers, may apply for funds under Title IV as providers of assistance in promoting students' performance in academics.

Title V, Promoting Informed Parental Choice and Innovative Programs, requires schools to inform parents about the academic performance level of the school in making AYP and therefore offer parents alternatives for their child's education. The book distribution program also falls under Title V. This program provides monies to grantees for the purpose of expanding early childhood education programs and assists schools in meeting the parental involvement component of Title I.

Title VI, Flexibility and Accountability, provides grants for assessment and incentives for rural and low-income schools. As a provision of Title VI, the National Assessment of Educational Progress (NAEP) exclusively provides high-quality test data based on reading, mathematics, science and other subjects in the form of the Nation's Report Card since the 1960's.

Titles VII–X provide other requirements under NCLB as they pertain to Native American, Native Hawaiian and Alaskan Native education systems. Title VIII discusses provisions for schools on federal property. Title IX explains general provisions that affect all programs under NCLB, and Title X discusses repeals, redesignations and amendments to other statutes (Aldridge & Goldman, 2007).

Organizational Restructuring

Human Cost

Much like the implementation of new initiatives or new policies, one must assume there will be cost associated with the change. As all educational policies carry a cost, the implementation of a school restructuring plan is no different. Assessing the total cost of any program, policy or practice involves identifying and assigning a value to the full array of resources that are required to realize the goals of the initiative (Soledad, 2006). While most educational initiatives can determine the cost associated with an assigned monetary value, restructuring a school requires additional funding. Additionally, one must consider the increase in time and effort, the impact on the various facilities and infrastructure and lastly the equipment and materials that can be difficult to assign a specific value (Monk and King, 1993; Soledad, 2006). As school restructuring can take a variety of forms, in most instances the process involves removing or replacing all or a large portion of the faculty within a school, to include the administration. According to Rice and Malen (2003), school restructuring is a human capital reform grounded in the assumption that upgrading the human capital in low-performing schools will improve the performance of those schools. In theory, the existing staff is replaced with a new faculty who are assumed to be more capable and committed to reaching the goals of the organization (Malen, Croninger, Redmond, & Muncey, 2002).

Considerable amounts of employee time and effort are essential components required to ensure the success of a restructuring reform effort. In a restructuring plan, the primary resources required for the process are dedicated and able faculty and faculty

members. Rice and Malen (2003) contend human costs must be a consideration in personnel-targeted interventions where the primary reform is a drastic change in the roles and responsibilities of those who work in schools if the reform effort is to be successful.

Rice and Malen (2003) define human costs as reform-related sacrifices made by individuals and groups of individuals within the organization. As most would agree, the success of most educational reform efforts is directly linked to the wiliness, capacity and commitment of the people who work in schools and charged with its implementation. According to Rice and Malen there are three categories of human costs. The first category is titled Social Costs. These 'expenses' are paid by the employee and are typically paid collectively in the form of employee turnover and loss of unity, trust, and collegiality between employees. The second category is called Psychological Costs; which are defined as those burdens assumed by individuals often in the form of general loss of professional efficiency and self-worth. The third and final category is Task Costs; which pertains to the time and effort that individuals in the organization expend to meet the often overwhelming demands of the workplace. These three categories can interact in important ways in educational reform initiatives such as school restructuring and to ignore these costs can prove to be a costly oversight to a school district.

Like many new policies, procedures, initiatives and programs, school restructuring presents many risks and as a result many unintended consequences begin to surface. It remains my hunch these unintended consequences may undermine the ability of this reform model to achieve its primary goal. Through the examination of the human cost, particularly the social, psychological and task cost associated with restructuring, it will become clear how these elements may hinder the desired outcome of the initiative.

Social Cost

By design, restructuring purposely dismantles professional networks in an attempt to promote new networks which will prove to be more productive than those of the past (Rice & Malen 2003). However this dismantling and reconstructing of new professional and "collegial" networks often produce substantial social cost for the affected faculty. In a study conducted by Rice and Malen, the abrupt dismantling of previously established professional network made apparent the social cost expenditures paid by the faculty. This disassembling of professional networks made it increasingly difficult for restructured staff members to reestablish professional relationships with their new co-workers. Interviewed staff members spoke vividly about how teams were "torn apart," "broken up" and/or "destroyed." Additionally, interviewed staff members highlighted the difficulty in establishing new collegial relationships particularly where trust and collaboration were required.

Rice and Malen reported the initial year of restructuring in the study school proved to be chaotic, disruptive and highly stressful for both administrators and teachers. Opportunities for collaboration on school redesign were not a top priority as more urgent and immediate issues pertaining to the day to day operations of a school were catapulted to the top of the priority list. Furthermore, in the uncertain climate of the newly restructured school along with the initial chaos, the faculty and faculty experienced great difficulty in establishing and implementing a shared vision as the collaborative relationships required to accomplish such a meaningful task did not exist. Experts agree, in order for change to occur in schools, professional development of the faculty must remain at the forefront of the initiative; as teachers and other professional faculty must

increase their professional capacity to match the new complexities of the new initiative (Crosby, 1999; Evans, 1996; Fullan, 2001; Fuhrman, 1993). In short, Rice and Malen found the restructuring overwhelmed the staff with greater and more intense work demands and provided fewer professional reserves. With the increase demands, it comes as no surprise that many veteran teachers reported it was extremely difficult to reestablish cohesive and constructive relationships they once fostered before the implementation of the reform effort.

Summing up, the restructuring initiative implemented in a Texas school imposed serious social costs on school personnel. The disbanding of collegial networks left restructured faculty and staff members feeling overwhelmed with increased demands and minimal resources to deal with these demands imposed by the reform initiative. The instability of the school staff compounded by the lack of collaboration and trust made it difficult for schools to offer a comprehensive educational program for students. Furthermore, the dramatic change in staffing increased the difficulty in creating and implementing a shared vision that might guide the improvement of the school's educational program which should be the ultimate goal of any educational reform effort.

Psychological Cost

To lose a job, for any reason, is to lose something of value. The loss of a job often involves much more than loss of income as many individuals feel they are loosing part of his/herself. The experience often elicits responses very similar to those when dealing with the loss of a friend or family member. Elisabeth Kübler-Ross' explanation

of the grieving process pertaining to death has been applied more widely to include the loss of nearly any significant relationship not excluding a job or career.

For many individuals a job or career provides a sense of self-worth, a social network and personal fulfillment via the accomplishment of meaningful activity. These careers or jobs often provide individuals with an identity, money, prestige and at times, power. For that reason, the loss on so many meaningful fronts may cause an individual a great deal of anguish and grief. Much like Kübler-Ross, Perlman and Takacs (1990) contend there is a major similarity between the stages that an individual experiences when confronted with a death and when an individual is confronted with organizational change. More specifically, they noted there are several emotional states that a person may experience during a change process. Therefore, utilizing Kübler-Ross' grieving framework, an individual can accept these normal yet uncomfortable feelings he/she may be experiencing and begin to work through the various stages of loss.

Elisabeth Kübler-Ross applied her grieving framework quite successfully to various forms of catastrophic personal loss, such as death of a loved one, sudden end to one's career and so forth. According to Kübler-Ross, during each stage of grieving, one demonstrates particular behaviors in his/her attempt to soften the blow of the catastrophic event. Much like Kübler-Ross, management theorist speculate employees who are subjected to job loss commonly cycle through the stages first identified by Kübler-Ross. These stages are:

1. Denial - The refusal to accept the reality of your layoff. If you don't believe it, it isn't real. You'll wake up tomorrow and find that it's all a bad dream. You tell yourself: "This really isn't happening

to me, it is all a mistake. They'll call me back and everything will go on just the way it was."

2. Anger - The bargains don't work so our emotions turn to anger. Life isn't fair but that's easy to say and hard to emotionally accept. The reality of what has happened makes your blood boil and you find yourself hissing under your breath: "It isn't fair. How dare that young punk throw me out after all I've done for this company? It's the government's fault -sending all those jobs overseas."

3 Bargaining - When the reality seeps in and denial is no longer a viable option, we move into the bargaining phase. We try to "make a deal" with someone, anyone, to rectify the situation. You promise: "I'll be good, really good. I'll do anything, God, if you just make this one thing okay."

4. Depression - As your anger fades and then turns inward against yourself, you start to feel scared of the future, mentally overwhelmed, and terribly abandoned. You obsess on your fears: "How am I going to survive? No one cares. I feel so alone."

5. Acceptance - You are finally able to acknowledge the truth that you will continue to live and, maybe if something good happens for a change, you'll thrive in a new environment. You admit: "I don't like it. I hurt. But I'm ready to move on and find something new and different". (Belshaw, 2005)

For many individuals job loss is experienced at a very deep personal and emotional level. However for the company, the experience is often poles apart as for many companies, the process is simply a rational business decision often required to ensure survival. Local boards of education which once provided long term job security and benefits for their employees now operate in a different mode, necessitated by the increased involvement of government through the NCLB legislation and its by-product, school restructuring.

Organizational change and more often restructuring and/or downsizing have become much more prevalent in modern day working environments. While many

changes have long-term positive outcomes, the prominent belief in literature suggest the change process itself elicits tension and insecurity, which often leads to distress for those involved in the process (Swanson & Power, 2001). As previously mentioned, the anxiety experienced by people involved in a restructuring process is similar the anxiety experienced when confronted with the loss of a major relationship. Additionally, the experience not only affects those who are involved directly in the change process but for those who are indirectly involved as well. While it is the goal of the restructuring process to lead to increased productivity, the process often reduces the quantity and/or quality of employee which inevitably leads to increased workloads for the remaining employees. For this group of people, the change process and the increased responsibilities have been shown to have a negative impact on the mental and physical health of the employee (Tombaugh & White, 1990).

In 2002, John Goodlad stated: "it is not the substance of the prescribed reform initiative but rather the unintended consequences which do more harm than good to schools." It is these unintended consequences which often present barriers which must be overcome in order to foster sustained improvements in our nation's schools. School restructuring to a degree, is a public measure of inadequacy on the professional capabilities of educators. The process calls into question the dedication and commitment of those teachers and administrators who are believed to be ineffective at promoting student learning. While many school districts attempt to persuade the public by stating the implemented strategy is an attempt to overhaul and improve public schools, the reform by nature signals to the public that a school's staff is the most influential, contributing cause of the school's low performance and consequently serves as the

underlying rational for the extensive reform effort. Such indictments often generate specific psychological costs which prove to be damaging to an individuals' professional efficacy and self worth. According to Rice and Malen, employees affected by such a reform begin to question that they are worthwhile contributors who can make a difference in the organization in multiple and lasting ways. The way teachers feel about their work, the conditions in which they work, and how the teacher feel they are perceived has a profound effect on the organizations capacity to perform and the quality of work created by both students and teachers alike (Darling-Hammond, 1992). In order for a school to perform, students to learn and flourish, it is imperative teachers harbor positive feelings about the institutions they represent.

Employee morale has remained an area of interest for researchers for several decades. In 1925, The Hawthorne Studies of assembly workers began and marked the first major study with regard to human relations as a critical factor influencing the interactions among employees and his/her organization. Results generated from this study concluded the way workers feel about themselves, their co-workers, and the organization were essential factors in production effectiveness and efficiency (Roethlisberger & Dickenson, 1947).

In addition, in 1959, Herzberg, Mausner and Synderman conducted another classic study pertaining to employee morale and job satisfaction. In their study, the researchers found that productivity was positively related to job satisfaction and worker morale for the 200 engineers and accountants they followed. The study also explored several factors which left employees dissatisfied with their workplace. It comes as no surprise that most of these dissatisfiers revolve around the context in which the work is

performed; as in the work environment, the physical surrounding and/or the policies which govern the organization.

In 1978 Holdaway conducted a study which examined the relationship between particular components of a career and overall job satisfaction. Findings concluded overall satisfaction was most closely linked to achievement, career orientation, positive recognition and stimulation of the work environment. Furthermore, in 1981 Miller concluded in his study that morale could have a positive effect on student attitudes and ultimately have a positive impact on student learning. Miller found that raising the morale of teachers not only creates a more pleasant environment for teachers but also improves the learning conditions for the students. Thus, Miller's research indicates teacher morale affects teaching, student achievement and the overall environment of the school.

Job satisfaction and teacher morale have lasting implications for the working conditions in schools, especially in the wake of NCLB and as school restructuring efforts become more widespread. Conditions that undermine the power and effectiveness of schools need to be identified and promptly addressed (Tye & O'Brien, 2002).

Task Cost

The restructuring process is considered one of the most extreme reform initiatives often utilized in an attempt to turn around low performing schools. The process involves massive amounts of time as a large portion of the staff must be reassigned to alternate schools, thus creating vacancies which must be filled with highly qualified individuals in

an attempt to improve and sustain major academic improvements. As a result, school restructuring efforts are likely to affect the quantity and the quality of human capital. The quantity is primarily affected most directly through the modification made to full and part time employee positions; while the quality is primarily affected most directly by way of staffing changes with regard to the make-up of existing faculty positions.

For many administrators working in restructured schools extra hours are often spent in the office attempting to fill vacant positions. These administrators are forced to address several unintended consequences relating to the opening of school as a result of the reform initiative. Considering the shortage of teachers plaguing our nation, the increased accountability dictated by the NCLB legislation and poor timing and/or planning of the restructuring process often force administrators to scramble just to open schools with quality substitute teachers in many of the vacant classrooms.

Similarly, displaced teachers are often forced to reestablish themselves within his/her newly assigned school. Schools much like most organizations, operate with very unique and distinct cultures. For these displaced teachers, it means not only scrambling to ensure the classroom is prepared for the opening of school, learning new curricular initiatives and faculty members additionally, these teachers face the insurmountable task of having to learn how to maneuver through the school culture.

While replacing a major portion of the staff is the main component of the restructuring process, several important staffing trends have been identified in the 2002 studies conducted by Malen, et al. The first important finding was the turnaround principal and often the turnaround teachers possess less experience and fewer teaching credentials then that of the previous faculty. Often newly assigned principals possess a

nominal amount of administrative experience, however few possessed broad experience as principals. More importantly, none of the principals had direct experience as turnaround principals charged with the responsibility of implementing and sustaining school improvement.

As previously mentioned, the newly appointed faculty also had lower levels of experience than the faculty that existed prior to the reform. To further exacerbate the situation, many veteran teachers choose to leave the school because they were "shocked," "insulted," "angered" and/or "deeply hurt" (Rice & Malen, 2003). For these teachers, the impact of the restructuring process prompted them to accept positions in other schools at the outset of the reform strategy. Rice and Malen conclude the restructuring process provides an opportunity for school districts to reassign ineffective teachers to less problematic schools, however one must realize there is a substantial cost to the stock of human capital. Furthermore, Rice and Malen found in many instances committed professionals who were knowledgeable of the curriculum, the student body and the community pursued a transfer as they refused to tolerate the disrespect to their professional reputations that remaining in a restructured school may pose.

One could question the unproven effectiveness of the turnaround teachers hired to fill the vacancies generated after the restructuring effort as most were new to the career and very inexperienced (Rice & Malen, 2003). After conducting an extensive study of three restructured schools, Rice and Malen found that approximately 75% of the turnaround teachers hired during the first year of the intervention happened to be first-year teachers, many of whom had not received their permanent state certification. The aforementioned consequences seem to work against the premise behind restructuring

which attempts to enhance the human capitol at a school to increase student proficiency.

Rice and Malen's research illuminated the phenomenon of newly hired teachers and principals hired under a restructuring initiative often have less experience and weaker credentials than the previous faculty. Perhaps a rationale for such an inefficient hiring process rest on the idea pertaining to the monetary saving realized by a school district through reduced salaries. As most know, in education the more experience one possess the higher his/her negotiated salary. Since a large percentage of the turnaround teachers were first year teachers, the total salary expenditures for the restructured schools were lower than they had been prior to the reform. These savings could have been invested in creating new support positions at restructured schools in an attempt to assist with achieving the new mission of the school and to provide the needed resources in order to ensure staff and student success.

With regard to the task costs, school districts should consider providing additional support to school faculties partaking in the restructuring process. For example, an increase in support personnel allocation, release time for those faculty members involved in the transfer process, and additional administrative supports in order to assist with some of the restructuring related burdens that school staff and students are expected to absorb. In short, resource substitutions that may help offset task costs can be readily and easily identified and if available in sufficient quantity, should be directly instituted to assist the school district in achieving its desired educational goals.

As previously stated, the federal legislation No Child Left Behind was signed into law in 2001. In addition, the restructuring mandate only applies when a school fails to demonstrate adequate yearly progress for six consecutive years. Consequently, very little

literature exists which attempts to explore any positive implications of the reform strategy. The focus of this literature review has primarily pertained to the unintended consequences of the restructuring reform model. It is not the purpose of the literature review to suggest the controversial reform model is never successful in its attempt to increase student achievement.

While all of our nation's states have recently been forced to adopt one of the mandated restructuring options, only a few utilized this extremely controversial method of reform prior to the existence of NCLB. Many school districts attempted to positively impact student achievement during the 1990's utilizing this reform strategy (Ziebarth, 2002). While a positive impact on student achievement in these schools is mixed, in the cities of Chicago and San Francisco several schools have experienced success. Through the implementation of the restructuring reform model, school districts were able to bring forth stability and order, along with an increase in parental involvement and student achievement.

In March 1997, G. Alfred Hess conducted a study of several Chicago high schools which had been restructured due to low student achievement on standardized test. The study covered a span of three (3) years in which the Reform Board of Trustees of the Chicago Public Schools adopted a new Design for High Schools in order to meet two newly established goals: increasing the percentage of students scoring at or above norms on standardized tests, increasing the high school graduation rate, increasing student attendance, decreasing the dropout rate, and decreasing the number of schools on the (academic) watch list. To reach these goals, the Reform Board believed, "It is necessary to fundamentally restructure the system's high schools" (Hess, 2003). As a result

of the new initiative, all of the teaching positions at the restructured schools were declared vacant. All of the previous employees were required to reapply for a teaching position and were not given any promise of being rehired. Approximately 186 teachers were not rehired at their prior school and about 60 of these teachers either resigned or were eventually fired after failing to find other employment (Hess, 2003). The baseline data collected in 1996 showed that nearly half of the high school students in Chicago scored below the 25th percentile in reading and below the 22nd percentile in math on standardized test. However, by 2000, the median test score had increased to the 41st percentile in reading and to the 43rd percentile in math (Hess, 2003).

Arguably the most well known and documented restructuring effort occurred in San Francisco during the 1980's. The initiative was prompted by a court decision which called for an increase in the test scores for minority students (Hess, 2003). As a result of the court order, in 1983 the school district opted to change the administrative team in six schools in hopes to foster change. After an intensive review of student progress found in the recently restructured schools by a district formulated panel, it was decided to utilize the restructuring model in all low performing schools. Consequently, the district replaced a large portion of administrators, teachers and other support staff members at eight additional schools (Ziebarth, 2002; Goldstein, Kelemen & Koski, 1998). According to Bacon, 1997, these schools were mandated to quickly apply a turnaround tactic with fidelity however were given fewer resources to assist with the implementation plan. Consequently, results were mixed and the San Francisco Public School district has since abandoned this type of reform initiative for plans which are not as extreme and those

which attempt to gain buy-in from the local community and teacher's union (Hendrie, 1998).

Organizational Change

Currently there are several different models related to successful implementation of change; as well as explanations for the successful and unsuccessful implementation of a change effort. Fullan (1991) explores several components leading to the success and/or failure of a change effort. In his effort, Fullan attempts to merge day to day school operations with that of critical theory. According to Fullan (1991):

> "The main reason for failure is simple; developers or decision-makers went through a process of acquiring their meaning of the new curriculum [or any change component]. But when it was presented to teachers, there was no provision for allowing them to work out the meaning of the changes for themselves. Innovations that have been succeeding have been doing so because they combine good ideas with good implementation decisions and support systems."

Fullan (1991) continues along this path and attempts to entwine the content and process of change. He reminds us that focusing primarily on the change process is likely to produce results which support merely a theory of change but lack substantial evidence of actual sustained change. Therefore, consistent monitoring of the complicated interrelationship between the process and content of change is necessary if sustained change is truly desired.

Several scholars have conducted various studies and developed several

theories regarding change and human behavior. Some of the more prominent theories identify five steps an individual experiences when confronted with a planned or unexpected change. Wirth (2004) provides a simple definition of the stages of change and offers examples of possible behaviors one might exhibit while cycling through the various stages of change.

- Precontemplation – During this stage one may experience a state of benign ignorance where you begin to rationalize and think what you don't know won't hurt you. Here, the situation is totally outside the individual's frame of awareness and they operate in a space that there is no problem because there is no awareness of the situation as it might pertain to them. It is important to note, there is no intent to change at this stage in the process. Additionally, natural defenses may be elevated if pushed to change.

- Contemplation – At this stage in the process some level of awareness of the problem exist and one may begin to seek additional information. This search is typically casual and not very focused; however a willingness to learn more about the proposed change remains a priority. If the change is forced, the natural defenses mentioned earlier will remain in place which often leads to compliance without ownership.

- Preparation – During this stage a determination has been made for future action however one is uncertain as to how to move forward at this point. Additional

thought is required on the individual steps needing to occur prior to the new behavior being attempted. Observing peers experiencing affects of the precontemplation and contemplation stages may serve as a deterrent and cause questioning of the decision to take action. Additionally, organizational culture can serve as an additional hindrance by reinforcing the role embedded beliefs often have in perpetuating the status quo.

- Action – During this stage of the process, the newly determined behavior is attempted. It is important to remember, there is a natural tendency for old habits and old behavior which are often still in place to be the dominate behaviors observed. A key part of most change theories indicate that change does not happen immediately but often require recurring attempts.

- Maintenance – During this stage of the process, the old behaviors are being replaced with the new, desired behavior. Additionally, many individuals are beginning to recognize the benefits of the change and the attitudes along with confidence levels are improving among the employees. An employer must remember that stressful times and atypical environmental conditions may influence a reversion to previous behaviors. However, it is essential the employer remains encouraged as reversion to old habits does not symbolize a failing change effort but rather an opportunity to identify negative or unwanted behavioral cues which require immediate attention. (Wirth, 2004)

Sustaining Change

Normore (2004) underscores change is not an event but rather a process, which can be planned or unplanned. The process of implementing and sustaining change requires key components which will prove essential "freezing" the change into existence. According to Lewin's change theory, an employer or person requiring change must consider several essential factors in order to sustain the proposed or implemented change. Lewin begins the change portion of his theory by emphasizing communication as a necessary means for implementing change. Lewin further asserts the communication must be on-going throughout the planning and implementation process. The communication should include the potential benefits of the proposed changes and clearly explain how these changes will impact the individuals who are charged with the proposed implementation. Lewin goes on to emphasize that it is equally important to prepare all staff members for what is to come as the employer attempts to dispel all rumors associated with the proposed or implemented change. To accomplish this, Lewin suggests that all questions are answered in a timely fashion and it is critical to remain open and honest with the answers, even to those questions which warrant a difficult or unpopular response. By doing such, Lewin recognizes there is a strong possibility problems may arise. According to Lewin, these problems must be addressed immediately to minimize the cascading effect. In addition, Lewin reminds the change agent to relate the proposed change back to operational necessities in order for the organization to remain competitive or for possibly for sheer survival. Especially important is the need to create a vision for the organization but more importantly, to provide plenty of

opportunities for employee involvement along with external stakeholders in this critical process.

Much like Lewin's Change Theory, most change theorist agree that creating and implementing a shared vision is a necessity in order to sustain a change effort. Moses and Whitaker (1994) maintain restructuring comes down to the visionary work accomplished in the leadership process. They go on to define vision as: "an inspiring declartion of a compelling dream, accompanied by a clear scenario of how it will be accomplished" (Moses & Whitaker, 1994). The vision or mission statement should intend to articulate the new purposes and values of the proposed changed system. It should be a philosophical statement which serves as a framework that guides the employee behaviors as they attempt to reach the new organizational goals (Moses & Whitaker, 1994).

The 1993 work of Glickman emphasizes the importance of creating a shared vision; one that includes representatives from internal and external stakeholder groups, coming together with the purpose of identifying and agreeing to a new set of guiding values and procedures to assist in reaching the educational goals of the school district. Assembling a unified stakeholder group is not an easy task, however it has been found to be an essential component of successful restructuring efforts (Norris & Reigeluth, 1991).

Fullan, like Lewin, suggest there should be a time period early in the change process which provides opportunity for those impacted by the proposed change to become familiar with the process. Fullan (1991) tells us, people involved in any sort of systemic change should be afforded an opportunity to develop his/her own personal commitment and meaning of the change if the change is to be sustained over time.

Fullan's premise is that educators must have a general understanding of the proposed systemic change in order to make an informed judgment whether or not to adopt the principles of the new initiative.

The true test of the implementation of any new initiative, policy or program is its sustainability. Once the new implemented changes have become operationalized, we are further advised by Lewin to "refreeze" or anchor the new changes into the culture of the organization. One method in which this goal is accomplished is through professional development. A team of reform experts recognize the importance of professional development or in-service training as a necessary means in changing a school's culture. Much like Lewin, Fullan maintains school districts should attempt to embed staff development into the fabric of the change process and make certain the development is not viewed as a disconnected project. Moreover, to guarantee the success of the educational reform effort, the change agent must remember professional development is a necessary vehicle required to transform organizational cultures (Fullan, 1990).

Staff development can be anything from an activity or process planned to bring forth improvement in attitudes, understandings, skill or performance in the present or future roles (Fullan, 1990). The 1989 work of Jane David examined three school districts, Dade County (Miami, Florida), Jefferson County (Louisville, Kentucky) and the Poway School District (Poway, California). For each of these districts, professional development of the faculty and staff proved to be an essential element in their reform efforts (David, 1989).

Both Poway and Jefferson County school districts possess a similar ideology regarding professional development. Both embody the philosophy that a climate which

embraces ongoing professional development; both recognize the importance in ensuring their faculty and staff receive training in areas which will increase their knowledgebase and skill set and not just the latest educational trend. Lastly, both school districts attempt to connect all professional development with student learning and commit a healthy financial allocation into such a professional development plan. David noted, at each of the three studied schools, professional development served as the catalyst for collegial interactions among the staff.

Jane Stallings (1989) examined the association between achieving schools and professional development. She found a connection between student achievement and on going teacher training. Stalling went on to create a model for teacher change based on the evidence collected.

Educational reform experts agree that professional development is a critical component required to ensure the success of any educational reform effort, including restructuring. Furthermore, these reformers recognize the failure of decentralized and centralized approach to staff development and call for a representation from internal and external stakeholder groups to play an active role in the planning of professional development if the restructuring reform initiative is to be truly effective.

CHAPTER THREE – METHODOLOGY

As qualitative studies focus on "How" and "Why" questions, this qualitative case study focused on how schools are restructured, with specific emphasis placed on the process: How faculty members were selected to participate in the restructuring process? How the process affected the school community? How the morale of the faculty members was affected by the changes in structure? It remained my intent to elicit the perspectives of the displaced and turnaround faculty members regarding their morale throughout the restructuring process. Merriam (1998), who quotes Patton, provides a fitting explanation for the employment of a qualitative design,

> "Qualitative research is an effort to understand situation in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting - what it means for participants to be in that setting, what their lives are like, what's going on for them. What their meanings are, what the world looks like in that particular setting- and in the analysis to be able to communicate that faithfully to others who are interested in that setting….The analysis strives for depth of understanding."

The phenomenon being studied was a bounded, stand alone event. As a small percentage of the schools in a Mid Atlantic State have suffered from the six year sanctions outlined on the NCLB's corrective action continuum, at the time of this study, only three schools within the Urban Public School District are slated to be restructured. As the turnaround, existing and displaced faculty members have thoughts and feelings

regarding to the process; it remained my intent to explore these perspectives and document the findings.

Role of the Researcher

I am a current doctoral student at Temple University who, at the time this study was conducted, was working as a school based administrator in a public school system located in Central New Jersey. Having spent over sixteen years as an educator, in both private and public schools, most of my experience was obtained working in urban environments. This experience provided me with a working understanding and familiarity of many social and societal ills along with the politics and deficient test scores often plaguing urban schools.

As the researcher of this study, I was motivated to conduct this research by two independent factors. As a practitioner who has been impacted by the implementation of restructuring and with minimal supporting research available to validate this type of reform option, I am driven to understand the effects of the process on employee morale and entire school community. In addition, as a current doctoral student at a public research university, by conducting this study I completed a portion of the requirements required to fulfill my doctoral degree.

As the researcher, it remained my intent to demonstrate consistency with the implementation of the interview protocol. With the exception of random clarifying questions, the interview questions were posed in sequential order. In addition, it was imperative that the interview process and environment remain as consistent as possible. Therefore, as the researcher, I attempted to manage all controllable variables which could

possibly influence the comfort levels or responses of the interviewees. As I utilized non-participant observations to record positive and negative affective behaviors, I worked diligently, making every effort not to influence daily regular happenings.

Additionally, as the researcher and a practitioner challenged with overcoming low levels of student achievement, it was possible for a biased perspective to emerge in relation to how the restructuring process may affect faculty members. At the time this study was conducted, my biased perspective was that the restructuring process was an unproven method of school reform, which can be detrimental to the entire school community; and therefore, other reform options should be exhausted before resorting to an unproven and, more than likely, a damaging reform initiative.

Lastly, as the researcher I took precautions to ensure validity in the data collection, analysis and reporting processes. Throughout the collection of data, a series of thought provoking interview questions allowed for three research questions to be answered with the greatest possible degree of neutrality during the interviewing process. Moreover, I engaged in reoccurring conversations with my dissertation chairperson. During these conversations, I shared and discussed my data analysis in a final attempt to maintain a neutral and unbiased perspective in order to preserve the integrity of the study.

Population and Sample

The population for this study consisted of over one hundred faculty members from John Kennedy Elementary School and sixty faculty members from Blue Grass Elementary School. These numbers do not represent the number of faculty members

transferred in or out of the study schools but rather the total number of faculty members in the respective buildings. As every professional person in the buildings fit the description of one of the study classifications, for the purpose of this study, the sample group was composed of fifteen faculty members out of the one hundred sixty potential study subjects. These fifteen were divided up into three categories; (1) five existing faculty members who remained at the study school, (2) five displaced faculty members who were transferred from the study school and (3) five turnaround faculty members who were new to the study school. Each of the study participants either previously worked at or currently worked in one of the two study schools; thereby leaving ten of the study participant remaining at one of two study schools. The five teachers making up the displaced teacher category were involuntarily transferred throughout the school district. In order to identifying these individuals, emails were sent out to displaced faculty members to inquire about their willingness to participate in this research study. All of the qualified and solicited personnel were notified of the proposed study and participant volunteers were selected based on the first five willing respondents meeting the characteristics of each study group. Upon receipt of fifteen respondents, more specifically, five willing participants in all three demographic categories, a mutually agreed upon time and location was established with each participant and the interview protocol was implemented.

Similarities such as years of experience, percentage of teachers replaced, percentage of teachers transferred in from a particular school, approximate age of teacher transferred in and out of building were as much as possible roughly compared.

Table 3.1 Interview Characteristics

Name	Date	Location	Length	Classification
Mrs. Patton	12/14/09	Her Classroom	0:31:38	Displaced
Mrs. Grant	12/18/09	Her Classroom	0:44:04	Displaced
Mr. Knight	12/21/09	My Office	0:36:02	Displaced
Mrs. Harris	12/2309	Her Classroom	0:26:39	Displaced
Mr. Joyce	12/16/09	His Classroom	0:32:20	Displaced
Mrs. Ricks	12/21/09	Her Classroom	0:26:48.	Existing
Mrs. Williams	12/15/09	Her Classroom	0:36:27	Existing
Mrs. Locke	12/17/09	Her Classroom	0:38:13	Existing
Mr. Ware	12/17/09	My Office	0:37:03	Existing
Mr. Green	12/17/09	His Home	0:32:00	Existing
Ms. Dennis	12/18/09	Her Classroom	0:31:04	Turn Around
Mrs. King	12/23/09	My Office	0:30:00	Turn Around
Mr. Dance	12/16/09	Adjacent Classroom	0:60:57	Turn Around
Ms. Burns	12/17/09	School's Parent Center	0:36:08	Turn Around
Ms. Jenkins	12/17/09	Her Classroom	0:21:56	Turn Around

Data Collection

The purpose of this study was to identify how employee morale was affected by the restructuring process. Therefore, qualitative research methods were employed to illuminate the experiences of those who have been affected. One-on-one interviews were the primary method of data collection. I utilized an interview protocol employing several open ended "how" questions in an attempt to highlight any changes in employee morale after the implementation of restructuring on the study school. Each interview was recorded and transcribed to ensure accuracy in the reporting. During the interview process, detailed field notes were taken to document body language and other visual and non verbal data.

As researcher, I conducted non-participant observations of employee behaviors demonstrating positive or negative affectivity. Changes in tone, facial expressions, body language along with other micro-inequities were noted and recorded when displayed by the interviewees. It remained my hunch that employees who describe higher levels of job dissatisfaction demonstrate behaviors which indicate such.

The final data collection method employed was the examination of archival records. It was my intent to triangulate the collected data from the interviews, observations and records to include but not limited to: teacher evaluations, staff and student discipline referrals, staff attendance rates and filed grievances in order to establish a connection. Unfortunately, I was unable to review, analyze or discuss information contained in archival records as these documents were not made available. Upon request of the records, I was informed that some of the requested documents were

lost and/or sent to the warehouse for storage; while other documents contained information which I was not privy to review due to potential litigation of contractual violations and confidentiality of student and staff information.

Data Analysis

Upon reviewing the audio taped interviews and accompanying transcriptions, I utilized a response continuum table to chart the provided responses. In addition, a constant comparative method, explained by Glaser and Strauss (1967) as a process conducted where the researcher identifies overarching categories allowing data to be categorized into areas of impact, was used to code the data in order to answer the research questions to provide support of theory or help to establish theory.

The interview protocol was categorized or aligned to the research questions. The transcriptions from each interview were closely analyzed and coded. Collected answers of similar origin were color coded into a shade of the same primary color. Upon completion, several line continuums were created for the categorized interview questions. Next, the responses provided from displaced, existing and turnaround faculty members were placed on the appropriate line continuum allowing for emergent themes and patterns to be identified and discussed. These themes and patterns were explained and reported through the employment of descriptive statistics.

Lastly, the researcher attempted to connect the finding and results from the data to the literature review and theory. With little literature examining this phenomenon, the results and findings of this study are not intended to be generalized and are intended to

remain independent as the results and findings are only intended to describe the outcomes originating from the study schools.

Methods of Verification

In an attempt to obtain creditability and to ensure the validity of the study, it is important to become immersed in the environment of study. It was the intent of the researcher to utilize the scheduled interview days as an opportunity to visit the study school. During these visits, I carried out non-participant observations. While collecting data, it is essential that the researcher maintain a neutral and unbiased disposition to ensure that the integrity of the data is not compromised. As previously mentioned, I have personally experienced this phenomenon. Therefore, it should be expected that personal feelings and beliefs existed which could have influenced the integrity of the collected data. For that reason, I remained very cognizant of my personal views and therefore I aggressively monitored my own attitude, beliefs and reactions to ensure the participants would not react to facial expressions, body language and/or any type of affirmation.

Upon completion of the interview process, utilizing Verbalink.com all previously recorded interviews were transcribed for thorough review. Upon receipt of the transcribed interviews, I sent a copy to the corresponding interviewee for his/her final review. As the researcher, I was hopeful the interviewees would respond to their comments and/or provide clarity for any comments which did not capture their intent. This proved to be a monumental chore as many interviewees required heavy prodding in order to accomplish this task. In addition, utilizing verbatim, transcribed interviews and

field notes, I was able to refer to comments made by the interviewees to accurately document their responses and code them appropriately. In addition, as the researcher I shared inferences and the interpretations of micro-inequities obtained during the interview process and through any field notes taken with the corresponding study participant.

Through an extensive literature review, I attempted to become knowledgeable of 'hunch' supporting and refuting research. NCLB is currently in the tenth year of implementation; however, the phenomenon being studied is fully implemented during year six. In addition, this study was also conducted during the sixth year of the implementation of NCLB. Consequently, I experienced difficulty in identifying existing literature which attempted to examine this particular phenomenon. Inversely, I have a rare opportunity to contribute some of the initial research examining this phenomenon.

Ethical Issues

As a researcher dealing with human subjects, I recognize that probing into the inner feeling of impacted employees may be an uncomfortable experience. Considering the aforementioned, all participants who agreed to and participated in the study were fully informed of the type of study being conducted, the level of anonymity provided and the potential benefit the study can contribute to the existing literature. All identities were protected utilizing pseudonyms and data were kept in a locked filing cabinet of which I kept the key. In addition, to ensure free will participation, each participant signed a

consent form indicating his/her agreement to the conditions and understanding of the study.

As a practitioner who has been involved in the restructuring process, I have first hand knowledge of the effects the process can have on staff morale. As a result of experiencing the process, I have developed my own thoughts and feeling about the effectiveness of the reform effort. I am extremely knowledgeable of my existing biases and took measures in the development of my research protocol to ensure they are not reflected.

Outcomes of the Study and its Relation to Theory and Literature

The proposed study sought to illuminate the effects of restructuring on employee morale. In addition, the proposed study could serve as a resource for educators to review when confronted with the task of restructuring.

A wealth of literature exists regarding organizational change and restructuring within the corporate arena. As NCLB is currently in its tenth year, this study was conducted during the legislation's sixth year of implementation. As restructuring occurs during year six the events were currently unfolding at the time this study was conducted; therefore, there was very little existing research highlighting the effects of the reform efforts. As the researcher, it was my hope for this study to identify and report newly explored perspectives which illuminate the thoughts and feeling of school personnel who have been affected by school restructuring. Moreover, the reported findings and researched-based suggestions may serve as a resource to be utilized by policy makers,

state and local boards of education when the restructuring process designated to be put into action as a school reform strategy. It remains my belief that this study will provide school districts with valuable information regarding how the restructuring process impacts the school staff and community.

CHAPTER FOUR - FINDINGS

The purpose of this case study is to examine the faculty member's perspective to the restructuring process selected by the Urban Public School District in its attempt to reform failing schools. Through the restructuring process, a large percentage of faculty members in the study schools have been identified as ineffective and transferred out of the building. At the same time, faculty members working in other schools, who have been identified as stellar have been reassigned to one of the "failing" study schools. Lastly, the social cost associated with the remaining faculty members within the restructured schools and insertion of "turnaround" faculty members will be explored. The organizational restructuring affected individuals who were both directly and indirectly involved with the "failing" status of the restructured school. The case study examined any positive and negative impact on the morale of fifteen educators involved in the implementation of the school restructuring process in their respective schools.

One-on-one interviews were the primary method of data collection. Each participant was asked several open ended "how" questions in an attempt to highlight any changes in his/her morale after the implementation of restructuring in his/her respective school. Each interview was recorded and transcribed which allowed the researcher to closely analyze the data. According to Yin 2003, data analysis is described as "examining, categorizing, tabulation or other wise combining the evidence to address the initial propositions of the study." Through a thorough analysis, the researcher was able to identify and document the emerging themes in the data. Additionally, during the

interview process, detailed field notes were taken to document body language and other visual data.

Miles and Huberman (1994) who quote Glazer and Strauss (1967), say "an analytical category is a method of analyzing and describing data in a structure that includes a range of like ideas into categories." The data analysis was performed utilizing a constant comparative method. Merriam (1998) describes the constant comparative process as a method in which:

> "The Researcher begins with a particular incident form an interview, field notes, or documentation and compares it with another incident in the same set of data or in another set. Theses comparisons lead to tentative categories that are then compared to each other and to the other instances."

The analysis of the data reported in this chapter is presented in several sections. The first of these sections entitled "Portraits of Study Participants" provides descriptive statistical information about the study participants along with a snap shot of their affect resulting from the restructuring process.

The second section, entitled "Pre Restructuring" describes the perspective of the three groups of educators as they relate to employee morale before the restructuring occurred in the respective school. The reported information will be presented in a narrative format. The primary source of information for the narratives was obtained through field notes generated during the interview process along with tape recordings of the individual interviews.

The third section of this chapter is entitled "Post Restructuring" and seeks to fully describe the affects of the restructuring process on the morale of the study participants. Utilizing the data collected through the interview process, the researcher documented the perspectives of the study participants in a narrative format.

Portraits of Study Sample

At the time this study was conducted, only two schools in the District of Urban Public School were identified for restructuring. For the purpose of this study, these schools will be referred to as Blue Grass Elementary School and John Kennedy Elementary School.

Blue Grass Elementary School is a Kindergarten through Eighth grade school with a student population of nearly 400 students. Blue Grass is located in the northern section of town, notorious for high amounts of drug trafficking and gang activity. The city has invested time, money and energy attempting to attract home owners by building new low income homes in the immediate area around the school. However, the less desirable areas of North Urban are just a few blocks away.

The statistical information contained in this narrative description was obtained from the State Department of Education's School Report Card and represents data from the 2009-2010 school year. Class sizes at Blue Grass border on the state average; however, in third grade the average class size is five students above the state average. Fifteen point one percent of the total student population at Blue Grass have special needs and are provided with accommodations and modifications outlined in his/her Individual

Education Program (IEP). Eighty point four percent of the student population speaks a language other than English at home. Like many inner city schools, Blue Grass struggles with the transient student and has a mobility rate of 18.6% while the state average is 10.5%. Poor test scores continue to plague Blue Grass and remain well below state averages at all grade levels even though the building has been restructured. A statistic speaking volumes about the student population at Blue Grass measures student suspensions. An alarming 33% of the student population was suspended during the 2009-2010 school year while the state average was a mere 4% according to the State DOE School Report Card.

John Kennedy Elementary School is the second restructured school to be discussed and described. John Kennedy Elementary is a Pre Kindergarten through Eighth Grade and houses approximately 800 students. The facility is extremely large and sports two cafeterias, two libraries, two front offices, two intercom systems and at one time contained two separate schools with two principals. Prior to the implementation of restructuring, John Kennedy Elementary was called John Kennedy Middle School containing only sixth, seventh and eighth grade students. Sharing the facility was Fredrick Douglas Elementary School where the Pre-K through Fifth Grade students were housed. At the time, Fredrick Douglas Elementary School was in year two while John Kennedy Middle School was in year five with regard to NCLB and the corrective action continuum. The teachers on the Douglas side of the building had a very different approach to teaching and often expressed discontentment toward the teachers on the middle school side of the building. Additionally, the elementary teachers were very protective of their halls and were very vocal when middle school students wandered to

the elementary side. Kennedy and Douglas had very distinct school climates and cultures and when Urban Public Schools transitioned to Pre-K to Eighth grade schools, a decision was made to combine Kennedy and Douglas to one large school. This first time merger produced two monumental unintended consequences. The first occurred with the decision to keep the school code for Kennedy instead of the school code of Douglas. By doing such, the teachers of Douglas inherited the failing status of Kennedy and went from year two down to year five on the NCLB corrective action continuum and were now facing restructuring. Second, the contractual obligations of a middle school teacher differed from those of an elementary teacher which now changed for the middle school side as they were now considered elementary teachers although they taught the same student population.

The school is quite large as the class sizes well exceeded the state average in grades Pre-K through Six and two students below average in grades seven and eight according to the State Department of Education's School Report Card for SY 2009-2010. Ten point eight percent of the student population is entitled to accommodations and modifications outlined in his/her Individual Education Program and only 8.9% speak English as a primary language at home. Much like Blue Grass Elementary and other inner city schools, Kennedy faces high levels of student mobility at 17.5% compared to the state average of 10.5%. Staff attendance is an additional challenge for Kennedy as only 93% of the staff attends work daily. Scoring averages on standardized assessments continue to fall substantially short of the state average for all of the testing grades.

The study sample was composed of 14 classroom teachers and one school administrator for a total of 15 school based personnel who were directly impacted in the

restructuring process. The study pool was separated into three groups and each group contained five participants. The groups of faculty members will be referred to throughout this chapter as: displaced or, faculty members who have been transferred out of the failing school; existing or, faculty members who have been in the restructured school pre and post the implementation of the restructuring process; and turnaround or, faculty members who have been transferred into the failing school.

Table 4.1 provides descriptive information about each of the study participants. Each participant possessed both unique and interesting experiences which were highlighted and documented throughout the interview process.

Table 4.1 Subject Attributes

	Age	Ethnicity	Gender	Study Classification	Teaching Experience
Mrs. Patton	50-55	Hispanic	Female	Displaced	21-25 yrs
Mrs. Grant	50-55	Caucasian	Female	Displaced	more than 26 yrs
Mr. Knight	40-45	Caucasian	Male	Displaced	16 - 20 yrs
Mrs. Harris	45-50	Afro American	Female	Displaced	21-25 yrs
Mr. Joyce	35-40	Caucasian	Male	Displaced	11-15 yrs
Mrs. Ricks	45-50	Caucasian	Female	Existing	16 - 20 yrs
Mrs. Williams	40-45	Caucasian	Female	Existing	16 - 20 yrs
Mrs. Locke	35-40	Caucasian	Female	Existing	11-15 yrs
Mr. Ware	35-40	Afro American	Male	Existing	5-10 yrs
Mr. Green	40-45	Caucasian	Male	Existing	5-10 yrs
Ms. Dennis	35-40	Caucasian	Female	Turn Around	5-10 yrs
Mrs. King	40-45	Afro American	Female	Turn Around	16 - 20 yrs
Mr. Dance	40-45	Afro American	Male	Turn Around	16 - 20 yrs
Ms. Burns	45-50	Caucasian	Female	Turn Around	21-25 yrs
Ms. Jenkins	30-35	Caucasian	Female	Turn Around	5-10 yrs

Portraits of Study Participants

In the following portion of this chapter, I will provide a brief narrative description of the participants in this study. The use of pseudonyms will be employed for each study participant, each school building and any other identifying demographic information. Pseudonyms are utilized to protect the confidentiality of all parties involved.

The descriptive narratives will be arranged by study classification, beginning with displaced faculty. The following sections of narratives will describe the existing faculty members, followed by the turnaround faculty members

Displaced Faculty

For the purposes of this paper, participant study subject one will be referred to as Mrs. Patton. Mrs. Patton is a 50 year old Hispanic woman who, like many, was called to education as child and maintains her passion for teaching after 25 years of teaching experience. As a veteran faculty member, Mrs. Patton has taught the entire gamut of elementary grades including first, second, third, fourth, fifth, a fifth-sixth combination and seventh.

In addition, Mrs. Patton has experience teaching reading, math, language, phonics, as well as the basic skills of reading, social studies and science. Mrs. Patton agreed to participate in my research as she was directly impacted by the restructuring process by way of an involuntarily transfer from a school which she considered her "home away from home." Throughout the interview process, Mrs. Patton demonstrated a

brusqueness in the manner in which she spoke and the information she provided. When I asked Mrs. Patton about how her new assignment came about, she informed me,

> "I got kicked out of Blue Grass because I volunteered to teach seventh grade and it is the same year they were looking for highly qualified teachers and because I didn't have that sheet of paper, they booted me out. They sent me to Red Grass. And I was shoved into fourth grade."

Mrs. Patton provided rich information pertaining to her experiences relating to the restructuring process and as a displaced faculty member, most of the data recorded were coded under a negative category. While I am confident that Mrs. Patton was truthful in relating her experiences with me, when I asked her if the glass was half full or half empty, she replied with,

> "I don't know. I never answer that question. I'm not answering that. That has nothing to do with this thing here."

The second displaced faculty member will be referred to as Mr. Joyce. Mr. Joyce is a Caucasian male and the youngest of the displaced faculty members participating in this study. Mr. Joyce possesses 13 years of teaching experience, 11 of those years have been in the Urban Public School District. Unlike most, possessing a degree in American Studies, Mr. Joyce was not enrolled in a traditional teacher preparation program but rather was an alternate route candidate. Upon completion of college, Mr. Joyce experienced success as a substitute teacher before accepting a full time teaching position.

As expected, Mr. Joyce's teaching experiences have been somewhat limited, although he has taught all subject areas, but only at the third, fifth, sixth and seventh grade levels. As one of the displaced faculty members, I asked Mr. Joyce to describe to me his feelings around the time he learned of his reassignment to third grade, and he reported he felt,

> "Nervous; scared, and never teaching that low of a grade; the lowest grade I ever taught was fifth, and going to a new school that I didn't know anyone who was there, it was on the other side of town. Another part of Urban that I never was at. Uncomfortable, definitely."

As the interview progressed, Mr. Joyce's sentiments were similar; he clearly expressed his feelings about the restructuring process which he thought lacked consideration for those impacted by the changes. Mr. Joyce stated,

> "I don't think they expected that it would affect the climate of the school. I think they thought, well, teachers are interchangeable parts, and they can just pick them up and move them. But it is a community, you know. If you take something out of a community, it's going to make it incomplete. Something's going to be missing; it's going to change it is some way. I don't think they really thought that all the way out."

The next subject in the displaced category is Mrs. Grant. Mrs. Grant is a recently married Caucasian woman, of retirement age with 31 years of teaching experience. Mrs. Grant was introduced to teaching as a child,

> "I know it sounds silly to say this, but I was called to my profession. I never wanted to be anything other than a teacher. When I was in high school – I grew up in a lovely, lily-white town where people were well to do, but we have a lot of Quakers. The Quakers always gave back to the community and I worked in summer programs with the Quakers. We worked with children from camps and inner-city kids. Well, it just changed me. It made me know that I wanted to – I always wanted to teach, but it made me know I want to teach in the inner-city. I went to college. I did all my student teaching right here and I never left this city."

Mrs. Grant is a passionate and outspoken educator who spoke with zeal throughout the interview process. In fact, Mrs. Grant felt it was her frankness which ultimately led to her involuntary transfer from Blue Grass School. I asked Mrs. Grant to share with me her feelings about being transferred from Blue Grass School. Mrs. Grant replied,

> "I was broken hearted. I was broken hearted. Although, here's the deal, a friend of mine from Blue Grass had gotten the shaft a number of years before, Mrs. Moffet. She kept telling me, "Change is good; change is good. You'll do okay." I didn't believe it. I'd spent 27 years in that school. The worst part was I had so much power at Blue Grass School after 27 years. I'm a powerful person anyway, but I had a lot of power. I come here to this new school, nobody knows me, I've been transferred out, I've got to be a lousy teacher, and I had no power."

It was clear how the restructuring experience affected Mrs. Grant as she became emotional reflecting on the process. She expressed,

> “It did make me take pause and wonder about the injustice of things. I will tell you this; it reminded me that I don't need to be loyal to the Urban School District because they aren't loyal to me. I spent 27 years giving my heart to Blue Grass School. My heart. I gave everything. I loved that school. They treated me like a piece of shit. That's when I said, "Okay, I no longer have loyalty to the Urban Public System, and I will give them as much shit as I can give them, but I'm here for the kids." It's all about the kids as far as I'm concerned. I don't have any loyalty to any administrator in this district anymore 'cause they didn't care about me. It just opened my eyes. I'm not cynical. I've never been a cynic a day in my life. I'm happy. I wake up. I'm in a good mood. I'm positive. I'm now a cynic about the Urban Public Schools.”

Mr. Knight is a Caucasian male with 19 years of teaching experience. As a college student, his major was undeclared and he had ambitious dreams of becoming a player in the National Football League. Mr. Knight became a teacher after developing a passion for working with special needs students while working for the United Way. Eventually, this exposure provided opportunities and helped him establish a professional relationship which eventually developed into a full-time teaching position. Currently Mr. Knight works at an alternative high school as a teacher for cognitively impaired special needs students in the content areas of mathematics and science. However, until his reassignment, he previously spent years working as an elementary special education teacher at the fifth, sixth, and seventh grade levels. As a displaced teacher, Mr. Knight’s disposition pertaining to a change in his teaching assignment was relatively positive. When the dust finally settled, Mr. Knight shared,

> "Well, you know, at first, I think, like anybody, the whole process of change and not knowing what you're getting into, I was a little apprehensive, I guess, but overall, you know, once we got started and once I got a little bit more acclimated in what I was gonna be doing and teaching and the vo-tech part of it was probably the hot spot for me because it dealt with landscaping, so – and then it just really evolved. You know, so it was a half-day academics and for the later part of the day, we went out and we did landscaping."

The final displaced faculty member, Mrs. Harris brings with her over 20 years of teaching experience. Mrs. Harris began her career in education as a substitute teacher and through that experience developed a passion for working with young children. While working as a substitute teacher, Mrs. Harris returned to school, obtained a degree in special education and secured a full-time teaching position within Urban Public Schools. When I asked Mrs. Harris how she thought the faculty felt about the sudden staffing changes she indicated,

> "I think everybody was angry. Many people were angry because you had people who worked in the building over 30 years, getting ready to retire and they were all of a sudden uprooted and changed, which was no good."

As the interview progressed Mrs. Harris' emotions began to surface and it became evident the process had a detrimental affect on her morale and outlook on the school district. This led me to ask how the proposed changes affected her morale. Mrs. Harris described her feelings,

> "I was very upset because I've been at Blue Grass

> School for over 15 years and I was very upset because at Blue Grass, I felt like it was a family. I worked with several of my colleagues. We all got along and we just, at the last minute, were split up. We couldn't contact anyone at that time, couldn't get the union involved because it was the last day of school. No one had any say-so, so I don't think that was fair on the part of the Urban Board of Ed."

Existing Faculty

The following section of this chapter will provide descriptions about the group of faculty members who remained in their school as change occurred around them. Throughout this study, these faculty members are referred to as Existing Faculty Members.

The first of the existing faculty members to be mentioned will be referred to as Mrs. Williams. Mrs. Williams is a Caucasian woman in her early forties and possessed 18 years of teaching experience. Mrs. Williams had childhood aspirations to become a teacher and majored in education while attending college. Mrs. Williams had taught her entire career in the same school, which will be referred to as John Kennedy Elementary School where she currently teaches mathematics. Years ago Mrs. Williams jokingly indicated she taught science along with mathematics but since NCLB introduced the highly qualified teacher provision she has been "stuck in math." I thought that was a great segue into asking Mrs. Williams about her assignment and how working in just one building has affected her morale. With a sigh, it was clear Mrs. Williams was in a moment of reflective solitude before she peacefully stated, "It feels like home." As the conversation continued, I got the sense that while tremendous change occurred at John

Kennedy Elementary School; Mrs. Williams was in a place where she managed the change unfolding around her as positively as possible. However, she was most affected by the lack of continuity of administration and uncertainty of who will be leading the school. According to Mrs. Williams,

> "I think that if you talk to people – I mean people complain about the morale of the staff, that people are unhappy, that they're not being communicated with, you know those – and that's huge because I think people just want to be treated as human beings and to be told hey, this is what's going on. Or yes, we're going to have this person for definitely one year or no, they're definitely leaving in one month. I mean I think it creates – it's just a very disturbing atmosphere because nobody's sure of anything."

I pushed Mrs. Williams on this issue and asked why she felt the change in administration was such a major event. Mrs. Williams responded with,

> "Well any time you have somebody coming in is going to be tough to learn them. People say, "Oh, do they know what they're doing? And are they going to lead, are they not?" These questions you know because people want to know. As much as people want to be independent, they want to be led. Are they going to be a leader? That's what the people want to know."

The next existing faculty member will be referred to as Mrs. Locke. Mrs. Locke is a Caucasian woman in her mid thirties and began her career as an educator working as a part-time fifth grade teacher at a Catholic school before accepting a full time position in

Urban Public Schools, more specifically, Blue Grass Elementary School. Mrs. Locke brought with her 14 years of teaching experience and a genuine passion for working with children. She began her career at Blue Grass Elementary School in 1997 and is currently assigned to teach a fourth grade class. However, in the past Mrs. Locke has served in the capacity of a third grade teacher, a fifth grade teacher as well as a disciplinarian. Mrs. Locke recently received her Masters Degree in Educational Administration and has aspirations of becoming a school administrator. It came as no surprise that Mrs. Locke possessed a thorough understanding of the NCLB legislation and the various provisions mandated by the law. While housed in a different building, the sentiments of Mrs. Locke echoed those of Mrs. Williams as they relate to the lack of leadership. When I asked Mrs. Locke about her perception of how the faculty felt about working in a low performing school, she reported,

> "We were falling apart. We had no leadership. We had no one to kind of point us in the right direction. We continued to teach what we thought would help the kids pass the test, but obviously, that wasn't what we were doing. We didn't look at data. There was no one to kind of spearhead to use any of our assessing tools to teach what we had. There was no curriculum. So we had nothing to kind of guide is in getting us to get the children to be proficient. And so we were just really struggling. Morale was down. We had a teacher who came in as a joke, who at Halloween, came in a suit that said "Interim Principal" because we had principal du jour. Whoever came in for the day. And it was like this many years until Miss Worthy finally came. And she started setting things in motion to get on the right track. But unfortunately, with going into year, I think it might have been five, of the restructuring phase, part of that is that you can change your principal. And so Miss Worthy was transferred at that time as well as 75 % of the staff."

The next study participant presented is the first male in the Existing faculty subject pool. Mr. Ware is an African-American male in his mid thirties and possessed nine years of teaching experience. Mr. Ware did not have aspirations of becoming a teacher but rather planned on utilizing teaching as a stepping stone to reach his career goal of becoming a school counselor. After taking a year off from college Mr. Ware experienced an epiphany while working with middle school students in a local summer camp. Through this experience, Mr. Ware engaged in several conversations with students pertaining to his/her school experience and the relationships these students attempted to foster with teachers and counselors. Much to the surprise of Mr. Ware, the students reported a lack of meaningful relationships with both teachers and counselors. Additionally, the students indicated the adults possessed an attitude which showed very little "caring." After serious reflecting, Mr. Ware changed his major and career focus and felt compelled to become a guidance counselor in order to provide children with the encouragement and support to successfully complete school in hopes of becoming productive citizens. Nine years later, Mr. Ware is no longer planning to become a guidance counselor as he has found fulfillment teaching mathematics in the middle grades. Mr. Ware is a teacher in John Kennedy Elementary School and much like his colleague maintains an upbeat attitude amidst the changes taking place around him. I asked Mr. Ware how he thought the faculty felt working in a school where the test scores were below state proficiency levels for several consecutive years and he stated,

> "In some respects a lot of people kind of blamed it on - I don't want to say blamed it on but blamed it on administration you know because when I first got there let me put it this way; when I first got there, a

> lot of people really liked the administrators that were there before I got there, and then once the administrators – I don't know if they retired; I think they retired. I think one of them retired, and the other one just moved out of administration what I can remember and brought new administrators. That's where everybody was saying, they were saying that we're not doing so well because of administration. That's why you say here you know not doing well because of administration and this is why this is happening; this is why that's happening, and that's why the school is in you know disarray per se. And then as time went on you know administrators would change so you know it was always, it was different things. You know people always say well it was because of this person and then because of that person and that person. So it was always looking at the top of why everything wasn't going well, and you know that's how it had been for a while."

The fourth study participant to be presented as an existing faculty member will be known as Mr. Green. Mr. Green is a Caucasian male, in his early forties and has nine years of teaching experience. Mr. Green was not a traditionally trained teacher but has spent his entire teaching career at John Kennedy Elementary School. Mr. Green was a second career educator and obtained his certification through the alternate route certification process taking some time to decide what profession he wanted before settling on education as his career. Mr. Green maintains an optimistic outlook on life and when I asked him if the glass was half full or half empty, he replied,

> "Usually half full with me, and especially regarding my job. I mean, I like the job that I have, and I consider myself lucky to have a career that fits well with my personality. And I think in general just with life, I mean, we live in a great place and we have the possibilities to do a lot here that other folks don't have, and historically

> people didn't have, so I'm aware of that all the time."

As a teacher of Spanish, Mr. Green does not teach a content area which is monitored through state assessments. As a result, he did not feel the same degree of pressure when compared to the pressure felt by the teachers of state assessed content areas. When I asked Mr. Green how he thought the faculty felt working in an eight year failing school he indicated,

> "Well, I kind of think in general people want to be part of a winning team, and even if we don't – even if the school – when I say we, because there's a pretty – there's a lot of folks who like each other there. The staff gets along, for the most part, pretty well. And so I think when we feel that we're not moving in the right direction, it's kind of a demoralizing thing. It kind of like brings you down to always kind of be on the losing side of things, and if people feel progress is being made, as a team – even if you don't make AYP – it's still kind of a victory. You know, you have some progress."

Mrs. Ricks is a Caucasian woman and 16 year veteran faculty member at John Kennedy Elementary School where she has taught her entire career. During her tenure at John Kennedy, Mrs. Ricks has taught all of the elementary grades except for early childhood. Mrs. Ricks is a second career educator who gained an understanding for the change process during the 10 years she spent working as a director in a holding company. She explained,

> "It's interesting because my Masters degree, I did my thesis on introducing change into an environment

> because when I was doing marketing, I was new to the bank holding company and it was like a old-fashioned, I came in changing everything, and it was lot of resistance. There's a way to go about doing it. Maybe now that I'm older I can see that. I think sometimes when you're young, you're just so gung-ho on your own vision and your own path that you forget the peripheral vision. The peripheral vision is the students and the children. I just think that there's a way to go about introducing change. I don't think it's been done effectively here to have everybody support it and to buy into it and to be treated or to feel like they're part of it."

Currently Mrs. Ricks is assigned to a third grade class and for the purposes of this study is classified as an existing faculty member. As one of the existing faculty members, Mrs. Ricks worked under several building principals and expressed how the lack of consistent leadership has negatively impacted the climate and morale of the school personnel. Mrs. Ricks explained,

> "Okay, we went through a series of principals, acting principals, acting principals, acting principals, and I think it took a toll on the staff because a lot of concrete decisions weren't made, we were always in a holding pattern, and the people that came in as acting principals did a good job, but they didn't have the authority to make concrete decisions. I think the years of being in limbo, I think it's taken a toll."

Moreover, Mrs. Ricks shared how her previous career assisted her in working with various leaders,

> "Coming from the business world, I used to work for five bank presidents who were tough, so I've learned

> how to just do what I'm supposed to do. I work hard, so maybe that's why I've never had a problem."

Turnaround Faculty

The first of the turnaround faculty members will be referred to as Mr. Dance. Mr. Dance has 18 years of teaching experience and he is currently assigned to a fourth grade class. However, Mr. Dance was quick to indicate he spent most of his career teaching middle school students and has experience teaching in all major subject areas. Additionally, Mr. Dance has his administrative certification and has worked in a quasi-administrative role as a teacher leader at an alternative middle school, a middle school disciplinarian and lastly as a disciplinarian at a high school.

Mr. Dance entered the teaching profession after being convinced by his mother it was a noble profession. Like Mr. Green, Mr. Dance was not formally trained as a teacher and obtained his certification via the alternate route certification process. As a turnaround faculty member, Mr. Dance shared with me how he felt the turnaround faculty was perceived by the existing faculty upon arrival to Blue Grass Elementary School. Mr. Dance stated,

> "I believe when you first come in, when people don't know who you are, they don't know your background, I believe, depending on what they see on the outside, depending on how the teacher felt if they thought I was a new teacher – like, I'm quite sure for some of the teachers, they would look, and their opinion may have been the teacher – their opinion may have been questionable if we were ready. Like I said, when you talk about urban schools, in most cases, you talk about

> social ills that come into the classroom. And veteran teachers, when they look at new teachers, oftentimes it's not that they look at a teacher and question if they're able to teach, but they look at new teachers sometimes and they question if they're able to handle the students that they are going to teach. So, I'm quite sure before some of the veteran staff members had an opportunity to really know who I am, versus the other new staff, some of them may have had those question marks, if we were ready."

I went on to ask Mr. Dance about the particulars pertaining to is placement at Blue Grass school, how he arrived and his feelings about his assignment. Mr. Dance reported,

> "I wasn't happy. I wasn't happy, just for the mere fact myself and the staff, we bought into a vision. We bought into an idea that we thought was pretty successful. And then, to be told that all the work that we put in was no longer wanted, to shut the program down, it was almost like – it was like betrayal in a way. So, going to another school was never – I didn't have a problem with that. It's just how it happened. And to be given an opportunity to do something or to buy into something – it was just a letdown. So, I wasn't too happy."

Ms. Burns, a 25 year veteran and the next turnaround faculty member to be presented, became a teacher through a traditional teacher preparation program. Moreover, Ms. Burns completed her student teaching in the Urban Public Schools district and upon graduation, she accepted a full time position in the same school in which she completed her student teaching. Previously, Ms. Burns taught fourth grade special education for a number of years before becoming a whole school reform facilitator, which is a quasi-administrative role. Ms. Burns served as a whole school reform

facilitator for several years and shortly there after accepted a vice principal position at an alternative middle school. Ms. Burns worked as the alternative school vice principal for one year before an executive decision was made to close the school and she was assigned to serve as a vice principal in an elementary school before her transfer to Blue Grass Elementary School. In short, Ms. Burns has worked in a number of positions during her tenure in Urban Public Schools and is currently the building principal at Blue Grass Elementary School. During our conversation, Ms. Burns highlighted an occurrence which provided an extremely revealing phenomenon pertaining to the turnaround faculty members assigned to Blue Grass School. When I asked how she perceived the turnaround faculty members were viewed by the existing faculty, Ms. Burns indicated,

> "I think that they – I don't think that the staff that was still here had an understanding that these people that were sent here were displaced also. I don't think that they realized that in the beginning. I think they thought that they were supposed to be getting the cream of the crop. And I think they looked – I'll take special ed. for example. I think they looked at special ed. and went, "You can't even handle the kids, and the people we had could. You're no better. You're worse than what we had. I think that they felt resentful. I think that over time, when they finally started talking, they realized that the new staff we got weren't cream of the crop coming to save us. Most were displaced people that nobody wanted."

This prompted me to ask Ms. Burns how she arrived at Blue Grass School and she informed me,

> "I received a phone call from Glenda Crops, who had

> spoken to the superintendent at the time; he asked her if she would mind overseeing Blue Grass Elementary School, which was a failing school and Nile River School, which was at that time, was her school. He would assign two vice principals to her. She got to pick who she wanted. She called me up and asked me if I would come here as her vice principal."

Unlike most, Ms. Burns indicated she had a great deal of involvement in the restructuring process,

> "Mrs. Crops came here with the understanding that she would only work for two more years and retire. And she made it clear to me from day one that I was to make the decisions and she would support me. And in many ways, she did. She had her own little things that she wanted to be responsible for, and I stood back. But most of – I mean, even all the way down to she would not take the main office as an office. She went and had an office upstairs somewhere. She felt that I should be the one that was front and center because her plan was that eventually I would take over the school. So I was really integral to many of the things."

My interview with Ms. Jenkins, who will be the next turnaround faculty member discussed, was extremely interesting in its own right. Ms. Jenkins is a Caucasian woman in her early thirties and fairly new to the teaching profession. With only six years of experience she had only taught mathematics since her recent graduation from a four year university where she earned a degree in Elementary Education. Having gained employment after the implementation of NCLB, Ms. Jenkins viewed the process with a youthful naivety which is understandable from someone with such limited experience.

However, Ms. Jenkins described the climate at Blue Grass Elementary upon her arrival in the following manner,

> "I would say it was – there was a little tension. I wouldn't say everything was hunky-dory, because we're new and we come in, 'cause all these other people just got taken out, so I think – and we were under more of a microscope than the other teachers because we were expected to, you know, make this middle school good, you know? And so I think people were a little nervous about us and, you know, we brought something different to the school, I guess."

This provided the perfect segue into a question pertaining to her personal morale and how it was affected by the manner in which she was received by the parents, students and existing faculty upon her arrival to Blue Grass Elementary. Ms. Jenkins' response was,

> "I'm sure it brought me down, because it was a whole new environment, and we were expected to do X, Y, and Z. And the kids weren't helping the situation because they were so upset with what had happened, so they were making it very hard on us. So I'm sure you know, I come in on a high note, and then slowly starts to, you know, dwindle because the kids kind of bring you down, 'cause they were really upset about it."

The next turnaround faculty member to be discussed is Ms. Dennis. Ms. Dennis is a Caucasian woman reassigned to Blue Grass Elementary School and brings 10 years of teaching experience to her fifth grade class. Currently Ms. Dennis teaches math, science and writing to two groups of children. Ms. Dennis became a teacher, a goal she established for herself as a young person. After a prolonged college career, student teaching within the Urban Public Schools district and attempting to teach suburban pre-

school class, Ms. Dennis graduated and was eager to accept a full time teaching position within Urban Public School system. Ms. Dennis was fortunate as she worked closely with the former building principal throughout the restructuring process. I asked Ms. Dennis what she knew about the restructuring process which occurred at Blue Grass Elementary School and she stated,

> "I have done so much work with CAPA. I know that Blue Grass was in the failing status for years because of test scores – it's all based on a test scores. So they had been failing for years, and it just came down to where a lot of the teachers here were not highly qualified in the middle school. Every middle school teacher was let go or moved, transferred. All the special education department was also wiped clean. And I know that – I hope that they moved Mrs. Crops because she was such a strong leader and they wanted to have her here to help, you know, reshape things and get things going and, you know, I think they knew that she could do that, you know. And she brought – and she handpicked Ms. Burns also, you know, who's our now principal. So I think that she knew what she was doing, and so that's basically what it was, to try to, you know, raise the bar and to get things going in the right direction."

With the school in such dire straits and a new administration coming into the school with a new agenda, along with newly appointed faculty members, I asked Ms. Dennis how she felt the existing faculty and students were affected by all of the sudden changes; her reply was very revealing,

> "I think morale – well, see, I don't know. I have mixed things because I think morale was low for

> some people. There are definitely conflicting things. I think that they were in a bad way, but they didn't necessarily know that they had been failing for as many years as they did. They thought that things were okay. I think that when the new people came in, that was they really didn't necessarily take to us very well. And Mrs. Crops came in, you know, and just said, "This is what we're going to do and this is how we're going to do it," and that was it. We definitely weren't welcomed with open arms. I think it took years for the kids to accept us. I mean, the kids – the middle school kids were out of control. I mean, we had all their teachers were gone, you know, so that was really, really hard on the kids. That's who – I think they hurt more than the staff did. So with all the middle school being new, they had – you know, they had their own problems that they had to deal with. So I guess, you know, staff overall – it wasn't good, you know, morale wasn't good, for the first year, I'd say. It took a while."

The final turnaround faculty member to be discussed is Mrs. King, a 19 year veteran. Mrs. King, an African American woman, was inspired by her physical education teacher while she was a student in the 11th grade. At that point, Mrs. King knew she would be a teacher of some sort but was not convinced at the time that the subject area would be physical education. Mrs. King spoke very candidly about her reassignment to John Kennedy Elementary School and how that decision came about,

> "Mrs. Maggie had a brief meeting with 12 staff members at the time; we were selected by her because we were considered her high performers, and not really given the choice as to whether we wanted to come to the entry school or not, she was just kind of proposing that we be moved there. And basically, she promised that we would have the classroom situations that we desired and as much help as we needed, etc."

Mrs. King openly shared about how that decision affected her,

> "I had other plans to go to the high school because there were some areas of my expertise they had not been using, and I knew with the K-8 school, different things would be required of me. So, I was kind of not really happy about the choice. I spoke with the principal and I let her know even prior to getting this information, early in the year, of my plans to transfer to the high school, because I wanted to coach at the high school and there's some other things, as I mentioned before, that I wanted to do. She didn't respond, and then I get this news months later and find that I'm still going to be moving there involuntarily. I was not happy at all, but what was I going to do."

Mrs. King and I spoke about the transition from her assignment at the old school to the new appointment at the school,

> "From my standpoint, coming in from a school where I had worked for 14 years, it wasn't smooth at all. We were kind of – I felt like, and other teachers from Jackson Middle – felt like we were dumped there; not really introduced to the other staff members. We felt like outsiders, and this was the term used from many of the other teachers, because we just weren't acclimated to the culture; there was no bridging; there were no activities to kind of introduce us to the other staff members; we just went to the faculty meetings and they introduced us. And some thought of us as new teachers when the average year experience was 15 among the group. So, it was really, really hard. And then we also felt like, you know, you're coming in from another school and people who have been there for whatever amount of time they've been there, and the staff __and you got to share space now; you have to share ideas and information; not too many people

> were really – most teachers don't like to share information as it is, unless you have some kind of activities in place where you're enabling them to do that."

Pre-Restructuring

The following section of this report will present the collected data of displaced, existing and turnaround faculty members prior to the implementation of the restructuring process. While a significant difference in the roles of each group existed, a remarkable resemblance in perspectives emerged. Notably, for the purposes of this study, the responses provided by each group were categorized as either having a positive or negative effect on employee morale.

(Figure A – Total Study Pool Pre & Post Restructuring Morale)

		PRE RESTUCTURING MORALE			POST RESTRUCTURING MORALE		
		Positive	Negative	Undecided	Positive	Negative	Undecided
Mrs. Patton	Displaced	✓				✓	
Mrs. Grant	Displaced	✓				✓	
Mr. Knight	Displaced		✓			✓	
Mrs. Harris	Displaced	✓				✓	
Mr. Joyce	Displaced	✓				✓	
Mrs. Ricks	Existing	✓				✓	
Mrs. Williams	Existing	✓				✓	
Mrs. Locke	Existing		✓			✓	
Mr. Ware	Existing	✓				✓	
Mr. Green	Existing		✓			✓	
Ms. Dennis	Turn Around	✓				✓	
Mrs. King	Turn Around	✓				✓	
Mr. Dance	Turn Around			✓	✓		
Ms. Burns	Turn Around	✓				✓	
Ms. Jenkins	Turn Around	✓				✓	

Of the fifteen faculty members interviewed, 73% contend that before the threat of restructuring, faculty morale was positive. The distribution of each group into the 73% was nearly equal, as 26.6% came from the displaced personnel, 26.6% from the turnaround faculty and the remaining 20% coming from the existing faculty group.

Displaced Faculty

Eighty percent of the displaced faculty interviewed felt morale was positive prior to the implementation of restructuring. Mr. Joyce shared his perspective pertaining to faculty morale at Blue Grass prior to the implementation of restructuring,

> "I thought it was good. Definitely more working together; trying to help. I felt that there was a sense of trying to make the school a better place for the kids instead of – when CAPA came it seemed like just try to get the scores, no matter what, by any means necessary."

The sentiments of Mr. Joyce were not unique as many opponents to high stakes assessments argue the pressures to meet state testing mandates foster a narrowing of the curriculum and "teaching to the test."

Additionally, Mrs. Grant expressed her sentiments pertaining to the morale at Blue Grass before the implementation of restructuring and how it differs from her current assignment.

> "Blue Grass has always had a good morale. Our

> problem was we didn't have a principal for 2½ years and we were frustrated by that. We had no real leadership, none at all, other than the teachers. The teachers were powerhouses at Blue Grass. They ran the building. I thought morale was pretty darn good. I mean, people came to work. Unlike this school here, there are – I don't know – 10 names on the absentee list everyday. At Blue Grass, we had days when nobody would ever be out, all the time. I had thought the morale was good. I thought the teachers were excellent. Most of them were excellent. I mean, we got along."

Along with the aforementioned, Mrs. Patton, a displaced faculty member from Blue Grass School, spoke to me very honestly about the morale at the school prior to restructuring,

> "Oh it was great. It was great. Everybody gets along; you know we did our jobs. When it was time to work we all worked. When it was time to play we all played."

Lastly, the sentiments of Mrs. Harris echoed those of the majority of displaced faculty interviewed pertaining to faculty morale prior to the implementation of restructuring at Blue Grass,

> "Oh, the morale was good. The morale was everybody was happy. All the colleagues, we really worked hard together. We tried to help one another. So, I don't know what happened because that was a wonderful great school to work for. Great."

On the contrary, Mr. Knight, the remaining faculty in the displaced category felt morale had been down for some time as the school was suffering from a lack in leadership. According to Mr. Knight, the low morale had little to do with poor test scores and marginal student achievement. Additionally, Mr. Knight thought many faculty members were oblivious to the testing mandates and were in denial of the threats of punitive sanctions promised by NCLB.

> "I don't think anybody, you know, really looked at that. Like, it wasn't going to happen. "No Child Left Behind" was going to be something that was going to be swept underneath the blanket and forgotten about. Yeah, I didn't think – I know from my perspective, I never thought that the whole restructuring process of "No Child Left Behind" would happen. There was a lot of negative things. I thought about it that, teachers as well as administrators, being accountable and, you know, we should all be accountable up to a certain point, but I think that, "No Child Left Behind," leaves out a lot of things that probably need a little bit more looking into."

Additionally, Mr. Knight added,

> "You know, at one point it just, you know, seemed like, I guess, everybody was down, mainly because of what was going on in our building, I think. It was at that time, I believe, that our principal was out for a while. He had a heart attack and then we were getting, you know, substitute administrators three months here, three months there. So, I think not knowing – getting used to any one administrator took some time and it seemed like soon as you got used to that administrator, they would give us another administrator. So, that – and, again, I think it left everybody in, like, "What's going on?" There

> just wasn't really too much continuity, no planning, and that happened – that was over a year, I believe."

Existing Faculty

The existing faculty offered a different perspective as they had a much different frame of reference from the faculty making up the other study groups. Sixty percent of the existing faculty members felt the morale at the school was positive prior to the implementation of restructuring. According to Ms. Williams, positive morale was demonstrated in the manner in which social events occurred on a regular basis. Ms. Williams shared,

> "I don't know if this applies but there might have been a different atmosphere but – because you might have had more energy to be social, say holiday parties or retirement parties or – you know I mean things that are, the human aspect of working with people. I think we did more of that prior to this. I think people became very exhausted."

Supporting the sentiment of Ms. Williams, Mr. Ware briefly described the interaction among the faculty members prior to restructuring which indicated people were friendly with one another and sought out each other throughout the day.

> "I mean they all got along you know. They all hung out with each other during different times of the day."

Additionally, Mrs. Ricks, felt the morale of the school had been good for sometime and used the adjectives “great” and “wonderful” to describe faculty morale prior to the implementation of restructuring at John Kennedy Elementary. However, Mrs. Ricks acknowledged student achievement was sub par and reported that people felt good about their jobs and were “working hard but not working smart.”

On the contrary, 40% of the existing faculty member reported a negative school climate prior to the implementation of the restructuring process. Mrs. Locke confirmed,

> “Yeah. Even before. I mean, it goes back very far because Mr. Matella had a heart attack. He was on his last – he was finishing his last final years. And then he had a heart attack, which was very difficult for him to recover and get back into leadership. And then his nephew had an accident, a skiing accident, and ever since then, he was basically on his way out. I mean, he was a good guy, but he wasn’t able to really pull up the boot strings and move us in the direction that we needed to go at that point. Morale was down. We just – there was no one to kind of lead the sheep. I don’t think anybody was really feeling good about the whole process. We knew we weren’t passing. We saw the scores every year. We knew we were last in district. We knew we weren’t cutting it as a group. And we just didn’t know how to kind of go at that point.”

Moreover, Mr. Green, an optimistic existing faculty member shared his thoughts pertaining to faculty morale prior to the implementation of the restructuring process at John Kennedy Elementary,

> "I think the morale's been consistently low there since I've been there. Even though we went through the restructuring and new teachers came in. There's still a lot of folks in there who spend too much time talking about the administration or the kids or the parents or something or another in a negative fashion."

Turnaround Faculty

As the turnaround faculty members were not present prior to restructuring, they can only report what they have been told or information he/she may have heard about morale and climate prior to the implementation of restructuring. Four out of five or 80% of the turnaround faculty members indicated hearing stories about morale being higher prior to the implementation of restructuring. Ms. Burns, a turnaround administrator reassigned to Blue Grass Elementary reported,

> "It appeared to me, based upon the staff that was still here, that it was a strong, tight-knit staff that used to be here. I knew of the school from a friend of mine whose mother was a teacher here years ago. So I knew of the relationship a lot of them have, and I know that many of those teachers that retired still see each other once a week. So I think it was a very tight-knit staff. People would come here to die. They never transferred out. There were people still here that have been here 35 years. They just don't want to retire. The community loves their school, and some of these parents in this community – their parents had the teachers here. So I felt that the staff had a very good relationship. You'll always have people that were the backstabbers or the troublemakers and stuff like that. But I got the impression that it was a very tight-knit staff that because of the changing leadership over the years pretty much took care of themselves and led themselves."

Ms. Dennis described the faculty morale at Blue Grass Elementary prior to the implementation of restructuring with the following,

> "I think that they were fine. You know, I think that they were tight, and I think that they did have a lot of fun together. And, you know, they had parties and they worked well together, and from what I understand everything was okay. And a lot of people were really upset that a lot of those people were transferred, so."

Ms. Jenkins, an additional turnaround faculty member quickly reminded me she was not in the building prior to the implementation of restructuring so she did not possess first hand knowledge of the building morale prior to her arrival. She indicated,

> "All we've heard is that all the teachers were – they got along and everything was fine. So I think the whole restructuring thing really kind of was a surprise; they didn't see it coming because it was a last-minute decision."

Mrs. King, a turnaround faculty member, described the morale at John Kennedy Elementary prior to restructuring as,

> "Pretty even-keeled there are always going to be staff members who are just there to be there, and those high-performers; so from what I hear, the morale was great."

Post Restructuring

Displaced Faculty

The data collected and discussed in this section explore the post restructuring perspective of the displaced faculty members. One hundred percent of the displaced faculty participating in this study voiced that the restructuring process was detrimental to their personal morale along with the overall building morale and climate of the school. Mrs. Grant, a 31 year veteran clearly articulated how the change in faculty negatively affected the student body and contributed to the demise of the building climate,

> "I know they did. Those kids were heartbroken. They broke into the school that summer, after they heard what happened, and trashed the open space. Went into the computer lab and pulled down all the computers. Spewed stuff all over. Trashed certain classrooms; they didn't trash mine, but they trashed certain classrooms. The following year, there was nothing but trouble. Those kids were angry, angry, angry. I heard it from teachers constantly. Whenever I'd see them, the kids would tell me how awful it was and how they hated the teachers. It wasn't good for them. It wasn't good for them."

Echoing the sentiments of Mrs. Grant, Mrs. Harris indicated the poor communication along with the loss of relational capital drastically impacted her morale and outlook on Urban Public Schools,

> "The morale – I think, like I was saying, I was trying to be very professional. I was, of course, it were many, sad and angry at that time because, you know,

> we worked together so many years and I think when they did that – when they made a change, the morale had to change. I think we lost of faith into the system, Urban Board."

Mr. Knight, an additional displaced faculty member, spoke clearly about how the proposed changes and lack of communication contributed to the decline of his personal morale along with the morale of others at Blue Grass Elementary school,

> "Not knowing – I'm a very – my personality, I'm very habitual. I have a daily routine, so that two, three weeks I was very on edge and I remember being – I don't know the right word -agitated and going home and just you're not yourself. You're just not yourself, not knowing. There was no, like, closure until that last day of school when you found out. It was awkward just not knowing where you were going to be. It was – to me, it was – it took an emotional toll on me. I'm not going to say it consumed me, but there was always something in the back of my head, not knowing what's going to happen. You knew you were going to have a job. That was a sense of security, but not knowing where you were going to go and, you know, what it was going to be like, I guess."

Mrs. Patton, a 25 year veteran and a 15 year faculty member at Blue Grass Elementary expressed how her morale was personally affected by the staffing changes taking place at Blue Grass school. According to Mrs. Patton, upon notification of being reassigned,

> "No, I took the hell out of the building. I was emotional. I had to leave. I was very emotional so I left. I didn't talk to anybody."

Mr. Joyce, the final reporting displaced faculty member participating in this study, articulated very clearly how the process of restructuring negatively affected his morale. Mr. Joyce stated,

> "I didn't want to move. I felt unsuccessful, and I said, "Maybe I'm not doing a good job." I started to question my own teaching abilities."

Existing Faculty

The percentage of study pool participants who felt the restructuring process was detrimental to the morale of the faculty was much greater. One hundred of the existing faculty members participating in this study felt restructuring impacted morale in a negative fashion. For some of these faculty members, the negative impact came by way of mandates and teaching directives as a result of the increased governance coming from NCLB. According to Mrs. Ricks, representatives from the state department of education visited the school frequently to inspect the instructional programs utilized by the teaching faculty. I asked Mrs. Ricks how these visits affected morale, she reported,

> "Oh, boy. It's affected it drastically. Morale is at an all-time low. Like I said, we're told how to teach. How long to spend on something. There's no creativity. Negatively, I just think really negatively. It doesn't have to be that way."

Other participating existing faculty members attributed the negative change in morale to the minimal attempts to merge the new faculty with the existing faculty

members. Additionally, resentment toward the new faculty members contributed to the decline in morale. According to Mrs. Locke,

> "We didn't trust them. We felt like we were watched, and that everything was being reported to them. It just wasn't a good place to work that first year again. And I think everybody was kind of feeling that, because they were all we interpreted that they were handpicked by Ms. Burns and Mrs. Crops. So we figured at that point, these are your guys. There was no staff. There was no real morale. No team building. And it took a long time to kind of trust them and realize that we're all in this together. And it wasn't an us-versus-them mentality, but in the beginning it was."

Moreover, Mrs. Locke highlighted the climate in the building as the school continued to spiral downward for six consecutive years on the corrective action continuum. Mrs. Locke indicated,

> "We were falling apart. We had no leadership. We had no one to kind of point us in the right direction. We continued to teach what we thought would help the kids pass the test, but obviously, that wasn't what we were doing. We didn't look at data. There was no one to kind of spearhead to use any of our assessing tools to teach what we had. There was no curriculum. So we had nothing to kind of guide is in getting us to the children to be proficient. And so we were just really struggling. Morale was down. We had a teacher who came in as a joke, who at Halloween, came in a suit that said "Interim Principal" because we had principal du jour. Whoever came in for the day. And it was like this many years until Miss Worthy finally came. And she started setting things in motion to get on the right track. But unfortunately, with going into year, I think it might have been five, of the restructuring phase, part of that is that you

> can change your principal. And so Miss Worthy was transferred at that time as well as 75 % of the staff."

Additionally, Mrs. Williams expressed how the low morale, in her opinion, was a result of poor communication pertaining to the restructuring of the faculty. She indicated,

> "I think that if you talk to people – I mean people Complain about the morale of the staff, that people are unhappy, that they're not being communicated with, you know those – and that's huge because I think people just want to be treated as human beings and to be told hey, this is what's going on. Or yes, we're going to have this person for definitely one year or no, they're definitely leaving in one month. I mean I think it creates – it's just a very disturbing atmosphere because nobody's sure of anything. And as a result people start taking days off. I mean you know people are going to stay out of work. If they're stressed, we had a lot of people out. I think we had more people out during these last years, during that time because they just didn't want to deal with it, didn't want to deal with change. I mean you've got to think that some of the people that were here were here for years and didn't want to deal with change, were resentful no matter what change was happening and didn't want to deal with that so they'll stress that way. Yeah. And then stress on the people who were here taking care of things while other people were taking off, yeah that's – causes a lot of issues."

Mr. Ware expressed unsettling feelings as the school level administration was in a state of constant transition. Additionally, Mr. Ware spoke briefly about the social cost associated with the loss of relationships and the time needed to establish new meaningful, productive working relationships. Mr. Ware explained,

> "You know you have to build relationships; have to you know start to trust people this, that and the other, and once you do it, you know then you – I mean to me the dust is really never settled you know what I'm saying as far as administration. The dust really never settled because we never had a person that was sitting there and we knew that person was going to be there; knew that person was going to be there for three to five years you know what I mean; to where as now you're get in their relationships and now you get into work after year one; you get to know the person year two; year three then you can get the ball moving. You can really start to say okay I know what you're about; you know this are about; let's move forward and do what we have to do, so in a sense, it's still not settled yet because we don't know."

Lastly, Mr. Green described the morale as "not high" as the new turnaround faculty assigned to John Kennedy Middle displayed a defensive disposition in the manner they interacted with existing faculty. Mr. Green described his morale as,

> "Being brought down just by being part of a staff where people were uncertain about what was happening. There was a lot of confusion. There were a lot of people who didn't know each other, people who didn't know what people were teaching and it was just a difficult time in that school."

Turnaround Faculty

In a very similar fashion, 80% of the turnaround faculty members described the faculty morale as negatively impacted by the restructuring process in the study schools for a variety of reasons.

According to Ms. Dennis, it took some time for the morale of the faculty to begin to improve. As a turnaround faculty member, Ms. Dennis felt unwelcomed by the existing faculty members,

> "Oh, they didn't like us. Yeah, I think from the get-go everybody had their guards up and nobody really wanted, you know, anything to do with us. I think eventually, when all was said and done, I think they knew why it had been done. I think that they felt a bit betrayed by – I would say probably by the district also, for them not knowing that this was coming. And then it came with – it was such a hatchet job, and it came so quickly and suddenly, and I think that the staff knew why, but I think it could've been done in a smoother fashion and in a better way, not so – like not such a shock."

Ms. Burns brought an interesting perspective as she expressed how she, just like other turnaround faculty, felt displaced. She explained,

> "When we got here, many people felt that they were transferred out because somebody didn't like them and that it was personal. The ones that stayed were kind of worried because I don't Think they ever worked with Mrs. Crops before, so many of them didn't know her. And I didn't know anybody when I came into the building. And teachers that were transferred here at the last minute from other schools

> felt like they were being kicked out of wherever they were and sent here because they were failures. So I felt that morale was really low. It really didn't do well for the school with staff morale."

Ms. Jenkins expressed how her personal morale was negatively impacted as the students demonstrated against the sudden changes in faculty. When I asked Ms. Jenkins how she felt the students were affected by the staffing changes, she shared,

> "Oh, greatly. We came in – and I teach seventh and eighth grade, and the kids were so used to having one teacher all day long. So the whole idea of them getting a whole slew of new teachers and then having to switch classes was – it was too much for them to handle at one time, like, 'cause it was just dropped on them. "Hey, here's four new teachers and now you have to switch classes quietly in open space." And it was very – the first several months were very rough for us. I'm sure it brought me down, because it was a whole new environment, and we were expected to do X, Y, and Z. And the kids weren't helping the situation because they were so upset with what had happened, so they were making it very hard on us. So I'm sure –you know, I come in on a high note, and then slowly starts to, you know, dwindle because the kids kind of bring you down, 'cause they were really upset about it, so."

On the contrary, only 20% of the participating turnaround faculty members expressed a positive change in employee morale after the implementation of restructuring. Mr. Dance, a hand selected turnaround faculty member, maintained a positive attitude with regard to the restructuring process. When I asked Mr. Dance to reflect back to the faculty morale after the implementation of restructuring, Mr. Dance stated,

> "I would say a slight difference, more positive. More positive, Because now you're talking about the vision being in place, the understanding of what's going on, why the restructuring took place. Like I said, for many of the new teachers, we didn't know. We didn't know the history until we actually got there. And we didn't know until it was explained to us what was going on. Why was the restructuring process happening? And once that message was given and that vision was set as far as where we wanted to go, which was the ultimate goal was to try to if not bring the school up to AYP, but to at least bring them to safe harbor, to show that there is – that there was improvement. So, it was a task that was presented to us, and as a teacher, it was one of those tasks that was presented, and we were challenged, "Are you up for this task?" And once again, given the leadership the credit for how we went on, without people rebelling, was the mere fact that they were very supportive and making sure that they gave us what it was that we felt we needed to help these students succeed."

Summary

In summary, the three categories of study participants shared many similar sentiments. Only one of 15 or 7% of the study participants expressed that the implementation of the restructuring at the two study schools yielded a positive change in faculty morale. On the contrary, 93% or 14 of 15 study participants felt the restructuring process, as carried out in both study schools, had a negative impact on employee morale. Additionally, study participants indicted both study schools as having more of a positive climate prior to the implementation of restructuring as 100% of the interviewed subjects reported the restructuring process negatively impacted the student body, their parents and the entire school community.

CHAPTER FIVE – DISCUSSION & IMPLICATIONS

Introduction

The data collected through the implementation of the interview protocol have answered the research questions which framed this study. The closing chapter of this study further discusses the previously mentioned findings and introduces implications for future research and is comprised of three sections. The research questions this study sought to answer were:

1. How do the displaced and existing faculty members describe their morale and the building climate before the implementation of restructuring?
2. How do the displaced and existing faculty members describe their morale and the building climate after the implementation of restructuring?
3. How did the faculty describe their role in the restructuring process and how did the lack or presence of choice impact their morale?

The next section of this chapter is entitled "Emergent Themes" and examines patterns and results that emerged from the analysis of the collected data. The emerging categories are presented in a descriptive narrative formation.

Following the Emergent Themes section is a section entitled "Connection to Literature Review," where the findings are validated by or refute what the literature states

about this thesis. Followed by the "Connection to Theory" section where the results are compared to and aligned with the theoretical bases used to frame this research.

Lastly, the final section of this chapter is entitled "Recommendations." In the Recommendations sections suggestions for educational leaders who will be considering school restructuring as an option for improving failing schools along with areas for future study will be presented.

Results

1. How do the displaced and existing faculty members describe their morale and the building climate before the implementation of restructuring?

As discovered from the collected data, 70% or seven of ten surveyed faculty members, including both displaced and existing, indicated faculty morale was more positive prior to the implementation of restructuring. Many of the displaced and existing faculty members reported, prior to the implementation of restructuring that the social capitol at the work place was much greater as they had a good time with each other while working and in social settings outside of the work place. A displaced faculty member reported, "We worked hard together and played hard together; we were like a family." According to most, the faculty participated in several social functions as energy levels and spirits were elevated. Additionally, many of the "break room" and "parking lot" conversations occurring at work were of a personal and congenial nature.

However, 40% of the existing faculty members interviewed indicated faculty morale was low prior to restructuring. These two of five existing faculty members expressed two specific reasons for the poor morale. One of the existing faculty members expressed that the lack in continuity of leadership as a major detriment to faculty morale as the teachers had "nobody to steer the ship through the storm." The other faculty member attributed low morale prior to the implementation of restructuring to a pessimistic outlook employed by many of his colleagues. "I think that there are too many teachers who tend to look at the negatives of the career and express that openly too often. Unfortunately, the balance isn't there between the ones who openly express negative feeling and those who openly express positive feelings." While these two individuals expressed that morale was low prior to the implementation of restructuring, it should be noted nevertheless that these individuals expressed morale was still even more negatively impacted by the implementation of the restructuring process.

For the faculty members who had knowledge about the failing status of the school they felt, like many trends and/or reform initiatives in education, "this too shall pass." Consequently, these faculty members did not give much thought to the corrective action sanctions promised by the NCLB legislation and made minimal modification to their instructional practices along with rituals and routines. At one school, the realization that restructuring was an approaching reality 'hit home' when the superintendent of schools visited the school and called an emergency faculty meeting. Unfortunately for all, it was too late to change instructional programs, norms or routines.

Surprisingly, at one of the study schools all of the displaced faculty members reported a lack of knowledge about the failing status of the schools and receiving notice

about being involuntary transferred came as a major shock to nearly everyone. Additionally, displaced faculty at the second study site reported that once they were informed of the school's failing status, many began to emphasize testing skills and consequently a "narrowing of the curriculum" began to develop. A displaced member from this school stated, "it seemed like, just try to get the scores, no matter what, by any means necessary." Faculty from both schools reported teaching to the test and reinforcing testing skills became a prevalent practice throughout his/her school. Additionally, some of the teachers explained he/she was feeling less like an educator shaping the minds of children and more like a person attempting to produce "good test takers." Moreover, many faculty members from both sites reported the once collegial environment began to diminish as tension and stress grew with increased negative implications of excessive failure to meet AYP indicators.

2. How do the displaced and existing faculty members describe their morale and the building climate after the implementation of restructuring?

The data collected during the various interviews provided a comprehensive look at diverse perspectives. During the interviews with both displaced and existing faculty members, all of the participants reported faculty morale and building climate were negatively impacted by the implementation of restructuring. As previously mentioned, some of the existing faculty members expressed that morale was low prior to the implementation of restructuring however; these same individuals reported after the implementation of restructuring morale became lower.

As reported in the previous chapter, the teachers at the study schools were close knit prior to the implementation of restructuring. The relationships created went beyond professional and were often personal. Many of these educators attended various family celebrations of one another such as marriages, childbirths, weddings, graduations and funerals. As a result, many of the displaced faculty members maintain communication with existing faculty members and are often kept abreast of the implications and changes that come about as a result of the restructuring process.

On a more personal note, the displaced faculty shared how detrimental the restructuring process was to their personal morale and self-esteem. All of the displaced faculty members indicated the restructuring process, more specifically, the process of being involuntarily transferred was embarrassing, demeaning and demoralizing. The process caused many to reflect on their own instructional pedagogy and often question their abilities. Additionally, many of the teachers experienced excessive amounts of anxiety and often took medical leaves of absences. The absences of some impacted the daily routine of others as substitutes were often not assigned leaving the students of the absent teacher to be "split up" into classes of present teachers for the day. For these displaced individuals, along with addressing the involuntarily transfer from their "home away from home," they were often confronted with new faculty members who questioned their educational worth. A suspicious atmosphere permeated the building as the displaced teachers felt that their peers questioned if these 'sub par' teachers would prove to be a detriment to the 'educational stock' of their newly assigned school. Educators across the nation would agree there are many variables contributing to the success or failure of students. However, according to the displaced teachers, this process is

premised on the assumption the teacher is the reason for poor student achievement. In addition to the trauma associated with the involuntary transfer, for these faculty members, a corrective action plan followed them to their newly assigned school further reinforcing their sense of inadequacy. Furthermore, very similar to a non-tenured teacher, these individuals were slated to be formally observed three times annually, regardless of the number of years they have been teaching. This proved to be an additional blow to the morale of the displaced faculty. Unfortunately for these teachers, the restructuring plan is made public and all teachers involved along with the provisions of the process are placed in the Board of Education's agenda archives. As a result, this provided an additional reason for the instructional programs of these teachers to be questioned by their new peers.

The existing faculty members provided an insightful perspective to the process of restructuring and more specifically, the implications on the school and/or building climate. For these individuals the disruption to the educational environment seemed to be more detrimental to the school's overall instructional program than the reassignment of the stellar 'turn around' teachers were capable of overcoming.

All of the existing faculty members expressed feelings of distrust and resentment toward the newly appointed turnaround faculty. These feelings of distrust resonated throughout the interviews as most of the existing faculty members were not involved in the restructuring process nor were they provided with a sound rationale for the selection of the turnaround teachers. Consequently, the turnaround teachers were perceived as "the chosen ones" who were hand selected and preferred by the administration. Moreover, the existing faculty members felt the turnaround teachers had a direct line to the new

principal and questioned if private conversations were kept in confidence. This cloud of suspicion resonated throughout the building and proved to be a major barrier dividing the faculty.

Surprisingly, one of the several unintended consequences of the restructuring process was the negative effect on students. Displaced, existing and turnaround faculty alike reported the students along with the parents were very disappointed in the staffing changes occurring at the restructured schools. The existing teachers reported many students were looking forward to being in a particular teacher's class and upon arrival to school in September, the students noticed that not only was he/she not in the anticipated class but the desired teacher was no longer working in the school. As a result, a drastic change occurred in student behavior as students were viewed as more combative and disrespectful. Furthermore, the turnaround teachers with whom they had no relational capital were given even less respect. During the interview process, one of the turnaround faculty members stated,

> "This is our fourth year, and it's the first time with the exception of some little problems here and there with some kids, the first time that I feel the climate has become more relaxed. The middle school was the most difficult.
>
> They were blatant about how they felt about the new staff. They didn't like them. They felt that the new staff were responsible for their old teachers leaving. They didn't like the new structures put in place. They blamed the new staff, myself and Mrs. Crops for a lot of things.
>
> And they acted out as a result. That first year, in middle school, out of 25, 30 something eighth graders, only 15 were allowed to walk in graduation, and only 10 went on the class trip. The rest of them were not allowed because

> of their behavior.
>
> And I think their behavior was – anytime you disciplined them, it became, well, you're no good. Mrs. so and so – they constantly refer back to their old teachers."

Moreover, for the first time in the history of Blue Grass Elementary School, the school was burglarized and vandalized by students who were caught by local authorities. While the students involved did not provide a reason for the mischievous behavior, some of the existing teachers and all of the displaced teachers assumed the damage to the school was a demonstration of the students' displeasure of the new staffing changes.

Along with student displeasure, the parents were very unsupportive and vocal about all of the staffing changes. One of the turnaround teachers indicated,

> "We spent a lot of time focusing on the community and the parents. The parents didn't want us here. The parents thought that as the administrators, we were the ones that got rid of their favorite teachers. This is a very volatile community, so when they don't like something, they let you know around here.
>
> They don't keep it to themselves. That was our biggest struggle, with parents and the kids. So we spent a lot of time the first year, only focusing on the climate of the school and putting specific standards for behavior and other expectations in place."

The building climate proved to be a major obstacle for the turnaround teachers to overcome. However, the impact of the student and parent disapproval of the staffing changes on the school climate did not only affect the turnaround but the entire school population. As a result, many of the existing teachers grew more resentful of the

turnaround teachers as these “super teachers” were perceived as incapable of handling the students. Furthermore, the negative student behaviors permeating throughout the school impacted the instructional programs of all teachers as many students fed off of the negativity of his/her peers. This proved to be an additional wedge preventing the coalescence of all factions of staff.

3. How did the faculty describe their role in the restructuring process and how did the lack or presence of choice impact their morale?

Throughout the interview process it became increasing clear how the restructuring process was perceived by most. As reported, the process was detrimental to the morale of all of the stakeholder groups involved in the process along with the building climate. It came as no shock that all of the displaced faculty reported no involvement in the restructuring process. Nearly one half of the restructuring sample pool report they were not notified of their assignment until the last day of the school year when they were called into the principal’s office and informed whether or not they would be returning in September. These individuals reported feelings of betrayal from an employer to whom some have dedicated as many as 30 years of faithful employment. It was perceived that the district where they worked and dedicated a large portion of their lives turned its back on them and treated them in a manner demonstrating little respect and/or regard for the loyal service they supplied for the children of Urban Public Schools.

Research conducted by Fullan (1991) tells us that when employees feel valued and are included in the decision making process there tends to be higher levels job

satisfaction and success when implementing change. More surprisingly, only a small portion of turnaround faculty reported having any input in their reassignment; in fact many of this group reported feelings of being displaced from their 'home away from home.' An even smaller group reported being offered the choice of being reassigned to a school where they would be totally unfamiliar with all staff members, including the building administration or coming to work with an administrator which whom they were familiar. Only two of the participating turnaround faculty members were reassigned knowing they were selected as a result of their stellar work performance and reputation. However, upon reflection, these two individuals reported they were not offered a choice, had no input on their new assignment and were uncertain of the outcome had they elected to remain in their previously assigned school.

While none of the turnaround faculty were offered a choice regarding their assignment, upon their arrival to the new school, many of the turnaround group indicated an increase in involvement in the decision making at their new school began to occur. Consequently, the increased involvement in the decision making process worked against fostering collegial relationships between existing and turnaround faculty as the perception that the turnaround faculty were favored over the existing faculty gained visibility.

The data clearly illustrate that the process yielded a negative impact on faculty morale and building climate. Additionally, the majority of faculty members participating in this study reported fewer occasions of social gatherings and less collaboration after the implementation of restructuring at the study schools. Displaced, existing and turnaround teachers alike provided insightful perspectives which illuminated the events that affected the entire school community. Sadly, the teacher reports were not unexpected. They felt

that their loyalty for Urban Public Schools had been unrewarded and thus was irretrievably lost. One displaced teacher stated,

> "I was real, like sad. I was very disappointed. I was very upset because I felt like I was a dedicated teacher for the Urban Board of Ed and I felt like they really didn't have any loyalty to the teachers who remained with Urban Board of Ed for several years--- they felt like if they could just take you and put you anywhere and don't have any contact with us or say anything, I think I lost a lot of faith."

Emergent Themes

Through the analysis of the collected data several themes began to emerge which provide insight on how the effects of restructuring impacted the study sample. A close examination of the data suggests that additional subgroups were formed allowing for multiple interpretations of the data.

After dissecting the data, I began to notice several similarities within the various factions of the study population. Upon review of the displaced faculty members, I was able to divide the data by gender which allowed me to see a distinct difference in how faculty members adjusted to their change in assignment. According to the data, the female faculty members experienced greater difficulty accepting and adjusting to the changes. The grieving process theory developed by Elizabeth Kübler-Ross states that the loss of any significant relationship including a job or career can thrust an individual into the grieving process. Kübler-Ross (1969) identified several particular and easily recognizable emotional categories when developing her theory. These emotions are:

denial, anger, bargaining, depression and acceptance Additionally, according to Kübler-Ross, an individual suffering from a major loss will endure all of the aforementioned emotions, however, they may not occur in sequential order but an individual may cycle through some of these emotions several times.

At the time of the interview, the male faculty members were in the acceptance stage and had noticeably accepted the change in assignment and actually began to view the change in a positive manner. Mr. Joyce was very charismatic and hopeful when he spoke candidly about his experience and how he felt about being moved,

> "I think as a teacher, you get comfortable sometimes. I think I take more ownership on what I do. Not that I didn't take it seriously, but now I know, there are some repercussions. -I mean, now – if I look at it now – it was a good thing for me. But at the time, I didn't want to move."

This was different for the displaced women faculty members. The women appeared to be cycling through the anger and depression stages as they still struggled with the change years after the initial reassignment. In alignment with depression stage, the interview process proved to be much more of an emotional process for the women than the men. All of the displaced women faculty became emotional at some point during the interview and still expressed deep sadness. One of the displaced faculty members became filled with emotion when she shared how her feelings about her morale at the time of reassignment,

> I mean it definitely lowered it. I wasn't enthused about

> coming here and I'm still not enthused about being here but it's my job. See cause it's not the kids. It's not the kids' fault and that what I'm – that's what my job is. My job is the children, not the people around me. Blue Grass, it was a staff that I knew, grew with because I was there for 15 years. Here I've only been four.

A second displaced faculty member reflected on how she struggled with being happy on a day when most people are filled with joy and cycled from anger to sadness when she stated,

> The last day of school was June 21st. I got married July 1st. I woke up that morning and said, "You have to be happy today. You're getting married," 'cause I was depressed and upset."---- I was so upset from the stress of being moved out of Blue Grass School.--I got married that summer!! I got two tooth infections from grinding my teeth from the stress!! --- It was bad."

An additional interesting observation made through the interpretation of the data pertained to years of service. The data illustrated that the displaced faculty averaged several more years of service than the existing and turnaround faculty members. Some could interpret that as merely a coincidence; however, others may argue the idiom stating "you can't teach an old dog new tricks" prevailed. As a practitioner I have experience with the bureaucratic games often played to move ineffective faculty; therefore it is my belief that the decision to reassign these faculty members was an attempt to replace veteran faculty who were set in their ways with fresh, passionate and moldable faculty members.

Moses and Whitaker (1994) maintain that effective restructuring often is determined by the visionary work accomplished within the leadership. As the literature predicted, a reoccurring theme about the lack of leadership continuity resonated throughout the interviews of the existing faculty. As a school principal who is grounded in best practices but influenced by personal experiences, I experienced difficulty with the notion that the continuous change in building leadership caused several of the existing faculty members increased amounts of anxiety and stress along with feelings of hopelessness. Having worked in a very unionized, urban school district, I have first hand experience dealing with conditions very similar to the environments described by many of the interviewed participants. Moreover, my experiences have taught me that the marginal teacher is often the most vocal and combative while the effective teachers close their doors, keep to themselves and rarely speak up for what is right. As a result, the vocal teachers are perceived to be the power holders or informal leaders and these individuals show very little respect for the chain of command and/or authority. Unfortunately, the quiet yet effective teachers march to the beat of the "Union Drum" which echoes the chant, "I got socks older than you!"

As previously mentioned, many of the faculty members reported not knowing of the failing status of the school; however once becoming aware of the school's status, the faculty reported feeling lost as there was no consistent leader in place to "steer the ship." Outside of having an absentee administrator, many of these faculty members reported his/her building principal took multiple leaves of absences. In addition, it was reported that many administrators began to utilize his/her sick and vacation days which is common practice as one prepares for retirement. As a result, faculty members speculated as to

why so many administrators had a break in service. Interviewed teachers thought the increase in accountability along with increased state demands and/or testing mandates was likely the culprit as these demands frequently raise stress levels and cause many to take excessive leaves of absences and/or opt for an early retirement.

Study Results and Connections to the Literature

The results of this study produced results often described or predicted in the literature. As described by Rice and Malen (2003), school restructuring is a human capital reform grounded in the assumption that upgrading the human capital in low-performing schools will improve the performance of those schools. As the restructured schools in Urban Public Schools failed to meet AYP for six consecutive years, the aforementioned was the guiding principle behind the restructuring initiative.

Much like Sir Isaac Newton's third Law of Motion, "For every action there is an equal and opposite reaction," when dealing with human subjects and their fickle nature, it is wise to consider the potential implications or the reaction when involuntarily transferring faculty members. Rice and Malen (2003) cleverly called these unpredictable human implications "Human Cost," and contended that if the reform effort is to be successful, human costs must be a consideration in personnel-targeted interventions where the primary reform is a drastic change in the roles and responsibilities of those who work in schools.

The results previously discussed distinctly aligned to the 2003 research conducted by Rice and Malen. The literature clearly explains when dealing with restructuring it is

very common for a breakdown in unity, trust, and collegiality between employees to exist. When reviewing the data collected from the displaced existing and turnaround faculty members, all groups eloquently expressed how the restructuring process was detrimental to the working relationships in both school communities; the newly assigned school community for displaced faculty members and the current school community for existing and turnaround faculty members. The feelings expressed by all groups clearly supported the literature associated to Human Cost. This Human Cost did not appear to be a factor considered by central administration when the restructuring option was selected.

When discussing the Human Cost identified by Rice and Malen in association with the results of this study, it is important to note the Psychological Cost defined as those burdens borne by individuals often in the form of general loss of professional efficiency and self-worth (2003). This study revealed several of the displaced faculty members began to question their own instructional programs and suffered from low self-esteem as a result of the restructuring process. This phenomenon came as no surprise as the literature indicated it is natural for restructured faculty to feel marginalized when undergoing this harrowing process.

Study Results and Connections to Theory

The theoretical bases selected for this study were Kurt Lewin's Field Theory in Social Science, also known as Change Theory; and the Motivation Theory or Needs Hierarchy founded by Abraham Maslow's and built upon by Fredrick Herzberg.

While examining the guiding principles of Change Theory I was able to identify elements of the theory illustrated within the restructuring process which occurred in Urban Public Schools. According to Lewin's theory, the organization must first be unfrozen and it is during this phase the people making up the organization begin to recognize the need for change. In my analysis, I connected this with central administration recognizing the need to implement a radical change within the organization or the struggling schools. Continuing to dissect Change Theory which indicates during the unfreeze portion of the theory, intended and unintended forces begin to permeate the organization resulting in various degrees of organizational change. When these forces begin, one can expect to see various changes in employee behavior, various roles, attitudes, along with social and organizational structures. This speaks directly to the restructuring process itself and describes succinctly the phenomenon taking place in the restructured schools reported earlier in the chapter. The final stage of Lewin's theory states that these changes will eventually become part of a new organizational culture and it is here the organization should attempt to refreeze and embed the newly achieved change into the cultural fabric of the organization. At this time, the newly formed school communities are struggling, as the results of the restructuring process were described as detrimental to the culture and climate of the school. It should be noted, while all of the elements of Lewin's theory have been, in some form mirrored in the restructuring process

selected in Urban Public Schools, it does not appear to be successful in achieving the desired outcomes. Furthermore, the newly adopted changes in the organizational culture and climate do not appear to have contributed to the organization in a positive manner.

Recommendations

The findings of this study have the potential to influence policy makers, state and local boards of education and ultimately educational communities across the nation. At this date, the No Child Left Behind legislation appears likely to be reauthorized. While there have been conversations around the reauthorization of the legislation to include but not limited to modifications to the corrective action continuum, to date, these conversations have produced very little change as restructuring remains as a reform option (US DOE, 2010). Taking that into consideration, this research sought to illuminate and expose many of the intended and unintended consequences when implementing school restructuring in the manner in which it was conducted in the two study schools.

The collected data highlighted many of the unintended consequences which should provide school district and state officials with meaningful information worthy of consideration when mandating a restructuring model as per NCLB or other reform initiatives. The human factor, primarily the psychological and social cost associated with restructuring, needs to be carefully and thoroughly examined when considering restructuring a school. This research demonstrated the repercussions when all stakeholders are not involved in the process from infancy through implementation. It must be noted employee collaboration and/or notification is essential in minimizing psychological cost and potential maximizing acceptance and buy-in.

Educational policy makers along with state and local boards of education are encouraged to research and evaluate literature pertaining to psychological and social cost associated with the loss of meaningful relationships which often occurs during

restructuring efforts. This study showed a direct connection between a lack of employee involvement in the decision making process, particularly around decisions affecting his/her employment, and accepting and embracing change.

Moreover, it is essential for policy makers, along with state and local boards of education not to assume school personnel is the only stakeholder group needing to be considered when implementing a restructuring initiative. While it is an understandable assumption, it has been proven to be unfounded. According to the perspectives of the participating faculty members in this study, the acceptance of parents and students of the proposed and/or implemented staffing changes is a critical component when planning the school restructuring. When the parents and the students are unaware of the staffing changes and do not accept the staffing changes, the results are detrimental to the educational environment. In an attempt to bring forth a universal understanding of the need to implement a radical change to a failing school, regular focus groups with students and parents should be conducted in order to provide a thorough explanation of the schools AYP status. Central office administration should mandate all schools, successful and struggling schools alike, to allow all stakeholders to meet and discuss potential strategies to sustain or promote student success. Additionally, mandates should be generated at the state and local level for all schools to emphasize the importance of community relationships. Furthermore, incentives and/or provisions should be provided to schools that attempt to build the relationship with the local community. Moreover, as faculty and staff from several schools can be impacted by the displacement of teachers, it is recommended that school districts develop a communication venue where teachers and administrators who may have not been involved with the original causes of the

restructuring process to discus alternative reform initiatives and/or research based strategies which promote student achievement. Extensive professional development attempting to improve the instructional practices implemented at a failing school should be a prerequisite to a staff restructuring model of reform. While the aforementioned represents suggestions for policy makers, state and local boards of education to consider when confronted with the idea of school restructuring, it remains my belief that other radical school reform initiatives should be explored before a drastic model such as restructuring is employed as there is limited literature demonstrating the success of this reform initiative.

Concluding, the benefits of this study have the potential to influence the policy makers along with state and local boards of education across the nation. As schools across the country continue to receive Title I funding, these schools are mandated to meet proficiency standards set by federal and state education agencies. Moreover, these schools are held to mandates outlined in the NCLB legislation. For these schools who fail to meet AYP for several consecutive years, the legislation, as written, mandates a restructuring option be implemented. It was the purpose of this study to illuminate how the restructuring process affects faculty morale. The findings of this study provide support to the importance of reviewing the psychological cost, social cost and the grieving process (Kuler-Ross) when drastically changing school communities and severing working relationships. The literature, findings and results of this research suggest the unintended consequences of replacing a large percentage of the faculty proves to be detrimental to employee morale and damaging to the entire school community.

A suggested topic for additional research related to the results of this study should include Human Cost associated with the reassignment of displaced faculty on the morale of existing faculty at the new school. This study focused on how the faculty morale and school climate were affected at the turnaround schools however the schools where the displaced teachers were reassigned may or may not have endured Human Cost expenditures along with the schools were the turnaround teachers were previously assigned and removed to address the failing status of the turnaround schools. It is my hunch that all of the schools that were impacted by either loss of faculty or the addition of new faculty are affected by the staffing changes. These changes should be studied and documented as they will add to the limited body of literature currently existing which explores this phenomenon. Additionally, the parent and student perspective particularly of the students and parents assigned into the classroom of a newly assigned teacher due to displacement from previous school should be explored as the educational opportunities may or may not be improved or increased by the staffing changes.

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APPENDIX A

College of Education
TEMPLE UNIVERSITY

Educational Leadership
1301 Cecil B Moore Avenue
2nd Floor Ritter Hall 003-00
Philadelphia, PA 19122

phone 215-255-5555
fax 215-255-5555

Consent Form

Study: School Restructuring and Employee Morale: Unintended Consequences of Involuntary Transfers
Student Investigator: Channing C. Conway (contact: 609-855-5555)
Affiliation: Temple University, College of Education, Department of Educational Leadership & Policy Studies
Primary Investigator: Corrinne Caldwell, Ph.D. (contact: 215-255-5555)

Dear Study Participant:

I am currently conducting a study involving the interviewing of employees of the Urban Public Schools District. The purpose of this study is to examine the morale of fifteen employees of the Urban Public School System after the implementation of restructuring per the corrective action continuum mandated by the No Child Left Behind federal legislation.

In order to obtain the necessary information for this subject, I am requesting your assistance. By agreeing to participate in an approximately 45 minute interview, you be asked questions about your experience in the restructuring process, your role in the planning and how you believe the process affected the school community. The interview will be scheduled at a time, date and place of your convenience. The information you provide will be used anonymously. Any documents containing identifying information will be held in the strictest of confidence and stored under lock and key in a secure file cabinet. All materials containing information you provide for the purpose of this study will be maintained for three years.

There is no potential risk associated with your participation in this study. Your participation is completely voluntary and you may end your participation in the study at any time for any reason with out penalty or prejudice.

If you have any questions regarding any aspect of this study, please feel free to contact me via telephone 609-855-5555 or email: tua70000@temple.edu or my study advisor Dr. Corrine Caldwell via telephone at 215-255-5555 at any time.

Thank you in advance for your cooperation. Your contribution to this project will provide invaluable data needed to help better understand contributing factors to employee morale as they transition through the restructuring process.

College of Education

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fax 215-255-5555

Consent Form Cont.
Study: School Restructuring and Employee Morale: Unintended Consequences of Involuntary Transfers
Student Investigator: Channing C. Conway (contact: 609-855-5555)
Affiliation: Temple University, College of Education, Department of Educational Leadership & Policy Studies
Primary Investigator: Corrinne Caldwell, Ph.D. (contact: 215-255-5555)

I _____, have read and understand the above consent form in its
(Print Name)
entirety and voluntarily aggress to participate in this study. I further understand that no momentary compensation is associated with my participation in this study. I assert that I am over the age of eighteen (18).

I understand that if I wish further information regarding my rights as a research subject, I may contact Richard Throm, Program Manager and Coordinator at Office of the Vice President for Research of Temple University by phoning 215-755-5555.

_____ _____
(Participant Signature) (Date)

_____ _____
(Investigator Signature) (Date)

APPENDIX B

College of Education
TEMPLE UNIVERSITY

Educational Leadership
1301 Cecil B Moore Avenue
2nd Floor Ritter Hall 003-00
Philadelphia, PA 19122

phone 215-255-5555
fax 215-255-5555

Permission to Audiotape

Student Investigator: Channing C. Conway 609-855-5555
Primary Investigator: Corrinne Caldwell, Ph.D. contact: 215-255-5555
Department: Temple University, College of Education, Department of Educational Leadership & Policy Studies
Project Title: School Restructuring and Employee Morale: Unintended Consequences of Involuntary Transfers

Subject:_____ Date:_____

Log # _____

I give Channing C. Conway_____ permission to audiotape me. This audiotape will be used for the following purpose:
_____ EDUCATION
This audiotape may be shown to education professionals outside of Urban Public Schools for educational purposes. At no time will my name be used.

_____ RESEARCH
This audiotape will be used as part of a research project at **TEMPLE UNIVERSITY**. I have already given my written consent for my participation in this research project. At no time will my name be used.

Description:
WHEN WILL I BE AUDIOTAPED?
I agree to be audiotaped during the time period:
From_____ to _____.

HOW LONG WILL THE TAPES BE USED?
I give my permission for the these tapes to be used:
From _____ to _____.

The data collected for the purposes of this research study, including any and all audiotapes will be stored for (3) years after completion of the study.

WHAT IF I CHANGE MY MIND?

Permission to Audiotape (Cont.)

Project Title: School Restructuring and Employee Morale: Unintended Consequences of Involuntary Transfers

I understand that I can withdraw my permission at any time. Upon my request, the audiotape(s) will no longer be used. This will not affect my care or relationship with **TEMPLE UNIVERSITY** in any way.

OTHER
I understand that I will not be paid for being audiotaped or for the use of the audiotapes.

FOR FURTHER INFORMATION
If I want more information about the audiotape(s), or if I have questions or concerns at any time, I can contact:
Student Investigator: Channing C. Conway: 609-855-5555
Primary Investigator: Corrine Caldwell Ph.D.: 215-255-5555

Department: College of Education, Department of Educational Leadership & Policy Studies

Institution: Temple University

Address: 1301 Cecil B. Moore Avenue

City: Philadelphia State: Pennsylvania Zip Code: 19122

This form will be placed in my records and a copy will be kept by the person(s) named above. A copy will be given to me.

Please Print

Subject's Name: _____

Address: _____

Date: _____ Phone: _____

Subject's Signature: _____

APPENDIX C

Interview Protocol

It would be very helpful for me if we could start with you telling me about your career and how you became a teacher.

1. What subject area do you teach?
1. What subjects have you taught in the past?

So now you find yourself at (School Name).

2. How did your assignment here come about? (selected, reassigned, remaining)
3. How do you feel about your assignment here?
4. What can you tell me about the restructuring process mandated by NCLB?
5. How you were first introduced with the restructuring process?
6. What do you believe was the affective state of the faculty working in a "failing" school?
7. How would you describe the morale of the faculty before the threat of restructuring?

Lets talk a little about restructuring and (School Name)

8. What can you tell me about the process that occurred at (School Name)?
9. What was your involvement in the process?
10. How do you think the process was perceived by the faculty?
11. Can you tell me about any climate changes you noticed as the process began?
12. How were you directly or indirectly affected by any of the changes?

So now this process becomes a reality for the teachers at (School Name) and the implications begin to surface.

13. How would you describe the morale of the faculty after the restructuring process?
14. How were the new faculty members perceived by existing faculty members?
15. How do you think the staffing changes affected the students?
16. Can you tell me how those changes affected your morale?
17. How have your responsibilities changed as a result of restructuring?
18. In what ways do you think the increased accountability has affected faculty morale?
19. How do you perceive the changes affected (School Name)? (Explain)
20. What are some of the intended consequences/outcomes of the process at (School Name)? (Student achievement)
21. What are some of the unintended consequences/outcomes of the process at (School Name)?
22. Is the glass half full or half empty? (Explain)
24. Is there anything I should have asked that you think is important?

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