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## The restructuring of a rural Utah high school

Larry K Shumway  
*University of Nevada, Las Vegas*

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University of Nevada, Las Vegas, 1993

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THE RESTRUCTURING OF A RURAL  
UTAH HIGH SCHOOL

by

Larry K. Shumway

A dissertation submitted in partial fulfillment  
of the requirements for the degree of

Doctor of Education

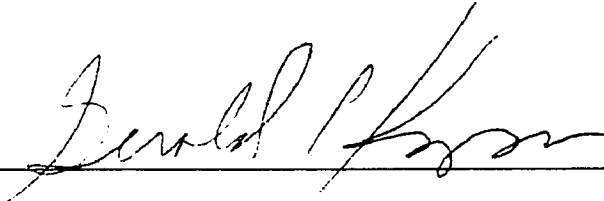
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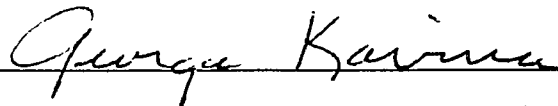
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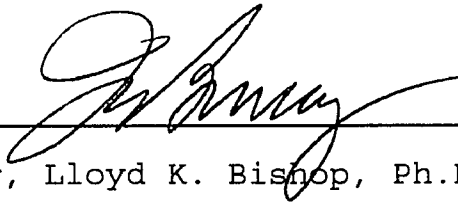
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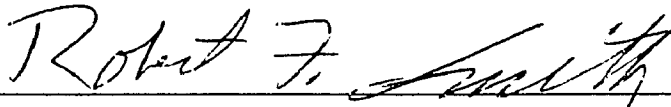
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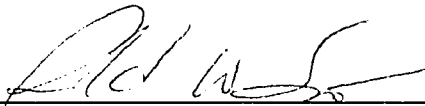
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Graduate Faculty Representative, Robert Smith, Ph.D.



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December, 1993

## ABSTRACT

The Restructuring of a Rural Utah High School was a case study which explained the setting and the events related to the restructuring of North Sevier High School in Salina, Utah from 1989 - 1992. The purpose of the study was to identify issues and problems in restructuring which could provide insight for school leaders or for policy makers in education. Data for the study was collected by interviewing participants in the restructuring project including teachers, community members, board members, and district administrators. The researcher was the principal of the school at the time of the events of the case and at the time of the study.

The findings were presented as a chronological narrative and were analyzed according to the restructuring of: (a) student experiences; (b) the professional lives of teachers; (c) leadership, management, and governance of the school; and (d) the role of the community in the school.

The study identified the following issues for consideration by policy makers and educational leaders

involved in school restructuring: (a) leadership at the level of the school principal; (b) the establishment of shared values and beliefs; and (c) the power of locally developed change versus adopted programs. A model was developed which explained the relationships of the beliefs that developed in the restructuring project at North Sevier High School and which may provide insight for other school leaders as they consider the development of a framework for understanding the educational values and beliefs in other restructuring programs.

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I am finally most appreciative of the support of my wife, Mary Monroe Shumway, and her understanding, patience, and encouragement during the completion of this dissertation.

## CHAPTER 1

### STATEMENT OF THE PROBLEM

#### Introduction

The decade of 1982 to 1992 was punctuated by highly publicized reports discussing the deficiencies of American public education. Each report presented its own prescription for the improvement of schools and of the educational system in general. These reports and analyses have included A Nation at Risk (1982), The Carnegie Report on the American High School (1984), The National Governor's Council Report (1990), and most recently the goals of America 2000 (1991) promoted by President George Bush as the national direction for the education in the 1990's.

There has been a widespread sense of failure in the nation relative to the performance of schools and a pessimism about the possibility of making real changes in the system. A recent National PTA/Chrysler Survey revealed that an overwhelming majority of parents in our nation did not believe that lasting changes could be made successfully within the current structure of American

schools (Finney, 1991, p. 4). These parents felt that radical changes in the structure of education were needed in order to create schools which would provide for the quality education they wished for their children.

The mood of the country relative to education and the perceived need for large scale changes was reflected in the opening paragraph of a Newsweek (1991) article which compared our nation's schools to those of other nations around the world:

We all know the indictment: American education has fallen behind the rest of the industrialized world. And we all know the reasons: everything from the collapse of the family to the prevalence of television to the abject failure of national leadership has been blamed. What we don't know is how the rest of the world is managing to do a better job of teaching its children (The Best Schools, p. 50).

Criticism of traditional educational systems and structures, along with calls for the reform of these systems and structures have been found not only at the national level, but at the state and local levels as well. Though little public attention has been given to important questions about the validity of the claims of failure or the appropriateness of the measures of educational success used in their conclusions, the public concern for the effectiveness of schools has focused the political debate in many states around the future of education ("Governors", 1992, p. 9).

Beginning in the late 1980's, the public concern in Utah for educational quality led to discussions of new directions for education. In 1988, A Shift in Focus, published by the Utah State School Board, reflected the national sentiment:

The symptoms are there for all to see. Far too many students enrolled in public education drop out, mentally or physically. Teachers are often cast as scapegoats, and are held in low respect. Parents are frustrated, and are often not able to be of much help to their children. The effects ripple on (p. 8).

In A Shift in Focus, the state school board called for Utah schools to rethink every aspect of schooling and of the statewide system:

We are not simply talking about *reform*, because it is time to move beyond reform, to bring about a restructuring, based on a fundamental shift in focus in education.

Under the old order, the focus has increasingly been on the workings of the system and how to make it more efficient and effective. What should happen now is that the focus must shift to the students needs and the systemic changes needed to meet these needs (p. 8).

Another document, the 1992-1997 Utah State Public Education Strategic Plan (1992), sought to create a "bold new vision for the future of Utah education" (p. 3). This time, the creators of the strategic plan called for policy makers and educators to,

Redesign the educational system, its organization, laws, and funding formulas, including removing state and local barriers, to achieve our mission and objectives...[and] empower each school to create its own vision and plan to achieve results consistent with the mission and objectives of Utah public education (p. 15).

These calls for changes in the philosophy and processes of school from both state and national levels had a strong impact on the leadership of the Sevier School District and North Sevier High School in Salina, Utah, and led along with other factors to the development of a project at North Sevier High School undertaking a "total rethinking" (Vision to Reality, 1991, p. 1) of the goals and processes of schooling. The proposals at North Sevier High School that received greatest attention were staff reorganization which reduced the number of teachers and support personnel and raised teacher pay by fifty percent, and curricular changes that replaced content as the top priority in instruction with "critical thinking skills, self esteem, and a love of learning" (Jordan, 1991, p. B1).

The project at North Sevier was ambitious enough to attract state-wide and regional attention, with front page headlines such as "North Sevier Principal Reforms Teaching System" (Jordon, 1991, p. B1), "Principal Cuts Staff, Hikes Teacher Pay by 50%" (Spectrum, 1991, p. 4), and after a visit from Utah Governor Michael Leavitt, "North Sevier High School Dazzles the Governor" (McClure, 1992, p. 1).

The effort at North Sevier High School was initiated to create "fundamental structural changes" by implementing "restructuring concepts" (Vision to Reality, 1991, p. 1)

that were part of long range school and district planning. This aligned the project with a national movement known as *school restructuring*.

#### Statement of the Problem

This case study examined the process of restructuring at North Sevier High School and the setting within which the restructuring at North Sevier High School developed. The purpose of the study was the description of the case and the identification of issues and problems in restructuring which arose from the case that could provide insight for leaders at other sites or for policy makers in education.

Shimahara (1988) noted that all experiences are shaped in context and cannot be understood adequately if considered in isolation. He calls such isolation "context stripping" (p. 79). The study created contextual understanding by describing the North Sevier High School community and aspects of the broader state and national educational environment as the restructuring process began.

Lichtman and French (1978) described historical case study as "reasoned argument about the past by which we seek the fullest possible understanding of actions, thoughts, and feelings" (p. xvii). The study provided understanding of the actions of the individuals involved



in restructuring of North Sevier High School and of the causal relationships of the actions to the outcomes of the restructuring.

Edson (1988) stated that qualitative inquiry is a form of moral discourse and should be part of a continuing attempt to "understand ourselves in relation to the larger world" (p. 44). A case study is a form of qualitative inquiry. This study provided for a discussion of questions, issues, and lessons that arose from the context and events at North Sevier High School and which have some relevance in other settings.

#### Research Questions

The following questions served to provide direction and boundaries to the study:

1. What was the setting for restructuring at North Sevier High School from approximately August of 1989 to September of 1992, and what was the impact of this context on the restructuring that occurred?

2. What were the events associated with restructuring at North Sevier High School that occurred during that period which were critical to the restructuring process, and what was the impact of these events on the development of restructuring and on the people involved?

3. What questions, issues, and lessons arise from the experience of restructuring at North Sevier High School which would provide insight for leaders at other school sites or for policy makers in education?

#### Need For The Study

It is hoped that this study contributed to educational knowledge and understanding of schools in three areas:

1. A study of the experience of restructuring at North Sevier High School described a specific case of response to national and state calls for school restructuring and provided for the sharing of the experience of the process.

2. A description of the experience of restructuring at North Sevier High School provides an example of non-technocratic change in schools and may provide insight into the effectiveness of these change strategies.

3. A study of the rationale and setting of restructuring in the experience at North Sevier High School will provide data which may help to determine patterns in restructuring and give insight into how beliefs, values, processes, and programs of restructuring develop in other settings.

Newmann (1993) characterized the work of school restructuring as dealing with four "arenas" (p. 2). These

are student experience, professional life of teachers, leadership, management and governance, and coordination of community services. The depth of restructuring efforts in schools may be indicated by the extent of change in each of the arenas. The changes at North Sevier High School provided a potential example of school restructuring in which the attempt was made to address each of these areas concurrently in a non-modal, non-technocratic way.

#### Delimitations

The following delimitations served to provide boundaries to this study:

1. This study was limited to the process of restructuring at North Sevier High School which occurred between approximately August, 1989 and to September, 1992.

2. Because of the limitations set in the time period of the study, the study was limited to the developmental stage of restructuring at North Sevier High School. The restructuring of North Sevier High School entered the implementing stage at the beginning of the 1992-93 school year. Not only would it have been premature to evaluate the outcomes of restructuring at North Sevier High School, but such evaluation would have widened the scope of this study beyond the available data.

3. This was a study of a single case of restructuring in a rural high school and no claim was made

of typicality. Because the processes of case studies and historical studies are strongly multi-dimensional (Lichtman and French, 1978), various dimensions of cause and effect may be present in one case while completely absent in another.

#### Definition of Terms

The term restructuring has been used to describe widely varied kinds of school change, from minimal to very radical change (Conley, 1993; Lewis, 1989). Barth (1991) called restructuring "a big tent under which many people are doing and saying many things" (p. 123). Schlechy (1990) defines restructuring as changing the "roles, rules, and relationships" (p. 123) within a school. Amsler (1992) defines restructuring as change that entails alterations in school governance and student assessment and learning.

Restructuring is not reform (Gatto, 1990; Newmann, 1991; Hart, 1991). Reform presumes that subtle changes or incremental changes in the current system will bring about a renewal or reassertion of qualities which were formerly present in the system and which have been lost and must be restored. Restructuring presumes that entirely new constructs of schooling are needed to provide the learning environment in which young people of today can be schooled for success in today's world. The idea of restructuring

is therefore sometimes talked about as the reinventing of schools.

For the purposes of this study, the definition of restructuring given by Newmann (1991) was used. Newmann defined restructuring as school change that impacts: (a) student learning experiences; (b) the professional life of teachers; (c) leadership, management, and governance; and (d) coordination of community services. According to Newmann, radical paradigm shifts which impact each of these areas are present when restructuring is taking place.

Sarason (1982) discussed what he defined as non-modal change by contrasting this with modal change. Modal change is characterized by lack of accounting for the development of personal meaning by those most affected by change. Modal change efforts in education may claim to have desired outcomes that would have cognitive or social-personal value, but generally, the nature of the effort is such that they only provide verbalizations about the goal (Webb, et al. 1990). Performance, techniques, or behavior of some kind or another is invariably mandated in modal change and the time, human effort, and other resources needed and allowed for personal change is almost invariably underestimated. The reality surrounding modal change efforts never deals with issues at a deep personal

level. Non-modal change pays particular attention to personal meaning.

Gibboney described the technological mind set as the "...single most important obstacle to reform that is within the power of educators to change" (1991, p. 683). The technological mind set poses problems and proposes solutions in which the ideas are separated from the techniques, creates an over-reliance on numeric data and programs, and disregards context and meaning. Gibboney proposed that the alternative of "non-technocratic", or "intellectual and democratic" change is the only chance for long-lasting and meaningful educational reform (p. 685).

For the purposes of this study, the term *non-technocratic* change was used. Non-technocratic change was defined as a change strategy which emphasizes the development of personal meaning and understanding of the local context, which does not mandate programs or techniques, and which reinforces intellectual and democratic values.

### Organization of the Study

Chapter 1 contains an introduction to the study and a statement of the purpose of the study. The problem for this study is defined and the need for the study is described.

Chapter 2 reviews the literature of restructuring in general and the literature which was influential in establishing the philosophy of school restructuring at North Sevier High School specifically.

Chapter 3 describes the methodology and design of the study and discusses the limitations of the methodology.

Chapter 4 presents the findings of the study first in a chronological narrative and then in a conceptual framework of restructuring theory.

Chapter 5 presents inferences and conclusions derived from the findings of the study, presents a model which describes the development of the restructuring process at North Sevier High School, and offers recommendations for further study.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Introduction

The literature associated with this study was reviewed in two parts. In the first, literature relative to school restructuring in general was reviewed to provide a perspective of the restructuring movement. In the second, the literature that was specifically influential in the development of values and beliefs related to change at North Sevier High School was reviewed.

The review of literature related to restructuring connected this movement to the effective schools movement of the 1970's and 1980's. It discussed the philosophic base of the restructuring movement and reviewed the development of specific programs within the restructuring movement which have become national models.

The organization of the review of literature that has been specifically influential at North Sevier High School review was conceptual. The literature that shaped the change process at North Sevier High School drew from



sources closely connected to traditional areas of educational leadership. However, some of the most influential literature ranged into other fields. The purpose of this part of the review was to provide an understanding of the philosophical base and perspective of the restructuring at North Sevier High School.

### The Restructuring Movement

#### Historical Perspective

The 1966 publication of the Coleman Report (Coleman, et al., 1966) marked the beginning of a new direction for researchers striving to develop a formula for improved education. The Coleman Report, commissioned by the United States Department Health, Education, and Welfare, asserted that the most important determining factors in how much children learn were only loosely associated with the schools they attended. The Coleman Report attributed the greatest part of the differences in how much children learn to non-school socioeconomic factors.

Researchers immediately undertook to challenge the Coleman conclusion by seeking to identify schools that did seem to teach children more effectively (Cuban 1984). The general method of this research was to select schools for study that had identical socioeconomic characteristics, but that differed in the level of achievement of their students. If schools could be found which were identical

socioeconomically but which produced learning which varied significantly from the norm suggested by Coleman, the researchers could report that the Coleman study was incorrect in its conclusions. These studies, collectively known as effective schools research, went beyond disproving Coleman, and attempted to identify characteristics of especially effective schools apart from the socioeconomic characteristics which would account for differences between schools in student achievement (Bickel, 1983).

The result of the effective schools research was the development of lists of the characteristics of exceptionally successful schools (Edmonds, 1979; Weber, 1979; Brookover and Lezotte, 1979; ERS, 1983). Among these characteristics shared by effective schools were (a) a principal who provided instructional leadership, (b) a pervasive instructional focus, (c) a safe school climate, (d) the expectation that all students can learn at minimum levels at least, and (e) program evaluation based on student achievement.

Several shortcomings of the essential schools movement were apparent to critics. From this research, a great deal was learned about what effective schools were like, but very little was learned about how such schools came to be. As noted by Barth (1990),

We know far more about the features that characterize an effective school than about how a school becomes effective in the first place. Why, then, do we try to force schools we do not like to resemble those we do like by employing means that have little to do with the evolution of the kind of schools we like (p. 40).

Another criticism leveled against the effective schools movement was the narrowness of the measure of effectiveness. Ron Edmonds, one of the leaders in this research, defined effectiveness as "a highly circumscribed, quantitative measure of school improvement in which students' acquisition of basic skills would be measured by recording the annual increase in proportionate mastering of basic skills in the lowest social class" (Edmonds cited in Farrar, Neufeld, and Miles, 1984, p. 701). To critics, there were clearly other important goals of schooling beyond the constrained definition of successful education given by the effective schools researchers.

A further shortcoming of the effective schools movement was that the research base relied almost exclusively on data collected in urban elementary schools (Farrar, Neufeld, and Mathews, 1984; Firestone and Herriot, 1982). However, elementary schools differ from secondary schools in many important ways. Staffs at the secondary level have greater differentiation and specialization. The curriculum is generally less integrated and there are many more competing interests for

the time and other resources of both the school and the student.

Similarly, the effective schools research relied exclusively on data from inner-city schools serving students from the lowest socioeconomic class (ERS, 1991). The transferability of the findings of effective schools to the settings of other schools serving other populations was labeled as suspect (Levine, 1991).

The focus of effective schools research on inner-city schools serving predominantly minority populations also drew the criticism that the research was intended to create a political agenda for education reform as a means of ending poverty and urban decay (Stedman, 1987). The very roots of the effective schools movement were in a study of equality of educational opportunity, a perspective that pervaded the research. Critics cautioned against the overuse of schools as instruments of social policy.

Glickman (1987) noted finally that "effective" schools were not necessarily "good" schools. In his criticism of the effective schools movement, he wrote,

When do we draw the line and say 'enough is enough'? I am determined to draw my own line -- now! I strongly believe the 'effectiveness' movement is unnecessarily restricting the curriculum, narrowing the teaching approach to direct instruction, and controlling teachers by judging them 'on task' only when they teach to specific objectives....Where I draw the line...is at the insistence that learning

must always be tightly controlled, narrowly prescribed, and clearly specified (p. 624).

### The Goals of Restructuring

The wave of change known as restructuring that began in the late 1980's recognized many of the elements of good schooling identified in the effective schools movement. However, restructuring focused more specifically on the dynamics of change and on the school as the unit of change and took a more radical, experimental approach (Amsler, 1992; Teachers Network, 1991; National School Boards Association, 1990). The restructuring movement generally led schools into change for which there may be no model and thus required that schools develop their own courses to follow (National School Boards Association, 1990; Sizer, 1989).

The call of restructuring suggested that "the system is so fundamentally flawed that monumental changes are necessary" (Newmann, 1991, p. 3). Champlin (1991) reflected the tenor of the restructuring movement when he stated,

Have you observed that current reform is based on the acceptance of the school system as it is now structured and operated. Reformers persist in believing that either trying harder or directing specific behaviors will make a difference. Both assumptions are in error....It is clear that more of what is currently being done will produce more of what we've always gotten, which incidentally, is what we aspire to change (p. 7).

The need for restructuring of the educational system does not necessarily stem from a flawed past. Rather, the need for restructuring is the result of rapid changes in our society that make in our society. Among these societal factors that make restructuring a necessity are (Conley, 1993; ECS, 1991; Lewis, 1989; Schlechy, 1990):

1. The social and economic environment has been rapidly transformed. The job market calls for workers with higher levels of literacy than ever before who possess different kinds of knowledge, skills, and attitudes than those produced by the traditional education system.

2. New understanding about learning casts strong doubts on the effectiveness of the structure of traditional schools and the practices of teaching, curricular organization, and student assessment in schools. While the traditional student learning experience is passive and isolated, it is known that a more effective learning experience is engaging, active, and collaborative.

3. Today's schools serve a significantly different kind of population than those served when traditional schools were designed. These students are more culturally diverse, come from widely varied family backgrounds, and may have a reduced sense of connectedness to traditions, values, and social responsibilities.

4. Technological forces have changed the way in which the world presents itself. Information is available in unprecedented quantities and is rapidly expanding. The impact of technology on society is not yet fully known, but traditional schools are not organized in a way which enables them to incorporate new technology and new knowledge.

5. The performance of the traditional system of education is in question. There is significant evidence that large numbers of students are leaving school without basic levels of literacy and are educationally unprepared to succeed as workers, citizens, or family members. There is also evidence that the educational inequities between socioeconomic classes continue to increase.

Holzman (1993) summarized the problem as seen by proponents of restructuring:

The school systems themselves are at issue when we think about improving education in this country. These systems are highly complex, surprisingly similar across the country, and very resistant to change. Where once they were the solution to a problem - 'inefficiency' - some observers now see them as the problem: antiquated bureaucratic and technical structures that make it difficult to focus on the paradigmatic learning situation, the relationship between the individual teacher and an individual student (p. 18).

For the purposes of this review, the definition of Newmann (1991) of restructuring provided a convenient and comprehensive framework. Newmann defined restructuring as school change that impacts: (a) student learning

experiences; (b) the professional life of teachers; (c) leadership, management, and governance; and (d) coordination of community services.

#### Student Learning Experiences

The goal of school restructuring is first and foremost to impact the quality of student learning. As asserted by Anderson (1993), "If changes do not occur in teaching and learning, all other changes are of little value" (p. 16).

Learning activities in schools need to be changed from the traditional drill and practice model to one that emphasizes use of the mind. "All genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is a process of discovery, in which the student is the main agent, not the teacher" (Adler, 1982, p. 50).

Wiggins (1989) stated that the problem of passive, teacher-centered student learning activities is rooted in a fundamental misconception of the aims of the curriculum. "The aim of curriculum is to awaken, not to stock the mind....Given the intimidating, easily trivialized mass of knowledge, what the student need is the ability to see how *questions* both produce and point beyond knowledge" (p. 54).



Sizer (1992) supported the idea that the fundamental aspect of students' learning experience should be the question:

Most of us are more attracted to questions than by answers, by challenges to our ingenuity than by matters to which we are merely exposed. Effective schools work hard to engage students, to make them focus on questions, to expect them to do the work necessary to answer these questions. Today, most of the teachers, rather than the students, do the work (p. 33).

A summary of the characteristics of student learning experiences sought in restructured schools includes the following elements (Conley, 1993; Lewis, 1989; Newmann and Wehlage, 1993; SCANS, 1992; Sizer, 1989):

1. Higher order learning and thinking are encouraged and students are frequently asked to go beyond what is given to find answers to questions.

2. In-depth knowledge is preferred over shallow coverage of material. The concept of "less is more" prevails in curricular planning.

3. Content is selected based on meaningfulness and connectedness to the world of today and more importantly to the local community.

4. Learning activities emphasize interaction between students in the form of thoughtful conversation, collaborative problem solving, and exploratory discussion. Finding important questions is as greatly emphasized as finding important answers.

5. Students are empowered to identify the focus of their own learning and to determine the means of accomplishing learning goals. The teacher is not the center of the classroom, but rather facilitates student work.

Traditionally, the outcomes of education focused on mastery of content. The effective schools movement centered on these narrow assessments of basic academic skills. Eisner (1991c) argued against such narrow definitions of assessing educational outcomes:

School programs that create a very narrow eye of a needle through which all children must pass diminish educational equity. Thus the social - and indeed the moral conditions - that ought to prevail in our schools are that broaden the eye of the needle and make it possible for all children to discover their aptitudes (p. 17).

The student outcomes emphasized in restructuring are performance oriented. This emphasis springs from the question "What would a student do if he or she had mastered a specific ability" (Diez and Moon, 1992, p. 38). Thus the focus changes from content mastery to performance competency.

Grant Wiggins (1989) described his view of appropriate aims for schooling in terms of intellectual habits. He noted the impropriety of measuring educational excellence on knowledge of facts:

The sign of a poor education, in short, is not ignorance. It is rationalization, the thoughtless habit of believing that one's unexamined,

superficial, or parochial opinions and feelings are the truth; or the habit of timid silence when one does not know what someone else is talking about (p. 57).

In describing his concept of essential intellectual habits, Wiggins began with the "most essential habit" of "the ability to suspend disbelief or belief as the situation may warrant" (p. 57). He cited the example of the questioning habits established for students at Central Park East Secondary School in New York City. Students there learn the habits of asking questions about perspective, credibility, alternatives, connections, and value. When students find themselves in a setting where these kinds of questions are continually asked, they get in the habit of asking questions without apology.

Ultimately, said Wiggins, the goal of schooling should be to develop in students,

- 1) the ability to further their superficial knowledge through careful questioning, 2) enable them to turn those questions into warranted, systematic knowledge, 3) develop in students high standards of craftsmanship in their work irrespective of how much or how little they 'know', and 4) engage students so thoroughly in important questions that they learn to take pleasure in seeking important knowledge (p. 57).

Elliot Eisner (1991c) noted that the first task in schools is the decision of what are the truly important outcomes of schooling, followed by efforts to create the conditions in schools to achieve these outcomes. Eisner argued that the fundamental driving force in educational change should not be competition in an "education race"

(p. 17) with other nations, but rather to provide the best quality of life we can for our children.

The student outcomes sought in restructured schools are summarized as follows (Eisner, 1991a; Lewis, 1989; Redding, 1992;Sizer, 1984, 1989, 1992; Wiggins, 1989):

1. Students should come to recognize the intrinsic value of pursuing ideas. The process of intellectual exploration should become a habit for students.

2. Students should learn to identify problems as well as design the problem solving processes. Since formulating questions and framing problems is a more fundamental intellectual ability than memorizing answers to given questions, schools should facilitate this skill.

3. Students should acquire multiple forms of literacy in school. Restructured schools give attention to a broad array of cultural resources to provide students with a wide conception of human understanding.

4. Students should acquire a love of learning and the habit of setting their own goals for learning. Schools can help students have a sense of wonder about the world and engender within students curiosity and imagination. Students should develop a self esteem related to their ability to learn.

5. Students should become connected to the communities in which they live. They should recognize the

importance of values and traditions, and develop the ethic of caring and concern.

### The Professional Life of Teachers

Traditionally, teacher professionalism is related most strongly to questions of competence. Sergiovanni (1992b) noted that true professionalism combines competence with the virtue of commitment:

Society, however, demands more than skilled service before it bestows the mantle of profession on an occupation....It takes more than competence to earn trust - it takes virtue. Professionalism is therefore defined by competence plus virtue....In teaching, professional virtue is made up of four dimensions:

- \* A commitment to practice in an exemplary way;
- \* A commitment to practice toward valued social ends;
- \* A commitment not only to one's own practice but to the practice itself;
- \* A commitment to the ethic of caring (p. 43).

In the restructuring movement, teachers are seen as an essential element in the developmental process. Great value is place on their participation, growth, and learning (Barth, 1990; Firestone, 1993; Newmann, 1991). This opposes the traditional process of change in education which relies heavily on programmatic solutions imported and imposed on schools and teachers (Gibboney, 1991; Glickman, 1991). Barth (1990) described the result of the practice of changing schools with externally developed prescriptions:

Our public schools have come to be dominated and driven by a conception of educational improvement that might be called *list logic*. The assumption of

many outside the schools seems to be that if they can create lists of desirable school characteristics, if they can only be clear enough about these directives and regulations, then these things will happen in schools...The vivid lack of congruence between the way schools are and the way others' lists would have them be cause most school people to feel overwhelmed, insulted, and inadequate - hardly building blocks for improving schools or professional relationships (p. 37-38).

The notion that teachers should be at the essential core of educational change was noted by Eisner (1991c):

Programs, no matter how well conceived, must always be mediated if they are to influence the lives of those with whom we work. This process of mediation, at its best, is an artistic activity. We call it *teaching*. When teachers transform the limited and schematic conceptions of school programs into the kinds of activities that genuinely engage children, when they create the environments that open up new vistas and provide for deep satisfactions, they make a difference in the lives children lead. No curriculum teaches itself, it must always be mediated, and teaching is the fundamental mediator (p. 11).

The teachers in restructured schools are characterized by the following summary (Barth, 1990; Brandt, 1993; Conley, 1993; McClure, 1988; Sizer, 1984, 1992):

1. The professional role of teachers is expanded to include varied interactions with students such as mentoring and advising, participation in decision making and school governance, and participation in learning activities as well as instructional activities.

2. Teachers are provided with time as part of the regular working structure to participate in decision

making, professional growth activities, and substantially increased planning activities.

3. Working in teams is the norm rather than the exception. The work of teachers takes place in teams: instruction, planning, professional development, and decision making. The structures which isolate teachers from one another are reduced or eliminated and replaced with structures that generate professional collegiality and interaction.

4. Professional conversation constitutes a large part of the interaction between teachers. Teachers read together and frequently discuss the intricacies of the profession with each other.

#### Leadership, Management, and Governance

Glickman (1991) concluded that the centrality of teachers in school change should result in a recognition of a different role for school principals in such an environment. The traditional concept of the principal as "all knowing, all wise, and transcendent in vision...is an incomprehensible idea for supporting school reform" (p. 7). He noted that from the experiences of successful schools, the principal's role is rather the empowerment of teachers in using their knowledge and skills. The principal of such a school symbolizes, supports, and

mobilizes teachers in their work as the real instructional leaders in schools.

The restructuring effort seeks to change the governance of the school (Amsler, 1991, Barth, 1990; Newmann, 1991; Schlechy, 1990). The mode of decision making in restructuring schools becomes more participatory as the decision making base is expanded and shifted from central office and state control to site administrators and teachers.

Restructuring schools generally take much greater responsibility for budgeting, staffing, scheduling, and determining curricular and instructional goals (Amsler, 1991). In order to facilitate this participation, the structure of the schooling organization must be changed to end the isolation typical of schools (McClure, 1988; Sizer, 1984).

The structure of traditional school systems is hierarchical and bureaucratic. Restructuring schools generally work to decrease the reliance on bureaucratic rules and regulations with the goal of increasing the flexibility and humanity of the organization (McClure, 1988; Newmann, 1991; Sergiovanni, 1992a).

Sergiovanni (1992b) identified a part of the problem of leadership in traditional schools in their structure as formal organizations. Wrote Sergiovanni,



Organization is an idea imposed from without. To ensure proper fit, schools create management systems that communicate requirements to teachers in the form of expectations. Organizations use rules and regulations, monitoring and supervision, and evaluation systems to maintain control over teachers. Leadership in organizations, then, is inevitably control drive (p. 41).

Sergiovanni (1992b) and others (Barth, 1991; Peck, 1987) suggest that the imposition of organizational structure be replaced in schools with the metaphor of community. Sergiovanni explained that,

Communities are not defined by instrumental purposes, rationally conceived work systems, evaluation schemes designed to monitor compliance, or skillfully contrived positive interpersonal climates. Communities are defined by their centers. Centers are repositories of values, sentiments, and beliefs that provide the needed cement for uniting people in a common cause. Centers govern the school values and provide norms that guide behavior and give meaning to community life. They answer questions like *What is this school about? What is our image of learners? How do we work together as colleagues?* (p. 41)

The characteristics of leadership and governance in restructuring schools are summarized as follows (Conley, 1993; Newmann, 1991; Schlechty, 1991; Sergiovanni, 1992b):

1. The hierarchical structure of the system is reduced so that there is increased control at the school site over budgeting, staffing, and curriculum.

2. A broad base of participation is secured in decision making and the ultimate responsibility for decisions is widely shared. Collegiality is more highly emphasized than authority.

3. The decision making processes are based on shared values and beliefs rather than on rules, policies, control, or power. Regulation and procedure which block work toward fulfilling beliefs or values are subject to extreme scrutiny.

#### Coordination of Community Services

Schools have increasingly separated themselves from communities they serve (Conley, 1993). The restructuring movement recognizes the importance in students lives of family, friends, and community environment. Additionally, the non-school elements of students lives and of the community are seen as sources of strength for the school which, if coordinated, can greatly increase the chances of student success (Newmann, 1991).

The inclusion by the school of the community in the educational partnership is difficult for many schools, given tradition and organizational resistance. Conley (1993) described the relationship between schools and communities and the importance of this relationship:

Although it may not necessarily be welcomed by all schools, it is one that appears to be necessary for schools to survive and adapt in the future. This new relationship entails both parent and community involvement in the schools. It also involves the movement of children from schools to the community for portions of their education. This alteration of the school-community relationship will be difficult, both because of the attendant expectations that accompany such an readjustment and the strongly ingrained norms regarding parental roles and involvement in schools (p. 202).

The business community has become increasingly involved in the formation of educational goals. SCANS (Secretaries Commission on Achieving Necessary Skills) (1991) described the state of the educational system from the perspective of the business community:

Despite a decade of reform efforts, we can demonstrate very little improvement in student achievement. One of the reasons for the lack of educational improvement lies in the confusing signals exchanged between the education community and the business community (p. 1).

Characteristics of community involvement in restructuring schools is summarized as follows (Conley, 1993; Lewis, 1989; SCANS, 1991; Schlechy, 1990):

1. The resources and expertise of the business community are welcomed into the school. Business becomes a partner in establishing the goals of education and in achieving these goals.

2. Education is integrated into the community. It is not required that all learning take place on a school campus or that all teaching be done by certified teachers. The educational environment emphasized the connections of learning and real community issues.

3. The work of all social agencies that provide services to young people are coordinated with the educational efforts of the school to enhance opportunities for student success.

4. The relationship between parents and school is redefined so that parents become real partners in the educational process. Parents are included in decision making about their children and about the school.

### Restructuring Programs

This section of the review of literature summarizes three of the most well know nationally recognized restructuring efforts. These summaries provide insight into the goals, direction, and organization of national restructuring programs.

### The Coalition of Essential Schools

The Coalition of Essential Schools (CES) emerged from the work ofSizer in 1984. The publication of Horaces Compromise: The Dilemma of the American High School (1984) established the basic beliefs of the Coalition (ECS, 1991, 1992; Lewis, 1989). These have been coalesced into a set of nine principles:

1. Schools should focus on helping adolescents learn to use their minds well...
2. The school's goals should be simple: That each student master a limited number of essential skills and areas of knowledge...
3. The school's goals should apply to all students, but the means to these goals will vary from student to student...
4. Teaching and learning should be personalized to the maximum possible extent...
5. The metaphor of the school should be the student-as-worker rather than the teacher-as-deliverer-of-instructional-services...
6. ...The diploma should be awarded upon a successful final demonstration of mastery for graduation--an

'exhibition'...The emphasis is on the students' demonstrating that they can do important things.  
 7. The tone of the school should explicitly stress values of high expectation, trust, and decency...  
 8. The principal and teachers should consider themselves generalists first and specialists second...  
 9. Ultimate administrative and budget targets should include...student loads per teacher of eighty or fewer pupils...Per-site costs should be within 10 percent of traditional schools (p. 28-29).

Sizer emphasizes that these principles are not a program to be adopted, but rather form the basis for thinking about restructuring. Goldberg (1993) quoted Sizer as stating,

The coalition is not a model to implement, but a set of ideas to provoke. There is no model. Time and context are everything. What will work in Shoreham-Wading River, New York, won't work in Winchester, New Hampshire, but schools can share ideas even though the expression of those ideas varies (p. 55).

The CES is linked to the Education Commission of the States through a network known as Re:Learning (ESC, 1992). Re:Learning seeks to engage in systemic reform that involves the entire system from "schoolhouse to statehouse" (p. 10) based on the principals of the CES.

### Transformational Outcome-Based Education

Outcome-based education (OBE) is based on the belief that all students can learn and succeed, given adequate time and resources, and that schools control the conditions for success (Spady and Marshall, 1991). Spady (in Brandt, 1992) defines outcomes as "a culminating

demonstrations of learning...what it is the kids can actually do" (p. 66)

Transformational OBE is guided by a list of 10 contrasts which illustrate the alternatives proposed by this movement:

1. Transformational OBE is not calendar defined...It is outcome defined...
2. ...is not constrained in opportunity...It is expanded in opportunity which enables successful teaching and learning for all...
3. ...is not custodial in credentialing (credit based on seat time)...It is based on performance credentialing (credit through accomplishment)...
4. ...is not tied to curriculum coverage...It is aided by instructional coaching fostering...essential outcomes.
5. ...is not segmented in content...It is integrated in concepts...
6. ...is not based on cumulative achievement...It is based on culminating achievement.
7. ...is not selection oriented (grading and curriculum tracking)...It is oriented to inclusionary success...
8. ...is not characterized by contest learning (students compete for scarce rewards)...It is characterized by cooperative learning...
9. ...is not dependent on comparative evaluation...It is confirmed by criterion validation (expectations of high-level performance on clearly defined outcomes)...
10. ...is not composed of cellular structures...It is formed on collaborative structures (for curricular planning, instructional delivery, and student learning (Spady and Marshall, 1991, p. 68).

The transformational OBE movement is centered at the High Success Network, directed by William Spady. Spady pointed out that transformational OBE is not a prescriptive program to be adopted:

We in the High Success program on OBE believe that most of the fundamental features of reform proposals can easily be incorporated within the 'success for

all' restructuring principles of what we call 'Transformational Outcome-Based Education.' Transformational OBE...is a collaborative, flexible, transdisciplinary, outcome-based, open-system, empowerment-oriented approach to school (Spady and Marshall, 1991, p. 67-68).

### The Mastery in Learning Consortium

The Mastery in Learning Consortium was initiated in 1990 as a successor to the Mastery in Learning Project which began in 1985. Both have been sponsored by the National Educational Association (ECS, 1991).

The consortium focuses its attention on student learning with the view that while mastery implies a facility in basic skills, it also means going beyond traditional mechanistic education. Mastery means also cultivating in students skills of higher-order thinking, especially the skills of analysis, criticism, and synthesis (McClure, 1986).

Consortium schools utilize NEA support through the IBM/NEA School Renewal Network, which connects schools to each other and facilitates sharing of ideas and professional conversation (Lewis, 1991).

The project facilitates organizational change in school through a four-step plan:

Step 1: School Profile. Mastery in learning participants create a description of the school through interviews with teachers, students, parent and administrators...  
 Step 2: Faculty Inventory. This process helps teachers identify similarities and differences in their perceptions and priorities...

Step 3: Empowerment. During this phase, the faculty explores approaches to teaching and learning using the projects databases.

Step 4: Comprehensive Change. The faculty develops, implements and documents a school improvement plan based on current knowledge and priorities established during the three previous steps (ECS, 1991, p. 9).

The consortium empowers schools in widely varied settings to direct change according to the setting, strengths, and weaknesses of that school. It is a guide for change rather than a standard program (Lee and Obermyer, 1986).

#### Summary of Programs

The national programs of restructuring summarized in this review reflect several similarities:

1. Each is based on a set of clearly defined values and beliefs. These beliefs are used to establish direction for participating schools.
2. Each provides a framework for restructuring without imposing detailed plans for implementation. Each relies on local schools to determine the method of implementation that best fits.
3. Each creates a network for support of the schools in the process of restructuring. The network provides professional support and allows schools to engage in dialogue with schools undergoing similar experiences.



### Influential Literature at North Sevier High School

The literature in this portion of review was important to development of the philosophy of change and leadership which influenced the restructuring project at North Sevier High School. It forms the milieu of thought from which the vision of restructuring was drawn by the principal of the school and other leaders of the process and from which the motivation of these leaders to initiate change emerged. This literature was referred to by the principal of North Sevier High School repeatedly as the restructuring process unfolded.

#### Change is Creative

Change may occur in many ways. Often it is preceded and motivated by a sudden awakening or becoming aware that occurs in a near spiritual way. Helen Keller (1954) related in her stirring autobiography the episode in which she first came to understand the connections of language to reality. In a poignant scene made famous in film, she felt water running over her hand from the outdoor pump as her teacher, Ann Sullivan, signed "water" again and again into her palm. Keller in recalling the incident wrote,

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of

her fingers. Suddenly I felt a misty consciousness as of something forgotten - a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free...Thus I came up out of Egypt and stood before Sinai, and a power divine touched my spirit and gave it sight, so that I beheld many wonders. And from the sacred mountain I heard a voice divine which said, 'Knowledge is love and light and vision' (p. 34-36).

Another episode of sudden perspective was related by Maya Angelou (1969) in her autobiographic I Know Why the Caged Bird Sings. She related,

Without willing it, I had gone from being ignorant of being ignorant to being aware of being aware. And the worst part of my awareness was that I didn't know what I was aware of. I knew very little, but I was certain that the things I had yet to learn wouldn't be taught to me at George Washington High School (p. 230).

The appropriateness of a burgeoning awareness as described by Keller and Angelou in an educational setting was supported by Sizer (1984). He noted at the conclusion of Horace's Compromise: The Dilemma of the American High School that "Inspiration, hunger: these are the qualities that drive good schools. The best we educational planners can do is to create the most likely conditions for them to flourish, and then get out of the way" (p. 221).

#### Effective Change is Value Driven

Gibboney (1991) related the general failure of educational reform in America to a mind set that ignores values, vision and purpose. He described the

"technocratic mind set" (p. 683) as one focused on techniques and programmatic solutions as opposed to a revolution in beliefs and values. The lack of democratic and intellectual value in educational change is evidenced as,

most schools adopt packaged programs that support a mechanical view of learning and teaching. Reforms that value intelligence, teacher initiative and responsibility, and democratic values received little attention...Our children have testified [to this failure] by the boredom on their faces and the refusal of many of them to learn ordinary things like reading and arithmetic (p. 688).

The tendency to rely on prescriptive solutions rather than values was described by Barth (1990). He proposed that effective change is not related to prescription, but rather to the values of the members of the school community:

Our public schools have become dominated and driven by a conception of educational improvement that might be called 'list logic'. The assumption of many outside of schools seems to be that if they can create lists of desirable school characteristics, if they can only be clear enough about directives and regulations, then these things will happen in school....The vivid lack of congruence between the way schools are and the way others' lists would have them be cause most school people to feel overwhelmed, insulted, and inadequate--hardly building blocks for improving schools or professional relationships (p. 37-40).

Parker J. Palmer's (1983) work on spirituality in education was reflective of the recognition that change must be belief and value drive in order to make a difference. Palmer wrote that,

...with the mind's eye we see a world of fact and reason. It is a cold and mechanical place, but we have built our lives there because it seemed predictable and safe. Today, in the age of nuclear science, our mind-made world has been found flawed and dangerous, even lethal. So we open the eye of the heart and see another sight: a world warmed and transformed by the power of love, a vision of community beyond the mind's capacity to see. We cannot forsake our hearts and yet we cannot abandon our minds (p. xi).

Thomas Sergiovanni (1990) also supported the concept of values as the central force in meaningful school change. He described successful schools and their leaders as being value-driven. He noted that in such successful schools, there was a strong commitment to ideas and ideals, and that there was a constant push and pursuit of these convictions. As these values were lived and demonstrated in words, behaviors, and deeds, they became instilled as part of the life of the school.

Victor Frankl (1963) in his description of his experiences in World War II concentration camps wrote of the importance of action guided by values:

What was really needed was a fundamental change in our attitude toward life. We had to learn, and furthermore, we had to teach despairing men, that *it really didn't matter what we expected from life, but rather what life expected from us*. We needed to stop asking about the meaning of life and instead think of ourselves as those who were being questioned by life - daily and hourly. Our answer must consist, not in talk and meditation, but in right action and right conduct. Life ultimately means taking the responsibility to find the right answers to its problems and to fulfill the tasks which it constantly sets before us (p. 122).

### Change is Future Driven

The importance of future orientation for change was described by Fred Polok (1973) in his study of great nations, The Image of the Future. He found that every nation's rise to greatness was preceded by a vision of greatness and purpose:

The rise and fall of images of the future precedes or accompanies the rise and fall of cultures. As long as a society's image is positive and flourishing, the flower of culture is in full bloom. Once the image begins to decay and lose its vitality, however, the culture does not long survive (p. 19).

Mojkowski (1991) described the primary roles of the leader in restructuring schools as creating vision, fostering the long view, and constantly reminding the school community of the "gap between the vision they have for their children and their current actions and accomplishments" (p. 28).

The importance of creating a shared future vision was emphasized by Peter Senge (1990) in The Fifth Discipline:

A shared vision is not an idea. It is not even an important idea such as freedom. It is, rather, a force in people's hearts, a force of impressive power. It may be inspired by an idea, but once it goes further--if it is compelling enough to acquire the support of more than one person--then it is no longer an abstraction. It is palpable. People begin to see it as if it exists. Few, if any, forces in human affairs are as powerful as a shared vision (p. 206).

### Change Requires New Leadership

The leadership needed to change educational structures in our society requires that the problems and

issues be seen as moral imperatives (Sergiovanni 1990). The nature of the dedication to the imperatives of morality required of a leader of change were well described by Robert Frost (1969) in Two Tramps in Mud Time. In the following lines, Frost noted the inseparability of value and morality from work:

But yield who will to their separation,  
My object in living is to unite  
My avocation and my vocation  
As my two eyes make one in sight.  
Only where love and need are one,  
And the work is play for mortal stakes,  
Is the deed ever really done  
For Heaven and the future's sakes (p. 277).

Warren Bennis (1990) described a new kind of leadership required to inspire and foster growth and change in an organization. The leadership Bennis outlined was not concerned so much with practice within an organization, but rather with the creation of imagery, understanding, and a compelling moral necessity for "the New Way....Innovators, like all creative people, see things differently, think in fresh and original ways...They are seldom seen as good organization men or women and often viewed as mischievous troublemakers" (p. 29).

Steven Covey (1989) set forth the belief that effective leadership was based on the awareness and integration of principles, and that "to change the world, we first have to change ourselves (p. 18). Leaders were

unable to lead without first undergoing a conversion of their own.

According to Cushman (1992), principals in schools that were truly changing operated with entirely new concepts of leadership:

An effective principal must be much more than 'keeper of the vision'...As the school's intellectual conscience, as its resource for time and opportunities, as manager not of its time but its *process*, the principal carries the metaphor of 'teacher as coach' to the administrative level - provoking, modeling, and nurturing the thoughtful growth [that] everyone in a good school should experience (p. 1).

#### Successful Change Begins Internally

Change that was imposed on organizations from external sources rarely had much staying power. Ken Macrorie (1984) asserted that "there is no way in any country to institute from above a sweeping successful reform of education. Teachers don't like to be handed a new curriculum and told to put it into practice next semester" (p. 250).

The need to allow change to be directed from within schools has been so widely recognized that the Utah State Public Education Strategic Plan (1992) held as one of its principal strategies to "empower each school to create its own vision and plan" (p. 21).

John Gatto (1990) summarized the feelings commonly held towards externally imposed solutions to problems in education:

We have got to demand that new voices and ideas get a hearing, my ideas and yours. We've all had a bellyful of authorized voices on television and in the press. A decade-long, free-for-all debate is called for now, not any more expert opinions. Experts in education have never been right; their 'solutions' are expensive, self-serving, and always involve further centralization. Enough (p. 27).

### Successful Change is Pervasive

The need to change entire systems and to view systems as the environment in which change must occur is strongly supported in the literature. Sizer (1991) noted that for change to have any enduring significance, it must be system-wide. "Simply, significant school change requires attending to all the consequential parts of a school at once: reexamining assumptions, renegotiating compromises, and being decisive with priorities" (p. 32).

Senge (1990) noted the problems that arose from the tendency to fragment problems and issues as solutions were developed:

From a very early age, we are taught to break apart problems, to fragment the world. This apparently makes complex tasks and subjects more manageable, but we pay a hidden enormous price. We can no longer see the consequences of our actions; we lose our intrinsic sense of connection to a larger whole. When we try 'see the big picture,' we try to reassemble the fragments in our minds, to list and organize all the pieces. But, as physicist David Bohm says, the task is futile--similar to trying to reassemble the fragments of a broken mirror to see a



true reflection. Thus, after a while we give up trying to see the whole together (p. 3).

### Change is Painful

Change is a painful process. The recognition that change will be difficult is an important first step for an organization to make. M. Scott Peck (1978) wrote,

Life is difficult...

This is a great truth, one of the greatest truths. (The first of the 'Four Noble Truths' which Buddah taught was 'Life is suffering'.) It is a great truth because once we truly see this truth, we transcend it. Once we know that life is difficult - once we truly understand and accept it - then life is no longer difficult. Because once it is accepted, the fact that life is difficult no longer matters (p. 15).

One of the sources of the pain in educational change was found in the need to confront the variance between what is known to make for good schools and the actual practice of education in schools. Glickman (1991) proposed that educators have operated schools for a long time in ways that they privately admit are less in the best interests of students than in the interests of organizational ease. He cited plentiful reasons for this contradiction: state and local policy, tradition, mandated curricular pressures, and limited resources. Glickman proposed that the dissonance between what is known and actual practice is painful enough that educators often pretend "not to know what we know" (p. 4).

### Change Involves Risk

Change in any setting requires a certain amount of willingness to risk. In the educational setting, where conservatism and convention are very powerful forces, risk has been consistently associated with unwise experimentation. The general axiom has been to do only those things that the research shows are surely to be successful (Mojkowski, 1991; The Teacher Network 1991).

Joel Barker, a respected business consultant and futurist used the metaphor of a river crossing to explore the way that risk is required in change. Each individual and organization must cross rivers in order to progress and grow. To increase the chances of a successful crossing, we throw a rope (the vision of the future) across the river to give us direction, something to hold to. However, even with the rope (the vision), leaving the safety of the bank requires that we risk--we'll get wet, the water may be cold and swift, there may even be dangers unseen beneath the surface. Staying on the bank ensures we'll stay dry, but also guarantees we will not grow or progress. We have to take the risks of entering the water (Barker, 1990b).

### The Need For Change

Organizations may recognize many things about change, while not being aware of any need for change. Tom Peters

(1987) quoted Barbara Tuchman to explain this common failing. "Three Outstanding attitudes--obliviousness to the growing disaffection of constituents, primacy of self-aggrandizement, [and the] illusion of invulnerable status --are persistent aspects of folly" (p. i).

A common response to calls for change in education has been that only slow and careful steps should be taken to fix the problems in schools. Tom Peters (1987) refuted this idea with the statement "The old saw 'If it ain't broke, don't fix it' needs revision. I propose: 'If it ain't broke, you just haven't looked hard enough. Fix it anyway" (p. 3).

David Solway (1989) stated that meaningful change will not be accomplished without change of the entire structure and the whole of the present educational apparatus:

There is clearly a battle to be fought but the battle field is not the schools as such. It is in our own minds, in the attitudes and preconceptions that we bring to bear upon education in general, and in our unwitting allegiance to the technological dictates of the era we live in. In regarding ourselves as the children of our age, we have little choice but to violate the fifth commandment and challenge the axioms and prescriptions we habitually obey. At the same time, we must try and come to a new understanding of the project in which we are all engaged, the education of our offspring and the re-education of our congenial, refractory selves (p. ix).

In education, the lack of awareness of the need for change is a particularly difficult problem due to the

closeness we all have to schools and the loss of perspective that accompanies such closeness. Ken Macrorie (1984) wrote,

Most of have only the least notion of what a ridiculous institution school is. It has always been part of our landscape, like rocks and trees. Because we live in schools a good number of the years of our lives, we don't see it any more than we see the air we breathe. We give our obeisance to school, although as kids it bored and irritated us. And rendered us all powerless (p. 233).

The difficulty in changing schools is not a function of the level of caring felt by educators; rather it is symptomatic of the system as it has developed. As John Gatto, New York City's teacher of the year in 1990, wrote,

I've noticed a fascinating phenomenon in my twenty-five years of teaching--that schools and schooling are increasingly irrelevant to the great enterprises of the planet. No one believes anymore that scientists are trained in science classes, or politicians in civics classes, or poets in English classes. The truth is that schools don't really teach anything except how to obey orders. This is a great mystery to me because thousands of humane, caring people work in schools as teachers and aides and administrators, but the abstract logic of the institution overwhelms their individual contributions. Although teachers do care and do work very, very hard, the institution is psychopathic; it has no conscience. It rings a bell, and the young man in the middle of writing a poem must close his notebook and move to a different cell, where he learns that man and monkeys derived from a common ancestor (1990, p. 24).

The development within the school community of an awareness of the need for change is a principle responsibility of leadership. Leaders must constantly remind staff, parents, and others of the gap that exists

between the present state of schooling and the desires that are commonly held for students (Mojkowski, 1990).

The changes in society that have necessitated school change are thoroughly documented. A Shift in Focus (1988), a document prepared as a guide for Utah school planning, outlined the development of our educational structures through the past century. This report pointed out that educational structures have essentially remained "frozen" (p. 7) as the rest of our social institutions have changed over the past four decades. The report noted "as societal changes accelerate, the adaptability of the schools must keep pace" (p. 9).

John Champlin (1991), Director of the National Center for Outcome Based Education, explained that doing what has always been done, even if done better, does not result in different outcomes:

Reformers persist in believing that either trying harder or directing specific behaviors will make a difference. Both assumptions are in error...It is clear that more of what is currently being done will produce more of what we've always gotten, which, incidentally, is what we desire to change (p. 7).

There can be no doubt about the needs for change.

John Goodlad (1984) gave the following commentary:

American schools are in trouble. In fact, the problems of schooling are of such crippling proportions that many schools may not survive. It is possible that our entire public education system is nearing collapse. We will continue to have schools, no doubt, but the basis of their support and their relationships to families, communities, and states

could be quite different from what we have known (p. 1).

### Summary

This chapter first reviewed the literature relating to restructuring in general. The restructuring movement was related to the effective schools movement and the criticisms of that research. The goals of restructuring were identified in the areas of student experience, teachers' professional life, leadership and school governance, and community resources. Finally, the literature was reviewed that was specifically influential at North Sevier High School. The purpose of the review was to provide a foundation in the philosophy of restructuring and to ground in the literature the perspective which undergirded the restructuring case in this study.

## CHAPTER 3

### METHODOLOGY

#### A Case Study

The study of restructuring at North Sevier High School followed the methodology of a case study. The study sought to describe restructuring at North Sevier High School by examining the setting for change at North Sevier High School, the events related to restructuring that occurred between September, 1989 and September 1992, the relationship that might exist between the setting and events, and to identify lessons or issues that arise out of the experience of change at North Sevier.

In a case study, an event, situation, or program is selected for investigation on the basis of its potential for offering information or insight that enriches the data base and that may be useful in understanding other similar phenomena (Taylor and Bogdan, 1984; Eichelberger, 1989; Van Manen, 1990; Patton, 1990; Fraenkel and Wallen, 1993).

Patton (1990) gave further criteria for the selection of cases as worthy of study. He indicated that cases which represented a critical extreme or which made a point dramatically were inviting of examination. Most

importantly, the selection of a case for attention was the usefulness and credibility of the potential findings. The case of restructuring at North Sevier was viewed as a phenomenon that was worthy of study because of its potential to be informative, its credibility, and the likelihood that the case would provide insight or help identify important issues for consideration in other related cases.

As a case study, the purpose was to describe and analyze the events and setting of the specific case of restructuring at North Sevier High School. A case study does not provide answers to all questions arising from similar cases (Shumacher and McMillan, 1993; Patton, 1990). No claim was made that either the setting of North Sevier High School or the restructuring process which occurred there are statistically comparable to or exclusive of other schools.

To the extent that the study relied on data gathered after the events occurred, the study was also historical (Eichelberger, 1989). Lichtman and French described historical case study as "reasoned argument about the past by which we seek the fullest possible understanding of actions, thoughts, and feelings" (xvii, 1978).

This case study was qualitative in that it examined events, relationships, activities, and situations which were not quantifiable (Fraenkel and Wallen, 1993). As a



qualitative study, the research questions guided the study but the investigation itself led to the identification of the most salient questions for discussion in the conclusions (Patton, 1990).

### Data Collection

The data for the study came from three sources:

1. In-depth interviews conducted with individuals who participated in the process of restructuring at North Sevier High School.
2. Documents created by the participants during the process of restructuring.
3. The recollections of the researcher as a participant in the process of restructuring.

### Interviews

The largest part of the data were gathered from in-depth interviews with selected participants. The interview process was selected to gather information which would ground the study in the richness of human experience (Van Manen, 1990; Eisner, 1991).

Interviews were conducted with fourteen subjects selected by the researcher. Subjects were selected to provide a broad representation of the participants, including district administration, district school board, community members, and teachers. The subjects were a

purposive sample (Fraenkel and Wallen, 1993; Shumacher and McMillan, 1993), selected on the basis of the depth of their involvement in the process of restructuring and on the likelihood of their being able to provide in-depth information related to the study. Subjects were chosen from a variety of participant backgrounds to provide a broad range of perspectives.

Not all participants in the restructuring process could be interviewed. Because the project involved hundreds of individuals, constraints on time and resources made interviewing each participant impossible. In addition, teachers who were transferred from North Sevier High School during the restructuring process had very strong emotions regarding the researcher and the restructuring project. The researcher chose not to "rub salt in the wounds" by asking for their participation in the interview process. However, the views of these individuals appeared to be adequately expressed in the other interviews.

The position of the researcher as principal of North Sevier High School at the time of the study must be considered as a factor in the interview process, particularly in the case of subjects who were teachers at the school, which could have detracted from or enhanced the reliability of the interview data.

Eichelberger (1989) noted the importance of extensive previous experience and a trusting relationship between the interviewer and the subject as a condition to securing reliable and meaningful data. To the extent which that condition existed between the researcher as principal and the subjects as teachers, the circumstance enhanced the interview data. Additionally, the specific knowledge of the researcher of the individuals and of the restructuring process allowed for greater probing, clarity, and depth in the interview process than would have been possible for and interviewer with less awareness.

There was a potential threat to reliability of the data collected in the interviews resulting from the position of the researcher. Borg and Merideth (1989) noted the possibility in all interviews for subjects to be distrustful, to feel hostility, or to wish to present himself or herself in a favorable light to the interviewer. Each of these were possible reactions of subjects to the interview process. An attempt was made to minimize this threat by cross-checking data between interviews and by taking care to label data as opinion when it was clearly intended as such in the interview process.

The interviews were conducted by the researcher and transcribed between April, 1993 and September, 1993. Each interview was recorded and lasted between sixty and ninety

minutes. The conditions of the interview process were intended to reduce the impact of the position of the researcher as principal as much as possible. Subjects were interviewed at their homes or in some other setting which de-emphasized the position of the researcher. The interview was conducted with relative informality. Prior to most interviews, five to ten minutes of non-related light conversation took place between the researcher and the respondent.

Subjects were given the interview questions one or two days in advance of the actual interview. The advanced opportunity to become familiar with the interview questions was given to allow time for respondents to recollect events, feelings, and circumstances which occurred between one and three years in the past.

All interview subjects were informed of the purpose of the interview and of the possibility of their words being used in the findings of the study. Each subject was informed that he or she would be identified if their words were quoted. However, subjects were also assured that the researcher would exercise care and judgment to avoid identifying them or their words in ways which might jeopardize their professional or personal relationships or standing. Therefore, on occasion, names have not been used, but care has been taken by the researcher to assure that the essence of what was said remains while protecting

the individuals. All subjects were informed that they would receive a copy of the completed study.

A list of the individuals interviewed and their relationship to the events at North Sevier High School follows.

<u>SUBJECT</u>	<u>POSITION</u>
Kevin Ashby	Publisher, Salina Sun
Jackie Burr	Associate (teacher), North Sevier HS
Steve Camp	Associate (teacher), North Sevier HS
George Chappell	Associate (teacher), North Sevier HS
Kevin Eppich	Associate (teacher), North Sevier HS
Craig Gladwell	Activities Director, North Sevier HS
Ruth Jackson	Board Member, Sevier District
Jerold Johnson	Board President, Sevier District
Myron Mickelsen	Associate (teacher), North Sevier HS
Teresa Robinson	Administrative Intern, (1990-91) North Sevier HS
Ray Terry	Associate (teacher), North Sevier HS
Brent Rock	Superintendent (1988-1992) Sevier District
Clark Webb	Steering Committee Member, Professor of Education Leadership, BYU
Lynda Whitlock	Secretary, North Sevier HS

The following questions served to provide direction and boundaries to the study:

1. What was the context for restructuring at North Sevier High School from September of 1989 to September of 1992?
2. What were the events that occurred during that period which were critical to the restructuring process?
3. What questions, issues, and lessons seem to arise out of the experience of restructuring at North Sevier High School?

The interview questions were constructed to align with the questions of the study. The format of the open-ended questions used in the interview process were intended to allow for substantial freedom on the part of the subject to express his or her perception of actions, thoughts, and feelings about the period with which this study dealt (Sowell and Casey, 1992).

The interview guide provided a description of topics and issues to be covered during the interview. The strengths of the interview format used are that the depth and comprehensiveness of the data collected were greater than would be possible with dichotomous or closed questions, while the order and nature of the interview data remained fairly systematic (Shumacher and McMillan, 1993).

The questions provided for brief background information and individual history related to North Sevier High School. The subjects were then asked to identify characteristics which they deemed significant within the North Sevier community, and instructed to consider parents, students, school, school district, and any other part of the community which they felt was significant.

After identifying environmental factors, subjects were asked to recall the events related to restructuring that occurred during the period of this student, and to consider the impact of these events on the individuals

involved. In addition, they were asked to identify individuals that they deemed to have been especially important and to discuss the roles of these individuals.

Finally, subjects were asked to summarize the beliefs that they identified as important within the restructuring process, and to identify factors, including beliefs, which they found to be important motivations for action during this period of change.

The questions provided to the subjects follow:

### INTERVIEW QUESTIONS

- I. Preliminary Information
  - A. Name
  - B. Position
  - C. History
  - D. Any other essential information about you that could be important.
- II. Conditions/Setting for Change
  - A. What were important, special or unique characteristics of each of the following parts of the North Sevier High School community during the period 1989 to 1992:
    - 1. Parents
    - 2. Students
    - 3. School
      - a. faculty
      - b. school principal
      - c. district administration
      - d. school board
    - 4. Other
  - B. How did these conditions you have just mentioned facilitate change? Inhibit change?
- III. The Change Process
  - A. What events in the restructuring process seem to you to be the most important events? What was the impact of these events on the people involved?
  - B. Who do you see as the key participants?
    - 1. Key community members

2. Key teachers
  3. Key administrators
  4. Key school board members/district administrators
- C. Describe what seem to you to be the beliefs that lead the change process at North Sevier High School. What has been the evolution of these ideas through the process at NSHS? How have your own beliefs in these areas evolved through this experience?
1. About teaching?
  2. About outcomes?
  3. About organization?
  4. About learning activities?
  5. About change?
- D. The previous question presumes that change at North Sevier High School has been "belief driven". Do you perceive other factors that may have lead to change at North Sevier High School? What were they?

For the reasons that follow, although the transcripts of the interviews were available to the examining committee, they were not included as an appendix to the study:

1. The transcripts contain statements that were considered sensitive by the researcher and which could possibly be misconstrued. As noted previously, the researcher assured each interview subject that every care would be given to avoid jeopardizing them in any way professionally or personally. It was the judgment of the researcher that to fulfill this assurance, the interview transcripts should not be published.

2. The bulk of the transcripts was prohibitive of their inclusion.

Though not included with the study, the data of the interviews are available to researchers replicating this



study or pursuing further research related to the case of this study. Prior approval must be received from this researcher for this use.

### Documents

During the course of restructuring at North Sevier High School, documents were produced which provided data relevant to this study. The documents used include meeting agendas, school board minutes, and the personal notes and correspondence of the researcher. Additionally, three documents that have been essential elements in the North Sevier High School restructuring are presented as appendices to the study.

From Vision to Reality: A Strategic Implementation Process for North Sevier High School was a significant initiating proposal that was submitted to the Sevier School District board of education. Throughout this study it is referred to as Vision to Reality. It is included as Appendix I.

A major contributor to the progress of restructuring at North Sevier High School was the funding of a grant proposal by the Utah State Office of Education. The application submitted for this funding defined the objectives of the restructuring project and described the initiating activities of restructuring. This application is included as Appendix II.

As the plans for a restructured North Sevier High School developed, new concepts of learning activities and student experience emerged, along with new roles for students, parents, teachers, and principal. A sense of the restructured school is found in the North Sevier High School Graduation Handbook. This is included as Appendix III.

#### Personal Recollections of the Researcher

As principal at North Sevier High School during the time period within the scope of this case study, the researcher was deeply involved in the process of restructuring. Because of this involvement, important knowledge and insight was available to both the development and analysis of the findings of this study.

The circumstance of the researcher as a participant in a case study has been discussed by Eisner (1991), Van Manen (1990), and by Fraenkel and Wallen (1993). An advantage of such an occurrence is that the researcher generally brings to the study a detailed knowledge of the setting, the situation, the people and the process. Additionally, the time span of involvement of a participant researcher will generally be longer than that of an outside researcher, providing for the development of relationships and understanding of the case.

The obvious disadvantage of the researcher as a participant in the case is the potential for bias. In this study, the subjective judgment of the researcher is nowhere more present than in his recollections of events and feelings. To the extent that there is congruence with this data source and with the data collected from interviews with participants and the documents produced during the restructuring process, the reliability of researchers recollections and impressions as a data source is acceptable (Patton, 1990).

#### Presentation of Findings

The findings of this study are presented in Chapter 4. The presentation of case study findings method as a chronological narrative was recommended by Borg and Merideth (1989), Van Manen (1990) and Eisner (1991). The data was organized to provide a generally chronological story of the restructuring process at North Sevier High School. In this narrative, events, feelings, thoughts, and action were described using principles described by Eisner. Eisner recommended the full use of expressive language and the perspective that emerges from "the self as an instrument" (1991, 27). Therefore, the style employed in the narrative, while precise, was more literary than scientific.

The experience and perspective of the researcher was freely used and expressed in the narrative portion of the findings of Chapter 4. Description, experience, feelings, or action that derive from the interviews created the basic foundation of the chapter and were quoted heavily.

### Analysis

In Chapter 5, Stoll's model of common mission in effective schools (1991), Newmann's framework of restructuring (1991), and Gibboney's (1991) definition of non-technocratic change were used as a structure for analysis. In all cases, the present study was not used to verify the models; rather, the models were used simply because they provided convenient environments for analysis.

Data from the interviews and other documents associated with the restructuring at North Sevier High School were analyzed within these frameworks. From the analysis, conclusions were drawn relative to the relationship of the events at North Sevier High School to the larger educational world, and relative to issues and lessons which seemed to arise from the experience of change at North Sevier High School.

### Limitations of the Methodology

The discussion of the limitations which existed in the method of the study describes methodological problems

which pose a threat to the reliability of the study. The thorough description of the limitations reduces the threat to reliability (Shumacher and McMillan, 1993).

The role of the researcher as principal of North Sevier High School during the period of restructuring and during the period of the study has been discussed previously as it related to the selection of interview subjects and the conduct of the interview itself.

Undoubtedly, the perspective of the researcher has been a great influence beyond the collection of data because, as principal of the school, the researcher felt that the project of restructuring at North Sevier High School was successful. Though the problem of the study is delimited so that it is not evaluative of the success or failure of the project, such a perspective must clearly impact the study through out the analysis of data and the drawing of conclusions from the data.

The social context of the study was a limitation of the study. The restructuring project in the case studied was on-going at the time of the study. The school community had a strong vested interest in the ultimate success of the restructuring project, strengthened by a financial interest due to the increased salaries of teachers at the school. The school has received recognition from various sources, including the governor's office, for the perceived successes. The attitudes in the

school community toward restructuring at North Sevier High School were positive at the time of the study.

The analysis methods chosen by the researcher posed a limitation to the study. The data collected was analyzed first as a chronology and subsequently within frameworks of effective schools theory (Stoll, 1991), restructuring theory (Newmann, 1991), and Gibboney's (1991) definition of non-technocratic change. There are other methods that could have been employed for analysis, such as content analysis, which would perhaps cast the data in different light.

However, for the purpose of this study, the methods chosen allowed the researcher to address the research questions and to draw important inferences from the data. The chronology allowed for the establishment of the setting and a description of events. The effective schools theory was chosen as a framework for data because of the connection between the restructuring movement and the effective schools studies. This connection was discussed in the Review of Literature. The Newmann restructuring model was chosen for analysis because it provided the definition of restructuring used in this study. Gibboney's definition of non-technocratic change was useful because it described values implicit to the North Sevier High School restructuring.

### Summary

This chapter has described this study as a case study. The data collection for the study was primarily conducted in the form of interviews with participants in the process of restructuring of North Sevier High School, although documents and the researchers personal recollections also form a part of the data. The limitations of the methodology of the study were discussed. The chief limitation was the role of the researcher as a participant in the events of the case.

## CHAPTER 4

### FINDINGS

#### Introduction

A period of significant restructuring occurred between August, 1989 and September, 1992 at North Sevier High School in Salina, Utah. Through interviews, from examination of documents, and from the personal recollections of the researcher, data have been collected to describe this period.

This chapter describes the data in two ways. A chronological narrative describes the setting of North Sevier High School, describes the initiation of restructuring, and relates the events which occurred during the process of restructuring and the impact of these events on the school and the school community. The narrative tells the story of restructuring.

While discussion of the programmatic development of restructuring is not completely excluded from the narrative, a more thorough conceptual analysis of the structural changes that developed in the school follows



the narrative. These are placed in a framework of an effective schools model (Stoll, 1991) and a restructuring model (Newmann, 1991). Finally, the process of restructuring at North Sevier High School is analyzed within Gibboney's definition of non-technocratic change.

## Narrative Presentation of Findings

### The Setting

Salina is located 140 miles south of Salt Lake City at an important highway nexus created by Interstate 70 and U.S. Highways 89 and 50. The community has much of the heritage common to small Utah towns; settled by Mormon pioneers in 1870 at the behest of early church leader Brigham Young, its streets are laid out in orderly squares oriented to the four points of the compass.

Salina is a hub for the northern part of Sevier County. Redmond and Aurora, smaller communities of fewer than 1000 residents each, lie respectively six miles to the north and south. The Redmond Elementary School closed in 1970; the Aurora Elementary School outlived Redmond by a year. Now the children of all three communities attend Salina Elementary (kindergarten through fifth grades), North Sevier Middle School (sixth through eighth grades), and North Sevier High School (ninth through twelfth grades).

There have been more prosperous times in Salina. In 1987, a landslide in Spanish Fork Canyon 75 miles to the north cut the tracks connecting Central Utah to the east-west main rail lines. The Rio Grand Railroad depot now stands abandoned next to several vacant warehouses on the west side of town.

The theater on Main Street, the *Pamela*, has closed like many other small town theaters, a victim of video tape and cable television. To see a first run movie, residents drive the 20 miles to the county seat of Richfield, where one can also find discount stores and the national fast-food franchise outlets. Most residents also go to Richfield for medical care; the Salina Hospital closed in 1972.

The Salina Sun runs 1,200 copies in its weekly edition. Publisher Kevin Ashby came from eastern Utah five years ago to buy the paper and now worries about a bleak future. Looking from the window of his office, Kevin says, "If many more businesses in town close, the newspaper won't be far behind." Most of the paper's revenue comes from local business advertising.

At the corner of the main intersection in Salina, where U.S. Highway 50 crosses U.S. Highway 89, Mom's Cafe has been in business for 60 years. Weekday mornings find local farmers gathered on the stools chatting with the owner Caroline across the counter over morning coffee and

sweet rolls. Tacked to a wall over one of the booths is restaurant review from one of the Salt Lake City newspapers with the headline "GOOD HOME COOKING IN SALINA" dated April 1, 1978.

On the other corners of the intersection are a vacant lot that Caroline says used to be a Standard service station, the Mel Brigg's Insurance Agency in the old bank building, and the Utah State Liquor Store in what used to be the old Salina Texaco station.

A mile south of Salina's main intersection where U.S. Highway 50 joins the Interstate, several new motels, restaurants, and gas stations have sprung up. Nick Shaheen came to Salina with the Civilian Conservation Corps during the Great Depression and stayed. His son Larry runs the Shaheen's Best Western Motel and Restaurant that caters to the freeway traffic. The sign on the Interstate by the Salina exit tells motorists "NO BULL! AFTER SALINA ITS 110 MILES OF DESERT AND YOU!" During the summer tourist season, Shaheen's and the other motels by the freeway are full.

During the week at Barrett's Foodtown, townspeople stop to visit as they make their meat purchases over the butcher counter at the back of the store. Keith Barrett's father ran the market before him at a location on main street that has now become a video rental outlet. Keith's son-in-law Jim will take over the store when he retires.

The talk at Barrett's generally covers most of what happens in the community: births, deaths, politics, and high school sports.

In a conversation at Barrett's Foodtown, Keith describes how he started in school in the first Salina School building. "The old school used to stand right here where my store is," says Keith over the meat counter. "We tore it down in '68 and built this store in '69. I haven't lived my whole life on this spot but 99 percent of it!"

On autumn Friday evenings, the football field lights are on for varsity games at the new high school on the north edge of town. In the winter the gymnasium is full for boys basketball, but there is usually plenty of room in the football stadium. In Salina, the high school and especially high school athletics provides a center for community social life and pride.

In a school as small as North Sevier, the same individual may coach both teams, and that is the case here. Craig Gladwell has coached his basketball teams to state championships in basketball two of the last four years but the football team has not fared nearly as well. The only wins they have managed recently have been over South Sevier High School from the other end of the county. That school sadly claims the longest football losing streak in the state.

North Sevier High School plays in an athletic conference that stretches to Blanding, near the Four Corners, to Kanab on the Arizona line. One of the most heated debates in recent memory came over formation of this league five years ago. The school's teams now commonly travel over 250 miles for contests.

On evenings after games, Main Street is busy with high school kids "cruising". They are in twos or threes in pick-ups with hunting rifles in the rear window gun racks. Many of the boys wear cowboy hats and tee shirts emblazoned with rodeo advertising. Friendly banter passes between vehicles as they move slowly up and down the highway through town. In some of the abandoned lots on Main Street, four or five pick-ups are parked with kids congregated nearby listening to country music on the car stereos.

The scene is familiar to one of the high school teachers, George Chappell, who himself grew up in a small town. George was raised in neighboring Wayne County south-east of Salina. The area is known by the county appellation because there are no towns in the county large enough for the names to be recognized by outsiders.

Even with his similar background, George recalls being surprised by the narrowness of the experience of the young people of Salina:

One of the things that struck me as strange, even though I came from a small high school, was how isolated from reality or the rest of the world students here seemed. Very few of them had traveled outside of Utah. Those that had traveled had been to Disneyland.

Steve Camp is typical of many residents of Salina. He graduated from North Sevier High School in 1978 after winning the Utah high school state wrestling championship his senior year in the one hundred thirty eight pound class. Steve returned to teach at North Sevier in 1986 and, by his own definition, he's a "lifer":

There are the so-called lifers. They were raised in Salina, their parents were raised in Salina, and everything associated with tradition is important to them and they are very proud of the area. They want the traditions to continue.

In the mountains east of town, Southern Utah Fuel Company (SUFCO) operates the Salina Canyon Mine. The coal, three million tons annually, is hauled by truck to a rail head 75 miles away in Levan. When the mine is operating at it's peak capacity, a coal truck rolls past Barrett's Foodtown every ninety seconds, around the clock.

The mine has a strong influence on the outlook of entire community. The economics of coal mining are fragile, so that hopes for the future among both mine employees and others in town often swing between optimism and pessimism as the world energy market changes.

Coal provides good jobs. A miner can start at an annual salary near \$40,000; coal truck drivers earn nearly as much. The wages in the mining industry are high enough

to rank Salina fifth among Utah municipalities in per capita income.

SUFCO and the trucking companies generally require high school diplomas to qualify for employment. Most employees in management hold four year college degrees. Other than the SUFCO management and teachers, few people in Salina are college educated.

Myron Mickelsen can speak from experience about the effect of the mine on the attitudes of people within the community. After graduating from North Sevier High School in 1966, he hauled coal from the Salina Canyon Mine before returning to Southern Utah University to complete a teaching degree; he now teaches science at the high school. Myron says that,

Kids often say that they can go get a job in the mine and make more than teachers. And it's true! So I don't think [people] value education as much as another community may.

When Lynda Whitlock began work as the high school secretary nineteen years ago, she found that most of the male teachers were farmers also. For some, says Lynda, "Teaching was just a job to get them through the winter."

Times have changed in the school, but agriculture still supports many of the non-coal families. Most of the big agricultural operators in the area run cattle and also raise feed crops such as silage corn and alfalfa. Producer's Auction, on Highway 89 just south of Salina,

transacts a greater volume of cattle sales than any other auction in the state.

Ruth Jackson, a Sevier School District board member from Richfield, finds that the children in farm families seem to have been taught to work hard at home:

...many of the students from farm families are quite hard working. They come from families that value work and the put a lot of energy not only into their farm projects, but into all their other efforts as well.

At the Sevier County Fair in Richfield each August, teenagers from the high school Future Farmers of America (FFA) chapter show their livestock. The high school FFA chapter in Salina is one of the strongest in the state. The site for the new school includes a ten acre farm planted in alfalfa. The FFA chapter feeds thirty head of cattle each winter on the hay harvested during the summer. The stock grazes on federal range land during the summer with permits issued by the Bureau of Land Management. Throughout the summer, students ride herd on the mountain range with Randy Andreasen, the high school agriculture teacher.

Utah is a conservative Republican state, and Sevier County is one of the most conservative counties in Utah. In the 1992 presidential election, Bill Clinton finished fourth in Sevier County, behind George Bush, Ross Perot, and ultra-conservative Bo Gritz. Some Gritz supporters sported bumper stickers on their pickups declaring "If we



don't win this election with votes, we'll have to win the next one with guns!"

Most of the people in the area are Mormons, members of the Church of Jesus Christ of Latter-Day Saints, though for many the status is only nominal. Local government is frequently criticized for intermingling the private interests of church with the public interests of schools and city or county government. The concerns are not unfounded; the political power and ecclesiastical power are often held by the same individuals.

Jerold Johnson, president of the school board, has also been Stake President, the chief authority of the Mormon church in the area. President Johnson, as Jerold is often called because of his religious "calling", culminated his education with graduation from high school in Salina in 1954. With his brother Burke, he runs a cattle operation in Aurora. Jerold's cousin Bradley represents the area in the state legislature.

Jerold knows almost everyone and almost everyone knows and trusts him. Ruth Jackson, one of Jerold's colleagues on the board, recalls an experience that was evidence of his influence in the community:

I remember a time during a budget hearing when someone in the audience turned to Jerold and said that he was the only one on the board that they could trust, so if he would tell them that the budget was good, they would accept it.

I've thought of that often, because it really helps to have credibility among the taxpayers. And

Jerold, at one time at least, was among the top ten taxpayers in the county.

Just before Jerold's election board in 1988, the school board replaced the retiring superintendent with Dr. Brent Rock. Brent came to the Sevier School District from the superintendency of a suburban district in Texas. President Johnson recalls that,

Brent Rock was a dynamic person. He was a mover and a shaker. Sometimes he didn't stay around to gather up the apples after he shook them off the tree and he would move on to something else, but that would be the only fault I could say he had...He was looking to the future and moving fast.

Dr. Rock was attracted to the area because of the work that had already been done within the Sevier School District on Outcome Based Education (OBE) using the Outcome Driven Developmental Model (ODDM), and because, he says "I wanted to go to a school district where the board and the community would support some new approaches to education." In early 1985, the board had initiated work in the district with this model and by the time Dr. Rock arrived, the district was deeply committed to OBE. Brent recalls the situation as he found it:

There had already been some changes taking place. There was at least some movement on the part of the faculty, at least in general, down the path of change. Some of the resistance [to change] had already been overcome before I got there, so it was an ideal situation to step into.

After Brent Rock's arrival, he found the board and some community members to be not only willing to accept change, but also willing to push for change. Jerold

Johnson, elected to the board just months after Rock was appointed, came to his position having returned to Aurora from three years service as president of the Mormon mission in western Australia within the year.

That experience shaped his definite belief that schools in Salina were in need of dramatic change and motivated him to seek election to the board. Says Jerold,

I had seen an entirely different school system in Australia from what we have in America...I watched my children as they went into that system, and I saw the discipline that they had in their system as far as homework and educational achievement.

...So when I came home from Australia, I was very, very concerned...[so] I decided I would throw my hat in the ring to become a member of the board, hoping and thinking that...I could move us forward and change the status quo which we had become so comfortable in and almost refused to change.

Jerold joined Ruth Jackson on the board, and between them formed a strong core of progressive energy. Ruth's experience included work at the state level as a joint author of a document called A Shift in Focus (1988), which called for change "beyond reform, to bring about a restructuring, based on a fundamental *shift in focus*" (p. 1)

Jerold and Ruth found in the North Sevier area a community that was critical of the school and that was also critical of the efforts to change anything. Ruth remembers her impression of the community atmosphere:

There was a time when I frankly felt that the North Sevier area had the greatest challenge in bringing their schools together and in getting community buy-

in to what they were trying to do. There seemed to be, in the earlier years of my school board experience, a lot of criticism of the schools and an expectation that somebody else ought to do something about it.

The North Sevier High School seemed to be at the center of much of the criticism. Steve Camp recalls the attitude of defensiveness he felt as a faculty member each time he went to town:

We had a pretty good faculty, but we also had some definite weaknesses. It didn't matter where you went in the community, you were confronted by people about certain faculty members and about why they had done this or that. And it was hard to defend them in some things.

In mid-August of 1989, the principal of nearly a decade resigned from his position at North Sevier High School. This man had stayed nine years in the principalship, but the last years of his tenure were filled with the simmering discontent in the community described above. Ruth Jackson says that even though it was time for a change in leadership, "it took a while for the former personality there to decide it was time to leave and that it would be everyone's best interest to move on."

#### Mr. Shumway's Appointment as Principal

A new principal was appointed just a week before the beginning of classes in the fall of 1989. Larry Shumway had served as assistant principal for seven years at two other high schools. This was his first principalship, and

at age 35, he brought a spirit of change with him. Says Kevin Ashby,

When [Mr. Shumway] came, it was a totally different kind of person that was being hired to be the principal of North Sevier High School. In philosophy, in attitude, and in age, a totally new door was being opened.

Among the faculty there were some immediate impressions that things would be different. Craig Gladwell remembers worrying about how the new principal might perceive the school and faculty:

When he [Larry Shumway] came into our school, he had been told, we assumed, by people in the district office what a lousy staff he had and what poor shape the school was in. Mr. Shumway came into our school and was very positive...He was so positive towards the teachers, patting them on the back and telling what a great job he thought they were doing. Everyone felt like he supported their programs.

Steve Camp recalls that he and other teachers worried at the time about the appointment of "a good old boy" to the position. For them, the appointment to the principalship of an outsider with experience in a larger school seemed like a step in the right direction:

We were excited to have someone out of the district to come into the school because we didn't want any more of the good old boy syndrome...You came in with a lot of new ideas and experience in a bigger school. The professionalism [in a bigger school] causes things to be done more on the up and up. Here, in a rural area, people can fudge around corners and get away with it because maybe they've lived in the community all their lives...I was excited to be treated more like a professional.

Jerold Johnson's recollection of the board's attitude is that,

There was a strong sense within the board that we were going to be going through some changes, and that we were going to have to stand by [you] as these changes were made. We didn't envision yet what those changes would be, but we wanted change. We were prepared to be led. That gave you a lot of leeway, and I guess we were saying that if you were going to hang yourself, you would hang us with you.

Larry clearly recollects the sense of the future he had at the time of his arrival at North Sevier High School. He envisioned helping create a community committed to education, a sort of "emerald in the desert of education" he recalls saying in a faculty meeting, where everyone worked together to help young people grow, and where the spirit of learning permeated the community so strongly that it would be apparent even to strangers just driving into town.

During his first year as principal, Mr. Shumway saw as his main goal the establishment of an atmosphere of trust, community support, and success at North Sevier High School. A first step was to bring order to the school by focusing on student attendance which seemed out of control. Jerold Johnson saw an impact immediately. He says,

We liked what we saw and the community liked what it saw. We liked the fact that the kids weren't running up town and that they were under control. In fact, the chief of police called me to ask me what we had done at the high school. He told me his problems had almost been eliminated with the administrative change.

Another of Mr. Shumway's first steps was to establish a close relationship with Kevin Ashby, publisher of the Salina Sun. Kevin recalls the development of his relationship with Mr. Shumway in this way:

Over the years, there have been lots of projects... that I have given to people to chew on. Then they put the ideas into effect as their own idea. That's how I get things done. I like working from the background. You [Mr. Shumway] were the first one that ever flipped the coin on me. You were the one that came to me, and whether you recognized the need of the press or saw some talent that I had, the ideas that you were feeding me started to make sense.

By November of the first year, Larry had established two key processes to accomplish the goal of establishing a trusting atmosphere and gaining community support. The first was a weekly breakfast meeting with a group of community leaders; the second was a weekly luncheon meeting with parents, which eventually included almost all of the high school parents.

The breakfast meetings were held at Shaheen's Cafe each Thursday morning for nearly eighteen months. Kevin Ashby recalls the purpose of the meetings:

[Robert Ludlum] is probably the cause of the whole situation here. We were talking about how in a Ludlum novel, there is always a group meeting somewhere behind the scenes controlling the course of history. You asked if that sort of meeting would be good and who the key individuals around the community would be to have involved.

So the idea of the group was that we might be able to meet informally and make a difference for change. It wasn't a matter of trying to rule the world, but it was a group of individuals that wanted to make a difference for education in Salina and at the high school.

Those invited had been selected by Mr. Shumway and Kevin Ashby because of their ability to influence the opinion of the community. Jerold Johnson summed up the value of the "breakfast club" and the accuracy of the selection of the participants:

I think, as far as I'm concerned, the little breakfast meetings that we had up to Shaheen's were probably the most beneficial thing you did to help me get up to speed and to understand the motivation behind what was going to come about...I don't know how you selected the people that were in that breakfast club, but you used great wisdom...That was a very influential group as far as keeping [public opinion] under control.

The luncheons with parents were held in the high school, either in a conference room or in the cafeteria among the students. To Mr. Shumway, buying parents lunch at school was a very inexpensive but effective way to bring them into the school and to engage them in discussions of educational values and the future of North Sevier High School.

At the parent luncheon meetings as well as at the breakfast meetings, the focus of the discussions was on student outcomes. Kevin Ashby, while a weekly participant in the breakfast meetings, also attended several of the luncheons as a reporter. He describes the meetings with parents:

We sat in the commons area with all the kids and had lunch and then talked for an hour or so. You were always very pointed with your questions and it didn't take much to get parents involved in the conversation. They were always very open about their



ideas...Even in those meetings, the message was always 'What do you want for the end result of school for your kids?' and 'Can we formulate a system to get those end results?'

Every luncheon I attended... turned out to be very positive. There was never a person at the table who was offended with the idea of change with those goals in mind. And I think you met with a couple of hundred parents.

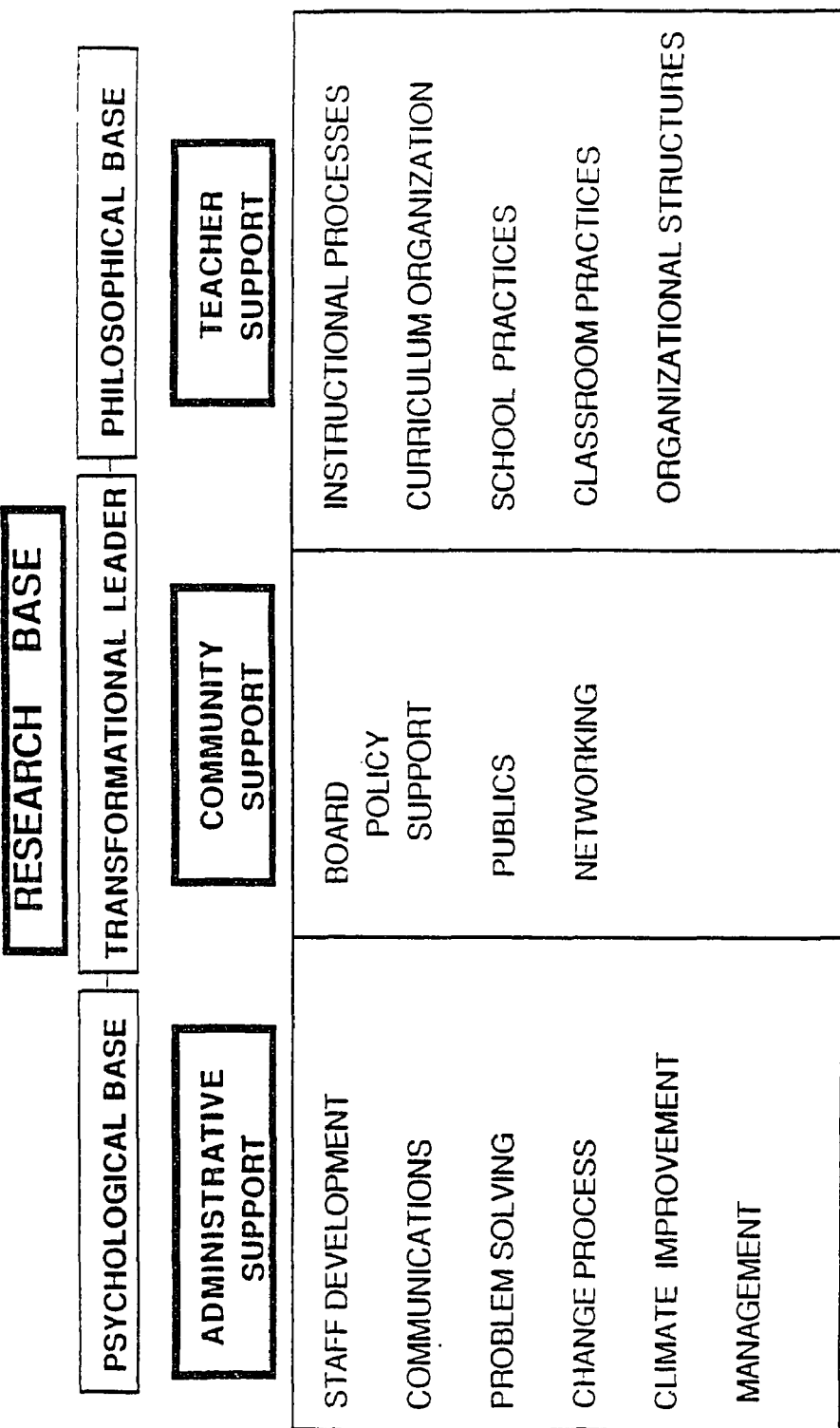
Though Mr. Ashby and others were not aware of it, the positive outcome of each luncheon was not entirely by chance. With Mrs. Whitlock, the school secretary, Mr. Shumway selected the parents groups carefully to ensure that there would always be a majority that would be supportive of the school and who would place a high value on the educational opportunities of their children. Some parents, like Kevin, were invited on more than one occasion to achieve the positive balance in the group.

#### The Importance of Student Outcomes

As the first year at North Sevier for Mr. Shumway ended and the summer began, some of the beliefs he held about change seemed to crystallize for him. It became more and more apparent to him that the outcome based education of the Sevier School District was focused, in daily practice, on the wrong student outcomes. The OBE model used in the district had been borrowed several years earlier from the Johnson City (New York) School District. In this plan (figure 1) the student outcome goals were clearly stated.

# **OUTCOMES-DRIVEN DEVELOPMENTAL MODEL**

**MISSION: ALL STUDENTS WILL LEARN WELL**



## **DESIRED STUDENT EXIT BEHAVIORS**

1. SELF-ESTEEM AS LEARNER AND PERSON
2. COGNITIVE LEVELS - LOW TO HIGH
3. SELF-DIRECTED LEARNER
4. CONCERN FOR OTHERS
5. PROCESS SKILLS - PROBLEM SOLVING - COMMUNICATION  
DECISION MAKING - ACCOUNTABILITY  
GROUP PROCESS

DR. ALBERT MAMARY 8/87

JOHNSON CITY CENTRAL SCHOOL DISTRICT

Figure 1 The Outcome Driven Developmental Model

But the stated commitment of the school district to the outcomes for students of developing self esteem, concern for others, and life-long love for learning, and the skills of working in groups, communicating, and higher level cognitive abilities, was not reflected in the classroom. District policies and practices for student assessment, teacher evaluation, staff inservice, instructional methods, and curricular development were all focused on specific content rather than on the primary outcomes stated in the district's OBE manifesto.

In September of 1990, Ivan Rowley, principal of Richfield High School, wrote an application for a small planning grant which was immediately funded by the Utah State Office of Education. The funding was used for the development of strategic plan for the three Sevier District High Schools and the Sevier Valley Applied Technology Center, a vocational training center cosponsored by the Sevier School District and several other surrounding school districts.

A group of about 25 met in Loa, a very small community 50 miles south-east of Salina, at the Road Creek Inn. The Road Creek Inn, the main feature on the highway as it passes through Loa, is a conference and retreat center built in the old Farmer's Cooperative warehouse.

The planning spanned three days, October 30, 31 and November 1, 1990. Prior to the planning session,

Superintendent Rock had asked Mr. Shumway to present some of his feelings on the first evening in Loa about the importance of the outcomes OBE stressed. Shumway recalls that the idea he presented was that if it was the belief of the school district that the most important outcomes for students in schools were in fact self esteem and the others listed in the model, then these student outcomes, not content outcomes, should be the focus of all lesson planning, teacher evaluation, and student assessment. He stated that the main reason that content existed was to provide student practice in the more important student outcomes of self esteem and so forth.

The strategic plan that emerged from the group after three days of work showed clear ties to the history of OBE and ODDM in the Sevier School District. The Mission Statement, though recognizing a new direction for action, looked clearly backwards to the outcomes borrowed years before from the Johnson City School District:

It is the mission of...to provide learning environment, by changing the structure, which will enable students and staff to become 'self-empowered' through demonstration of the following:

- \* self esteem as a learner and individual;
- \* concern for others;
- \* capability in each of the cognitive levels: Knowledge, comprehension, application, analysis, synthesis, and evaluation;
- \* self directed learning;
- \* process skills: decision making, problem solving, communicating, group processes, and accountability.

Many of the belief statements reflected the idea of the so called "success connection" (figure 2) which was a central feature of ODDM decision making and had also been borrowed from the Johnson City School District. The idea of a decision screen based on the best of knowledge, research data, and experience was again almost directly adopted from the earlier programs.

But there were features of this strategic plan which appeared as new directions for the district. One belief declared that "Change is a positive influence on learning and climate..." Another belief stated that "Secondary schools must be restructured to provide process-centered learning." Emerging from the plan was the clear message that the student outcomes described in the district's OBE model, which had previously been given not much more than lip service, would now become the focus of the future.

A result of the planning that was at least as important as the production of the plan itself was the attitude with which the participants left the process. George Chappell recalls that,

[This] was my first real taste of change. I wanted to see more, feel more, and do more...The process of analyzing and generating ideas was very valuable, even though the plan didn't go far. I was excited and wanted to be very involved in making some changes and helping things move along.

However, within just a few weeks of the completion of the plan, it became apparent that the Loa strategic

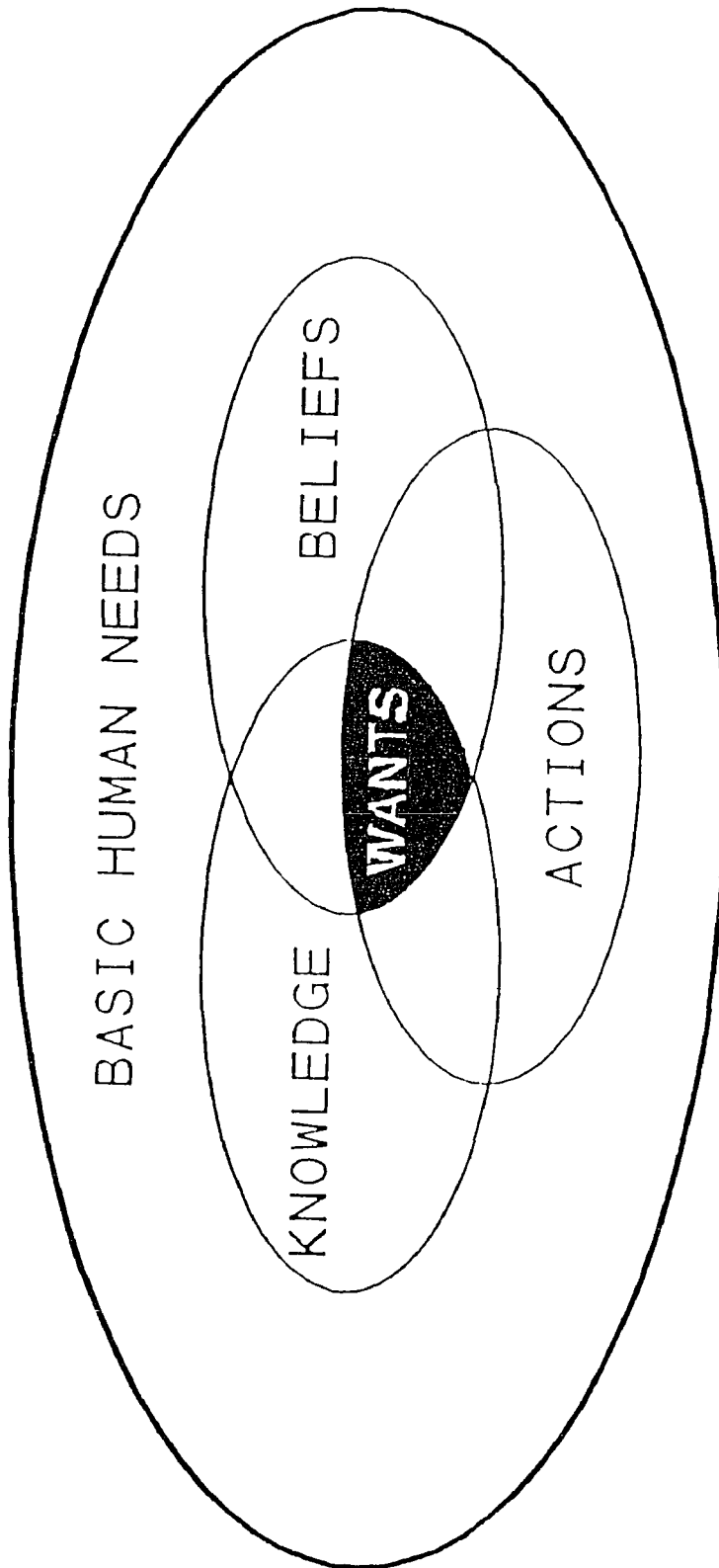


Figure 2 The Success Connection

planning group had not included all the necessary stake holders in either the district, the schools, or the communities of the district. As the group met to update and implement action plans, it was clear that each school and each community as well as the district needed to become involved in planning if the goals of change that had emerged in the Loa strategic plan were to be achieved.

In January of 1991, the faculty of North Sevier High School met in a one day winter retreat at Fish Lake in the mountains east of Salina. This was the second year of the retreat in what was to become an annual practice. The retreat was used by Mr. Shumway as an opportunity to expose the entire faculty to ideas which had emerged during the previous six months and at the Loa strategic planning sessions.

The core of the discussion ideas was that North Sevier High School and the school district had long ago identified a set of desirable outcomes for students through involvement in OBE (the same student outcomes listed in the Loa strategic plan, and earlier by the district as a statement of the OBE Exit Behaviors). These student outcomes had been accepted, but no change in actual focus of classroom objectives had accompanied them. The achievement of the student outcomes would never be a reality unless they became a central part of the daily objectives and activities in the classrooms of North

Sevier High School. The implication arising from that statement was the need to make room for these most important student outcomes by jettisoning some of the content outcomes that were now occupying all the student learning time in classrooms.

Additionally, Mr. Shumway proposed that if student learning activities were to be developed that were congruent with the student outcomes the OBE model described, major changes would be needed in the nature of teacher roles and student experiences.

Mr. Shumway went so far as to suggest that to provide the planning and professional development time needed to make these changes, teachers be placed on twelve month contracts and that pay be raised by half. He suggested that a reorganization and reduction of the faculty could accomplish this. He suggested that changes to many other parts of the school organization would possibly be needed to create a school that could succeed in facilitating the student outcomes of OBE.

Myron Mickelsen, though he had been exposed to some of these ideas previously through his involvement in the "breakfast club", was quite certain that the ideas would not lead to anything worthwhile. He says that,

[When] we went to Fish Lake, I could see that you were getting really radical. I thought you were starting to lose it! I thought some things that were occurring in your personal life were causing your whole thought process to be in disarray. I thought



we just needed to get through this year and maybe you would come back to normality! I thought you were going out on a limb and that you just weren't thinking through things because of some of your struggles. That was the first time I really started to reach for the alarm button.

Among the fears expressed by the faculty was concern that the ideas for changes discussed at the retreat would be a "just another program" that would come and go. As Steve Camp recalls, "It wasn't presented as a cure all, but it was taken by a few as one of those."

Steve also remembers another fear of some faculty members. "It was just [a program] to get someone up the ladder and to get a promotion for someone. We feared it would really never get to the root of the problem and benefit the students."

Some other faculty members were not concerned at all. As Kevin Eppich remembers:

At Fish Lake, we talked about some 'what ifs'. At that time I think we thought they were very 'what iffy'. What if we could do this or that? What if we could have the ideal situation for teacher contracts and still have a good situation for students...Most of the faculty thought it was more of a what if situation...You did a lot of ground work before we as a faculty really realized it was going to take place.

Still, the discussions at Fish Lake were taken seriously enough to generate strong feelings. Some faculty members had spoken very frankly about their desires to see North Sevier High School make dramatic changes in its most basic approaches to education. Others had spoken just as frankly of their opposition to the

kinds of changes that were being discussed. George Chappell recalls that the first days back in school were more than a little tense. "To tell you the truth, there were some people who didn't speak to each other for a few days after that meeting!"

### The Board Presentation

During the spring of 1991, Teresa Robinson, a teacher at North Sevier High School, returned from her district sponsored participation in a leadership preparation program at Brigham Young University. Teresa was assigned to Mr. Shumway as an administrative intern. Her work at BYU had exposed her to many of the same ideas that Mr. Shumway had been sharing with the faculty and the community. Her association with Mr. Shumway had been very positive in the past and she was now very supportive of these ideas.

Working with Ms. Robinson, Mr. Shumway determined to make an effort to try to implement changes at North Sevier High School which would help the school be more successful in achieving the OBE student outcomes. Teresa's support became important to Mr. Shumway not just for the actual contribution to the proposals that eventually brought this determination to change to the Sevier School District board for approval, but also for the respect with which she was held in the community.

Teresa recalls the sense of ownership she felt in the work:

I felt a very strong responsibility for enabling you to start it. Because I felt I had the respect of the students and the community and the staff behind me when you came, when I expressed an affinity for the project or an agreement with the concept, I felt like my reputation was on the line. And I not only wanted it to succeed because I believed in it, I wanted it to succeed because I tagged my name to it.

With Teresa, the fundamental ideas that would eventually drive the restructuring at North Sevier High School were developed into a written document for presentation to the school district and the board of education entitled From Vision to Reality: A Strategic Implementation Process for North Sevier High School (Appendix 1). Prior to the development of this document, many of the ideas remained nebulous. To the faculty at North Sevier High School it seemed as though they represented a continual flotilla of trial balloons.

This document, From Vision to Reality, was presented to the board in June. During the spring, with the support of Superintendent Rock, Ms. Robinson and Mr. Shumway spent considerable time meeting with individual board members acquainting them with the beliefs associated with the document. Ruth Jackson recalls that she was impressed not only with the extent of restructuring that was proposed, but also with the enthusiasm and the research base which were presented to her:

...You [Mr. Shumway] and Teresa called and invited me to come over and visit with you one day in your office. As I listened to you I knew that this was going to go somewhere quite different than what we had traditionally done. I can remember coming home very excited and talking to my husband about my expectation that good things were going to happen.

One of my impressions up there that day was not only of your enthusiasm, but also the research that you had done to validate the ideas that you were putting forth. I can remember that you gave me several papers to read and that it wasn't just something you had thought of 'off the wall'.

Clearly, the support of the board would be essential to the success of any restructuring effort and Mr. Shumway worked to develop a strong relationship with each board member. Board President Johnson recalled the importance of the development of this personal relation with board members in advance of the restructuring proposals:

I think a lot of what you [Mr. Shumway] did to develop a relationship with the board was important...I sensed that you realized that if the vision you had was going to come to fruition, you had to have the board behind you. I think you created most of this association with the board, and I say this because we don't experience this with our other principals...and you were wise enough to see that and keep the board informed.

From Vision to Reality was created to present new ideas of school structure and to contrast them against traditional structures. It was also structured carefully so that it aligned with the decision making processes of the "success connection" that the board was familiar with in OBE. This decision making model emphasized understanding of beliefs, research, and desired outcomes

as the key factors in decision making (shown previously as figure 2).

The timing of the presentation of the document allowed for it to be connected closely with the strategic planning which had been done the previous fall, and more importantly, the Sevier District Strategic Plan which was completed just weeks before. Those beliefs and the general spirit of the plan were clearly supportive of radical systemic change.

From Vision to Reality presented change at North Sevier High School as a process of restructuring in four areas: (a) student outcomes, (b) learning activities, (c) personnel, and (d) organization.

The document proposed changing from the traditional paradigm of learning as memorization and the ability to recite information back to the teacher to a paradigm of learning viewed as the development of habits of mind that lead young people to be self-directed, contributing members of society. Students were to be viewed as active participants in learning rather than as passive recipients of knowledge, and performance based assessment was to replace impersonal fill-in-the-blank assessment.

Recent literature was used to support the change in perspective. Grant Wiggins' statement on "authentic education" was among those which were quoted in support of the proposals:

An authentic education consists of developing habits of mind and high standards of craftsmanship necessary to face one's ignorance. In trying to 'cover content'...[essential knowledge] is reduced to Trivial Pursuit. Students do not understand that some ideas are more important than others and are not equipped to see for themselves (Wiggins, 1989, 48).

In the area of learning activities, From Vision to Reality proposed a change from the current paradigm emphasizing the classroom, progress based on seat time, curricular fragmentation, and the teacher as the center of classroom work, to a new paradigm that valued varied learning activities, integration of curriculum, learning outside the classroom, and the student as the center of classroom work.

The literature which supported this view was again cited. Sizer had written only months before that,

Most of us are attracted by questions more than by answers, by challenges to our ingenuity than by matters to which we are merely exposed. Effective schools work hard to engage students, to make them focus on questions. Today, most of the teachers, rather than the students, 'do the work' (Sizer, 1991, 33).

The presentation next discussed the area of personnel, where it proposed a shift from the high security, low accountability, low paying traditional nine-month teaching position to new positions in schools known as "educational associates". These positions would be contracted for twelve months and would receive compensation at a much higher level. Additionally, a strong team atmosphere, in which all associates were responsible for the learning of

all students, would replace the isolated working environment of the traditional school.

Again, the literature which supported this paradigm was presented:

With empowerment, the role of the teacher requires re-definition, from the custodial job of dispensing information to the more sophisticated one of facilitating growth (Moses and Whitaker, 32).

Finally, From Vision to Reality discussed a shift in paradigms from the current centralized management structures which allowed little meaningful school control, to a new paradigm in which schools and communities would have a high degree of control. Phil Schlechy's somewhat humorous remark was cited in support of this movement:

We now have centralized problem solving and decentralized troublemaking. Let's decentralize problem solving and centralize the troublemaking (Schlechy, 1991).

The entire document was presented with a letter challenging the board to accept the risks of change. Mr Shumway quoted George Bernard Shaw's statement:

People are always blaming their circumstances. I don't believe in circumstances. People who get on in this world are the people who get up and look for the circumstances they want, and if they can't find them, make them.

### The Grant Application

During the spring of 1991, the Utah Legislature appropriated \$4,015,100 for Experimental and Development Programs. Within the appropriation was the directive to

the USOE to appropriate 50% of that amount to schools and districts for new experimental or developmental projects. Under rules established by the USOE, the first request for proposals, with approximately \$600,000 available for funding, was sent to districts to be returned by July 15, 1991.

The grant proposal (Appendix II) that was submitted to the USOE was written by Larry Shumway and Teresa Robinson. It contained the ideas expressed in From Vision to Reality but also established a process to operationalize them.

The proposal began by listing the student outcomes so often noted in the district's OBE history, and by stating that "the present structures do not support the student outcomes we desire, and in fact may actually be destructive to these outcomes." The application proposed to restructure North Sevier High School by focusing on the student outcomes, and to drive the restructuring project at North Sevier High School with radical changes in the staffing patterns of the school.

The teaching staff was to be reduced "from seventeen 9 month teaching positions to ten 12 month 'educational associate' positions." Salaries for these positions would be at least 50 percent above the regular district teacher salary schedule. The term "associate" was developed, recalls Teresa, to,



break the mind set of the traditional connotation that teacher carried, or that educator carried. We were looking for a word that specifically carried the connotation of an empowered team member.

As the application was finalized, Mr. Shumway and Ms. Robinson felt strongly that the personnel restructuring would "force" the organizational and curricular restructuring of the school. The application described three ways that this would happen:

We will be forced to abandon the school class paradigm as our primary instructional delivery system and to replace it with other systems of learning activities more suitable to our outcomes. We will also be forced to develop curricular organization more integrated and suitable to the learning activities other than the school class. Finally, we will free resources for reallocation to planning and professional development necessary to sustain this model.

The unique aspect of the grant application was that it did not articulate a specifically structured program to be implemented. The only specific outcome of the grant that was described was the staffing changes. The entire structure of the future at North Sevier High School was to be developed using the resources provided by the grant. Further, the implementation of whatever programs were developed was left to be funded within the constraints of the resources of the Sevier School District.

The funding of the grant was requested to provide planning time for the associate team during the following spring and summer, to allow for professional development time and travel, and to cover the expenses of consultants

in the strategic planning process. No on-going funding was requested, because the restructuring plan stated the expectation that any successful school restructuring would have to operate within the constraints of existing budgets.

### The Fears of Restructuring

Early in August of 1991, the word was received from the USOE that the proposal for restructuring North Sevier High School had been approved. It was one of 30 projects funded and received \$68,000, more than ten percent of the total resources available.

These funds, combined with local resources, provided for more than eleven weeks of planning time for a team of associates to develop the structures to accomplish the goals of the project. They also provided for a significant amount of travel to school sites across the country, for professional assistance as needed, and for materials.

Additionally, since the restructuring of staffing patterns would result in the displacement of some faculty, an allocation was made for retraining and recertification of displaced faculty if needed. The potential source of concern was the problem of how to handle the teachers who were not selected to be part of the associate team in the restructuring project.

Immediately after the restructuring application was funded, the district agreed that any staff displaced from North Sevier High School would be guaranteed positions at other schools within the district. Sevier School District policy allowed the board or superintendent to transfer personnel at their discretion to meet the needs of the district. There were no due process requirements for transfers between schools in the district as long as there was no change in teacher contract status. The districts willingness and ability to create this fortunate circumstance was due to teacher retirements that were known well in advance.

Even with the guarantee of transfers to other schools within the district of those teachers not selected, there was still substantial uneasiness among teachers, not just at North Sevier High School but throughout the district. There was contact from the Sevier Education Association that sought assurances that teacher's rights would not be abridged. And, as recalls Ruth Jackson,

There was a concern that we were not going to honor contracts and there was a lot of fear and apprehension. But not unlike a lot of other experiences when there are changes among faculty or administration, there was a rumbling.

The funding from the state immediately brought the realization to the community and the school faculty that significant change was in fact going to occur. Some of the faculty were thrilled; Mr. Chappell recalls "grinning

from ear to ear." Others were very fearful, especially as it became obvious that the staffing changes proposed in the grant application were now going to be a reality at North Sevier High School.

Craig Gladwell's feelings were similar to the feelings of many other staff members. Craig felt he had done a good job, but was still anxious. As he remembers, the anxiety came from the fear of loosing his job, despite the school district's guarantee.

We knew we all weren't going to be back. And then you start questioning yourself. I went to college to get a degree and applied and had a job here, and now all of a sudden I don't. And not because of anything I've done wrong, but because the system has changed.

#### Back-to-School Night

Though a substantial amount of work had been done during the previous two years to prepare the community, there was still a large task ahead of communicating the true depth of the restructuring that was proposed. The Parent Teacher Association had traditionally sponsored a Back-to-School Night, and this was selected by Mr. Shumway as an initial opportunity to formally present the project of the grant to the community.

The restructuring proposal as defined in the grant had not been formally presented to the community for several reasons. During the previous months, the general ideas of restructuring had been shared with enough parents

that Mr. Shumway knew that significant support existed for major changes at the school. The Sevier School District board had been presented with the ideas of restructuring through From Vision to Reality and had given their unanimous approval. They had also received the project grant application and had given their approval prior to its submission to the USOE. And finally, a public presentation was delayed until after the project was funded because of the absence of solid details about the changes to be made in the school. At the beginning of September, 1991, all that could be said for certain about restructuring at North Sevier High School was that staffing patterns would change in accordance with the proposals of the grant application.

On the evening of Back-to-School Night, over 400 North Sevier High School patrons were in attendance. The program that was presented included a showing of the Joel Barker video The Business of Paradigms (1990a), followed with a presentation by Mr. Shumway describing the beliefs of restructuring and the process which would occur in the fall. The program concluded with a question and answer session.

When the night's program was over, the reaction to the video, the presentation, and the question and answer session varied widely. Kevin Ashby recalls some of the disparate perceptions of those who had attended:

I absolutely loved that film. I looked at it from the point of view of business, my personal life, and from education....But[one individual] came up after the meeting and was very concerned about the movie. He came up and said that it was the biggest bunch of Nazi propaganda that he had ever seen and that there was no way he would ever support this kind of thing going on at the school and then stomped off.

The beliefs supporting the restructuring process required that schooling paradigms and structures be developed by associates after their selection in December. Therefore at Back-to-School Night there were no firm answers for many of the crowds most pressing concerns. Kevin Ashby reported this dilemma in an article in the following weeks Salina Sun:

Principal Shumway proceeded to introduce to the audience some new proposals and ideas that would take place in the form of planning this school year with implementation the following school year...'This will not be a new program at the school. It will be a process of education', said Shumway. 'We know what we want as the end result for those graduating from this school. We now need to develop the process of how it will happen.'

While Kevin Ashby recognized the dilemma of needing to create the team of associates before developing program, many who attended the meeting did not. Craig Gladwell recalled strong reactions among both teachers and patrons after Back-to-School Night:

One of the really scary things was when questions were asked like 'Mr. Shumway, how do you see our new school?' and you would answer 'I don't know. It's something we've got to come up with.' That made a lot of people say 'Is this guy crazy? What's wrong with this guy? He's going to change everything but he doesn't know what he's going to change it to.' That was frightening.

The reactions to the Back-to-School Night program foreshadowed a split in the community. There were those in the audience who seemed to support a change, and who were willing to accept answers given. There were others who seemed determined to leave with their questions unanswered. George Chappell recalled that,

[Mr. Shumway] fielded the same questions over and over, just reworded. Each time someone asked a question after the first ten minutes, it was just a rehash...I was irritated that they just didn't seem to see it as clearly as I did.

Back-to-School Night was judged by some to have been a fiasco, and by others to have been a moderate success. Myron Mickelsen recalled some comments from the community that Mr. Shumway had looked very foolish that night. Mr. Chappell deemed the meeting to have been generally positive in result, though colored by a vocal negative minority.

It was impossible to know the precise percentages of supporters or detractors, but the restructuring of the high school became the focus of many conversations. Lynda Whitlock, secretary at the high school recalls her husbands experience with community members:

My husband works at the mine and rides the bus [to and from the mine at shift changes] and he got real tired of listening to the conversations. We were going to ruin the school take every educational opportunity away from the kids.

One of the characteristics habits of the North Sevier community has been to circulate petitions when controversy

arose. Now, after Back-to-School Night, petitions appeared at the check out counters of the Texaco on Main Street, at Barrett's Foodtown, and at the convenience stores in town.

Mr. Shumway's reaction to the petitions was aggressive; he sent Mrs. Whitlock to get the names of petition signers and then extended invitations to them to join him for lunch to discuss the planned restructuring. However, again, the lunches were planned carefully to assure that each lunch meeting was attended by at least as many supporters as detractors.

Within days, the petitions disappeared and Mrs. Whitlock's trips to gather names became fruitless. In fact, she found that many of the original petition signers had returned to cross their names off the lists.

The strength of the school board's commitment to change was a crucial factor at this time. Board President Jerold Johnson recalls being "deluged with parents saying that they didn't want to go this far, that they didn't want to make such drastic changes."

But the board support never wavered. Brent Rock recalls that President Johnson and Mrs. Jackson were particularly effective in calming the public:

They were especially willing to get out into the community and to explain things to their constituents. They just seemed to have a special dedication. I think they were almost on a crusade or on a mission because of how much it meant to them.



The Salina Sun also played a key role in calming public concern after Back to School Night. Kevin Ashby's position was clear:

I was very strongly personally committed to change which influenced the approach of the editorial side of our paper. I hope the news writing...was accurate. [But] I don't think anybody can down play the importance of a newspaper taking a stand.

However, there were many who felt that Kevin's personal beliefs biased his reporting of the facts. After the Back-to-School Night was reported in the Sun, more than one patron wondered out loud if Kevin had been to the same meeting they had attended.

#### The Selection Process

The time line of the restructuring project which had been created in the grant application allowed no time for delay in pressing forward with the staff restructuring. A selection committee was assembled to organize and carry out the essential element of the personnel restructuring: the selection of associates. The grant application had called for a selection committee with a constituency which included the principal of North Sevier High School, school community council members, a Sevier School District representative, and two representatives of the USOE. This committee's duties included (a) development of criteria for selection of associates, (b) creation of a process by which to select associates who met the criteria, and (c)

application of the process to North Sevier High School, with the final result of creating a team of educational associates who would then provide the leadership of restructuring at the school. The selection committee's role would come to an end with the appointment of the associates in December.

The identification of school community council members for the selection committee was difficult because no council had not yet been established. In fact, in the time line of the application there was no plan for the school community council to begin functioning before December. To solve this difficulty, faculty members were asked to nominate two community members they felt would be highly respected and who would be fair participants in the selection process. Faculty members were also asked to name anyone they thought should be disqualified. The result of the faculty ballot was that Kevin Ashby and Ted Hallows received the nomination and were asked to serve.

Kevin's position as an outsider and as publisher as the Salina Sun has already been described. Ted Hallows is a financial planner in Salina and a local Mormon church leader. He qualifies by Steve Camp's definition as a "lifer". Twenty years ago as a student at North Sevier High School, Ted played on the boys basketball team which won the Utah high school state championship.

The representatives from the USOE included Cheryl Hostetter of the Division of Services for Students at Risk (Special Education), Belva Post of the Applied Technology Division, and Gail Johnson from the Project Assistance Division, which was the division of the USOE which had funded the project through the experimental and developmental grant program. Randy Johnson was appointed to represent the district and Jerold Johnson was appointed to represent the board. An additional member, Dr. Clark Webb of the Educational Leadership Department of Brigham Young University, was also asked to serve.

The work of this committee was different from anything in which its members had previously been involved, so each member drew upon the previous experience of their positions. Dr. Webb remembers observing the group dynamic with interest:

I watched us as a steering committee from afar and I just thought it was interesting how we had to come to grips with... 'Why are we together?' It's just a part of life to figure out who we are, so I didn't lament that we took the time to go through the process of becoming a more integrated group.

...[But] I still saw us all pretty well reflecting our positions. I was the professor, probably 'professing'; I saw the state office people 'state officing'; I saw the board member 'boarding'.

...As the principal and as the recipient of the grant, there was always that sense of power that you held. I remember one of the associates saying 'He really does value our working together, but he really has a strong belief in what he wants done.'

The point of the selection committee and its structure was to assure that a process for selection would

be fair and open. The initial tasks were the development of selection criteria and a job description.

The criteria established by the selection committee were based on the student outcomes beliefs that were at the foundation of the project. They fell into three categories: (a) personal qualities, which included integrity, concern for others, and self-esteem; (b) leadership and teaching qualities, which included self-motivated learning, vision and risk taking, problem framing and solving, team work, communication skills and creativity; and (c) professional standing and subject area competence, which included certification and endorsements. Certification and subject area was purposely down played in accordance with the focus of the project on student outcomes and the placement of these outcomes as a priority above content outcomes.

The qualitative nature of the selection criteria resulted in a problem that the committee recognized and attempted to deal with openly. The application information stated that,

The selection criteria that have been developed are deliberately non-objective and are not measurable on numeric or other scales. This is in recognition that the qualities sought in the associate team can only be judged subjectively. Therefore, the fairness and the appropriateness of the selection process is dependent upon the judgment of those involved, including the school community council, the restructuring steering committee, and the parents and students interviewed.

Through out the selection process, the selection committee seemed to understand the initiating role of the selection process in change which so many of the teachers and the community were having difficulty grasping and was able to avoid the temptation to go beyond selection and begin planning programs. Dr. Webb said later that,

It was our sense through discussions with you, that there wasn't a 'supposed to' and that the 'supposed to' question actually revealed some problems you thought the change itself would ultimately overcome. The only 'supposed to' was that we were to create a viable educational entity...

...The [teachers and] school community council raised the same 'supposed to' questions. 'What exactly, Mr. Shumway, is it that you are doing? What is this supposed to do?' As I heard that question asked of you, I heard you respond and say, 'Well, that's actually why we're doing all this work. I want to create an organization that will decide on what constitutes a good education and then do whatever we need to with regard to curriculum, structure, and organization in order to achieve that.'

The process of associate selection was the most controversial and emotionally charged issue among all the parts of the restructuring process. It was the only specific change described within the grant application. Every other structural change was to be driven by the staffing reorganization which required the reduction from 19 traditional teaching positions to 10 associates.

One of the greatest concerns about the reduction of staffing was whether any alternative structures could actually be developed with only 10 associates which would provide the appropriate learning for students at North

Sevier. Kevin Eppich, a teacher who is highly respected in the community, became so strongly convinced that the school would not function with ten associates that he determined not to submit an application for a position as an associate.

Superintendent Rock shared Kevin's concern. He worried about the school's ability to provide the programs of a comprehensive high school with the restructured staffing pattern of just 10 associates as described in the grant application. He proposed that a less radical staff restructuring, perhaps increasing the number of associates to 12 or 15, would be more acceptable to the faculty and community and more educationally functional.

The pressure to de-redicalize the staff restructuring greatly concerned Mr. Shumway. His vision presumed that completely new paradigms of learning experiences and school organization would be developed to remove these problems. Mr. Eppich's decision not apply given the number of 10 associates posed a dilemma. It seemed clear to Mr. Shumway that without Mr. Eppich's support and the support of other key teachers, the entire process would be endangered.

Myron Mickelsen shared Mr. Shumway's feeling about the necessity of support from key teachers:

I think you [Mr. Shumway] needed my support. In fact, I think you told me that at one time...You also needed to get Mr. Eppich's support, Mrs. Burr's

support, and Mr. Gladwell's support...Those were four people that you probably recognized had enough influence in the community that you wanted them thinking with you all the way through.

Without some modification of the number of associates, it was possible that the entire project might be in jeopardy. But changes in this number also struck at the heart of the restructuring proposals of the grant application. Finally, Mr. Shumway agreed that the original proposal would be modified so that in addition to the ten associates chosen, another group of five more traditional nine month "associates" would be selected. While the original 12 month associates would have full year contracts and be paid at 150 percent of the salary scale, the nine month associates would have contracts of a traditional length and be paid at 115 percent of the salary scale.

The decision to add five positions was not made with any structure of schooling in mind, but rather based on the projected fiscal resources available, and in hopes of increasing the numbers enough to overcome Mr. Eppich's and others concerns and secure applications from the key teachers.

The increase in the number of associates to be selected from 10 to 15 significantly lessened the magnitude of the impact of the staffing reorganization on the faculty at North Sevier High School. With the initial staffing restructuring as proposed, at least eight

teachers would not have returned to North Sevier the following year. Though it did not eliminate all the concerns of teachers, it did have a calming effect.

Mr. Eppich recalls his thinking through this period and his reaction to the compromise:

I had made the decision not to apply, because at that point there were going to be only ten associates. I just didn't feel that the school could be effective for students with only ten people there. I felt really good about the decision, but the very next morning you came into my room with an idea which you asked me to look at to see how I felt about it. You had a proposal to have some additional nine month people so we would have a total of fifteen associates. And that threw me back into the quandary of whether I was going to look at it or was I not going to.

With the expansion of the associate team from 10 to 15, the odds of being selected were greatly increased. But not all of the feelings were fear of not being selected personally. There were strong protective feelings toward other faculty members.

Steve Camp describes the feelings with which he saw Kevin Eppich struggling:

Kevin had a really strong humanitarian concern for the faculty members that might not be returning. He was pretty confident, though I don't think he would ever admit it, but everyone was confident that Kevin had no worries for himself, but that he had a concern for other people. I think his greatest concern was for the public perception. How would those people who weren't selected be perceived by the public?

The concern among the faculty, which were defined to some extent by Kevin Eppich's feelings, finally led Kevin to call for a meeting of teachers on a Monday afternoon in



early October. After classes all of the faculty members came to his room where they were seated in a circle to discuss their concerns.

The meeting in Kevin's room was perceived by some faculty members as a chance to put an end to the selection process at least, and perhaps to the entire idea of restructuring. As Craig Gladwell described it,

We wondered about the alternatives. There had been a lot of talk among faculty members of what we could do. There was some talk that if we would stand up and fight this, that there was enough concern out in the community that this thing would stop, and that Mr. Shumway's program would be finished.

The discussion was very pointed. There were faculty members who feared that regardless of faculty concerns, restructuring was coming to North Sevier, and that if they didn't "climb aboard", the restructuring process would go on without them. Others faculty members were strongly in favor of restructuring at North Sevier High School and resisted any efforts to slow the process, let alone derail it. Still other faculty members felt that if even one faculty member was transferred as a result of the process of staff restructuring, then the price of school restructuring was too high.

After much discussion, the faculty reached the conclusion that without a unanimous voice, any dissent from the faculty would be useless. George Chappell remembers the faculty being split about in half between

those who favored the restructuring process as it was proceeding and those who did not. Myron Mickelsen recalls that only two faculty members refused to support a unanimous rejection of the process of staff restructuring.

Apparently not every faculty member was completely frank about their feelings. There may have been others that shared this faculty member's experience:

I remember in the meeting that I listened, but I wanted to get rid of some people. I felt that maybe I was a little hardened at the time, but I felt like there were people that were a negative influence on our school. I viewed the process as something that would benefit the faculty. I didn't express that attitude, because it's hard to say that among your peers, so I was silent at that meeting, but had that attitude.

The conclusion that emerged from the meeting was that each faculty member would have to individually make the decision of whether or not to apply for a position as an associate at North Sevier High School. The meeting seemed to be the end of the idea that the faculty would rise up in rebellion to block the processes defined in the grant from going forward. After this meeting, the members of the faculty began to enter the application process in earnest.

November 5, 1991 was set as the deadline for associate applications to be received. The weeks prior to this deadline were anxious for Mr. Shumway as he waited to see if faculty members would actually refuse to apply.

The application process as announced was to consist of a writing assessment, interviews with the steering committee, a group exercise, and interviews with parents and students. However, as the process proceeded, some modification took place in response to faculty concerns so that part of the writing was eliminated, and the parent and student involvement in the selection process was reduced. Somewhat to the surprise of the steering committee, it was the parent and student involvement in the selection process that were most highly resisted.

Recalling her feelings about student involvement in the selection process, Jackie Burr says,

I had several students come to me because they had been called in to discuss the selection process. They were really upset because they felt that they were on the chopping block and that whatever they said would affect some faculty members. That really upset me personally.

Some faculty members felt that the writing was unfair because of the possibility that an applicant's writing submission could be done for them by someone else. Others felt that English teachers would have an unfair advantage in the process.

The selection committee identified a group of parents to interview as part of the selection process. This community involvement was particularly difficult for the faculty to accept. Some teachers saw the community participation as akin to a referendum on the popularity of

teachers. George Chappell summarizes the feeling of most teachers:

One of the real concerns that led to some antagonism was the feeling that the community didn't have the knowledge, skill, or insight to be involved in the process...The community isn't used to hire and fire doctors or any other professionals in the community, because they have now idea of what doctors do, but everybody seems to think they can hire or fire teachers.

A strong sense also developed among some of the faculty members that the community would take their involvement in the selection process as an opportunity to remember old grudges they might have been holding. Again, George remembers that,

Some of the community members that we involved had limited education, so some of the faculty felt they were being judged by people who were inferior to them. They thought there would be a lot of axes to be ground and that it was just a was around due process.

In early December, the interviews and other tasks of the selection process had been completed with some modifications along the way but with faculty concerns throughout. The steering committee met at the Road Creek Inn in Loa to make the decisions about which faculty members would stay at North Sevier High School as part of the associate team and which ones would be transferred to other schools in the district.

Kevin Ashby recalls the process of the final selections as being very open and fair, and the setting at the Road Creek as being advantageous:

It was nice not to have the school walls around us as we made the decisions about who was to stay and who was to go. We based the decision on unanimous consent of the group. If there was any disagreement, we continued in discussion until it was unanimous. It was very above board. We didn't bring programs, subject matter, or who was the football coach into it. The decision was based on the beliefs that were the reasons for the changes at North Sevier.

After the decision was made and presented to the school board for approval, all that was left was the announcement of who had been selected. The announcement data had originally been scheduled for December 15, 1991. However, because that fell on a Sunday, the faculty was informed of the result of the selection process on Friday, December 13.

Mr. Shumway asked each teacher to his office and with Superintendent Rock informed them of the outcome of the process. Superintendent Rock recalls the day with great clarity:

I'll remember that day the rest of my life, and I'm sure you [Mr. Shumway] will to. It wasn't an easy day...There was some real elation and joy when people were called in and told they were going to be on the team. I also remember the disappointment of a few faculty when they didn't make it...This was the chance of a lifetime and it meant an awful lot to them. I can recall one in particular who broke down and cried.

The day of the announcement was also difficult for faculty. Myron Mickelsen was pleased to be selected, but his strong emotions remaining from the selection process prevented him from displaying any of his feelings:

My reaction wasn't elation, but more or less neutral. I remember that you walked out with me and asked me how I felt. I didn't want to give the process any credibility by being happy, so I said, 'Okay, fine,' or something else, but I didn't want to be getting ahead at someone else's expense...Of course you're glad when you get that kind of money.

While the announcement of the associate team was difficult for teachers, it was also a very trying time for Mr. Shumway. The fall of 1991 had been a very emotionally wrenching time for the faculty, and those deep emotions had not failed to affect Mr. Shumway. Then, on the afternoon of the announcement, a faculty member not selected as an associate suffered a serious heart attack from which thankfully she later recovered. But that evening at a school activity, a teacher who had been selected told Mr. Shumway of the attack and asked him "Now how do you feel about your program? Was it so important that it was worth killing people over?"

That night represented the low point for Mr. Shumway. At home after the activity, he considered what the teacher had said, and the circumstances at North Sevier High School. With the conclusion of the selection process, it seemed to him that the old North Sevier High School of which he had been appointed principal of two and one half years earlier was effectively dead. There seemed to be no going back. If the future restructuring process failed, Mr. Shumway thought, there was not a enough of the past left to return to. There was, as far as he could see,

only one possible course to pursue, and that was to continue forward.

### Recreating The School

The holidays provided a brief but welcome respite from the intensity of school for everyone, but on January 2, 1992 there was a quick return to reality. With the associate team selected, the long awaited time to begin real planning had arrived.

School classes were cancelled for the first two days after the winter holiday, and a strategic planning consultant was hired to lead the associate team in the development among the group of a sense of vision and direction. These days were the beginning of a new feeling of ownership and unity among the associate team at North Sevier High School.

Community representatives and associates, along with members of the steering committee and school board, met in Jackie Burr's room on the morning of January 2. Kevin Ashby remembers his impressions of that day:

Members of the community were called in along with members of the staff that had been hired back to form a strategic planning committee. It was interesting that first morning that all of the teachers were on one side of the room and all of the parents were on the other side. I observed that because that's almost exactly the way education has always been in Salina. Them against us...During the days of the strategic planning that melted away...The process brought that group together until the final day in the final meeting when we talked about the mission statement which was that North Sevier High School exists to love and inspire people to be their best.

During the three days of strategic planning, a plan was developed which helped define some of the beliefs of the community about education. Among the beliefs were statements about the positiveness of inclusion of the community, about the centrality of the student outcomes which had become so familiar to everyone through OBE, about the positive nature of change, and about the nature of teaching and learning.

In many ways, the ultimate benefit of the process was not the plan but the dialogue between faculty members and the community. As Steve Camp notes,

I thought that most of the strategic plan was a waste as far as a plan, but a success as far as bonding the faculty and the community so they could understand our sincere desires and that we were truly interested...the time it took was worth it because what was needed [at the time] was the building of linkages. I think this may have been a very pivotal time.

Some frustration existed during the strategic planning session in both the community members and the associate team. George Chappell recalls his feeling of frustration that the selection process had not eliminated some of the inertia he had hoped it would:

All through the planning I felt like we had made our break with the past, but I really wondered what direction we would go. I still saw a lot of inertia, even though they had been through the process.

I was frustrated at the faculty. But the community and school board didn't cause the same frustration. They were light years ahead of the faculty. It seemed like we had half the faculty that didn't want to do anything, that were holding back.



Kevin Ashby saw the same resistance to change. During the strategic planning, he discussed with the group the future of education as he saw it in Salina, and of the high respect that he hoped teachers would have. Later, remembering that some teachers had responded very negatively to his vision, he comments that,

Sometimes I think that teachers are locked into their own paradigms...they want more money and they want more respect, a better professional life, but [they] didn't see the changes that have to occur for that to happen.

The process of developing new organizations, processes, and programs that began following the strategic planning session required starting at the beginning. There was clearly a great deal of work to be done. Myron Mickelsen remembers feeling that the restructuring task was nearly impossible:

That winter and spring became very stressful because the demands on our time were extremely heavy, trying to maintain our programs while spending Saturdays, after school, and other hours to begin the planning. It was stressful even though we were well compensated for the time. I remember feeling overwhelmed with all that we had to accomplish on top of what we were already doing.

One of the developmental activities funded by the USOE grant was a series of school site visits by new associates. Associates were first exposed to many of the ideas that eventually became part of the program at North Sevier High School during visits to schools.

The school visits accomplished several purposes. From the visits to schools, associates discovered that the beliefs behind the restructuring process at North Sevier High School were shared in other places. George Chappell describes the response of associates to their exposure to other schools and to the ideas expressed by educators at those school:

I felt like people went out and saw ideas, and coming back realized that we weren't that outrageous. Almost all our ideas were being considered at other places and had been done. I felt that after the site visits there was more openness to change. People lost the sense that we were way too radical.

Another purpose accomplished by the site visits was to increase the commitment of the associates to the process of change at North Sevier. As associates returned from site visits, increased excitement about the potential of restructuring seemed to exist. Myron Mickelsen felt his commitment to the process and the beliefs at North Sevier High School grow through out the spring and attributed the final arrival at total commitment among associates to the school site visits:

In the spring we also began to make site visits. From January through June I gained about 10 percent each month in commitment, but it was during my site visit in May that I really became totally convinced that we were on the right track...After that, I knew we could do better in education if we would approach it differently. The site visit sold me and was the time of my 100 percent conversion.

The school site visits focused extensively on schools with association to the Coalition of Essential Schools.

This was largely due to the fact that Mr. Shumway provided the faculty with a list of member schools as a starting point for planning the visits. Not surprisingly, the ideas which came from the site visits were strongly reflective of many of the Coalition's beliefs about school restructuring.

### The Development of Structure

All of the associates recognized that there was a tremendous amount of development to be done in organizing curriculum, developing a school day schedule, establishing outcome priorities, and developing school governance processes before school could start the following August. The work seemed to be laid out according the vision that was evident in the grant application and which had been presented to the board in From Vision to Reality. There were four areas in which a need for change was perceived: (a) teaching roles and responsibilities; (b) student outcomes; (c) learning activities; and (d) organization and decision making processes. In the minds of nearly everyone, achieving the vision in these area required structural changes.

Everyone agreed that the school day structure would determine to a very large extent the degree to which teacher roles and responsibilities and learning activities could be developed that would be congruent with the

beliefs about schooling processes and about student outcomes which had been developed in the strategic planning process. In a memorandum to the associates in early February, 1992, Mr. Shumway summarized a list that had been created of "the capacities of a restructured school". The content of the memo provides an insight into the spirit of change present and the hopes that associates held in reorganizing the school:

A restructured school should promote the following:

For Associates:

- Working in teams
- Flexible time
- Time for professional growth
- Time for fitness
- Time to work with individual students
  - individual projects
  - guidance
  - tutoring
- Associates should have opportunities to model life-long learning

For Students

- Opportunities for on and off campus learning
- Work in teams
- Opportunities for learners to choose their own way
- Some shared responsibility, some sole responsibility
- No tracking (at least part of the time)
  - by ability
  - by age
  - by grade level
- Opportunities for peer tutoring
- Promote responsibility

Curriculum

- Curricular integration
- Objectives and assessments that recognize that how something is learned is as important as what is learned
- Content supports group work, communication, as well as individual work
- Incorporates the concept that "less may be more"

Provides opportunities for excellence to  
all students in some way  
Relates to experience to provide meaning

Others

Seeks community involvement  
Provides opportunities for community to  
teach/learn  
Provides opportunity for school to show  
student excellence

One goal of the restructuring project was to develop a new school structure that would provide many of the things described in the memo that seemed not only to be lacking in the current system, but prohibited by it. At a meeting in early February, a school day and school week plan emerged that combined many concepts from other schools and some new concepts developed by the associate team. Figure 3 shows the notes taken by Mr. Shumway at that meeting.

A variety of instructional settings were proposed as settings to facilitate the student outcomes. One which placed associates in teams of three with groups of 60 students was called core. In the core, all students would be mixed together without tracking by grade level, ability, or age. The content of the core was proposed as non-sequential and topical, driven by events or questions. Core was to be one of the principal means of achieving the student outcomes of OBE and of developing in students the intellectual habits described by Wiggins (1991). Therefore, the daily objectives in the core would not be about content, but about the outcomes described in OBE.



In addition, assessment in the proposed core was be based on exhibitions of student competence.

Also proposed as an instructional setting was the concept of the workshop. The workshop was envisioned as one or two day session with students in groups ranging from very small to quite large. The learning experiences in workshops would provide hands-on experience in real world settings and in widely varied subjects. The ideas for workshops ranged from cattle branding to symphony field trips.

Some traditional instructional settings seemed inevitable. There was a strong demand from the community for some concurrent enrollment college courses for seniors, and other subject matter such as foreign languages and high level mathematics seemed highly resistant to integration and non-traditional instructional settings. To accommodate these curricular areas, it was proposed that some accommodation be made for traditional class instruction. These classes were called specialties. Accommodation also had to be made for religious instruction provided as part of the regular school day release time Mormon seminary program.

The daily schedule devised by the associate team created times within the day for the core and for specialties. The schedule provided that Fridays would be set aside for the workshops. The school day schedule for

Mondays through Thursdays was unique in that it provided that only half of the students would be in school during the hours of 8:00 AM to 10:30 AM and that the other half would be present in the afternoon from 1:00 PM to 3:30 PM. During these blocks, students would participate in core, taught by teams of three associates. During the middle part of the school day schedule all students would be present for specialties. This part of the schedule resembled a traditional schedule, with three class periods of approximately 50 minutes.

This schedule provided for a substantial number of the "capacities" that had been summarized in the earlier memorandum. Perhaps the most significant result of the schedule was that associates were scheduled to work in teams for the majority of the teaching day, over four hours each day.

As the associates began to plan student learning activities for core with the aim of achieving the OBE outcomes, discussions led to the following memorandum from Mr. Shumway in early June:

In visiting with some of you in your planning teams, it was suggested that some definition of the ethical and intellectual habits would be helpful. The definitions that follow are primarily the work of Grant Wiggins and William DeLattre.

Ethical Habits

Justice - giving equal initial treatment to everyone.  
Compassion - valuing the feelings of others.  
Courage - acting ethically when faced with the threat of pain or loss.



Temperance - from all life's pleasures, choosing those that are healthy to self and not selfishly sought at the expense of others.  
 Integrity - diligently seeking the truth, and acting on it once found.

### Intellectual Habits

These habits are exhibited by asking and answering the right questions.

Perspective - What is the point of view? From where is the statement or image coming? Whose voice am I hearing?

Credibility - What is the evidence? How do we or they know? How credible is the evidence?

Connections - How do things fit together? What else do I know that fits with this? How does this apply in other places/times?

Alternatives - What if? Could it be otherwise? What alternatives can I find?

Valuing - Who cares? What difference does it make? Why should I care?

As these habits reveal, the criteria of good questions and answers becomes more than merely possessing the right information. These habits provide the framework for students to overcome the habit of not examining.

Once again, in the words of Grant Wiggins: 'The sign of a poor education, in short, is not ignorance. It is rationalization, the thoughtless habit of believing that one's unexamined, superficial, or parochial opinions and feelings are the truth; or the habit of remaining silent when one does not understand what someone else is talking about.'

These principles along with the outcomes stated in the OBE model became the guiding force in the development of the core curriculum.

The associate team also felt a strong need to create an alternative to the traditional graduation process that emphasized seat time and simple credit accumulation. The development of a "Graduation Portfolio" emerged.

The graduation portfolio emphasized student demonstration of capability in basic skills and in the student outcomes that were emphasized through out the restructuring process. The requirements of the portfolio became the primary content of a "Graduation Handbook" (Appendix III).

The graduation process that emerged also became a vehicle for student mentoring opportunities for faculty, community involvement in student learning, and for students to take an active role in choosing the direction for their own learning.

The work of restructuring the organization of decision making at the school had begun the previous September with the establishment of the school community council. One of the objectives described in the grant application was "to enhance community support for the restructuring process and for the student outcomes."

The first activity to fulfill that objective called for the establishment of a school community council. With this in mind, Mr. Shumway called for volunteers to serve in this capacity at the Back to School Night meeting held in September, 1991. There were just the right number of volunteers and a council of ten community members was formed. Later, after the associates had been selected, five school representatives were added to the council to raise the total council size to 15.

The first meeting of the school community council was held on September 26, 1991 and the purpose of the council was discussed. The council was asked to read Stephen Covey's Seven Habits of Highly Effective People as one of the initiating activities.

The primary on-going purpose of the council was described as "evaluation of the programs and mission of North Sevier High School...[and] a continuous role of clarification of the mission of North Sevier High School."

Some of the members were anxious to have a deeper involvement in the day to day decision making processes of the school, but in general, the council was accepting of the philosophy described in the grant application that the associate team was to have the primary decision making control for the operation of the school on a daily basis, restricted, as the grant noted, "only by statutory limitation."

Beliefs expressed in Vision to Reality about teacher roles emphasized collegiality and empowerment. It was clear that instructional decision making was to be placed in the associates' hands. It was also clear that associates were expected to accept as a team a general responsibility, not just for single programs, but for all programs and all students. This was a difficult and new concept. The faculty had been somewhat typical in its approach in the past in Steve Camp's memory:

People back then focused very heavily on their own departments and covered their behinds, so to speak. If they ran the music department, that was the total emphasis of their contribution...No one contributed much to the whole school.

Mr. Shumway's belief from the beginning was that teachers should do a substantial amount of planning and teaching in teams. In his criticism of traditional schools, he had often characterized schools as places where teachers went into their rooms in August and emerged again in May to see who else had survived. The teaming structure of core seemed to provide a solution to the isolation of teachers.

The inclusion of associates within the decision making process was not accomplished simply by announcing that they would now be involved. At the beginning, it seemed to some that the involvement wasn't real, and that the traditional process in which the principal made a show of asking for input, but still made the decision alone, was still in effect. With time, those feelings changed. As Myron Mickelsen notes,

During that first year...it still seemed like our input didn't become reality, but I thought I saw a change either in you or in us where we became much more site-based and shared the decision making a lot more...I will always question my perspective of it though, because you still had more insight than any other of the faculty could have had, because you understood from a philosophical point of view better than the rest of us.

Steve Camp's recollection of the struggle to learn new processes of decision making is perceptive:

I remember through this process, we frustrated you sometimes. I think you may have felt you weren't supported by us...[and] like we were undermining you. But it was all related to communication, because when we understood and committed as a group, we moved forward. But you really gave a lot of people who had been used to a very tight rein a halter without a lead rope. They wanted to be free, but they wanted your direction.

The beliefs relative to student outcomes were at the very core of the entire restructuring process. While many other beliefs received less than total support from staff and community, the outcomes always received full support.

The summer months passed quickly as the planning continued of student learning activities. This narrative concludes as school began in the fall of 1992 and the implementary stages of restructuring began and the developmental stage ended.

### Conceptual Analysis

The conceptual analysis of the findings of the study took place in two contexts. In the first, the data was analyzed relative to the model of school effectiveness developed by Stoll (1991) particularly utilizing that portion of the model which related to the development of school mission. The second context for analysis was the framework for restructuring developed by Fred Newmann (1991). This framework characterized the work of school restructuring within four domains: (a) student experiences; (b) professional life of teachers; (c)

leadership, management, and governance; and (d) coordination of community services.

### Analysis Using Stoll's Model

Stoll (1991) attributed the development of common mission to shared values and beliefs, clear goals, and instructional leadership. The following analysis sought to understand if a such a common mission was developed at North Sevier High School, and if so, what the process was by which it was created.

In a strategic plan developed by the faculty and community of North Sevier High School, the mission of the institution is stated as follows: "It is the mission of North Sevier High School to love and inspire people to be their best."

The statement of a mission is not the same as the acceptance of a mission. To determine the probable existence of such acceptance, it was useful to ascertain the presence of shared beliefs, clear goals, and instructional leadership.

### Shared Beliefs

#### Belief that school should be student centered.

A belief that was stated in the North Sevier High School strategic plan was that "student success" should be the highest priority. Vision to Reality described the ideal school as one which "embraced learners as the only

purpose for which they exist." This belief was reflected in a variety of other statements and in the interview data.

Dr. Clark Webb recalled that he sensed during his participation in the process a strong belief "of the supreme importance of having an impact on student lives" which he then saw translated into the action of trying to create a school which would bring the belief to reality.

The desire to be more effective in helping students succeed was the most obvious belief to Kevin Eppich:

...Right from the start we were looking for ways to help more kids reach more of their potential. We wanted to push the kids, to give them greater opportunities, to help them work harder to accomplish more while they were here so that they could leave here with greater growth. I don't see anything other than [that] which drove the change.

The belief of the central importance of students were present in the background of the OBE model that existed in the Sevier District. Expressing the belief in the form of "exit behaviors" in the Secondary School Strategic Plan of 1991, the planning participants listed outcomes needed to "enable students...to become self-empowered". These outcomes included the development of self-esteem, concern for others, and self-directed learning habits.

The need to focus the energies of the school as an institution on achieving these student-centered outcomes was an important factor in the restructuring process for Jackie Burr:

I remember discussing a lot of the outcomes [of OBE] and we kept coming back to those and asking ourselves if they were really addressed in our school. If those outcomes are important, what are we doing in our system to facilitate those outcomes. The instructional process and all of the curriculum was saying one thing, but the outcomes said another. We were saying that if students were to develop these outcomes, it would have to be on their own.

The belief of the centrality of student success was reflected in each of the interviews. It was also apparent in the understanding of teaching and learning that emerged in the process of restructuring at North Sevier. Jackie Burr remembered how she came to the realization that teachers rather than students were the focus of learning in traditional schools and of the need to reverse this:

One day you [Mr. Shumway] said that teachers were the only ones going home from school tired at the end of the day. That's when it hit me that teachers were doing the work and not kids. Since then I've really taken on the philosophy that the teacher is more of a coach. Students and not teachers should be the focus of school.

Finally, perhaps the strongest evidence of this belief in the centrality of students in the role of schools was Myron Mickelsen's recollection of the statement made by the spouse of a teacher:

I remember at Back-to-School Night, Nancy [the spouse of a teacher at North Sevier] made the public remark that her husband could lose his job, but that schools weren't here to provide jobs. She said they were here to do what's best for students. I believe that now, but I didn't then.



Belief in shared decision making.

Another belief that was central in the restructuring of North Sevier High School was that decisions would best be made when more rather than less participants in an organization are included in the process. In the Secondary Strategic Plan developed in Loa the belief was expressed that "ownership, trust, and collegiality among parents, students and staff are critical factors in achieving success." This same belief was echoed in the Sevier District Strategic Plan and in the North Sevier High School Strategic Plan. The North Sevier plan stated the belief that "Our community of learners includes students, parents, educators, business leaders, and other patrons, who want to learn," and that "A community of learners creates a productive and positive educational environment through communication and working together."

The North Sevier plan also stated that "Site based management benefits our community of learners." In the context of the plan, site based management meant more than management which takes place at the school site. The meaning was that the local school community should inclusively participate in a decision making process where power and responsibility is broadly shared.

This North Sevier High School belief was shared by the school board and the district administration. Superintendent Brent Rock summarized his belief:

...I believe in giving principals a lot of freedom and a lot of support to move in directions that they feel will be successful...My feeling is that you hire good people, set high expectations, let them know where you want them to go, and the them pick how they're going to get there.

School board member Ruth Jackson indicated that when the board made the decision to hire Larry Shumway as principal of the high school, one of the key criteria was the belief in empowerment. "We were looking for someone with the kind of personality that would be receptive to bringing the community together, and who had the skills to do that."

Craig Gladwell, activities director at North Sevier High described his impression of this skill in Mr. Shumway:

[Mr. Shumway] puts teachers in the position where they can create new ideas on their own...he doesn't ever force us, to say that this is the way things are going to be. Rather we come up with the ideas. He helps us have the foresight to do things.

Even prior to the restructuring, the belief of shared power was present to a degree, but the actual practice of the belief was viewed with skepticism. Again, Jackie Burr's response to decision making based on broad participation was representative of many of the faculty:

I personally didn't like being involved in the decision making...One side of me says just let me go in my classroom and leave me alone. Team planning takes so much time and you have to accommodate everyone's schedule...so I guess it's easier as a teacher to go in your room and close the door.

Both the grant application and the Vision to Reality document emphasized the essential role that shared decision making was to play. The sharing of decision making power was envisioned to be particularly inclusive of the community and of the associate team. Vision to Reality stated that all "instructional decisions and design" would be the responsibility of the associates and that a "high degree of school and community level control" should exist.

When Clark Webb became involved as a member of the restructuring selection committee, he found this belief to be apparent. He sensed,

The belief of the collective virtue of staff as a key belief, such as expressed in [Rowland] Barth's book Improving Schools from Within, that sense that the staff members working collegially can in fact be trusted to do something of value.

In practice, as the structures developed at North Sevier High School, the implementation of shared decision making power was not always smooth, and was a process of learning. Myron Mickelsen, a North Sevier associate recalled that,

...during that first year, it still seemed like our input didn't become reality, but I thought I saw a change either in you or in us where we became much more site based and shared the decision making a lot more.

A critical indicator of the strength of the belief of faculty empowerment was the use of the title *associate*. Teresa Robinson, who participated in the development of

Vision to Reality and in writing the grant application, recalled that when this term was chosen, it was meant to carry the "connotation of empowered team member."

Clark Webb inferred from the title of associate a strong belief in staff empowerment:

I thought the belief that drove the creation of the word *associates* to replace *teachers* was appropriate. I perceived it as an attempt to reduce the hierarchical sense of leadership and the hierarchical sense of operating a school. I saw it as an attempt to suggest to those so named that their contributions would be welcomed in a more collegial way than if it were a matter of *principal* and *teacher*.

Belief in the virtue of change.

The restructuring participants held a strong belief in the virtue of change. The interview data clearly show the perception that change at North Sevier High School was needed. Jerold Johnson, president of the school board, was motivated to run for election to the school board by his desire to see change at the school:

I felt like there had to be some basic fundamental changes made at North Sevier High...The public [also] perceived that we needed to change. They didn't know what that meant, but they were not satisfied with where we were.

Along with the belief that the high school specifically needed to change was the belief that change was good and was necessary, and that the pain of change was an unavoidable though acceptable part of the process. In all three of the strategic plans that were created during the time of the development of restructuring at

North Sevier High School, statements of belief which supported change were present. The secondary plan stated that "Change is a positive influence on learning and climate", while the district's plan echoed that "Change in schools is essential to success."

An essential concept within the process of restructuring was that it was not a "programmatic" effort. Perhaps the most common question as restructuring progressed was the questions as to what the "program" would be. Clark Webb recalled the answer to the question:

I heard you respond and say, 'Well, that's actually why we're doing all this work. I want to help create an organization that will fluidly decide on what constitutes good education and then do whatever we need to with regard to curriculum, structure, and organization in order to achieve that.'

It was clear that the aim was not to simply change education, but to change the educational institution from one that was highly resistant to change to one that was highly susceptible to change. As stated in the North Sevier strategic plan, the hope was to create an "educational system that adapts to...a changing world" and the context evidenced that the participants in the planning process saw that the lack of such adaptability as a significant failing in traditional school systems.

The reality of the belief in the virtue of change in practice was less readily accepted than stated. Kevin

Ashby, publisher of the Salina Sun and a member of the restructuring selection committee recalled that,

Talking of change was one thing. Mapping out real change and seeing who it would affect was another. The realization that change would affect lives I think is what really was difficult. Even though all the ground work had been laid that change would be good, still they asked if change would be worth it.

The extent of change that occurred at North Sevier, despite the emotionally challenging difficulties encountered, was evidence of the presence of this belief within the North Sevier community. George Chappell summarized the way this belief changed him:

I had to learn not to fear change. When I look back and see how people had to change, I think people had to realize that it might be difficult. But it didn't kill anybody.

#### The belief in vision.

An essential belief that was expressed from the very early stages of the process of change at North Sevier was the importance of vision. The Vision to Reality document borrowed a metaphor from a video presentation, The Power of Vision by Joel Barker (1990b), that was shown widely within the Sevier School District in 1991:

Joel Barker, a respected business consultant and futurist, has used the metaphor of a river crossing to explore the process of 'paradigm shifts', changes in our basic ways of looking at the world. Each individual and organization must cross rivers to progress and grow. To increase the chances of a successful crossing, we can throw a rope (our vision which guides us) across the river to give us direction, something to hold to.

An important part of this belief in vision was stated in the secondary strategic plan. "Growth requires risk and effort." The same belief was stated again in the Vision to Reality document, continuing with the same metaphor as above:

However, even with the rope (the vision), leaving the safety of the near bank requires risk -- we'll get wet, the waters may be cold and swift, there might even be dangers unseen beneath the surface. Staying on the near bank ensures we'll stay dry, but also guarantees we will not grow or progress. We have to take the risks of entering the water to reach the far bank.

Dr. Webb observed the belief in vision as he participated on the selection committee. He also observed that a part of that belief was that effort and risk in the pursuit of vision were essential:

I saw a belief in the importance of vision. I think you believe that (a) you had a vision, and (b) that it was a useful vision. That is a belief that was strong. So there is a sense of leadership in the sense of vision-ship, or envisioning. I have envisioned something; I now go to work to bring it to pass. The world will be better if it is brought to pass.

The extent to which beliefs were shared among participants of the change process varied between individuals. Comments made by participants in the interviews tended to support the conclusion that, at least at the time of the interviews, the beliefs described previously were widely shared.

Kevin Ashby commented on the power of the belief of student centered schooling and the impact of this belief on change:

I think through the whole process, the power behind this entire movement has been trying to do what would be best for kids. I don't think that we have to all agree on everything, but having that idea of doing what is best for kids in the forefront of our thoughts is the most important power we can have in education.

Steve Camp summarized what for him was the impact of beliefs and the power which they held for those who shared them:

I think the values that drive have really been the force behind it. I think they have been very powerful because when the road has gotten rocky, the beliefs have always been there. Even though sometimes they have been muddied up, when we really got down to struggles, they were still there and we all understood. That's what kept us together.

### Clear Goals

The principal goal of restructuring at North Sevier was to improve the effectiveness of the school in achieving the outcomes described in OBE. The grant application noted that,

[The] belief supporting this restructuring effort is that the present structures do not support the student outcomes we desire, and in fact may actually be destructive to these outcomes. The student outcomes we seek are self-esteem, concern for others, self-directedness, life long learning skills, process skills (problem solving, decision making, communication) and cognitive abilities (application, analysis, synthesis, and evaluation).

At the early stages of the process of change at North Sevier began, the goals of restructuring seemed very



unclear to some of the participant. Myron Mickelsen described his confusion about the goals of the project:

I just felt like you were looking at so many new directions, with a lack of consistency for any. I didn't see that we were looking at the same [direction] for very long, so I thought you were bouncing all over the place.

To others, the goals of restructuring were very clear. School Board president Jerold Johnson expressed the process through which he came to understand the purposes of change:

I think as far as I'm concerned, that the little breakfast meetings that we had up to Shaheen's were probably the most beneficial thing you did to help me get up to speed and to understand the motivation behind what was to come about. As we sat in those meetings and you and Myron kept bringing information, that helped me as much as anything else.

It was an interesting contrast to note in the interview data that Jerold Johnson viewed Myron as one of the key individuals in helping him understand the goals of the project, while Myron himself felt a great uncertainty about the goals in his own mind.

Within the initial sequence of the change process, there was a focus on creating acceptance of the beliefs and goals by the school board and the community leadership. Jerold Johnson noted,

I sensed that you realized that if the vision you had was going to come to fruition, you had to have the board behind you and supporting you and up to speed with you, seeing the same things you had seen.

Once again there was a contrast between Jerold Johnson's sense of the purpose of creating an understanding of the goals of change and Myron Mickelsen's impression of the same process:

When we first started meeting at Shaheen's, I interpreted those meetings out there as efforts to gain community support for you personally as a principal. I didn't see that you were building support for a program...the community support built at those meetings was very important. You had key people there, which was very good insight. Had I been less dense, I might have seen it. I recognized that you were getting the right people, but I didn't realize that you were coming with such a big cannon.

Part of the struggle at the initiating stages of changes in this project was the way the process of restructuring was designed at North Sevier High School. The associate team, when chosen, was given responsibility for the development of the means with which to achieve the goals of the project. Kevin Ashby saw that the lack of programmatic detail was confusing to many people at the first public meeting that was held in September, 1991. He recalled that,

A lot of people had an understanding of goals because of what you had done by way of preparation, but there was not a lot of detail present...The problem was that teachers needed to be selected before we could develop the plan. I know there was a lot of controversy about what came first, the chicken or the egg. If you select teachers first and then plan strategically, is that the right way? Or should you plan strategically and then select your staff.

The process of strategic planning was an important part of clarifying and developing understanding of the

goals of the restructuring project. Prior to this time, before the associate selection process was completed, the goals were stated in the documents initiating the project, but not necessarily widely understood.

The strategic plan was a key event in creating the needed understanding of the goals, said Craig Gladwell.

It was also hard work and sometimes tedious:

It was a great kick off because we focused on how we were going to create our new school. We saw how far from it we were, but at least it got us headed in the right direction. It was a fun process, but it was a very tiring and long process, working in groups, but altogether the faculty began to come together with common goals...We had to spend the time to get us all on the same page.

The Graduation Handbook written during the spring and summer of 1992, was indicative of the goals which emerged during the developmental process. These goals related to the kind of learning experiences that associates hoped for students to have.

The introduction of Part I set the tone of the handbook as it described the expectations for graduates:

We expect that work in all of the areas required for graduation will demonstrate a students knowledge of content and basic skills. Student work should also demonstrate the ability to use the mind well...

We believe that productive educational programs are individualized. The portfolio...is designed to allow for students to pursue their own unique educational goals...

Core integrates several curricular areas to provide students the opportunity to participate in student centered instruction that is focused on critical thinking habits.

### Instructional Leadership

The key role of the principal in restructuring seemed to be verified in the events at North Sevier. The interview data showed a frequent reference to the impression that change would not have occurred without the leadership of the principal. Kevin Eppich, an associate at North Sevier, stated,

The thing that caused the change was you [Mr. Shumway]...We've had other principals, and there are a lot of other principals in a lot of other places that haven't done this kind of thing. Most of the teachers had been here for several years, and we had never undertaken to do anything like this...I didn't come from anywhere else but from you. I don't know what characteristics you have that enabled you to do this, but that's where it came from.

In the interviews, those involved in the process described what they viewed as the leadership characteristics the principal possesses that contributed to change. Jerold Johnson attributed much of the support in the community and particularly among board members, for the restructuring project at North Sevier to the vision of the principal:

I perceive you [the principal] as a very visionary leader with this program. If you hadn't done the reading and had the background and had the vision of the promised land, I don't think we'd have ever gotten there. I've got to give you the credit for us being where we are. Without your leadership, without your vision...it would have been very easy to have sold out.

Having a sense of vision and the ability to help others see the vision was described by Craig Gladwell. He said,

He [the principal] has the ability to see into the future, if I can say that, to see the way he would like things to be, without having experienced it, to create situations that other people can't imagine because they go against the way things are...At the same time, he puts teachers in the position where they can create new ideas on their own. One thing he has never done is to force us...rather, we comes up with the ideas. He helps us have the foresight to do things.

A willingness to take risks was noted frequently in the interviews as a leadership quality which was important in the change process. Sevier School District Superintendent Brent Rock noted that in the process of selecting a principal for North Sevier High School in 1989, the board was looking for and felt it found a risk taker:

When we hired a progressive good principal that was willing to take those kind of risks to move the school forward, that was the most important change that could have been made to create conditions that were favorable to change.

Jackie Burr connected the willingness to take risks to the attribute of having a vision. She said,

It took a lot of courage and risk taking ability, because for the most part high school principals don't last long anyway, and to do this was kind of radical. He saw past all the problems that would and did arise because of this. He was very visionary.

Another attribute of the leadership of the principal noted in the interviews was the ability to bring people together in a common cause. Myron Mickelsen said,

It took a personality like yours [the principal], that had the vision and the ability to see that we could become better, and the ability to gain the support of the community and from that staff to accomplish what we've done.

Myron also perceived another attribute of leadership that he felt was important. He noted that there was an ability to endure harsh criticism and connected this to the attribute of vision and sharing of the vision:

...You [the principal] also have a high resistance to negative comments. You're thick skinned enough but yet very understanding. You understood but could still see the importance of what you were trying to do and stand the abuse. You really took a lot of abuse from a lot of people and yet knowing what you believed was important, pushed through until others could see as you saw.

Another leadership factor noted in several of the interviews was a strong commitment to change. Teresa Robinson perceived this commitment to be "the key factor" in the leadership at North Sevier:

I think the key factor in change is probably an absolute fast commitment to a particular goal. You had to know what it was you wanted and you had to want it just desperately. You had to want it badly enough to risk all kinds of hell, literally.

Other interviews reflected this commitment in the form of persistence. Kevin Eppich also described commitment as a personality trait:

You [the principal] had some ideas that you wanted to explore, and your personality is such that you

weren't going to let it rest until it was explored. We've talked about the fact that when you get something that you want to see through, you have a tendency to push it and push it until it gets done. That was really the thing that caused us to move.

#### Summary of Analysis using the Stoll Model

The Stoll model provided a framework for the discussion of the development of a sense of common mission at North Sevier High School. The interview data reflected that most of the participants in restructuring believed that there was a strong sense of mission created in the school. Jackie Burr's statement was representative of others:

...Going through the restructuring, I think we ended up with a staff who are all committed and who all have the same mind set as to where we wanted to head with the restructuring. It let us personally evaluate ourselves and our philosophy and to identify what is important to us in education and what we were willing to fight for.

Stoll attributed the development of a sense of mission to shared vision and beliefs, instructional leadership, and clear goals. The sense of mission at North Sevier High School seemed to be founded in the shared beliefs of the restructuring project and the acceptance of common goals, and seemed to be strongly related to the leadership present in the school.

#### Analysis using Newmann's Framework

The Newmann "Framework for School Restructuring" (1991) identified four arenas in which restructuring occurs. According to Newmann, the most comprehensively

restructured schools are those which have addressed all four arenas with dramatic paradigm shifts in each, and the least restructured schools are those which have addressed these arenas less comprehensively.

This framework was used primarily as a method of defining the restructuring at North Sevier High School for analysis, and secondarily to draw conclusions about the comprehensiveness of the scope of the restructuring at North Sevier.

#### Student Experiences

The belief in the centrality of student experience as a purpose of restructuring at North Sevier High School appeared to have been present from the beginning of the process. Within the Secondary Strategic Plan was the concept that all decisions in schools would be based on the exit behaviors as conceived within OBE.

Vision to Reality discussed the centrality of both student outcomes and learning experiences as did the restructuring grant application. These, along with the beliefs stated in the strategic plans, guided the development of restructuring.

The grant application stated that some of traditional structures of schooling not only were non-facilitative of the desired outcomes, but in fact may have been destructive of them. The most obvious negative structure of school described in the documents was the school class.



The North Sevier restructuring sought to find alternatives to the class as the primary student learning experience.

The alternatives that emerged were the idea of core, graduation based on completion of a portfolio, area of specialization and senior projects, and workshops. Core was conceived as a period of much greater length than traditional classes so that students would be able to participate in a much wider variety of experience, including experiences that would bring community experts into the classroom as a resource to students, and that would allow students to leave the classroom to explore learning within the community.

In core, students were to be grouped in mixed age and grade classes of between forty and fifty. Each group would be led by a core team of three teachers. The core was conceived as non-tracked with students assigned to core teams at random. Students with Individualized Educational Plans (IEP's) through participation in special education would be served by a resource teacher consulting with two core teams. Within the interviews and evident from the concept of core was the belief that all teachers should be responsible for the education of all students.

The content of core was planned as integrated and thematic. Core teaching teams were not to be created by content area but by assigning teachers based on ability to work together and to take advantage of each others

strengths. The intent was to show the interconnectedness of knowledge and to provide in depth exposure to content that would promote the development of effective intellectual and ethical habits. Student work in the core would not be about mastering memorization of the content, but rather about using the content to learn and practice the intellectual and ethical habits, and also as a starting place to initiate learning of students own choosing.

Workshops were conceived as opportunities to explore learning in settings that are nearly inaccessible to teachers or students in the traditional school-class setting. Sixteen Fridays were to be set aside during the school year in which core and other classes would not meet so that a six hour time block would be available. The workshops were intended to allow such widely varied settings as mountain trail rides and outdoor dutch oven cooking, community service projects, trips to Salt Lake City to experience ballet and other arts, and participation in projects or labs that students could never finish in the restricted time of a normal school day.

Each student would work to create a portfolio of work which would be evidence of their worthiness to receive a diploma. The portfolio placed emphasis on the concept that real learning and valid assessments should be

functions of original production rather than reproduction. The portfolio was based on requirements defined in the graduation handbook.

Within the context of the portfolio, each student would be expected to choose an area of specialization. As part of the area of specialization, students would design a senior project which would be related specifically to their goals after high school. The project would be presented to the public at a "senior forum" and to each student's graduation committee.

The graduation committee was conceived as one of the means in which students would be encouraged to utilize community expertise as a learning resource. The committee membership would consist of the student, one of the student's parents, the student's faculty advisor, and an adult from the community of the student's choice. It was recommended that students choose the adult based on the idea that this individual would be able to later provide for them a letter of recommendation that would help them achieve their post-high school goals.

#### Professional Life of Teachers

The importance of changing the nature of teachers' roles was strongly felt from the beginning of the restructuring project at North Sevier High School. The strength of this belief was evidenced by the centrality of the concept of "associates" within the grant application.

As Larry Shumway and Teresa Robinson wrote Vision to Reality and the grant application, the intent was not to make changes in how teachers worked in class, but to radically alter the meaning of being a teacher. The establishment of twelve month contracts for associates with salaries at 150 percent of the traditional salary scale were considered as crucial to achieving a change in the teaching role.

The summer months were intended to provide associates with time to participate in curriculum development, professional and personal growth activities, and development of school policy. The expectation was clear that associates would be expected to be life long learners who would be strong models of the outcomes that the school would expect students to achieve. Associates were conceived to be generalists first, then specialists. The expectation of associate growth, and indeed the entire concept of restructuring, would create an atmosphere in which associates would be encouraged to experiment, to take risks, and to explore alternative ways in which learning can take place and in which the outcomes can be more effectively achieved.

The intent of the core structure was not only to benefit students by providing an integrated, habit centered learning experience, but to benefit associates by providing an integrated setting for team teaching. A

schedule was developed in which associates would work within the core team for over half of the teaching day. Working in teams of three would provide the associates opportunities to plan collegially, to observe each other teaching during the day, and to give and receive mentoring.

The concept of workshops was created to provide associates opportunities with students to explore learning in areas that may be interesting but unfamiliar to them. As all associates would be expected to consider themselves as generalists before specialists, the workshop would provide the opportunity for the enthusiasm of new learning to be modeled to students by associates.

The graduation process was structured so that each student would work closely with a faculty advisor. The traditional counseling role ceased to exist at North Sevier High School; this role was filled by the associates. Associates would meet with students at regularly scheduled times, with time provided during the school day. Parental involvement in the graduation committee would place associates in close contact with parents of students they advise.

The grant application and Vision to Reality both created the expectation the associates would have significant control over the operation of the school, establishment of policy, development of curriculum, and

choice of teaching methods and learning activities. In the process of development this appears to have been the case. Every aspect of the school structure, the content of all workshops and of core, the graduation handbook and portfolio requirements were all associate generated.

### School Governance

Out of the restructuring of the professional role of teachers naturally came a restructuring of the management, leadership, and governance of the school. As noted before, the control of curriculum, learning activities, graduation requirements, and other aspects of schooling were largely controlled by the associates as a team.

In addition, the school board, as indicated in the grant application, agreed to allow school control of staffing and budget to the extent allowable by statute. Decisions in staffing and budget were to be made jointly by the school community council and the associate team.

The school community council consists of eight community members, the principal, the current and past Parent Teacher Association presidents, and five associates. The school community council was created to participate in major budget decisions, in staffing decisions, and in setting the schools mission and assessing progress toward fulfilling the mission.

The significant departure from shared decision making was in the initiating activities of restructuring. The

decision to approach restructuring based on staffing patterns and to undergo a radical personnel selection process were not based on faculty or community consensus. Efforts were made to involve and inform the community, but the feelings described in the interviews showed that the decision to initiate restructuring using the mechanism of personnel reorganization was by no means entirely democratic.

However, the decision did involve a consensus of district leadership that was unusual in the eyes of the participants. Board President Johnson noted the strength of the boards resolve with the statement, "If you were going to hang yourself, you would hang us with you."

Kevin Ashby, publisher of the Salina Sun recalled the pressure that the board consensus endured. He stated,

I think they set a great example for elected officials in taking a stand which you don't see very often. There were a lot of negative comments made to school board members, on and off the record, in meeting and out of meetings, where they had to stand up for their beliefs. They never failed us...There had to be some leadership there, but they must have understood that once they had made the decision, come 'hell or high water' they would see the process through.

#### Coordination of Community Resources

Vision to Reality stated the intent to restructure so that there was a "High degree of school and community level control" and to "include the community in learning experiences". As the process progressed, there were

several specific developments which facilitated community involvement in school governance, and perhaps more importantly, community involvement in learning activities.

The concept of workshops, by providing very flexible time, would allow parents and others to participate in and even facilitate student learning experiences.

The graduation committee that was described in the graduation handbook was intended to involve individual community members in a mentoring role with individual students. The handbook suggested the criteria for involving an adult other than a parent be "the quality of a letter of recommendation that person might provide" for future employment.

The portfolio strongly directed students into the community for learning experiences. One of the components of the portfolio would require that a student identify a community mentor and devise a learning plan with this mentor.

#### Summary of Analysis using Newmann's Framework

Newmann identified the arenas of (a) student experiences, (b) teaching and the professional life of teachers, (c) school governance, and (d) community services. The restructuring at North Sevier High School addressed each of these, but attended more to the first three arenas.



Restructuring at North Sevier as  
Non-technocratic Change

Gibboney described typical educational change processes as "The Killing Field of Reform" (1991, p. 682). Gibboney's research showed that failure to achieve long lasting changes in school systems was the result of a "technological" (p. 683) mind set that over relied on numeric data and programs and disregarded personal meaning and context. Gibboney asserted that the alternative of non-technocratic change, a strategy which emphasizes the development of personal meaning and context and which does not mandate programs or techniques but instead reinforces intellectual and democratic values, is the only change for long-lasting and meaningful educational reform (p. 685).

The ideas of OBE (figure 1) upon which the restructuring of North Sevier High School was based were never integrated into schools in the Sevier School District. They were always perceived by teachers as borrowed and imposed. They were accompanied by very prescriptive instructional processes that were also viewed as outside impositions. Thus, the OBE program was technocratic at the core and was not accepted by teachers.

At North Sevier High School, the restructuring that was undertaken was intended from the beginning to embrace the concept of non-technocratic change. The impact of the values of non-technocratic change were most evident from

the way the process of restructuring was organized and proceeded.

The organization of the restructuring process selected a team prior to the development of a program was created so that there would be no imposition of programs on the team. The plan postponed the development of structures, programs, and technologies until team members were selected and a consensus of beliefs were established through the strategic planning process.

The value at the root of this ordering of the process was seen by Clark Webb, a member of the selection committee. He referred to it as, "the sense that the staff members working together collegially can in fact be trusted to do something of value."

The importance of developing personal meaning in the context of the community was seen by Steve Camp. He said, "Most of the strategic plan was a waste as far as a plan, but was a success as far as bonding the faculty and the community so that they could understand our sincere desires." From Steve's perspective, the technocratic part of strategic planning, which was creating schedules and specific plans or techniques, was much less important to his overall vision of success than the non-technocratic work of building personal meaning.

The time needed to build personal meaning was allowed for in the process of restructuring. For some community

members and associates, the building of personal meaning was a relatively slow process. Myron Mickelsen described how time was required for him and others he observed to develop an understanding of beliefs:

During the months of January, February, and maybe even into March, we had a cleansing, a washing away of old attitudes, and a birth of new attitudes. We could begin to see at that time...that the process was going to have a great result.

The decision making process as programs and structures were developed in the restructuring at North Sevier High School was democratic. Mr. Shumway's role in leadership was to provide ideas, but the entire school team made decisions. The process was sometimes frustrating for individuals used to imposed decisions, which may be efficient in the short term but destructive in the long term. Jackie Burr summarized her feelings in the statement, "Sometimes our school is almost too democratic. When everyone is involved in a decision, sometimes a decision is never made, But we are all involved in each decision."

#### Summary

The findings of this study provided answers to questions posed in Chapter 1 by describing the setting for the case and by relating the events that occurred during the developmental phase of restructuring at North Sevier High School. The analysis of the case using the models of

Stoll, Newmann, and Gibboney helped identify issues and questions for consideration in Chapter 5 which may provide insight into the restructuring process that may be useful in grounding restructuring in other settings.

## CHAPTER 5

### CONCLUSIONS, RECOMMENDATIONS AND SUMMARY

#### Introduction

Important issues that arose from the data of the case study of restructuring at North Sevier High School were identified from the process of analysis, and inferences and conclusions were made from the circumstances of the case. These are presented in this chapter. The conclusions drawn were limited to areas which were most likely to provide insight for other schools involved in restructuring in other circumstances. In addition, a model describing the domains of restructuring at North Sevier High School was developed. This model provides a framework for understanding for the development of vision, beliefs, and programs in restructuring at North Sevier High School and may be helpful in grounding the development of restructuring at other sites in previous experience. This model is presented and discussed in this chapter.

### Impediments to Restructuring

When the restructuring at North Sevier High School was first envisioned, the goal was to create a school which was paradigmatically very different from traditional schools. Ultimately, the school that emerged from the restructuring was much less radical than that which was initially anticipated. It appeared that restructuring was very successful in changing some of the parts of the school paradigm while in others success was only minimal. The factors that were in play in the de-radicalization of the restructuring were worthy of discussion as this phenomenon seems common in restructuring in any organization. In Newmann's (1991) framework, the areas in which the paradigms were most highly modified were: (a) professional life of teachers; (b) leadership, management, and change; and (c) coordination of community resources. The area in which paradigms were most resistant to change was student experiences.

At North Sevier High School, many traditional paradigms were tremendously resilient. A stated intent of the project of restructuring at North Sevier High School was literally to destroy the paradigms of the school class, of segmented curriculum, of student assessment based on competitive grading, and of credit-based progression and graduation. Yet these school paradigms,

while somewhat changed, remain an important part of North Sevier High School after restructuring.

One factor that may have contributed to the resilience of a school paradigm was the inability of people to envision alternatives to the structure. The paradigm of the school class as the learning experience model, for example, seems inseparable from the idea of schooling. The domination of this paradigm is so complete that even in seemingly independent adult learning, the class reigns--aerobics classes, religious classes, and self esteem classes. In most peoples mind, school is class, that is, a teacher in charge of providing a learning experience to a group of students.

The alternatives developed at North Sevier were generally class-like. Workshops dramatically modified the content and the setting, but the paradigm was clearly that of a class. The core also modified the class paradigm by using multiple teachers and varied student grouping, but the paradigm remained that of a school class.

The most nonclass-like alternative developed in the restructuring was the portfolio activities described in the graduation handbook. These envisioned students independently choosing areas for learning, identifying the ways in which the learning would be facilitated, and specifying how the quality of learning would be known.

In the North Sevier High School restructuring experience, there seemed to be several factors that made some school paradigms more resilient than others. One factor was the relationship of the paradigm to student experience. The paradigmatic experiences which community members, teachers, administrators, and others had which were associated with personal schooling experience as children seemed to be the most resistant to change. Those paradigms which were more easily changed were those where the experiences associated with the paradigm occurred in adulthood.

This relationship was true for educators as well as non-educators. While teachers may often say that the only thing parents really know about school comes from having been a student in one once, from the North Sevier experience, it may be inferred that the most deeply ingrained things educators know about school come from having been a student once. At North Sevier, they knew no alternatives to the most basic paradigms of the student experiences of schooling, and the efforts to create new paradigms that made sense in the North Sevier world proved much more difficult than at first envisioned.

Another factor in the resilience of some schooling paradigms was the extent to which they are standard through out the schooling system. For example, the paradigm of the course credit and progression through



school based credit remained very much intact despite efforts to destroy it and to identify alternatives. Though the graduation portfolio supplemented credit as a determinant of worthiness to receive the diploma, the requirement of some number of credits remained very much in place at North Sevier High School.

The most difficult problems in creating alternatives to the present system of advancement by credit came in the truth that North Sevier students had to fit into other parts of the system. Implementing new paradigms for determining progress and readiness to exit the system at North Sevier was not limited by inability to see alternatives as was the case to a degree in the area of student experiences. Here the problem was creating paradigms that would translate for North Sevier students to the language understood by other secondary schools and rigidly required by college entrance standards.

While restructuring uses the school as the basic unit for changing schools and schooling paradigms, there are obviously many parts of the system beyond the school's control which cannot simply be ignored. The most obdurate are in areas that involve distinct institutions, such as the system of higher education in the example on credit.

### Catalysts of Restructuring

While there were factors which restricted the restructuring process, there were others which contributed to the extent of the North Sevier restructuring. One somewhat surprising factor was the degree to which restructuring was not resisted by other parts of the system such as the district office and state office of education. Cohen, March, and Olsen (1972) described schools as loosely coupled organizations with highly variable control between the hierarchical levels of the system. This may be one explanation for the lack of restriction from levels in the educational system above the school.

In the North Sevier High School restructuring, the practice was generally to ask few question of the levels above and to avoid asking permission if at all possible. This practice and the loose coupling of the system resulted in almost no restrictions being placed on the school restructuring by the higher levels of the system.

The climate within the state also contributed to lack of restraint placed on the school from the educational system hierarchy. Even though policy obstacles may have existed, the hierarchy was predisposed towards allowing new ideas to be tried. No one wanted to be labeled as "the blocker".

### Understanding the Conditions

Ted Sizer said that "time and place aren't everything, but they're darned near everything" (as quoted by Goldberg, 1993, p. 54). Many of the conditions in this case were catalytic to the restructuring process. Among these the most important were (a) the restructuring discussion going on in the state of Utah and in the nation, (b) the backgrounds of school board members, (c) the community attitudes toward the school, and (d) the size and location of the school.

This project took place during a time of intense public discussion at all levels about the future of education. The unique aspect of the debate was the concept that a new paradigm of schooling would need to be developed or that schools needed to be re-invented. The Utah documents discussed in this case specifically referred to the need to reinvent education and to restructure schools.

The local school board support was essential to the success of the project. The most influential board members in the Sevier School District had background which predisposed them to restructuring. Jerold Johnson's experience in Australia prior to his election to the board proved to be an important experience in the formation of his attitude toward school restructuring. Ruth Jackson's involvement in the authoring of A Shift in Focus fostered

her support for the project. While the support for restructuring may have eventually developed with out these predispositions, the course of events would likely have been quite different.

In 1989, the community attitude toward the school was generally negative. There was a feeling that changes were needed to provide opportunities for students equal to those available in other schools. When discussions took place with community members in the beginning stages of the development of the restructuring project at North Sevier, nobody spoke against the necessity for change. Even as the project proceeded, the opponents of the direction of the restructuring did not speak against change, only against that change.

Also present within the community attitude was a placement of the blame for the unsatisfactory state of the school on so called "dead wood", a few poor teachers that needed to be removed. This attitude made the staffing restructuring attractive to some community members, and at least palatable to most.

The size and location of North Sevier High School may have been factors in the favor of restructuring. Because of the location of the school in a rural area, the restructuring may not have attracted the attention of the media as would probably have occurred in the more urban areas of the state. Some of the restructuring was

controversial, but not widely known beyond the county. The isolation of the case may have contributed to the lack of the development of any effective opposition.

The location of the school in a rural community also may have been related to the lack of teacher union resistance. The Sevier Education Association (SEA), though associated with the Utah Education Association, was weak. The closer association between school authorities and teachers that exists in a rural area probably contributes to the weakness of the teacher association in the area. Additionally, because of its distance and size, the SEA may receive less attention from the state organization than would an urban district association.

The relative small size of North Sevier High School probably made restructuring much more manageable than could have been possible in a larger school. The faculty had a history of closeness that facilitated the building of a team spirit at the school. The departmental structures were weak because most had only one or two members. Creating the sense of working as a team and the shared beliefs and vision of the project were possible because of the small size of the school.

An insight that other schools embarking in restructuring should consider is that the process and results of restructuring of schools must take into account the setting. Restructuring cannot be imported or adopted

from other schools. Therefore, there is no program of restructuring. The plans to create a educational setting to achieve the student outcome goals of a school must be specifically created for each school community. Restructuring is intensely local.

### The Contradiction of Beginning

At North Sevier, the conditions for restructuring were catalytic. However, even with the seemingly ideal conditions, the initiation of the process came from an external spark. Perhaps this spark was the recognition by the school board that change was needed. The spark may have been the establishment by the board of the criteria for the selection of the principal of the school. It may have been a sense of mission which accompanied a new principal. But, regardless of the spark, the fact remains that as the restructuring process began to emerge, not everyone within the school community was receptive.

When the extent of changes that were proposed became known, and the especially when the radical nature of the changes were known, there were many who were strongly and actively opposed. Making changes required the input of energy from an outside source, in this case the principal. In this case, a strong vision developed in the principal's mind of a possibility for better schooling for young people at North Sevier High School. He was motivated to

share this vision with others, and found enough support to embark on the initiation of the restructuring project.

The value of democratic change based on consensus that held sway in the latter part of the case was obviously contradicted at the beginning of the case. The initiating processes of restructuring would not have proceeded if a consensus of the faculty had been required. This contradiction was clearly perceived by both the faculty and the principal, although not so in the community.

A factor that probably helped overcome this contradiction was the non-modal and the non-technocratic nature of the processes of the restructuring after the selection process was concluded. Modal or technocratic change is characterized by lack of accounting for the development of personal meaning by those most affected by change. In the North Sevier project, a great emphasis was placed on the development of personal meaning with the associate team.

The technological mind set poses problems and proposes solutions in which the ideas are separated from the techniques and disregards context and meaning. The North Sevier restructuring was based on the ideas of schooling with the techniques emerging from the ideas.

Whether or not other restructuring efforts suffer from the same contradiction present at the beginning of

restructuring at North Sevier High School, the power of the non-modal, non-technological process of change should not be overlooked. Change processes that ignore personal meaning may not have the power to bring a school through the trials of restructuring.

### Qualities of Leadership

Leadership in the North Sevier restructuring project came from multiple sources: the principal, the school board, the superintendent, teachers, and community members. At various times the challenges of the project required a variety of leadership qualities.

A willingness to risk was required through out the project, though most clearly at the outset. The risk of failing was seen by both the board and the principal. For the board, the risk was welcome, though the cost of failure may have been loss of board membership. The risk was also welcomed by the principal. Here the cost of failure was likely to be the loss of professional standing and perhaps of this position, while the cost to the school may have been devastating.

There will surely be an element of risk in restructuring in any school setting. The factor that allowed the risk at North Sevier was the strength in both the principal and the school board of the beliefs and values that impelled the process. Leaders in



restructuring should assess the strength of the beliefs and values driving their projects to determine willingness to risk.

The leadership in the North Sevier project demonstrated courage in pressing forward. There were occasions when the project could easily have been abandoned, though this became nearly impossible after the staffing reorganization. Courage was displayed when events were difficult or when the nature of the opposition became personal. In these cases, the leadership of the project remained firm. Courage was also displayed in identifying opposition and facing it directly. Board members never wavered in their support, though there was vocal opposition. Again, an important determining factor was the power of belief.

The leadership of the project demonstrated the ability to create and share a vision of the future of North Sevier High School. This vision derived primarily from the principal, but became a jointly held dream among board members, community members, and finally among associates. The vision, based upon beliefs about student outcomes, was articulated clearly in From Vision to Reality and was shared in varied settings, from formal meetings to informal luncheons.

The power of the vision was apparent in the remarks of interview subjects. For many, it was the compelling force through out the project of restructuring.

The development of a clear vision of a restructured school would be vital at the outset of any restructuring effort. Leadership without such a vision would lack the ability to attract the energy of people to the work of the project.

Finally, the leadership quality of team building emerged as a factor in the restructuring of North Sevier High School. After the conclusion of the personnel selection process, the direction of the restructuring became very team oriented, with the strongest possible effort being made to base decisions on shared beliefs and values. The result was that by the completion of the development phase of the project, a strong team was beginning to emerge.

For leaders in other restructuring efforts, the lesson of North Sevier High School suggests the importance of the leadership skills of risk taking, articulating vision, and team building.

#### A Model of the North Sevier Restructuring Process

The following model (figure 4) was synthesized from the data of the case of restructuring at North Sevier High

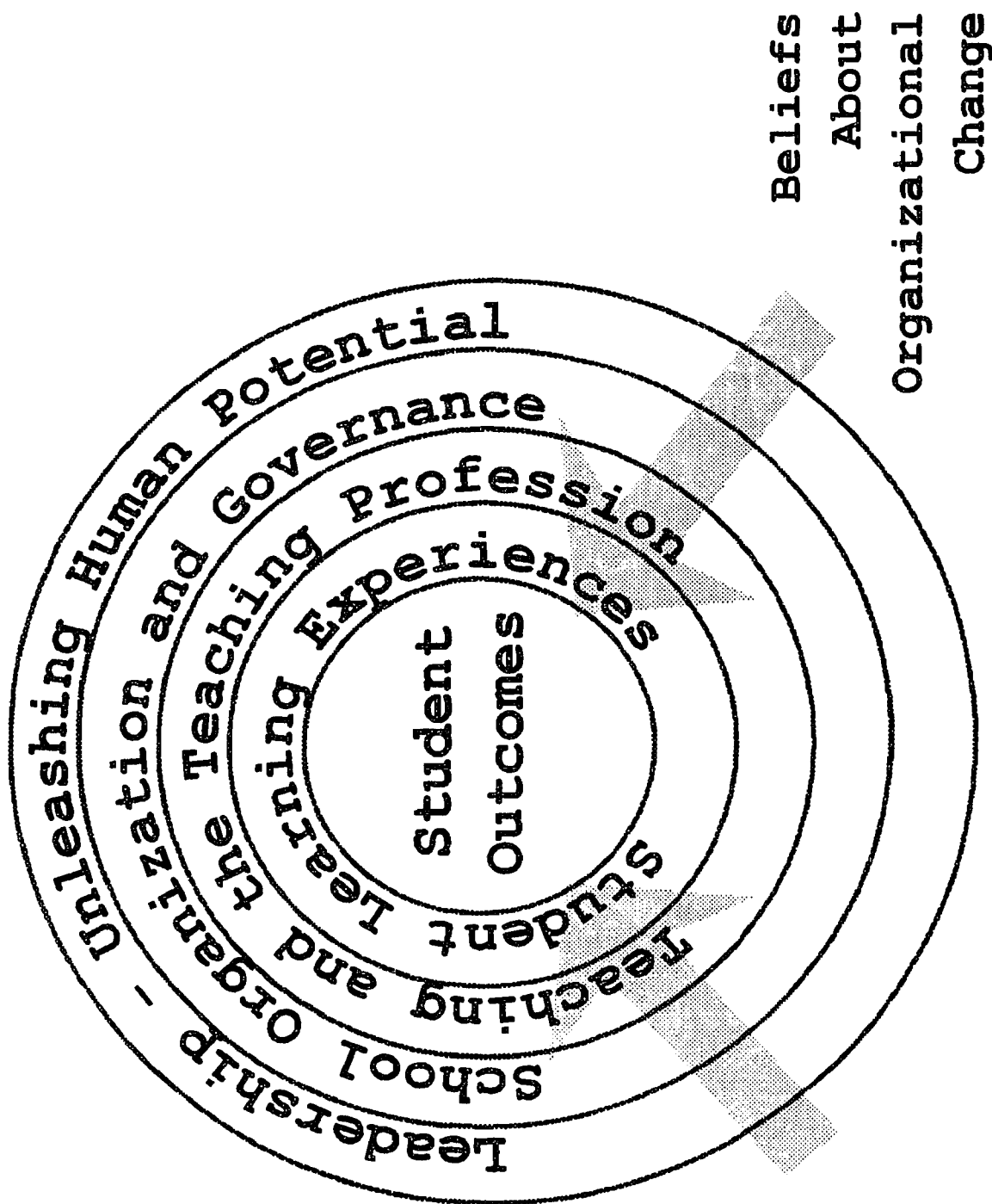


Figure 4 Model of the Domains of Restructuring

School and from the restructuring concepts in the literature which was reviewed. The model provides a graphic framework for understanding the restructuring at North Sevier High School. It may be suggestive of patterns in the development of beliefs, values, or programs to practitioners at other schools contemplating or involved in restructuring.

At North Sevier High School, the restructuring process addressed essential questions in five ordered domains: (a) student outcomes, (b) student learning experiences, (c) teaching and teachers, (d) school organization and governance, and (e) leadership and change.

The order of the domains was important at North Sevier because beliefs in each succeeding domain were dependent upon the preceding. These domains are described as follows:

1. In the domain of student outcomes, the educational community at North Sevier High School asked what it is that schools should help students to be, to know, and to do, and for what purpose schools exist. This was the first domain because answers to these questions formed the questions in the other domains and the foundation for restructuring.

2. In the domain of student learning experience, participants in restructuring asked what learning

experiences are most likely to bring students successfully to the student outcomes of the first domain. Participants asked what qualities learning experiences would have which evoked displays of the outcomes from students as part of real experience.

3. In the third domain of the nature of teaching and of the teaching profession, participants asked what kind of teaching facilitates the student learning experiences found in the second domain and what qualities the teaching profession must have in order to facilitate the student learning experiences. Participants asked what teachers must be like to facilitate learning in ways that are aligned with the student outcomes.

4. In the fourth domain of school organization and governance, participants asked how a school fits together, what the parts of a school are, how the community and community resources fit into the school, and who is included in the educational community. Participants asked how decisions would be made and who would be included in the decision making process. Participant asked how schools could be organized and governed congruently with the student outcomes.

5. In the fifth domain of leadership and change, participants asked about the nature of effective leadership and the role that leadership plays in schooling. Participants also asked how leadership acts in

ways that model the student outcomes described in the first domain.

Participants at North Sevier High School considered each of these domains in the context of ideas about change as an individual and change in organizations. The beliefs about change were influential in the course of restructuring at North Sevier High School.

This model suggest some insight into the development of a restructuring by providing for a road map to follow in the establishment of beliefs. The model was valuable in the case of restructuring at North Sevier High School because it provided a comprehensive structure for the consideration of educational structures, beliefs, values, and programs.

#### Recommendations for Further Study

This case study had the delimitation of the developmental phase of the project of restructuring at North Sevier High School. The project resulted in the creation of unique programs, including staffing patterns, teaching roles, and learning experiences. Research which evaluates the effectiveness of the implementation of restructuring at North Sevier High School, either qualitatively or quantitatively, would provide valuable knowledge. Therefore. research is recommended which takes up the case in September, 1992 where this study leaves it.

Specifically, study of the impact of restructuring on the graduating class of 1996, students who will have experience four years in the restructured North Sevier High School is recommended.

One aspect of the project at North Sevier High School which leads to a recommendation for further study is its attempt to utilize non-technocratic change. Gibboney (1991) asserts that non-technocratic change processes are more likely to succeed than those based on the traditional technocratic mind set. Research is needed to pursue the non-technocratic nature of the project in two areas.

The bias of the researcher has been to suggest that non-technocratic process were in fact part of the restructuring of North Sevier High School. A perspective removed from participation in the study may reveal a different conclusion.

If in fact non-technocratic values permeated the process of restructuring, further study is recommended to determine the impact of these values on the effectiveness of change. As the project ages and as personnel and leadership at the school changes, the non-technocratic processes of development could be expected to enhance the ability of the restructured school to withstand pressures to return to traditional processes of schooling. A longitudinal study is recommended in the future to consider these issues.

The methodology of this study was limited by the role of the researcher in the project. Therefore, the perspective was limited by the nature of that experience and the perceptions of the researcher as school principal. It was also limited because the interview subjects from whom the study drew its data were generally positive about the process of restructuring. Replication of the study by an outside researcher that would eliminate this limitation is recommended. It is recommended that further study in this case include perspectives from the opposition in the community and from teachers who were not selected to remain at North Sevier High School for the restructuring. These perspectives could provide additional insight and possibly would result in a much different sense of the project.

It is recommended that the model which was developed to describe the restructuring process in this case be applied to other cases as a possible framework.

#### Post Script

In the time between September, 1992 and the completion of the study, significant recognition was given to North Sevier High School because of its accomplishments in restructuring. In May, 1993 North Sevier High School received the Governors Award for Excellence in recognition of its accomplishments. Specifically cited were successes



in community involvement, curricular integration, and development of the associate team.

In June, 1993 North Sevier High School was named as a Utah Centennial School, in recognition of its accomplishments in restructuring and in anticipation of further efforts to expand educational opportunities for its students.

### Summary

The restructuring project at North Sevier High School significantly impacted the beliefs, processes, and organization of the school. Beliefs about student outcomes became the basis for decision making in the school. The nature of the student learning experiences were modified to decrease the reliance of the school class model. Teacher roles were modified to include greater participation in decision making, advisement of students, and working in teams for the majority of the teaching day. School governance was reorganized to include a substantial community voice in the mission and vision of the school.

The case provided insights into issues to be considered by planners and practitioners of restructuring. The two most significant issue that emerged from the study were (a) the importance of the setting in restructuring, and (b) the necessity of consideration of all aspects of

schooling in planning for restructuring. A model was presented to provide a framework for restructuring.

## APPENDIX I

### From Vision to Reality: A Strategic Implementation Process for North Sevier High School

# FROM VISION TO REALITY

A Strategic Implementation Process  
for  
North Sevier High School

June 20, 1990

June 20, 1991

Sevier School District  
Board of Education  
195 East 500 North  
Richfield, Utah

Dear Board Members:

North Sevier High School has been selected within this district to submit a USOE (Utah State Office of Education) Site Based Decision Making Grant application. This application will be accompanied by an application for a USOE Experimental/Developmental grant. Both grants have the potential to make a substantial impact on North Sevier High, in the Sevier School District, and across the state of Utah.

As the grant proposals are prepared, we are making a very intentional effort to align them with the fundamental structural changes that we have been working on at North Sevier for the past year. These restructuring concepts represent total rethinking of the ways we view schools and school organization.

We are still preparing our final grant applications. We have prepared a summary of the restructuring proposals that will be included in the grants. This summary includes descriptions of current structures and of changed structures, the alignment of each structural change with the strategic planning done by the school district and by the district high schools, and support from current educational literature. This summary does not represent a programmatic approach; rather, it identifies a process and a direction for change and includes some very critical first steps.

Real change requires creation of a vision coupled with a willingness to leave our "comfort zones". Through the strategic planning process, we have created very clear visions--pictures of the future--for our district and our district's high schools. I believe very strongly in the visions we've created. What is needed now is a willingness to take the steps to move toward the visions.

Joel Barker, a respected business consultant and futurist, has used the metaphor of a river crossing to explore the process of "paradigm shifts," changes in our basic ways of looking at the world. Each individual and organization must cross rivers to progress and grow. To increase the chances of a successful crossing, we can throw a rope (our vision which guides us) across the river to give us direction, something to hold to. However, even with the rope (the vision), leaving the safety of the near bank requires risk--we'll get wet, the waters may be cold and swift, there might even be dangers unseen beneath the surface. Staying on the near bank ensures we'll stay dry, but

also guarantees we will not grow or progress. We have to take the risks of entering the water to reach the far bank.

George Bernard Shaw wrote "People are always blaming their circumstances. I don't believe in circumstances. People who get on in this world are the people who get up and look for the circumstances they want, and if they can't find them, make them." We are striving to create the circumstances that will foster change in the interest of young people. In so doing, we've worked to develop community support, and understanding in the faculty of North Sevier High School. I hope that we will have your support in "making circumstances" that will lead to these changes.

Sincerely,

A handwritten signature in cursive script, reading "Larry K. Shumway". The signature is fluid and stylized, with the first name "Larry" and last name "Shumway" clearly legible.

Larry K. Shumway  
Principal  
North Sevier High School

enclosures

# NORTH SEVIER HIGH SCHOOL

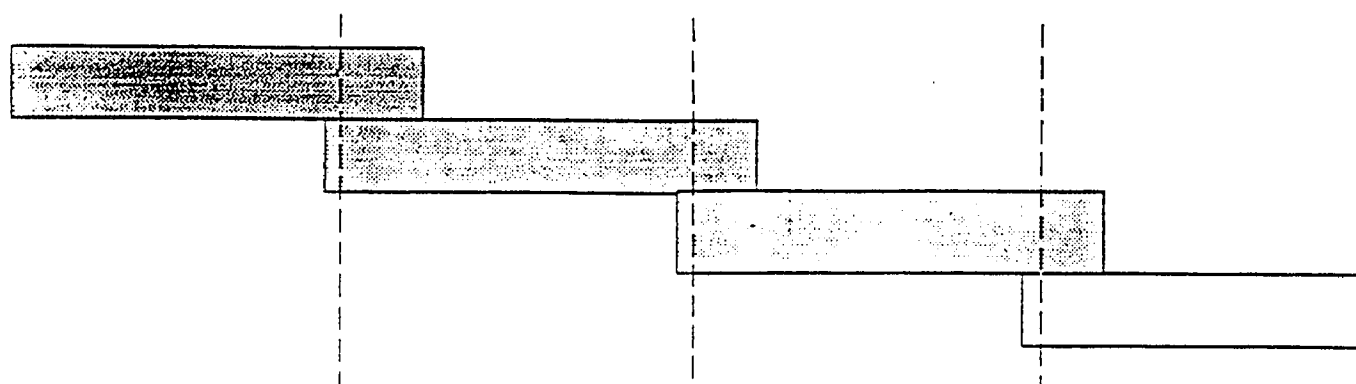
## DEVELOPMENTAL TIME LINE

1990-91  
Development  
of the Vision

1991-92  
Development  
of the Model

1992-93  
Implementation  
of the Model

1993-94  
Refinement  
and Assessment



1. Strategic planning
  - A. District plan
  - B. Tri-HS plan
2. Community awareness
3. Literature Review
4. Principal training

1. Grant proposal and acquisition
2. Team (Assoc.) selection
3. NSHS Strategic planning
4. Instructional development
5. Community awareness

1. Instructional planning
2. Student programming
3. Strategic review
4. Community awareness
5. Operational planning

1. Strategic review
2. Operational planning

# SUMMARY DESCRIPTORS

## Current Paradigms

Our traditional mind sets and views of how schools must be organized and operated. Unless we are careful, these mind sets may cause us to be blind to alternative views.

## Alternative Paradigms

When we become aware of our current, limiting paradigms, we become open to exploration of alternative views. Such openness can lead us to positive growth and change.

## Strategic Directions

Our school district has engaged in a process of strategic planning through consensus reaching that has resulted in the creation of a very clear vision of the future. With our current paradigms, we have had limited success in reaching the vision. Alternative paradigms may offer more effective routes to our vision.

## Literature Review

Many educators have given a great deal of thought to the future of education. The literature presented here gives samples of current mainstream thinking on the future of schools. It promotes many alternative paradigms worthy of consideration.



## STUDENT OUTCOMES

### CURRENT PARADIGMS

- 1 Learning is primarily memorization and the ability to recite information back to the teacher
- 2 Students are passive receivers of irrelevant data received out of context (facts, lists, etc.) from teacher experts
- 3 Exit behaviors as a "wish list" of accidental by products that come from rote learning
- 4 Assessment of learning by multiple choice standardized tests developed externally.
- 5 Learning activities which emphasize conformity and "fill-in-the-blank" irrelevant tasks
- 6 A system of ability-group tracking which isolates students who learn differently or have acquired varying degrees of proficiency

### ALTERED PARADIGMS

- 1 Learning is the development of habits of mind that will lead young people to be self-directed, contributing members of society and who possess esteem for themselves and others
- 2 Students as active participants in meaningful, relevant experiences which promote learning
- 3 Exit behaviors as the intentional objective for all schooling experiences. Acquisition of knowledge as a result of participation in activities that promote the exit behaviors
- 4 Assessment of students by demonstration of competence in the exit behaviors
- 5 Learning activities which account for individual student interest, need, and ability that are always in the larger context of "real-world experience"
- 6 No ability group tracking

### STRATEGIC DIRECTIONS

#### Distinct Plan

- "Students exiting with mastery of their own language."
- "Students leaving school with the necessary academic skills, healthy life styles, and vision to make learning a life-long process"
- "Curriculum interrelated with students being able to apply concepts in other subject areas"

#### Secondary Plan

- "Students using critical thinking, problem solving and analysis"

[Learning activities] "specifically designed as a vehicle to empower students with the exit behaviors."

"Flexible structures to enhance student learning"

### LITERATURE REVIEW

"If their [students] teachers who are supposed to care about them, do not take life that seriously, then the young will learn their habits from the streets, from denigrations, and from the entertainment and commercial media that neither care about them or love them. That is a consequence no adult of integrity can be willing to tolerate." (Delaware 1990)

"An authentic education consists of developing habits of mind and high standards of craftsmanship necessary to face one's ignorance in trying to 'cover content' [essential knowledge] is reduced to Trivial Pursuit. Students do not understand that some ideas are more important than others. Students are not equipped to see for themselves." (Wiggins 1989)

"We have to demand that new voices and new ideas get a hearing, my ideas and yours. We've all had a belly full of authorized voices on television and in the press...Experts in education have never been right, their solutions are expensive, self-serving, and always involve further centralization. Time for a return to democracy, individuality, and family." (Gatto 1980)

## LEARNING ACTIVITIES

### CURRENT PARADIGMS

- 1 Vast majority of activities based on classroom setting (1 teacher, 30 students, 1 textbook)
- 2 Emphasis on seat time rather than exhibitions of student competence.
- 3 Focus on fragmented subject matter which lends itself to standardized "fill-in-the-blank" tasks and assessment
- 4 Resistance to off-campus learning activities
- 5 Learning in a non-contextual, non-meaningful environment
- 6 Curriculum is standardized and test driven

### ALTERED PARADIGMS

- 1 A variety of learning activities
  - a) Cooperative grouping
  - b) Peer mentoring
  - c) Reflective, self-directed learning
  - d) Apprenticeships within a community
  - e) Workshops and seminars
- 2 Emphasis on exhibitions of student competence rather than seat time
- 3 Integration of curriculum that emphasizes meaningful, contextual ideas
- 4 Integration of all learning opportunities both on and off campus
- 5 Integration of the activities program into our learning environment
- 6 Testing as only one of many methods of assessment. Tools borrowed and developed

### STRATEGIC DIRECTIONS

#### District Plan

- "Skills being taught in schools and reinforced in various community settings."
- "Flexible instructional time."
- "All students with an individual plan--cooperative grouping rather than tracking."

#### Secondary Plan

- "Teachers employing learning strategies specifically chosen to empower students with the exit behaviors."
- "Learning occurring at home, in the school, and community."
- "Learners advanced by demonstrating competence rather than by seat time."
- "Learning experiences focused on processes rather than mastery of facts."
- "School programs organized with a flexible structure to enhance student learning."

### LITERATURE REVIEW

"The aim of curriculum is to AWAKEN, not STOCK or TRAIN the mind. That goal makes the basic unit of modern curriculum the QUESTION. Given the intimidating, easily trivialized mass of knowledge, what the student needs is the ability to see how questions both produce and point beyond knowledge." (Wiggins 1989)

"Independent study, community service, adventures in experience, large doses of privacy and solitude, and a thousand different apprenticeships--these are all powerful, cheap, and effective ways to start a real reform in schooling." (Covey 1990)

"Most of us are more attracted by questions than by answers, by challenges to our ingenuity than by matters to which we are merely exposed. Effective schools work hard to engage students, to make them focus on questions, to expect them to do the work necessary to answer these questions. Today, most of the teachers, rather than the students, do the work..." (Sizer 1991)

"Children can't learn anything worthwhile, one fragmented, trivialized, and decontextualized bit at a time. But an industry has developed that is dedicated to confining children in precisely that way, supported by administrators and professors of education who do not trust teachers to teach. The myth of how to create an expert has been validated by government and academia and implemented by a vast and influential industry." (Smith 1986)

# ORGANIZATION

## CURRENT PARADIGMS

- 1 Centralized system of management
- 2 Little meaningful school-level control.
- 3 Schools generally isolated from the community
- 4 Strong resistance to change in the fundamental paradigm because of personal and monetary investment in the past.
- 5 Schools as organizations generally isolated from learners

## ALTERED PARADIGMS

1. Decentralized system of management
- 2 High degree of school and community level control
- 3 Schools which include the community in learning experiences.
- 4 A propensity to change fundamental paradigms because of a personal and monetary investment in the future
- 5 Schools which embrace learners as the only purpose for which they exist

## STRATEGIC DIRECTIONS

### Distinct Plan

"Schools led and managed by teams of educational professionals and community members "

"Students in multi-grade learning environments involved in stimulating activities "

"A community where everyone shares the educational vision and accepts the responsibility to make it happen "

### Secondary Plan

"Site-based management system "

"Shared community involvement with business and industry as partners... and parents participating in school decision making "

"An atmosphere that is conducive to renewal and change."

## LITERATURE REVIEW

" We now have centralized problem solving and decentralized problem making. Less decentralized problem solving and centralized trouble making." (Schleery 1991)

"It's absurd and anti-life to be part of a system that compels you to sit in confinement with people of exactly the same age and social class. That system effectively cuts you off from the rich diversity of life and the synergy of variety. It cuts you off from your own past and future, scaling you in a continuous present much the same way television does (Catto 1990)

"We know that the evidence shows no benefits are gained by tracking students into ability groups. Higher-achieving students do not do better when together, and lower-achieving students do much worse when together. Tracking clearly discriminates and clearly perpetuates inequities among students." (Clickman 1991)

"Answer the question, 'What do we want children to know and be able to do?' and then restructure our schools --our educational enterprise--around that, from the classroom level, to the school, to the district." (NSBA 1990)

"Simply, significant school change requires attending to all the consequential parts of a school at once: reexamining assumptions, renegotiating compromises, and being decisive with priorities. Such is painful stuff. To pretend that serious restructuring can be done without honest confrontation is a cruel illusion." (Sizer 1991)

PERSONNEL

CURRENT PARADIGMS

1. CONTRACTS
- A Job title of "Teacher"

B 9 month

C \$18-26 K

D Few resources for professional growth

E High security, low accountability
2. JOB EXPECTATION
- A Teach classes of 25-30 students

B Isolated professional environment

C High degree of specialization

D Most instructional decisions are predetermined outside of classroom

E No requirement for personal and professional growth

F "Professionalism" without compensation

ALTERED PARADIGMS

1. CONTRACTS
- A Job title of "Educational Associate"

B 12 month long

C \$26-42 K

D Professional growth required substantial resources allocated for this purpose

E High accountability; job security contingent upon performance as judged by school community and peers

F A full-time activities director
2. JOB EXPECTATION
- A Entire team of associates are responsible for all student learning

B Associates responsible for mentoring of 30-35 individual students

C High expectation for team work and collegiality

D All associates are generalists though each will possess unique resources and talents to be utilized.

E Instructional decisions and design an ongoing associate responsibility and commitment

STRATEGIC DIRECTIONS

- District Plan
- "12 month contracts for teachers to provide time for curriculum development and growth"
- "High-level of job satisfaction"
- Secondary Plan
- "Teachers with expertise in instructional and learning strategies specifically chosen to empower students with exit behaviors"
- "Opportunities and resources available for professional and personal growth."

LITERATURE REVIEW

- "Win empowerment, the role of the teacher requires re-definition from the custodial job of dispensing information to the more sophisticated one of facilitating growth" - (Moses and Whitaker 1990)
- "I don't think there's anything wrong with a teacher making \$100 000. But you can't do it on a 10-month contract. We're going to have to say that teaching is an 11 (or 12) month profession" - (NSBA 1990)
- "Roles, resources, relationships, and rules form the structures of our organizations. Restructuring requires BASIC changes in ALL of these" - (Schlecty 1991)
- "Replace the concept of teacher inservice with professional development and support programs, customized or "homemade" to match local needs and goals" - (NSBA 1990)
- "Restructuring requires
- 1) Systemic change--functional alterations in the fabric of schools

2) Site-based, student oriented management--not as an end in itself, but as a vehicle of change

3) Non-traditional approaches--if it's not illegal or immoral, propose it

4) Active leadership" - (Nadeau 1991)
- "The only way teaching will become a profession is by treating individuals in highly differentiated ways. One of the reasons we lose the best people is that they are treated the same way as people who really shouldn't be teaching at all--same set of rules, same salary, same everything else" - (NSBA 1990)
- "An invitation to change is probably the most critical aspect of leadership at the district level. An invitation signals that the goals and rules have changed. Risk-taking experimentation--even failure--are invited" - (Dawd 1991)

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\*There are numerous "must read" articles and books on everyone's restructuring reading list. Only a few could be listed here.

APPENDIX II

North Sevier High School Experimental/  
Developmental Grant Application



# UTAH STATE OFFICE OF EDUCATION



## APPLICATION FOR EXPERIMENTAL AND DEVELOPMENTAL FUNDING

1. APPLICANT DISTRICT:		SEVIER SCHOOL DISTRICT	
2. PREPARED BY:		LARRY K. SHUMWAY	3. PHONE: 529-3717
4. PROJECT STARTING DATE:		8 / 20 / 91	5. COMPLETION DATE: 8 / 20 / 92
6. DESCRIPTIVE TITLE OF PROJECT:		RESTRUCTURING OF NORTH SEVIER HIGH SCHOOL.	
7. PROJECT DIRECTOR:			
NAME: LARRY K. SHUMWAY			
TITLE: PRINCIPAL			
ADDRESS: 350 WEST 400 NORTH			
CITY: SALINA ZIP: 84654 PHONE: 529-3717			
8. HOW DOES THIS PROJECT ADDRESS THE STATE BOARD RULES FOR THE EXPERIMENTAL AND DEVELOPMENTAL PROGRAM?			
<p>This is a developmental project as defined by the State Board Rules. Funding will be used to bring into reality new structures needed to support changed schooling paradigms of student outcomes, learning strategies, concepts of curriculum organization, and systems of decision making.</p> <p>This developmental project specifically relates to priorities b,c,d,e,f,g,h, and j for funding in the area of Experimental and Developmental programs.</p> <p>b,d) This project will be replicable in all Utah high schools. It will be particularly relevant to the 50 small rural high schools. The potential impact of the model in this project is increased because it does not call for an on-going infusion of new resources, only reallocation of current resources.</p> <p>c) Restructuring of secondary schools is widely acknowledged as a necessity for education. In particular, the Utah Strategic Plan for Education calls for the development of new structures to support the mission and objectives of the plan.</p> <p>e) A sound evaluation procedure is included in the project</p> <p>f) Linkages will be established to other schools and districts through CUES, USOE, and the 9 District Consortium.</p> <p>g) The project contains a strong site-based management component which stresses community involvement.</p> <p>h) We will utilize local funding from Career Ladder and from the Experimental and Developmental Allocation Program.</p> <p>j) This is a project which is geared towards <u>substantial</u> structural change in a secondary school setting.</p>			
9. BUDGET:		STATE \$ 68,400 LOCAL \$ 23,750 TOTAL \$ 92,150	
10. SIGNATURE OF SUPERINTENDENT:		<i>Boyd Keiser, Assistant Supt.</i>	

**11. PROVIDE A BRIEF SUMMARY OF THIS PROJECT. (USE REVERSE SIDE OF PAGE IF NECESSARY)**

This project will restructure North Sevier High School (NSHS). Our belief supporting this restructuring effort is that the present structures do not support the student outcomes we desire, and in fact may actually be destructive to these outcomes. The student outcomes we seek are self-esteem, concern for others, self directedness, life-long learning skills, process skills (problem solving, decision making, communication) and cognitive abilities (application, analysis, synthesis, and evaluation).

The restructuring will occur in 3 strands:

1. Personnel: Resources in this area will be restructured from seventeen 9 month teaching positions to ten 12 month "educational associate" positions. Salary for these positions will be at least 50% above the Sevier School District salary schedule. These ten associates will be responsible for planning and carrying out appropriate learning activities to achieve the desired student outcomes. The associate team will develop new structures, new learning strategies, new concepts of curriculum organization, and new systems of decision making. Current NSHS teachers not selected as associates will be absorbed in other Sevier District positions. As needed, assistance will be given for recertification.

The personnel restructuring will accomplish 3 essential purposes. We will be forced to abandon the school-class paradigm as our primary instructional delivery system and to replace it with other systems of learning activities more suitable to our outcomes. We will also be forced to develop curricular organization more integrated and suitable to the learning activities other than the school-class. Finally, we will free resources for reallocation to planning and professional development necessary to sustain this model.

2. Learning Activities: Student learning activities will be developed to achieve the student outcomes described above. The associate team will be utilized to do this development. A variety of learning activities will be sought which emphasize "real-time" meaning and context, hands on experience, teamwork, and utilization of local resources. Relevant applications of technology to learning activities will be sought. Associates will be provided with significant opportunities for growth and networking through professional reading, visits to sites where promising ideas exist, and attendance at professional conferences.

3. Decision-Making Processes: The associate team will be responsible for the allocation of all resources available to the NSHS. The planning relative to the allocation of resources for 1992-93 will take place as an activity of this project. A commitment has been made by the Sevier School District Board to give authority, including fiscal control, to the associate team, restricted only by statutory limitation.

**12. DESCRIBE WHY THIS PROJECT IS NEEDED AND WHO WILL BENEFIT FROM IT.**

It is widely acknowledged that many students leaving high school today (perhaps the majority) are ill prepared to be contributing, successful citizens. Present systems of schooling do not promote accountability, concern for others, self esteem, or higher order thinking. In fact, many of the activities of our present system are destructive to these very outcomes.

This application contains proposals for fundamental structural changes and paradigm shifts aimed at bringing into reality the cumulative visions for the the strategic plans of the State of Utah, the Sevier School District, and North Sevier High School. Restructuring to promote the student outcomes described earlier will benefit every student at North Sevier High School. Because of the replicability of this project, there is a potential benefit to students statewide.



**13. HOW IS THIS PROJECT LINKED TO OTHER STATE-FUNDED REFORM EFFORTS SUCH AS THE EDUCATIONAL TECHNOLOGY INITIATIVE (ETI), CAREER LADDER, EXPERIMENTAL AND DEVELOPMENTAL ALLOCATION PROGRAM, STRATEGIC PLANNING OR OTHER RELATED PROGRAMS.**

Preparation and planning in the initial stage of this project has been accomplished through career ladder funding and a PEEPS grant for strategic planning. A Sevier School District Strategic Plan and a Sevier District Secondary Strategic Plan have been created which support the restructuring concepts in this proposal. The present project creates the necessary linkages from strategic planning to reality.

This project will utilize resources from Career Ladder funding and from the Experimental and Developmental Allocation program. In addition, an application has been submitted for funds in the Site Based Decision Making program to assist in the development of the strong site based management component of the proposed restructuring.

Linkages to support this project will also be created through the USOE with the Far West Lab and with the Nine District Consortium.

**14. HOW WILL THIS PROJECT BE EVALUATED? WHO WILL DO THE EVALUATION?**

This project will be evaluated through a series of external and internal procedures: The internal evaluation will occur in two ways:

- 1) The associate team will conduct on-going evaluative discussions to determine the congruence of the restructuring project with the student outcomes described earlier. A narrative of the work in this project will be kept.
- 2) A series of surveys will be implemented to measure student, community, and educational associate opinion relative to all aspects of the restructuring program and school operation. The survey instruments will be modeled on those used in the Edmonton, Alberta School District.

External evaluations will occur at six month intervals during the next 2 years. The external evaluation team shall be formed from educators external to North Sevier High School who shall evaluate the project on the progress towards the stated project goals and on congruence of progress with the strategic planning on which the project rests.

Note: Each objective is followed by supporting statements from the Utah Strategic Plan for Education, the Sevier School District Strategic Plan, and current educational literature.

15. DESCRIPTION OF CRITICAL PROJECT ACTIVITIES			
OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	DATE COMPLETE
<p><b>OBJECTIVE I.</b> To restructure certified personnel towards achievement of specified student outcomes.</p> <p><u>Utah Strategic Plan for Education:</u></p> <p>"We will empower each school to create its own vision and plan to achieve results consistent with the mission and objectives for Utah public education."</p> <p><u>Sevier School District Strategic Plan:</u></p> <p>"Schools led and managed by teams of educational professionals and community members."</p> <p>"Twelve month teaching contracts to provide time for professional growth and development."</p> <p><u>Current Literature:</u></p> <p>"Significant school change requires attending to all of the consequential parts of school at once: re-examining assumptions, renegotiating compromises, and being decisive with priorities. Such is painful stuff. To pretend that restructuring can be done without confrontation is a cruel illusion." (Sizer, 1991)</p> <p>"The only way teaching will ever become a profession is by treating people in highly differentiated ways. One of the reasons we lose the best people is that they are treated the same way as people who really shouldn't be teaching at all." (NSBA, 1990)</p> <p>"We now have centralized decision making and decentralized trouble making. Lets decentralize decision making and centralize trouble making." (Schlecty, 1991)</p>	<p><b>ACTIVITY I.A.</b> Create the educational associate team.</p> <ol style="list-style-type: none"> <li>1. Establish a selection committee with the following constituency:               <ol style="list-style-type: none"> <li>a. NSHS principal</li> <li>b. 2 school-community council members</li> <li>c. 1 school board member</li> <li>d. 1 district office representative</li> <li>e. 2 USOE representatives</li> </ol> </li> <li>2. Advertise the 10 associate positions               <ol style="list-style-type: none"> <li>a. 12 month contracts beginning August 20, 1992.</li> <li>b. Developmental activities beginning January 4, 1992 and continuing through the spring and summer of 1992.</li> <li>c. Sevier School District Salary schedule plus 50%. Development time paid at standard rate of \$14/hour.</li> </ol> </li> <li>3. Establish the selection process. This process shall include the following steps:               <ol style="list-style-type: none"> <li>a. Observation of candidates in current positions.</li> <li>b. Interviews with colleagues, parents, and students relative to candidates' present effectiveness.</li> <li>c. Interviews with candidates based on pre-assigned readings and other criteria established by the selection committee.</li> </ol> </li> <li>4. Select and announce the associate team.</li> </ol> <p><b>ACTIVITY I.B.</b> Reintegrate non-selected NSHS teachers into other Sevier School District positions.</p> <ol style="list-style-type: none"> <li>1. Notify non-selected teachers</li> <li>2. Provide recertification assistance as needed.</li> </ol>	<p>L. Shumway</p> <p>Selection Committee</p> <p>Selection Committee</p> <p>Selection Committee Sevier District</p>	<p>Sept. 15</p> <p>Oct. 1</p> <p>Oct. 15</p> <p>Dec. 15 May 1</p>

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15. DESCRIPTION OF CRITICAL PROJECT ACTIVITIES			
OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	DATE COMPLETE
<p><u>OBJECTIVE III.</u> Development of learning activities that support the student outcomes of self esteem, concern for others, process skills (decision making, problem solving, communication), cognitive abilities (application, analysis, synthesis, and evaluation), and self directedness.</p> <p><u>Utah Strategic Plan for Education:</u>            "We will develop a world class curriculum that enables students to successfully compete in a global society."</p> <p><u>Sevier School District Strategic Plan:</u>            "Students leaving school with the necessary academic skills, healthy lifestyles, and vision to make learning a life-long process."</p> <p><u>Current Literature:</u>            "An authentic education consists of developing habits of mind and high standards of craftsmanship necessary to face one's ignorance." (Wiggins, 1989)</p> <p>"Independent study, community service, adventures in experience, large doses of privacy and solitude, and a thousand different apprenticeships - these are all powerful, cheap, and effective ways to start real reform in schooling." (Gatto, 1990)</p>	<p>ACTIVITY III.A. Associate planning meetings on the following dates in 1992:</p> <p style="text-align: center;"><u>SPRING</u></p> <p>January 4, 11, 21, 25      February 15, 25, 29            March 14, 24, 28      April 11, 21, 25            May 9, 19, 23</p> <p style="text-align: center;"><u>SUMMER</u></p> <p>June 8-12, 15-19, 22-25, 29, 30            July 1-3, 6-10, 13-17, 20-23, 28-31            August 3-7, 10-14, 17-19</p> <p>ACTIVITY III.B. Associate writing of learning activity plans. Plans shall follow these guidelines:</p> <ol style="list-style-type: none"> <li>1. Utilize the concept of "student as worker". All learning activities should result in a tangible product.</li> <li>2. Emphasize context and "real-time" meaningfulness</li> <li>3. Utilize concepts from the core curriculum, emphasizing integration across traditional subject-matter boundaries.</li> <li>4. Make maximum use of local and community resources</li> </ol> <p>NOTE: After development, planning activities now funded through this grant will be continued using reallocated resources.</p>	<p>Associates</p> <p>Associates</p>	<p>Aug. 20</p> <p>Aug. 20</p>

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15. DESCRIPTION OF CRITICAL PROJECT ACTIVITIES			
OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	DATE COMPLETE
<p><u>OBJECTIVE V.</u> To enhance community support for the restructuring process and for the student outcomes.</p> <p><u>Utah Strategic Plan for Education:</u>            "We will educate all stakeholders on the mission and objectives of public education in Utah."            "We will expand and strengthen school/business partnerships that support our mission."</p> <p><u>Sevier School District Strategic Plan:</u>            "A community where everyone shares the educational vision and accepts responsibility to make it happen."</p> <p><u>Current Literature:</u>            "We have to demand that new voices and new ideas get a hearing, my ideas and yours. We have all had a belly-full of authorized voices on television and in the press....experts in education have never been right, their 'solutions' are expensive, self-serving, and always involve further centralization...Time for a return to democracy, individuality, and family." (Gatto, 1990)</p>	<p><u>ACTIVITY V.A.</u> Establish a school-community council.</p> <ol style="list-style-type: none"> <li>1. Develop a council selection process.</li> <li>2. Appoint/elect council members.</li> <li>3. Establish meeting procedures and times.</li> </ol> <p><u>ACTIVITY V.B.</u> Establish systems of communication for parents and associates. Possible structures include:</p> <ol style="list-style-type: none"> <li>1. Parent-associate luncheons (school lunch).</li> <li>2. Parent-student-associate planning sessions.</li> </ol> <p><u>ACTIVITY V.C.</u> Investigate possible applications of technology to the improvement of communication.</p>	<p>L. Shattway</p> <p>;</p> <p>Associates</p> <p>Associates</p>	<p>Dec 15</p> <p>July 31</p> <p>Aug 20</p>

USE ADDITIONAL COPIES OF THIS PAGE IF NECESSARY

**16. BUDGET DETAIL AND NARRATIVE (SEE NEXT PAGE FOR BUDGET INSTRUCTIONS)**

Provide appropriate budget information below to fully explain each item.

Relate budget expenditures and explanations to planned objectives and activities.

(Projects that do not include budget explanations will be considered incomplete.)

OBJECT CLASS CATEGORY	GRANT SHARE	LOCAL SHARE	LINE TOTAL	EXPLANATION
A. SALARIES	XXXXXX	0	0	
B. EMPLOYEE BENEFITS	XXXXXX	0	0	
C. PURCHASED PROFESSIONAL & TECHNICAL SERVICES	51,100	18,750	69,850	Associate team for development and planning activities: 456 hours/associate @ \$14/hour. (Activity II.C, III.A, IV.A, B, C, V.B, C) External consultant costs (Activity I.A, II.C)
D. INSERVICE ACTIVITIES	9,800	2,500	12,300	Associate site visits, conference fees, substitute costs. (Activity II.A, B, C) Recertification assistance (Activity I.B)
E. SUPPLIES & MATERIALS	500	500	1,000	Subscriptions, books, copying, miscellaneous supplies, postage (Activity I.A, II.A, III.B, IV.A, V.A)
F. EQUIPMENT	0	0	0	During the developmental stage of this project, no equipment is needed. However, it is anticipated that there will be a strong technological component in the implementation stage.
G. EVALUATION COSTS	400	800	1,200	Postage, copying for surveys, travel, per diem for external evaluation team. (Narrative #14)
H. TRAVEL	6,600	1,200	7,800	Travel by associate team to site visits, professional development activities. (Activity II.A)
I. INDIRECT COSTS	XXXXXX	0	0	NOTE: The final nature of some of the activities funded may not be determined until the associate team is selected. Many decisions about needs must be left until then if this project is to succeed.
J. TOTALS	68,400	23,750	92,150	

APPENDIX III

North Sevier High School  
Graduation Handbook



**NORTH SEVIER HIGH SCHOOL  
GRADUATION HANDBOOK**

**NORTH SEVIER HIGH SCHOOL  
350 WEST 400 NORTH  
SALINA, UTAH 84654  
529-3717**

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- Senior Project: Prospectus
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## GRADUATION PROCESS

## PREFACE

The North Sevier High School graduation process is designed to challenge students to pursue individual educational excellence as well as general educational development. An explanation of the graduation process along with the guidelines and requirements for each part of the process are included in this handbook.

This handbook is not intended to define the upper limits of individual potential. Students are encouraged to use this handbook as a starting point from which to expand their individual potential and creative abilities. Students should not judge their work by asking "How close is this to the requirement?", but rather by asking "How close is this to my best work?"

## GRADUATION PROCESS - PART I

North Sevier High School uses a competency-based graduation process. Students must demonstrate competence in each of several areas that we believe are most important for our graduates. Evidence of the competence will be included in a graduate portfolio. Completion of the core, specialties, workshops, and portfolio requirements are needed for graduation from North Sevier High School and will help students gain the competencies required. We expect that work in all of the areas required for graduation will demonstrate a student's knowledge of content and basic skills. Student work should also demonstrate the ability to use the mind well.

In addition to assuring students competence in specific areas, the graduation process is intended to include our community in the educational process of our school. This community inclusion is promoted by requirements that may only be completed by students' use of community resources and by requirements that provide opportunities for community members to work with students in meeting the competencies.

We believe that productive educational programs are individualized. The portfolio, workshop, and specialty requirements are designed to allow for students to pursue their own unique educational goals. At the same time, requirements are in place to assure that students are well grounded in basic skills and knowledge.

The Graduation Portfolio components are:

1. Educational and Post-High School Planning
2. Area of Specialization
3. Service to the Community and School
4. Communication
5. Learning from the Community
6. Productive Living
7. Self Esteem and Character Development
8. Current Issues
9. Mathematics
10. Science and Technology
11. Cultural Awareness
12. Work Experience

A detailed explanation of the requirements for each component of the portfolio may be found in Part II of this handbook.

A student must successfully participate in core during each semester of enrollment at North Sevier High School. The core class consists of two levels: the undergraduate core (9th and 10th grade) and graduate core (11th and 12th grade). Core integrates several curricular areas to provide students the opportunity to participate in student-centered instruction that is focused on critical thinking habits and to work towards portfolio requirement.

Each student must also participate in workshops during each year of enrollment at North Sevier High School. Summaries of workshops participated in will be required in Portfolio Component 2.

Each student will be expected to design a plan for an area of specialization. The specialty classes will provide opportunities for students to complete the area of specialization as well as pursue individual interests and meet specific requirements.

The work in each area (core, specialties, and workshops) should be carefully thought out as a part of the educational and post-high school plan (Portfolio Component 1) so that each experience leads the student to the completion of goals established through planning with advisors and parents. Planning should focus on post-high school goals rather than simply on meeting the requirements of high school graduation.

A student may complete all the requirements for graduation before the end of the traditional four years of high school. However, we believe that there are many opportunities at North Sevier High School for students to prepare for success in either post-high school training and education or for success in employment. Therefore, we strongly encourage students to take full advantage of their years of high school and to give up the opportunities of high school only after the most careful planning and consideration with parents and their advisor.

## STUDENT GRADUATION RESPONSIBILITIES

## FRESHMAN YEAR

1. Learn the graduation process by participation in an advisory groups
2. Develop an initial post-high school plan with the assistance of parents and advisors. The development of the initial post-high school plan will be facilitated by the advisory group. It is used to guide the development of the students educational plan.
3. Develop an initial educational plan by working with parents and advisors. This plan is the basis for all work at North Sevier High School and is a part of the graduation portfolio. Recognizing that plans and goals will change over four years of high school, this plan and the post-high school plan are subject to constant review and revision, always working with advisors and parents.
4. Participate in core teams, workshops, and specialties in accordance with the educational plan. Document carefully as directed on page 19 of this handbook.
5. Begin work on the competencies that are required in the graduation portfolio. It is essential that students carefully document all experiences as they complete portions of the educational plan. Progress towards graduation is tracked by the student, parents, and advisor using the graduation progress checklist.
6. Each Freshman is encouraged to serve on a freshman class committee.  
Some of the committees that students may serve on include Homecoming, fund raising, dance planning, drug and alcohol prevention, and school spirit committees.

## SOPHOMORE YEAR

1. Update the post-high school plan with the assistance of parents and advisors.
2. Revise the educational plan to accommodate any changes that may be made in the post-high school plan. The area of specialization is identified and checks are made to assure completion of appropriate prerequisites so that work may begin in this area at the beginning of the junior year.
3. Serve as assigned on a graduation committee.
4. Participate in core teams, workshops, and specialties in accordance with the educational plan.
5. Continue careful documentation.
6. Each sophomore is encouraged to serve on a sophomore class committee. Some of the committees that students may serve on include Homecoming, fund raising, dance planning, drug and alcohol prevention, and school spirit committees.
7. Near the end of the sophomore year, the student, parent, and advisor will conduct an academic review. The review is a summary of the student's specific strengths and weaknesses, previous habits of work, other non-academic interests and activities, and his or her tentative post high school plan. The review will also suggest the length of time the student may need, based on past experience and future goals, to meet the requirements of a North Sevier High School diploma, and to complete the educational plan.



## JUNIOR

1. Update the post-high school plan with the assistance of parents and advisors. Any testing necessary for post-high school placement (ACT, SAT, ASVAB, etc.) is scheduled.
2. Revise the educational plan with the assistance of the advisor. Specific planning is done in the area of specialization, especially as it relates to the portfolio components. Community learning and self-directed learning projects are identified to correspond to the area of specialization.
3. Continue involvement in core and other appropriate learning experiences.
4. Select the members of the graduation committee. An initial meeting is held with the graduation committee before the end of the junior year.
5. Continue careful documentation.
6. Each junior is encouraged to serve on a junior class committee. Some of the committees that students may serve on include Homecoming, Junior Prom, fund raising, dance planning, drug and alcohol prevention, and school spirit committees.

## SENIOR YEAR

1. Finalize the post-high school plan during a first semester meeting with student, parents, and advisor.
2. Meet with the graduation committee early in the year to review the progress of the educational plan. Changes in the plan after this time must be made by petition. (The first graduation committee of the senior year should be held by October 15.)
3. Seniors attend senior seminars, such as financial aid workshops and Voter Day, as scheduled throughout the year.
4. Complete all requirements for graduation. Seniors are responsible to meet all deadline dates. These dates will be published and announced at the beginning of the year. The portfolio is presented to the graduation committee with all the appropriate materials and documentation.
5. Participates in the Senior Forum.
6. Each senior is encouraged to serve on a senior class committee. Some of the committees that students may serve on include Homecoming, graduation, fund raising, dance planning, drug and alcohol prevention, and school spirit committees.
7. Seniors are expected to participate in core, workshops, specialties, and other activities which are part of their educational plan.

### ADVISOR RESPONSIBILITIES

Careful planning and assistance from advisors is an essential part of success at North Sevier High School. Each student is assigned an advisory with whom he or she will meet daily.

1. Regular meetings will be held with advisees as part of the daily advisory group meeting. During the advisory meetings, advisors will assist with educational and post-high school planning. The development of community and self-directed learning experiences will also be facilitated in meetings with advisees.

3. Advisors assist students with record keeping and documentation. Any changes in the educational plan or the post high school plan must be approved by the advisor.

4. The advisor serves on the graduation committee.

5. Advisors of seniors meet with them quarterly to review the graduation checklist and progress towards completion of the portfolio.

6. Advisors conduct the sophomore review with each advisee during the last trimester of the sophomore year.

7. Advisors assist in scheduling testing for college entrance or scholarships and other post-high school planning needs.

### PRINCIPAL RESPONSIBILITIES

Each student approaches the graduation with a unique educational and post high school plan. Each students graduation portfolio will give evidence of a diverse set of experiences. The principal provides support to associates and parents as they work with students.

1. The principal meets with each senior to review their progress in the graduation process.
2. The principal serves as an advisor to a group of students.
3. The principal meets with the senior class and the class advisors to help them plan their graduation ceremony.
4. Provides advisors, parents, and students with information that is useful in advising students in educational and post-high school planning (Test data, classes available through the Sevier Valley Applied Technology Center or Snow College, vocational and career opportunities).

## PARENTS RESPONSIBILITIES

In addition to the supportive role parents naturally assume in the educational process of their children, parents at North Sevier High School have other opportunities to become actively involved in the educational program and graduation process of their children:

1. Regular meetings with advisors are scheduled. Parental involvement is essential to achieve the quality educational experience we desire for each student at North Sevier. While parents are not expected at every advisory meeting, they are welcome and it is expected that they will meet at least twice each year with the advisor, and more frequently during the senior year.
2. Parents are expected to serve as a member of the student graduation committee.
3. Parents are encouraged to become familiar with the graduation process.
4. Parents may share their expertise by serving as teachers in workshops, by supervising programs, and as participants in daily activities of the school. Parents are strongly encouraged to attend school with their students at least twice a year.

## GRADUATION COMMITTEE

During the junior year, the student assembles a graduation committee composed of the following members:

1. The student's advisor
2. Parent (s)
3. A North Sevier High School Sophomore
4. An additional adult (student choice)

This committee reviews the students plans during the senior year, approves any changes, and provides support and assistance to the student as needed. The committee recommends the student for graduation by approving the graduation portfolio. If a recommendation is made by the graduation committee to not accept the graduation portfolio, an appeal may be made to a committee composed of the principal, an associate, a parent, and a student selected by the school-community council. A 3/4 majority vote is necessary to overturn the recommendation of the graduation committee.

The additional adult member of the graduation committee should be selected by the student because of special skill, experience, or knowledge that will be helpful to the student in fulfilling his or her goals. This committee member should not be a family member, close relative, or close personal or family friend.

## REMEDIATION

We recognize that not every student will fulfill each requirement for graduation from North Sevier High School on exactly the same schedule. Students learn at many different rates. The difference in learning rate will be accommodated through the educational and post-high school plan and through the special education individual educational plan. It is very important to realize that the traditional pattern of four years of high school is not sacred. Some students may complete the requirements in less time; others may require more time.

Through the advisement process and other school communication, each student and parent will be informed of any deficiencies in a timely manner. These deficiencies can then be corrected through the following options for remediation:

- a) rescheduling of specific specialties or workshops that have not been completed satisfactorily;
- b) development of alternative means to achieve a specific competency;
- c) participation in summer programs at North Sevier High School;

All remediation must have approval of the advisor and the department chairperson in the subject area being remediated. The department chairs are:

Language Arts	Jackie Burr
Mathematics	Kevin Eppich
Social Studies	Chad Thompson
Science	Karey Nay
Fine Arts	Jill Elliott
Foreign Language	George Chappell
Healthy Lifestyles	Steve Camp
Vocational Education	Jerald DeMille

If remediation is needed in subject areas outside of these areas, the approval must come from the associate who teaches the course. A remediation approval form is included in this handbook.

## GRADUATION PROCESS - PART II

### THE GRADUATION PORTFOLIO

The North Sevier High School graduation portfolio is a presentation of students' experiences, competencies, and learning from their high school careers. It is presented to the graduation committee for evaluation prior to graduation. The completion of each component of the graduation portfolio is an essential requirement for graduation from North Sevier High School. The components of the portfolio are intended to assure that students have completed basic studies, become competent in a specific skill area, and that they have extended their own growth in areas relevant to their own interests and post-high school intentions.

The following pages detail the requirements of each component. Students and parents should review the requirements in each area carefully and work with advisors to answer any questions that may arise. Some of the portfolio components are intended to allow substantial latitude for students to pursue their own interests. Other areas are very specific. Students may consider many approaches to fulfilling requirements. Written work, video presentations, dramas, or nearly any kind of creative effort may be submitted with prior approval of the advisor. In all areas the requirements listed must be followed carefully, but creativity is encouraged.

If an exception to a requirement in a portfolio component is needed, it must be approved by both the advisor and the principal (using the Portfolio Requirement Exception Form). Any exception that may be granted must be documented in the portfolio. Once the graduation committee has been established for a student, any changes in that student's program must be approved by the graduation committee.

It is expected that all portfolio materials will be typed and reflect a student's ability to follow basic rules of grammar and spelling. The ability to present information in an organized and coherent manner is a competency demonstrated by completion of the portfolio. All portfolio items must reflect a high standard of achievement to be accepted as "portfolio quality".

The portfolio is not intended to create a burden of numerous "extra" projects. The requirements have been carefully developed so that each component represents a schooling outcome that we strongly value. Most of the components will be facilitated in the regular school program and there may be many pieces of work from core, specialties, or workshops that can be included in the portfolio. However, some will require a student to extend themselves beyond the traditional boundaries of school, and all will require



special effort to achieve the level of excellence expected in a portfolio component.

### PORTFOLIO DOCUMENTATION

In order to have each component of your portfolio accepted by the graduation committee, it is necessary to document all work you do. Documentation is primarily a student responsibility, although advisors and other associates will help considerably with this area.

At the final meeting with the Graduation Committee, students will be asked to discuss each area of the portfolio and explain what has been done, how it has been done, who was involved in the work, and how they feel about the work. Careful documentation will make the graduation committee meetings an easy and fulfilling experience for all.

Careful documentation will also ensure that each component in the portfolio truly represents a student's work. Documentation should be an ongoing process that begins when a student enters North Sevier High School. Students should not wait until the senior year to begin documenting what has been done during the previous three years. There are components in the portfolio on which work should be started when a student enters North Sevier High School as a freshman.

There are many ways in which students may document the work they are doing. Listed below are a few suggestions. You may use these or other ideas of your own.

- a. Keep a careful journal of work on the portfolio. Write down thoughts and expectations. Keep careful records of all persons contacted (name, telephone number, date of contact, result, etc.).
- b. Make an audio tape of interviews, feelings, thoughts, and experiences. Every time something is done relating to the portfolio, tape the result.
- c. Use pictures or video tapes to document the progress of and participation in portfolio activities.
- d. Keep a calendar to record all activities, contacts, feelings, etc.
- e. Make a log of all projects as they are completed for the portfolio. Keep track of service hours and workshops as they are completed.

f. Find a box or a file drawer where all papers, certificates, pictures, or other materials may be kept until they are needed for the portfolio.

g. Get a binder for your portfolio as soon as you begin high school. Start to build the portfolio right away. Items can always be added or taken out as you progress through high school.

PORTFOLIO CHECKLIST

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Component/ Requirement	9th	10th	11th	12th
Component 1: Educational and Post High School Planning				
1 - High School and Post High Plan	X	X	X	X
2 - Career Workshop	X	X	X	X
3 - Personal Evaluation Essay	X	X	X	X
4 - Career Research Project			X	X
5 - High School Summary				X
Component 2: Area of Specialization				
1 - Area of Specialization and Plan			X	X
2 - Completion of Project & Senior Forum				X
Component 3: Service to School and Community				
1 - Community Service Projects	X	X	X	X
2 - School Service Projects	X	X	X	X
3 - Group Service Project			X	X
Component 4: Communication				
1 - Two Samples of Written Work			X	X
2 - Oral Presentation at Senior Forum				X
3 - Alternative Medium of Communication				
4 - Business Communication (Resume & Letter)			X	X
Component 5: Learning from the Community				
1 - Select Community-Based Learning Experience	X	X	X	X
2 - Complete Learning Experience	X	X	X	X
Component 6: Productive Living				
1 - Physical Fitness Plan	X	X	X	X
2 - Adult Roles and Responsibilities Class			X	
Component 7: Self Esteem and Character Development				
1 - Autobiographical Essay	X	X	X	X
2 - Extracurricular Activity	X	X	X	X
3 - Three Letters of Recommendation			X	X
Component 8: Current Issues				
1 - Current Issue Information Essay			X	X
2 - Participation in Political Process	X	X	X	X
3 - Participation in Advisory Period	X	X	X	X
Component 9: Mathematics				
1 - Technical Paper			X	X
2 - Demonstration of Math Competency			X	X
Component 10: Science and Technology				
1 - Research Paper or Science Exhibit	X	X	X	X
Component 11: Cultural Awareness				
1 - Personal Arts Awareness Program	X	X	X	X
Component 12: Work Experience				
1 - Work Experience			X	X

## COMPONENT 1: EDUCATIONAL AND POST-HIGH SCHOOL PLANNING

We believe that students must take an active role in learning. The educational plan and the post-high school plan are the central documents which guide students' educational experiences at North Sevier High School. These plans should reflect the unique needs of individuals relative to vocational and other goals which they may choose.

These plans will likely undergo substantial modification over the years of high school. Development and changes to the educational and post-high school plans will be facilitated by the advisory period.

To complete this portfolio component, a student must:

1. Develop a personal education plan and a post high school plan. In developing these plans each student working with his or her parents, will complete the Educational Planning Form and the Post-High School Planning Form. These materials must be presented in the portfolio for fulfillment of the requirements of this component. These forms will be reviewed and updated annually.
2. Attend at least one career exploration workshop each year. A written evaluation of the career workshop will become part of the portfolio.
3. Submit a personal evaluation essay annually to his or her advisor describing the student's personal assessment his or her performance during the school year.
4. Complete a research project related to the post-high school career goal. A summary of this research will appear in the portfolio.
5. During the last term before graduation, prepare a high school summary. The summary will include:
  - a. Transcript of core, specialties, and workshops
  - b. High school evaluation

## COMPONENT 2: AREA OF SPECIALIZATION

We believe that meaningful education is individualized. Each student will develop an area of specialization as part of the educational plan.

To complete this portfolio component, a student must:

1. Select an area of interest or expertise for specialization. The student will complete a plan outlining a project within his or her area of specialization.
2. Complete a project that shows special competence that the student has gained by fulfillment of this area of specialization. This project must be presented to the public through display, performance, or publication at the Senior Forum. A detailed summary of the project will be included in the portfolio.

### COMPONENT 3: SERVICE TO THE COMMUNITY AND SCHOOL

We believe in a learning environment where concern for others is exhibited. We value service to others as an appropriate expression of that concern. This portfolio component provides students the opportunity to serve.

To complete this portfolio component, a student must:

1. Select a community service experience. In order to assure the appropriateness of this experience, this service must receive prior approval by the student's advisor. It is recommended that this portfolio requirement be fulfilled over a period of years and must include at least 50 hours in order to provide significant community service. Participation in a variety of experiences can fulfill this requirement.

2. Give volunteer service to your school. There will be numerous occasions when volunteer help will be requested by the school. Additionally, a student may develop his or her own school service project. A student needs to volunteer at least 20 hours of service to the school.

3. Complete a group service project. This would be a project which several students undertake as a team. This can be documented by having the names of all the team members on the written summary.

Note: Each of the experiences will be documented for the portfolio with a short written summary and signed notice from the individual who supervised the service.

#### COMPONENT 4: COMMUNICATION

This portfolio component is a demonstration of the students competence in written and oral communication.

To complete this portfolio component, a student must:

1. Include within the portfolio two samples of his or her best written work, not found elsewhere within the portfolio.
2. Make an oral presentation of his or her senior project at the Senior Forum.
3. Demonstrate competence in a medium of communication other than written or spoken English prose. This alternative medium may be music, a foreign language, art, poetry, a computer programming language, American Sign Language, etc. The alternative communication medium must be approved by the advisor to insure its appropriateness.
4. Demonstrate competence in business communication by including:
  - a. A resume
  - b. A letter of application for work, school, scholarship, etc.

## COMPONENT 5: LEARNING FROM THE COMMUNITY

This component creates the opportunity for students to learn from the resources available from our community and environment.

To complete this portfolio component, a student must:

1. Select an area of interest and complete a plan in which community resources may be used to assist in learning. The community resources that should be considered are individuals with special skill or knowledge, or the local environment. The interest area may be a skill, a research topic, or a community-based learning experience.

The plan will consist of a letter to his or her advisor detailing the nature of the project. The letter will provide the following information:

- a. A specific description of the learning that the student will gain from the project.
- b. The community resource that will be used by the student.
- c. The qualifications of the individual that will serve as the facilitator and evaluator for this project.
- d. The way that the student will evaluate the project.
- e. A timetable for beginning and completing the project.

2. Work with a community resource (a facilitator). The facilitator may be any person who has worked with a student and, because of education, training, skills, experience, or knowledge, is qualified to make informed judgments about the competence of a student in his or her community learning experience. In the component of learning from the community, the facilitator is not only a supervisor but also becomes a teacher for that student.



## COMPONENT 6: PRODUCTIVE LIVING

This portfolio component assures that students leaving North Sevier High School will have the knowledge and understanding needed to maintain emotional, physical, social, and economic well-being.

To complete this portfolio component, a student must:

1. Develop a basic physical fitness plan and provide evidence of its implementation for at least a four month period.
2. Complete the Adult Roles and Responsibilities specialty course.

## COMPONENT 7: SELF ESTEEM AND CHARACTER DEVELOPMENT

This component is an essential part of the graduation portfolio at North Sevier High School. We believe that a learning environment that exhibits trust, respect, and concern for others will invite student success. The development of positive character traits is a responsibility we all share.

Self esteem, the willingness to extend ourselves into situations that require us to try things we're not sure of, is developed by self awareness, by positive experiences, and by recognizing individual successes.

To complete this portfolio component, a student will:

1. Complete an autobiographical essay. This will be facilitated in the core class and will be included in the portfolio. It will require updating during the senior year prior to presentation of the portfolio.
2. Participate in at least one extracurricular activity sponsored by North Sevier High School. Submit a letter documenting your participation and evaluating your experience. This letter must be countersigned by the activity supervisor and included in the portfolio.
3. Submit three letters of recommendation that document appropriate citizenship and personal responsibility. One of these must be from a North Sevier High School associate; the others must be from sources outside the school.

## COMPONENT 8: CURRENT ISSUES

We believe that students must be able to adapt to a changing world. Awareness of the issues that face our society is a vital part of a student's ability to succeed personally and to contribute to our society. This portfolio component gives students the opportunity to demonstrate their awareness of current issues.

To complete this portfolio component, a student must:

1. Complete a persuasive or informative essay on a current issue of his or her choice.

2. Participate in the political process. This requirement may be met by completing one or more of the suggestions below:

- a. serve in a studentbody or class office at the high school level.
- b. participate in the campaign of a candidate for local, state, or national office.
- c. participate in a community youth council.
- d. participate in the Close-Up program.
- e. participate in Boys/Girls State.
- f. observe court sessions, town council meetings, and the meetings of other public organizations.
- h. other (advisor approval needed).

3. Actively participate in the advisory period and in viewing of Channel One. A letter signed by the advisor will document your participation.

## COMPONENT 9: MATHEMATICS

We believe that the ability to apply mathematics to practical situations is an important outcome for students at North Sevier High School. The requirements in this graduation portfolio component allow students the opportunity to demonstrate their competence in mathematics.

To complete this portfolio component, a student must:

1. Complete a technical paper that shows fluency in dealing with numerical data and presentation of data.
2. Demonstrate math competence in one of the following ways:
  - a. present evidence of a score at the 50th percentile on either the mathematics section of the PACT, ACT, or SAT test, or some other standardized test.
  - b. pass a basic skills test in mathematics developed by the mathematics department.
  - c. complete two math specialty courses.

## COMPONENT 10: SCIENCE AND TECHNOLOGY

Our students need be familiar with the forces in science and technology that are rapidly changing our world. This component allows students to demonstrate their understanding of technology and science.

To complete this portfolio component, a student must:

1. Complete a research paper or science/technical exhibit which demonstrates one or more of the following:
  - a. Fluency in dealing with a topic of a scientific or technical nature.
  - b. Knowledge of science as a method.
  - c. Awareness of the use of science in the modern world.
  - d. Awareness of the social costs and benefits that accompany scientific or technological developments.
2. Show computer literacy by:
  - a. Completion of the Information Technology class
  - b. Demonstrations of competence as approved by your advisor.

### COMPONENT 11: CULTURAL AWARENESS

We believe that a successful society is dependent upon literate, educated individuals. A significant part of education and literacy is an awareness of one's own culture and other cultures. This component is also concerned with creative expression and appreciation.

To complete this portfolio component, a student must:

1. Develop a personal arts awareness program. Such a program should include a variety of participation in art exhibits, performances, or programs in each area of the arts (i.e. music, dance, visual art, and drama).

## COMPONENT 12: WORK EXPERIENCE

The ability to work and to complete a project once it is started is a valuable skill. This component gives students the opportunity to demonstrate this ability.

To complete this portfolio component, a student must:

1. Show evidence of work experience. This may be demonstrated by:
  - a. regular paid employment.
  - b. Unpaid student help (teacher aide, office aide, etc.)
  - c. Other work experience as proposed by the student and approved by the advisor.

**FORMS**



**SENIOR PROJECT: PROSPECTUS**

The prospectus form must be completed by all students prior to the beginning of work on the senior project. It must be submitted to your graduation committee for approval. Requests for changes in your senior project plan after that time must be made in writing to your advisor and require his or her approval. The advisor, at his or her discretion, may also require graduation committee approval of the changes.

This form should be typed. Attach additional pages as needed.

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Project Title: \_\_\_\_\_

1. Project Summary: Provide a brief description of your project. This description will appear in the program of the Senior Forum.

2. What do you intend to learn from your senior project?

3. What resources will you need to complete your project?

4. How will you present your project at the Senior Forum?  
(Oral presentation is required.)

5. Describe in detail the calendar for completion of your project.

Date approved: \_\_\_\_\_

Graduation Committee Approval:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### POST-HIGH SCHOOL PLAN

The post-high school plan is a crucial element of student success at North Sevier High School. A student may have a very specific vocational goal; another student may have a more general vocational or educational goal. Still, the most important aspect of planning is setting clear goals. These goals are subject to change. Do not fail to set a goal because of fear that the goal may be modified at some future time.

This form should be typed. Attach additional pages as needed.

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Year of Graduation \_\_\_\_\_

1. Identify one or more areas of career interest.
2. Select one of the interest areas you have identified and list the possible occupations within that area of interest.
3. What is the outlook for employment in the occupations you have listed?

4. What characterizes individuals who are successful in the occupation that you have identified?

5. Write goal statements that reflect your desires for your educational and occupational future.

6. List specific steps you will need to take to achieve this goal.

a. High School educational program (Only a very general plan is needed here. A specific educational plan is completed using the Educational Plan Form)

b. Other experiences during high school

c. Post-high school educational program

d. Other post-high school experiences

**EDUCATIONAL PLAN**

This form is to be completed with the help of your parents and advisor. However, the greatest effort and thought in the development of plan should come from you.

This form should be typed. Attach additional pages as needed.

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Year of Graduation \_\_\_\_\_

1. Describe your post-high school goal and possible area of specialization:

2. List the requirements that you must meet to achieve your post-high school goal:

3. List courses that will help meet the requirements of your post high school goal:

a. freshman year

b. sophomore year

c. junior year

d. senior year

4. How can the components of the portfolio be used to support your work towards your post high school goal?

a. Component 2: Area of Specialization

b. Component 3: Service to Community and School

c. Component 5: Learning from the Community

d. Work Experience

e. Other components

5. How can extracurricular activities help you reach your educational and post-high school goals?

6. What testing may be useful or required to succeed in your plans? (Show a tentative schedule for the necessary testing.)

**EDUCATIONAL PLAN - ANNUAL UPDATE**

This form shall be completed each year to update and further develop the Educational Plan. The process of completing this form will provide for a review of progress toward student goals and a check to see that plans and goals are congruent.

This form should be typed. Attach additional pages as needed. Your annual evaluation essay (Component 1, Requirement 3) must be attached to this form.

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Year of Graduation \_\_\_\_\_

1. Describe changes in your post-high school goal. (If major changes have occurred, submit a new educational plan.)

2. Describe the progress you made during the past school year \_\_\_\_\_ towards the goals of your educational plan.

3. Describe changes that need to be made in your educational plan at this time in order for you to progress towards your post-high school goal. (Identify by number the part of the post-high school plan that you are modifying. Attach additional pages as needed.)



**REMEDIATION APPROVAL FORM**

A student who has not completed a requirement for graduation through classes or other means at North Sevier High School may choose a variety of means to remediate the problem. Some of these means are listed under the title of Remediation in this handbook. If a student wishes to design a remedial program not described in the handbook which will more accurately suit his or her needs, he or she may do so by completing this approval form.

This form should be typed. Attach additional pages as needed.

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Year of Graduation \_\_\_\_\_

1. Describe the problem which needs remediation.

2. Describe the plan for remediation. (Include details on timetable, resources, and assessment.)

Approval:

Advisor \_\_\_\_\_

Dept. Chair \_\_\_\_\_

**REQUEST FOR PORTFOLIO REQUIREMENT EXCEPTION**

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Year of Graduation \_\_\_\_\_

Portfolio Component # \_\_\_\_\_ Requirement # \_\_\_\_\_

This form should be typed. Attach additional pages as needed.

1. Describe the need for the exception.

2. Describe your alternative plan for fulfilling the requirements of the portfolio. (Include details on timetable, resources, and assessment.)

Approval: \_\_\_\_\_

Advisor \_\_\_\_\_

Dept. Chair \_\_\_\_\_

ACADEMIC LETTER APPLICATION

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Year of Graduation \_\_\_\_\_

Eligibility Checklist

3.00 GPA or higher each Trimester Yes \_\_\_\_ No \_\_\_\_

3.50 GPA or higher for the year Yes \_\_\_\_ No \_\_\_\_

3.75 GPA or higher for one Trimester Yes \_\_\_\_ No \_\_\_\_

No F's during the year Yes \_\_\_\_ No \_\_\_\_

No U's or N's during the year Yes \_\_\_\_ No \_\_\_\_

Rigorous course of study Yes \_\_\_\_ No \_\_\_\_

A rigorous course of study must include at least 3.0  
credits during the year from among the following areas:

Mathematics	_____
English	_____
Science	_____
Social Studies	_____
Foreign Language	_____
Adult Roles	_____

Advisor Signature \_\_\_\_\_

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## Current Grade Report

<u>Class</u>	<u>Grade</u>	<u>Cit'ship Grade</u>	<u>Teacher Signature</u>
Core	_____	_____	_____
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

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