

THE RELATIONSHIP BETWEEN SCHOOL CULTURE AND AN EFFECTIVE
SCHOOL LIBRARY PROGRAM: FOUR CASE STUDIES

by

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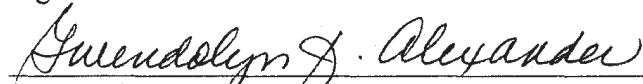
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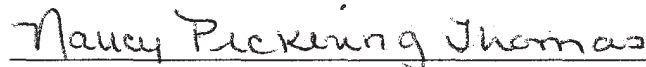
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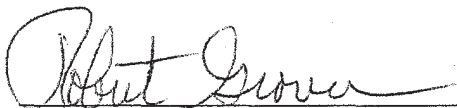
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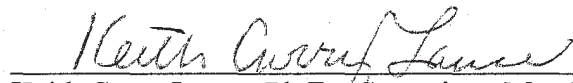
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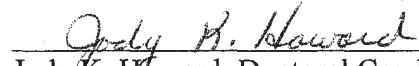
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AN ABSTRACT OF THE DISSERTATION
FOR THE DEGREE DOCTOR OF PHILOSOPHY IN THE
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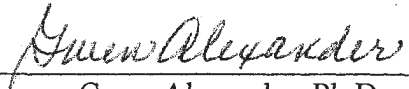
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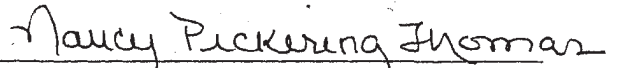
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Program: Four Case Studies

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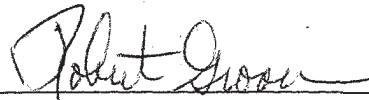
Standards establishing effective school library programs have been described in *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998), which calls on the librarian to act as an instructional partner with classroom teachers so that information skills instruction takes place within the context of ongoing classroom activity. However, some school librarians have been unable to implement this model. This begs the question, why are some librarians able to establish such programs while others fail? There is research literature in education that acknowledges the importance of school culture as a factor in instructional innovations. Yet this is not an issue that has been addressed to a great extent within the Library and Information Science (LIS) literature regarding school library programs. Examining the culture in schools with effective school library programs may help to identify factors that support implementing the *Information Power* model. This dissertation describes a multiple case study of four K-12 schools. Each of the schools has received a national award recognizing the effectiveness of the library based on criteria established by the American Association of School Librarians (AASL). Giddens' structuration theory (1984), Senge's (1990) concepts of the learning organization, and Schein's (1992) theory of organizational culture provide the framework for this dissertation. The approach to analysis is consistent with the tenets of naturalistic research and reflects the assumptions of a qualitative research more generally. Common patterns found at each site include the presence of a collaborative culture, the collaborative leadership style of the principal, and high expectations for the students and staff. LIS professors may use these conclusions in the instruction of school library candidates. School librarians may use this data in aligning their programs with national standards. Future research includes replicating this study using a larger number of schools to determine if the same patterns will surface. Additional research needs to be conducted analyzing the role of culture in organizations, the influence of interactions among the major players in the schools, and the change process.



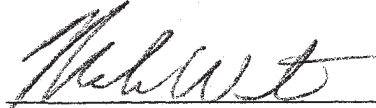
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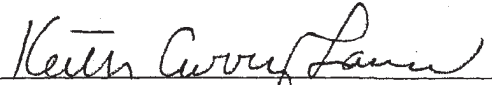
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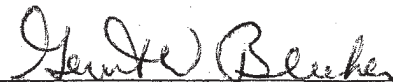
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CHAPTER 1: INTRODUCTION

When I was a district school library director, I was aware of some school library programs where the school librarian was an integral part of the staff and was an instructional partner with the classroom teachers. The teachers and the school librarian worked hand in hand developing and implementing the information literacy and content curriculum so that each student had the opportunity to learn the content and develop the critical thinking skills necessary to seek, evaluate, synthesize, use, and create information and knowledge. I also saw other schools where there were equally well-trained school librarians, and they were unable to develop collaborative programs. The school librarians in each case were well-qualified, intelligent individuals who knew and were dedicated to being instructional partners and integral members of the staff and learning community. In other words, each librarian was committed to establishing a vibrant, dynamic school library program that supported the national standards. So a question is: Why are some school librarians successful in implementing this model and others are not?

During the 2007 and 2008 school years, I worked with two school librarians on developing strategies for professional development in their respective schools. As we were concluding one of our meetings, one of the school librarians indicated that we would need to be aware of her school culture as we continued developing the lessons, as the culture would have a direct impact on what she would be able to accomplish through this staff development. This incident is important because it acknowledges that context is a key dimension in school library activities and points specifically to the fact that school librarians are keenly aware of school culture as an important element of that context. However, this idea of school culture and the relationship to the school library program is

a concept that is not often addressed in the professional Library and Information Science (LIS) literature today.

Formula for an Effective Program

The American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) in *Information Power: Building Partnerships for Learning* (1998) provide a formula for an effective school library program. The factors in this formula include having the school librarian become a collaborative instructor with the classroom teacher, provide access to information through various sources for members of the learning community, and manage the infrastructure of the school library. Furthermore, *Information Power* asserts that providing instruction as well as services are key ingredients in the establishment of an effective program that is dedicated to the improvements in student achievement.

In October, 2007, at the AASL National Convention, the *Standards for the 21st-Century Learner* (American Association of School Librarians [AASL], 2007) were unveiled. These standards reflect the formula for an effective program found in *Information Power* (AASL & AECT, 1998) and support the concept of the school librarian as a collaborative instructional partner with the classroom teacher. The new standards state: "School Libraries are essential to the development of learning skills....School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century" (AASL, 2007, np). While it is heartening to have a formula for success and to have Lance's et al. (2000) and Todd and Kuhlthau's (2005) research linking school library

programs to student achievement, these works do not explain why some librarians succeed in establishing an effective program and others do not.

Research has examined the relationship of the school librarian to the effectiveness in delivering programs and services. A variety of researchers in the library field suggest that the librarian must be a leader in order to establish a quality program (Andronik, 2003; Farmer, 1995; Hartzell, 2001; Lance & Loertscher, 2005; Lance, Rodney, & Hamilton-Pennell, 2000; Woolls, 2004). Other research indicates that the support of the principal is a key factor in providing the environment favorable to the development of a quality program (Hartzell, 1994, 2001, 2003). Although the AASL formula for an effective library program suggests what the school librarian must do, it does not acknowledge or address contextual issues nor explore if and in what ways external forces outside the library will affect the implementation of a viable program. Nor has this area been addressed in a holistic way in school library research.

Overview of Recent Research in School Librarianship

Research has been conducted in the LIS field linking the effectiveness of schools, including the increase in student achievement, with school libraries (Lance, Rodney, & Hamilton-Pennell, 2000; Todd & Kuhlthau, 2005, Whelan, 2004). In one study, Lance et al, (2000) were able to demonstrate the positive correlation between the role of the school librarian and the increase in student achievement. By 2005, the research conducted by Lance's et al., as summarized in *How School Librarians Help Kids Achieve Standards: The Second Colorado Study* (2000), had been replicated in more than a dozen states with five different researchers or research teams ((Lance & Callison, 2005). Each of these studies demonstrated the importance of school libraries and clarified the relationship

between a strong library program, student learning, and an increase of test scores. These studies analyzed "the impact of school libraries in approximately 8,700 schools with enrollments totaling more than 2.6 million students" (Lance & Callison, 2005, np). The studies built upon the premise that having a school librarian assume an instructional role had an impact on student achievement. Todd and Kuhlthau (2005) approached their research with a different focus and illustrated how school libraries and the librarians have been instrumental in the success of students in 39 schools in Ohio affecting 39,000 students. Todd and Kuhlthau begin from the vantage point of the students, ascertaining how the school library helped them be successful during their high school years. These studies focus on the school librarian as an integral part of the school, but they do not examine the culture of the school or the influences the existing school culture may have on implementing an effective school library program.

Both the studies modeled on the Colorado Study and the work of Todd and Kuhlthau (2005) provide the school library profession with data that identify the school librarian as a necessary partner in the academic success of students.

Importance of the School Library

Lance et al. (2000) and Lance, Welborn, and Hamilton-Pennell (1993) found that there is a positive correlation between effective school library programs and student achievement. Many times, however, school librarians are unable to establish their programs as the research indicates, and, therefore, are not able to fulfill the mandates of their profession.

AASL and AECT in *Information Power: Building Partnership for Learning* (1998) describe the role of school librarians as teachers, instructional partners,

information specialists, and program administrators. The school librarians are responsible for “learning and teaching, information access, and program administration” (p. 48). The function of the school librarian is to help students develop their critical thinking skills through the implementation of projects emphasizing the information literacy standard by collaborating with classroom teachers to develop assignments and projects where the students will apply those skills. Developing these information literacy skills will assist the students in becoming lifelong learners. The students are being prepared for jobs that have not yet been created, using technology resources that have not yet been created. Working in a collaborative culture will assist educators with preparing the students for the future (AASL & AECT, 1998; DuFour & Eaker, 1998). The classroom teacher is responsible for the content, and the school librarian works as a partner with the classroom teacher in assisting the students with the process of finding the information.

This model of the school librarian functioning in these roles is quite different from the role of a person who merely manages a collection of instructional resources and circulates materials. Yet not every librarian has been able to establish a library program as described in *Information Power* (AASL & AECT, 1998). Creating national awards (AASL, 2008; Brooks-Young, 2007; Ishizuka, 2005; Whelan, 2007) that draw attention to a specific model of school librarianship as effective necessarily underscores the fact that some librarians have been unsuccessful in creating programs that involve collaborative planning and teaching. Focusing on the context of schools which support collaborative planning and teaching between library and classroom and describing contextual elements that support such collaboration have not been the subject of systematic research. While it would be unrealistic to expect a school librarian to single

handedly change a school's culture, being able to target key elements may suggest new strategies for librarians struggling to align their own programs to national standards.

The purpose of this dissertation is to examine the elements that constitute the context within which school librarians create and conduct library programs, with a particular focus on school culture as a key construct. Culture, for the purpose of this study, is defined as "the underground stream of norms, values, beliefs, traditions, and rituals that has built up over times as people work together, solve problems, and confront challenges" (Peterson & Deal, 1998, p. 28). Peterson and Deal conceptualize the school culture as a set of "informal expectations and values that shape how people think, feel and act in schools" (p. 28). A central question that must be asked is: Why are some schools fertile ground for the establishment of effective school library programs? By studying the school context surrounding programs that have been acknowledged as effective, as defined by AASL & AECT (1998), the relationship between the culture of the school and the school library program may become apparent. Knowledge of these cultural elements will illuminate the role of culture in establishing an effective school library program.

Study Sites

Information Power: Building Partnerships for Learning (AASL & AECT, 1998) outlines the national standards for effective school library programs. There are state and national awards (AASL, 2008; Brooks-Young, 2007; Ishizuka, 2005; Whelan, 2007) honoring school libraries that have implemented these standards. I identified these school sites, and selected four of the most recent recipients of such an award. Using the multiple case study method, I visited four of these sites and through interviews, observations, and

content analysis of pertinent documents analyzed the culture of the school and its relationship to the school library program. After completing the case studies, I then identified patterns that are common across the sites. This dissertation will describe my findings. My research will describe the culture of the schools but will be limited to the artifacts, values, and assumptions present in each of the programs as identified by Schein's theory of culture described in *Organization Culture and Leadership* (1992).

Summary

Chapter One identifies the problem that will be addressed in this dissertation. Lance et al. (2000), Lance et al. (1993), and Todd and Kuhlthau (2005) have conducted research that aligns student success with the existence of a school library program based on the standards presented in *Information Power* (AASL & AECT, 1998). This research has been used to establish criteria for the designation of some library programs as effective. This dissertation will describe the culture I found at each of the schools I visited that had been identified as having effective school library programs. I will then discuss the common cultural patterns I identified at each school. Chapter Two will review the appropriate literature associated with this area of study.

CHAPTER 2: REVIEW OF THE LITERATURE

This literature review will address the research that has been conducted in the area of school culture and school libraries that will serve as a framework for this dissertation. I have used Schein's (1992) method of analyzing the levels of culture in this dissertation and this method will be addressed in Chapter 3. The literatures concerning school libraries address the school library program, the role of the school librarian, and student achievement. Some of the literature addresses all three components of the school library. (See Appendix A for additional information.)

School Culture

National reforms such as *The Nation at Risk*, *Goals 2000*, and *No Child Left Behind (NCLB)* have addressed the issues of a decline in student achievement (*The Jossey-Bass Reader on School Reform*, 2001). Many of the suggested reforms have encouraged a change in the structure and configuration of the schools, and if implemented, would change the school culture. Suggested reforms include looking at various forms of leadership (Harris, 2005; Loughridge & Tarantino, 2005; Marzano, Waters, & McNulty, 2005; Murphy, 2005; Murphy & Datnow, 2003), developing professional learning communities (DuFour & Eaker, 1998), creating schools within schools (Lee & Ready, 2007), realigning the entire concept of the American high school (Sizer, 1984, 1992), site-based management (Maehr & Midgley, 1996), and legislating school choice and charter schools (Friedman, 2004). Each of these programs has looked at how schools and their cultures need to change in order for the school community to be accountable in its quest to develop lifelong learners who are productive citizens and

workers in the United States. Each of these ideas illustrates different goals of improving schools to accomplish legislative reform.

Many authors have written about school culture, and the focus of each article or book adopts a unique perspective (Hallinger & Leithwood, 1998; Hargreaves, 1995; Hinde, 2004; Kruse & Louis, 2009, Lakomski, 2001; Maehr & Midgley 1996; Marzano, Waters, & McNulty, 2005; Peterson & Deal, 1998; Purkey & Smith, 1982; Zmuda, Kuklis, & Kline, 2004). Much of the research looks at the relationship of the principal's leadership style and the academic achievement of students. Marzano, Waters, and McNulty (2005) examined 69 studies conducted between 1978 and 2001 involving 2,802 schools. From this meta-analysis, the authors identified 21 characteristics of principals that correlate positively with the academic achievement of students. Copland (2003) described a longitudinal study occurring in Oakland, California, called the Bay Area School Reform Collaborative (BASRC), that is monitoring the schools that have implemented the distributive leadership concept. This research seeks to assess the impact of the distributed decision-making model on student achievement.

Gallant (2007) conducted a case study examining "the efforts of a four-year American liberal arts college to change the academic culture from one characterized by dishonesty to one of integrity" (p. 392). The theoretical framework for Gallant's study is Schein's (1992) theory of organizational culture. She used Schein's theory for the focus of the study and for interpreting her findings. Although not addressing the K-12 setting, Gallant's research identifies Schein's method of identifying artifacts, values, and assumptions of an institution to analyze the culture of an organization. Her results illustrate that "changing the culture is a long and slow process" (Gallant, 2007, p. 409).

One K-12 study of note was conducted by Heck and Marcoulides (1996). This study examined a “previously-validated model concerning how visible aspects of organizational culture can affect performance within an educational environment” (p.76). Using Schein’s (1992) theory of culture focusing on the values, artifacts, and assumptions of the organization, the authors collected data from 26 secondary schools and 156 upper and lower elementary schools in Singapore. In defining school culture, Heck and Marcoulides identified: “strong leadership, high student expectations and monitoring of progress, student participation, parental involvement, joint participation in decision making, and academic press and learning” (p. 76) as important variables. These variables standing alone do not provide much information aligning school culture with school effectiveness. However, the results of the research indicate that there is a relationship between component parts of the school culture and the school’s effectiveness.

The sources mentioned in relation to school culture, look at the school as an entity. In some of the research as in Copland’s study (2003), teacher leadership and principal leadership are examined. There remains a need to analyze school culture having the school library program as a focal point in the research.

School Library Research: Impact Studies

The seminal research addressing the school library effectiveness is the work mentioned earlier conducted by Lance et al. (2000) and Lance et al (1993). In 1993, Lance et al. conducted research in Colorado school libraries and published the findings in *The Impact of School Library Media Centers on Academic Achievement* (1993). This initial study, often referred to as the original Colorado Study, found that the size of the library staff and the size of the library collection are direct predictors of reading scores.

This study identified a correlation between the presence of an endorsed school librarian who collaborated with teachers, the presence of an adequate budget for materials development, and the increase of students' test scores. The study also controlled, for the first time, for alternative causes of student achievement, such as other school and community conditions. While these controls did not make the study a causal one in the strictest sense, it did move the field closer to such a cause-and-effect claim than ever before. Lance et al. (2000) states:

It is intuitively obvious that the status of library media centers may depend on more general school circumstances, just as they, in turn, may be driven by community conditions. It is equally apparent, however, that each of these sets of variables may affect academic achievement either directly or indirectly via some other variable not represented in this model. (p. 37)

Later studies by Lance and other researchers who sought to replicate the study and address problematic issues provided support for Lance's et al. original conclusions (Lance & Callison, 2005). "The amount of test score variation explained by this school library size factor ranged from five to 15 percent across various elementary and secondary grades while controlling for a variety of other school and community differences" (Lance, 2002, p. 17). Other indirect predictors were the spending of funds on the school library, the amount of funds spent per pupil, and the pupil teacher ratio. Indirect predictors of student success were the presence of a professionally trained school librarian and that librarian's role as an instructor.

In 2000, Lance et al. conducted a second Colorado study, *How School Librarians Help Kids Achieve* (2000), and by 2001 had completed similar studies in Alaska,

Pennsylvania, and Oregon (Lance, 2001). These four studies built upon the data gathered in the original Colorado study. The second Colorado study and the studies in Alaska, Pennsylvania, and Oregon specifically addressed the librarian's role and the importance of teacher and principal support of the school library program. Technology and its impact on the program was also considered.

Although each of these studies emphasized different areas, the researchers identified commonalities based on their findings. These commonalities were:

- Professionally-trained and credentialed school library media specialists do make a difference that affects student performance on achievement tests.
- In order for library media specialists to make this difference, the support of principals and teachers is essential.
- Library media specialists cannot do their jobs effectively unless they have support staff that free them from routine tasks and enable them to participate in a variety of one-to-one and group meetings outside the library media center.
- Library media specialists have a two-fold teaching role. They are teachers of students facilitating the development of information literacy skills necessary for success in all content areas, and they are in-service trainers of teachers, keeping abreast of the latest information resources and technology.
- Library media specialists also must embrace technology to be effective. They must ensure that school networks extend the availability of information resources beyond the walls of the LMC [Library Media Center], throughout the buildings, and, in the best cases, into students' homes. (Lance, 2001, np).

Since these initial studies, 19 other states and the province of Ontario, Canada, have conducted similar studies using variations of the Colorado model (*School Libraries Work*, 2008). Each of the studies has reached the same conclusions: effective school library programs have a direct bearing or correlation on the academic achievement of students (Lance & Loertscher, 2005). These impact studies address the role of the school librarian as a teacher and collaborator, describe what is necessary in the school library program including an updated collection and budgetary funds, and also accounts for the achievement level of students. If the school librarian assumes the instructor's role, has an updated collection that is supported with budgetary funds, then there will be a positive correlation between these factors and the increase of student achievement.

And yet the outdated view of the school librarian as a book custodian rather than an instructional partner persists. Why is this? According to Lance and Callison (2005) the number one risk factor for a school library program is lack of adequate support from other educators. This supports the idea that there are other factors present in the school that affect the successful implementation of an effective school library program.

School Library Research: Additional Studies

The impact studies (Keith & Loertscher, 2005) established the necessity and importance of having effective school libraries. Other studies of note relating to the importance of school libraries and the role of the school librarian have been conducted recently (Latrobe, 2001; McCracken, 2001; Newell, 2004; Roys, 2004).

Information Power: Building Partnerships for Learning (AASL & AECT, 1998) is the focus of Latrobe's (2001) case study and McCracken's (2001) random sample survey of 1000 participants. After the publication of *Information Power* (AASL &

AECT, 1998), Latrobe (2001) conducted a case study in an award winning school district in the southwestern United States. The school district held training sessions for teachers, principals, and school librarians in order to explain and help with the implementation of the new standards. Latrobe's study measured how the participants accepted the changes in the role of the school librarian as explained in *Information Power* (AASL & AECT, 1998). McCracken (2001) also focused on *Information Power* but from the vantage point of whether school librarians felt they were able to assume the roles as described in that work. Latrobe found a positive correlation between the case study participants in the staff development training and their approval of the new teaching and learning component of the school library program. On the other hand, McCracken found that the school librarians she surveyed did not believe they were able to align their roles with the tenets of *Information Power* because of "lack of time, including the time to plan with teachers; lack of adequate funding; lack of interest and support of the classroom teacher; use of a fixed schedule; lack of clerical staff; and too many schools or students to provide for" (McCracken, 2001).

Both Latrobe's study and McCracken's research examined the roles of the school librarian. Latrobe analyzed the school librarian and how the professional development training assisted him/her in implementing the new standards. McCracken worked with the school librarians and their perception of how well they were prepared to implement the new AASL guidelines and standards.

In 2004, Nadine Roys surveyed library school faculty, students, and school administrators to determine a set of characteristics that school library students should possess in order to be ideal candidates for the school library profession. This study

looked specifically at the school librarian assessing the skills that he/she possessed that would make him/her successful as a school librarian. The results of her research show that all three groups agreed that candidates should have the ability to work well with others, be good managers, and have good technical skills. The three groups, however, did not agree as to what the actual role of the school librarian is. Roys concluded that the students, faculty, and principals need to align their vision with the guidelines presented in *Information Power* (AASL & AECT, 1998). Although *Information Power* describes the ideal role of the school librarian, Roys' research illustrates that not everyone in the educational field agrees with all aspects of the document.

One of the goals of *Information Power* (AASL & AECT, 1998) is to have the teacher and the school librarian prepare collaborative projects that will provide an opportunity for them to create lessons together from the initial idea through the assessment of the final project. This collaboration allows the school librarian and the teacher to work hand in hand through the entire process of creating and implementing a lesson. One of the areas that is many times left to the teacher is the assessment of the students' work. Terrance Newell (2004), understanding the school librarian's role in the assessment process, conducted a study that analyzed the barriers to the school librarians' role in this process. Newell identified the barriers of time and the perception of the role of the school librarian as two elements in his study. He conducted a case study at a middle school in a small Midwestern town where the school library and the faculty members were interested in using alternative forms of assessment for student work. This middle school also had a technology infrastructure and a willingness on the part of the participants to use technology in the process of assessment. Working with an eighth grade

history teacher, a seventh grade science teacher, a seventh grade social studies teacher, and the school librarian, Newell conducted interviews and reviewed lesson plans and other documents to determine the relationship between the teachers and the school librarian in the role of assessment of specific lessons. He found that the teachers perceived the role of the school librarian as one who should develop the collection but not be involved in the teaching aspect of research lessons embodying the information literacy standards. He also found that the time to use alternative forms of assessment in a collaborative manner was a problem. Through the analysis of these data, he then developed the Virtual Reality Information Literacy Learning and Assessment Space (VILLAS) that provided a technological solution aimed at eliminating or minimizing the time barrier. The process of collecting the data also allowed the teachers and school librarian to communicate their specific roles in the assessment of information literacy. Newell's study again focused on the role of the school librarian and the classroom teachers' perception of that role.

These four studies focus on the role of the school librarian only and do not examine the library program or student achievement. These studies illustrate the need to evaluate school library programs using models established in *Information Power* (AASL & AECT, 1998) as a standard. It is important to note, however, that in each case the role of the school librarian is studied in isolation from the larger context or environment within which they are embedded, beyond noting the importance of "support" from administrators and teachers. What this support means in terms of actual contextual elements or factors has not been considered. To discover how the school library is able to

function, it is important to consider the school environment and the presence of influential external factors.

School Library Programs in Context: Relevant Research

While school context has not been the direct focus of research in LIS, several studies have suggested its central importance. Kuhlthau (1993, 2004) worked extensively with students in developing an Information Search Process (ISP). The Library Power project (Zweizig & Hopkins, 1999) worked with school libraries throughout the United States and arrived at conclusions that accounted for the context of the entire school including the need to restructure the roles of teachers and the school librarian. Gary Hartzell (1993, 1994, 2001) addresses external factors in the school affecting the school librarian's role including the process of school improvement, the management style of the principal, the previous training of faculty members, and the attitudes of the community members.

Carol Kuhlthau: Process Approach

Carol Kuhlthau (1993, 2004) conducted research employing the process approach in working with students to develop information literacy skills. Using the constructivist theoretical framework, her research identified three barriers to successful implementation of the Information Search Process (ISP) (Kuhlthau, 1993, 2004). These barriers were lack of time, instructional model, and lesson design. The first barrier, lack of time, addressed two issues. The school librarians instructed the students in how to analyze their own process of finding information. This included journal writing to assess the steps they followed to acquire the needed information. Since this process required the students to spend more time on the process instead of finding the information, students were resistant

to spending the time for this reflection. The time barrier, also, included the additional time that the school librarians and teachers needed to collaborate on lessons. The second barrier addressed the traditional roles of the teachers and the school librarians and actually evolved from the first barrier. The instructional responsibilities of the teachers and school librarians were not well defined and established. When the teachers and school librarians did not have time to plan together, their roles would revert to the well-established, standard “model” in which the librarian supports rather than partners with the teachers in classroom instruction. The third barrier Kuhlthau discovered was that the teacher-developed lessons placed the school librarian in the default role of supporting the teachers. The teacher-directed lessons did not support the collaborative atmosphere. The students in Kuhlthau’s (1993, 2004) study assessed learning the process approach to finding information simply as something extra that they needed to accomplish. Learning their own process of finding information was viewed as an extra step to completing the required classroom assignment.

Kuhlthau followed up on the original research with a longitudinal study at Manhasset Junior High School in Manhasset, New York (Kuhlthau, 1993, 2004). From this study she found that other elements besides training the school librarian in the process approach affected the implementation of the program. Team work, mutually held constructivist view of learning, a shared commitment to teaching skills for lifelong learning, and competence in designing constructivist lessons were all necessary for the school library program’s success. Kuhlthau accepts these aspects of the school culture as necessary ingredients for a successful library program. She does not, however, address school culture directly.

Library Power

A second study that acknowledges the relationship between successful school libraries and school context is the DeWitt Wallace-Reader's Digest Library Power program (Zweizig & Hopkins, 1999). The DeWitt Wallace-Reader's Digest Company infused 40 million dollars over a ten year period into 19 different communities in the United States. These communities either had outdated school libraries or had no school libraries. In accepting the grant money, the schools had made a commitment to establish a school library or revitalize an outdated one. The schools "had developed a vision for improving teaching and learning through the library" (AASL & AECT, 1998). The communities had also committed to employing full time school librarians and supported having a flexible library schedule. The purpose of the program was to provide these communities with the monetary support they needed to establish the library program based on the *Information Power* (AASL & AECT, 1988) model. Zweizig and Hopkins (1999) stated that one of the problems with implementing a collaborative model of instruction was that the school culture needed to be changed and that change needed to be institutionalized. They stated:

Each school has its own culture, with established patterns of work, set time schedules, and defined responsibilities and roles. Changing the work patterns within a school will require changing beliefs about what is important, control over time, and territorial boundaries. (p. 66)

These findings mirror the barriers that Kuhlthau (1993, 2004) discovered in implementing the process approach in working with an information search process. Contextual factors outside of the school library program need to be considered as the

paradigm shift of the role of the school librarian is established as part of the school culture.

Gary Hartzell

Hartzell (2001) supports the concept that the school librarian's position is influenced by external factors to the library program itself. A former social studies teacher and administrator, Hartzell provides a unique perspective as to the role of the school librarian. He was concerned that many school librarians were outside of the instructional realm of the school and involved only with managing their programs (Hartzell, 1994). Hartzell explains that the culture found in schools does not support teachers and school librarians collaborating on projects. The school culture also does not support the school librarian being a leader in the school to take an active role in changing the traditional views of a school librarian. Teachers are isolated by virtue of the structure of the school and their assignment to one class or one team. School librarians are also isolated by the organizational structure of the school. Teachers are trained to work well with their students but do not have the experience of working collaboratively with other adults including the school librarian.

Hartzell (1994) continues by describing the typical school as having the power and leadership vested in the principal. Principals lead; teachers and school librarians follow. He also explains that in order to establish an effective program, the school culture needs to be changed to accept the new role of the school librarian. He sees this as a problem both in the school and in the educational community. One of the ways to begin changing this culture is through the leadership ability of the school librarian, and Hartzell

supports this as a viable option. School librarians must assume a leadership role of changing the school environment to support and implement a collaborative atmosphere.

School Library Research: Leadership

Burns is considered the founder of modern leadership theory (Marzano, Waters, McNulty, 2005). Burns (1978) defines leadership in the following manner.

I define leadership as leaders inducing followers to act for certain goals that represent the values and the motivations—the wants and needs, the aspirations and expectation—of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations. (p. 19)

Leadership has been addressed in many areas including business (Bennis, 2003; Bennis & Nanus, 2003; Collins, 2001; Kouzes & Posner, 2002; Senge, 1990; Van Seters & Field, 1990) and LIS (Hightower, 1990; Riggs, 2001; Schreiber & Shannon, 2001; Sheldon, 1991). For the purposes of this literature review, I will focus on the leadership research in the education area.

Hartzell (1994) is best known for his work exhorting school librarians to become leaders in their schools so that they are able to influence others to accept the new role as an instructional partner with teachers. In *Building Influence for the School Librarian* (1994), Hartzell analyzes the school organization by focusing on the influence that different members of the staff have on each other. He exhorts school librarians to be aware of the influence that others have and to develop their own sphere of influence through shaping the perceptions of others. It does not matter how the librarian perceives the effectiveness of the library; it does matter, however, how the teachers and principals

perceive the library. If the teachers and principals look at the school library as a support department only, then the school librarian will function in that capacity, until the school library and librarian are perceived differently. He believes that school librarians must become leaders in order to change this perception.

Hartzell (1994, 2001, 2003) perceives leadership as a necessary quality specifically for school librarians, and the necessity of leadership attributes is supported in *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998). Lance et al. (2000) also found that leadership skills are necessary for the implementation of the effective school library program. Woolls (2004) exhorts the school librarian to act as a leader in managing the library, and Lankford (2006) has collected essays concerning the nature of leadership and the school librarian. Brown (1999) relates the need for school librarians to practice transformational leadership to influence the school improvement that is necessary to establish the school library program as an integral part of the school culture. Transformational leadership aligns well with Hartzell's view of the school librarian as a leader. Transformational leadership "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978). It is not just the principal or person in authority who is responsible for change; with transformational leadership anyone involved in the change process is responsible for affecting the change to the organization's culture. These sources speak specifically to the leadership role of the school librarian, and the authors exhort and encourage, but do not explain how to become a leader and battle the barriers in the schools created by the dynamics of the school culture.

Summary

Chapter Two has provided an overview of the literature identifying the research in the areas of school libraries, reviewing the impact studies (Lance & Callison, 2005) and recent studies conducted in the school library field. Although the impact studies and the Library Power project (Zweizig & Hopkins, 1999) address the role of the school librarian, elements necessary for implementation of the school library program, and the increase of student achievement, the other studies confine themselves mainly with the role of the school librarian (Latrobe, 2001; McCracken, 2001; Newell, 2004; Roys, 2004). Hartzell's work (1994, 2001, 2003) explains and encourages school librarians to become leaders indicating that this is the only way that they will be able to establish their programs aligned with *Information Power* (AASL & AECT, 1998). Kuhlthau's (1993, 2004) research examines the school librarian's role but in the context of developing an Information Search Process. And, finally, since this dissertation addresses school culture, specific sources discussing the concept of the culture of a school were reviewed.

CHAPTER 3: THEORETICAL AND CONCEPTUAL FRAMEWORK

Structuration Theory

The theoretical framework for this dissertation is Anthony Giddens' (1984) *Structuration Theory*. This theory is complex mainly because it tries to combine ideas from two types of sociological thought, found in two separate quadrants of Burrell and Morgan's (1979) analysis of sociological theory. Giddens develops structuration theory to bridge the gap between the concepts of functionalist sociology and its concern for social structure, and interpretive sociology, which concerns itself with human agency. To understand the theory, three basic tenets need to be discussed: agency, structure, and the duality of structure (Rose, 1998). Agency refers to the individuals and their interactions with other individuals (Giddens, 1984). By virtue of existing, individuals are constantly creating their own life experiences. These experiences, social actions, are unique to each individual based on his/her background, heredity, and previous experiences. At times individuals are motivated to act because of a conscious thought and at other times their actions occur without a conscious thought as to the motivation.

Structure, the second basic tenet of structuration theory, is defined as the: "rules and resources recursively implicated in social reproduction; institutionalized features of social systems have structural properties in the sense that relationships are stabilized across time and space" (Giddens, 1984, p. xxxi). Here structure refers to the social actions that make up society.

The essence of Giddens' (1984) theory is when he combines these two concepts: human agency and structure. This he calls the duality of structure. The human (agency) understands how to act in society because of accepted norms and traditions that have

been established. When an actor (Goffman, 1959) participates in an event, he/she expects the traditions and normal behaviors established as cultural traditions to be followed. If the norms are not followed, the actor is surprised, concerned, or upset because he/she was expecting a specific event to occur in a specific way. By virtue of the actor participating in the event, the event is being changed, the structure is being changed. The structure will remain changed until another interaction occurs and again the structure is affected.

Archer (1982) explains: “[Giddens] seeks to mediate the dichotomy between subject and object by assigning a prime role in the knowledgeable ability of actors in producing and reproducing their society, whilst acknowledging that they necessarily employ societal properties in the process” (pp. 456-457). Humans change their society by existing in the society. Their actions take the structure that is present and affect a difference. As the structure changes over time and space, then the actors look at the agency in a different way and realize that their norms of society are also changed. Archer continues:

First he [Giddens] advances the essential contribution made by knowledgeable actors in generating and transforming recurrent social practices-which in turn creates the ‘visible pattern’ that constitutes the social system for Giddens. Simultaneously, he lays down the fundamental proposition that when actors produce social practices they necessarily draw upon basic ‘structural properties’-these essential factors being viewed as a matrix of rules and resources. (p. 459)

Giddens defines structuration as: “the structuring of social relations across time and space, in virtue of the duality of structure” (1984, p. 376). His theory, then, unites the human actor who by virtue of being alive, participates in and changes society. The human

actor is also constrained by that society and the structures that the human agency has created. This is structuration theory.

This theory is appropriate as the framework for my dissertation. The social structures of schools, the culture of schools, are developed through human interactions. Over time, these actions turn into norms and rules of how the school and its staff function. Humans in an organization create the culture, and it becomes objectified over time. Yet, humans are constantly affecting the culture as they interact with each other.

Conceptual Framework: Organizational Models

Hartzell (1994) explains that schools are organizations “in the same sense that businesses, medical facilities, public agencies, and governments are organizations. The forces that drive and shape the internal operations of schools are shared by all complex organizations, and we can learn from observing them” (p. x). For this reason, organizational theory can be usefully employed for analyzing schools.

Organizational theory has developed since the 1900s and organizations may be analyzed in a variety of ways (Hatch, 1997). Hatch identifies the role of culture, social structure, physical structure, and technology as areas that influence one’s study of organizations and visually represents these component parts in a series of interconnected circles that she labels as the Five Circles Model (Hatch, 1997, p. 15). Her Five Circles Model illustrates the interplay of these component parts. (See Figure 1.)

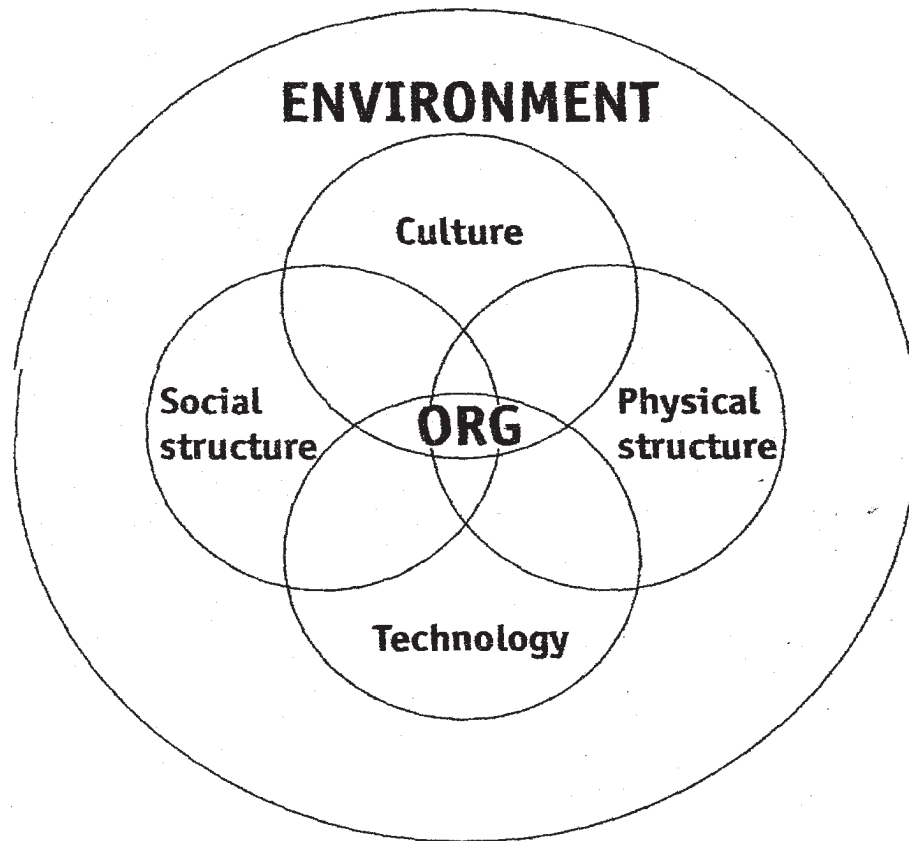


Figure 1 Five Circles Model from Mary Jo Hatch, *Organization Theory* (1997) p. 15.¹

Using Hatch's strands of study, organizational theorists have developed various ways to describe and conceptualize an organization (Argyris & Schon, 1978; DuFour & Eaker, 1998; Geertz, 1973; Hofstede & Hofstede, 2005; McGregor, 1985; Morgan, 1997; Peters & Waterman, 2004; Senge, 1990; Smirich, 1983). The conceptual framework that I will use for this dissertation is that of a learning organization.

The Learning Organization

Senge, in his book, *The Fifth Discipline: The Art and Practice of the Learning Organization* (1990), explains that an organization is constructed as a learning organization. He states that a learning organization is one "where people continually

¹ See Appendix B for permission to use Hatch's Circle Model.

expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (p. 3). He looks at the organization as a whole, addressing the component parts that Hatch (1997) identifies in her Five Circles Model. Senge’s basic belief is that many times organizational leaders divide an organization into separate problems in order to solve each one of them individually. This method of problem solving loses sight of the whole picture and hinders the development of a common vision for the entire organization.

Senge’s (1990) views support systems thinking based on von Bertalanffy’s General Systems Theory (Hatch, 1997) that states all systems are composed of parts or subsystems, but the essence of the system is only visible when looking at the system as a whole. Senge uses the metaphor of a mirror to describe the organization. When a mirror is broken, it is impossible to put it back together without seeing the cracks where it was broken. Looking at each part individually does not give a true reflection but a distorted picture. “The tools and ideas presented in this book are for destroying the illusion that the world is created of separate, unrelated forces” (p. 3). When members of an organization understand this metaphor, they are more likely to view the organization as a system, a learning organization. In studying individual schools in this project, I used this concept of each school as one entire system that must be studied as a whole in order to understand the structure and functionality of the school as an organization.

In explaining his idea of learning organizations, Senge (1990) identifies five component parts that comprise the “whole” and he identifies them as the five disciplines: Systems Thinking; Personal Mastery; Mental Models; Building Shared Vision; and Team

Learning. Each of these concepts must be considered when analyzing an organization and its effectiveness.

Systems thinking is necessary to see the entire picture, the vision of the organization. If workers see only a part of the organization, they will be missing information about all other parts of the organization and will have a skewed idea of the organization and its problems. *Personal Mastery* is necessary for all members of the organization in order to continually grow and improve oneself by clarifying a personal vision. *Mental Models* are mental images that people have formed over their lifetimes through the personal experiences they have had that create ingrained sets of assumptions about people, events, and situations. These assumptions are like stereotypes that occur when a person sees someone or something and forms a snap decision about them. If a person sees someone dressed very professionally, there is a certain, innate belief about this person as opposed to someone who is dressed in sloppy jeans, T-shirt, and a leather jacket. These are mental images that people have formed over their lifetimes through the personal experiences they have had. Since each person has unique mental models, these ideas need to be explored openly and honestly with each other in order to enhance communication within the organization. *Building a Shared Vision* is a necessity for learning organizations. The members of the organization must all be united with the same vision in order to move the organization forward. Without the shared vision, workers will simply be doing a job instead of supporting the culture of the organization. *Team Learning* is the final discipline that Senge develops. This discipline is necessary in order to have the team gaining knowledge together for the good of the organization. Senge offers these five disciplines for the improvement of learning organizations in the 1990s.

Even though Senge (1990) offers the five new competencies that leaders and workers need to develop to establish a learning organization, he labels *systems thinking* as the most important discipline, i.e., the Fifth Discipline, hence the title of his book. All five of the disciplines need to develop as an “ensemble” (p.12) and not individually. Unless one looks at the organization as a whole or as a system, something will be missing and the true picture of the organization will not be visible.

Senge’s (1990) theory provides the conceptual framework for this dissertation. The school is an organization with different functions and different departments. To analyze the school, it must be examined as a total system as the actions of one part will affect the actions of another part. The teachers, the administrator, the school librarian, the support staff, and other members of the learning community must be seen as a system, with a shared vision, dedicated to individual personal mastery, accounting for individual mental models, and working together as teams in order to accomplish what is necessary to develop the achievement level of the students. Analyzing the school as a learning organization is supported in the professional literature (Henri, 2005; Copland, 2003; Stolp, 1994). The learning organization model, coupled with Hatch’s (1997) image that culture is a component part of all organizational theory, provides a valid and workable conceptual framework for this dissertation.

Schein’s Levels of Culture

In addition to looking at the school as a system and a learning organization as illustrated in Senge’s (1990) work, this dissertation will analyze the culture of the school to determine the existence of forces that support the implementation of an effective school library program. Schein (1992) has developed a process of looking at

organizations and evaluating the physical manifestations in order to analyze the culture of the organization. In the preface to the second edition of his book, *Organization Culture and Leadership* (1992), Schein states that there are four reasons that organizations must study culture:

1. Cultural analysis illuminates subculture dynamics within organizations.
2. Cultural analysis is necessary if we are to understand how new technologies influence and are influenced by organizations.
3. Cultural analysis is necessary for management across national and ethnic boundaries.
4. Organizational learning, development, and planned change cannot be understood without considering culture as a primary source of resistance to change (xii-xiv).

With these four statements, Schein (1992) identifies areas that must be analyzed when considering the make-up of the organization. Numbers 1 and 3 allude to the difficulties of groups working with each other given diverse backgrounds. Well-functioning groups are not organized in the same manner since the members of each group are different. When these different groups try to accomplish mutual goals, significant barriers may hinder the process. If each group is aware of the culture of the other group, this process becomes easier. Members of the group must be aware of each person's experiences. Each individual has a set of experiences that have made the person who he or she is. These experiences include where the person is born, the values and belief systems learned from one's parents, the religion learned in the home, the myriad of events that have occurred that makes the person unique. When more than one person gathers together as in a school, they form a community that takes into account the learned and inherited

experiences of each of the members in the group. They develop their own culture and that culture is a blend of the individual experiences of each member of the group. Here Schein supports Senge's (1990) concept of mental models. Members of the group must be aware that each other member has mental models that are determining their behavior.

Schein (1992) states:

Organizational development is increasingly oriented around the notions of learning, innovation, adaptation, and perpetual change in response to the ever-increasing rates of technological, social, economic, and political change. As a stabilizing force in human systems, culture is one of the most difficult aspects to manage in a climate of perpetual change. The challenge lies in conceptualizing a culture of innovation in which learning, adaptation, innovation, and perpetual change are the stable elements. (p. xiv)

Schein (1992) develops his theory of culture building upon this idea of culture being part of constant change. He presents his theory with organizational leaders in mind, realizing that leaders are part of the existing culture of the workers they are leading. "The most important message for leaders at this point is 'Try to understand culture, give it is due, and ask yourself how well you can begin to understand the culture in which you are embedded'" (p. 2). Schein sees leadership and culture as two sides of one coin. Schein emphasizes the role of the leader in his work but illustrates how these ideas of analyzing culture must be considered by all members of the organization.

Schein's (1992) formal definition of culture is:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well

enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (Schein, 1992, p. 12)

Schein's (1992) view of culture can be applied to schools as they are organizations. Different people from different backgrounds come together as a faculty of a school in order to work with students and help them become lifelong learners. The principal is largely responsible for hiring the members of the faculty but, in certain instances, teachers are transferred to the school because of district procedures. Regardless of how the faculty is formed, each member is a unique individual with different backgrounds, life experiences, and values. From these individuals and their beliefs, a new culture is formed and becomes the identity of the school. This reflects Giddens (1989) Structuration Theory. The individuals and their own personal beliefs form a new culture through the unique interactions they have with each other taking into account the culture that is already present.

Schein's (1992) definition of culture begins with the organization as a group learning about its habits and customs which have developed from internal pressures and exterior events. This group has analyzed these events, has used specific measures to either solve problems associated with the events, or has ignored the situation because it is not relevant. Taking all of this information, the group members have then instructed new members to the group in how the organization will handle similar situations in the future.

To understand this more fully, Schein (1992) conceptualized culture as having three unique levels: Assumptions, Values, and Artifacts. These three levels are interrelated with a constant flow among all three levels. (See Figure 2.)

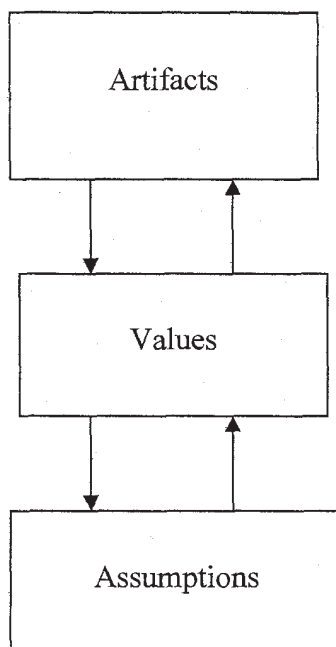


Figure 2 Schein's Levels of Culture. Adapted from Schein: *Organizational Culture and Leadership* 2nd ed. (1992) Page 17.²

Each level identifies a deeper understanding of the organization. Assumptions are the beliefs that members have concerning reality. These ideas are what members believe to be true. Sometimes members do not really understand or are not able to verbalize what those beliefs are, but they are the collective ideas of what the members believe about the organization. Schein considers basic assumptions as concepts that humans have that always work. He states: "Basic assumptions, in the sense in which I want to define the concept, have become so taken for granted that one finds little variation within a cultural unit" (Schein, 1992, p. 22). Because basic assumptions are so ingrained in a person's thoughts and actions, it is very difficult to change these assumptions.

Values are the next level of culture in Schein's (1992) theory. Values are not as innate as basic assumptions, and people tend to be more conscious of values. Each person has a set of values that is based on his/her own personal assumptions. When a group first

² See Appendix C for permission to use Schein's Levels of Culture.

forms, the group does not have any shared values; the members bring their own assumptions, and through discussion as a group, they analyze the assumptions that individual members express. As the group accepts an idea, an assumption, as true, then this becomes the group's value. This value becomes a shared belief, and unless it is shown to be false, the group accepts it as one of their values. When a group of educators become a member of a school faculty and they decide that they want to emphasize a specific idea, practice, or belief as one of their values, they will build the practices of their school around this idea. They develop strategies that will show that they believe in this particular concept. If the school wants to be known for celebrating the success of all students, then they will emphasize this in their daily acknowledgments of the students. As their school's reputation grows because of their commitment to student recognition, they will accept this as one of their basic values. When adding new staff members to their school, this commitment to providing success and recognition for each student is a quality they will seek in prospective staff members. Student recognition has become a value of the school.

The most comprehensible level of Schein's (1992) theory of culture is through artifacts that are the visible signs that one encounters when being introduced to a new group of people. Artifacts are traditions, ceremonies, rituals, any outward manifestation that distinguishes one group from another. Artifacts are physical manifestations of the values and underlying assumptions of a group of people.

Schein's (1992) analysis of the three layers of culture provides a framework for analyzing the culture of a school or an organization. In examining the culture of the schools for this dissertation, I have used Schein's theory of examining artifacts, values,

and assumptions that are present in the sites I studied. Since the library programs are effective in these schools, analyzing the artifacts, values and assumptions will provide insight into what is present in the culture that supports the development of the library into one that is aligned with the tenets of *Information Power: Building Partnership for Learning* (AASL & AECT, 1998).

Summary

The theoretical framework for this research is Giddens (1989) structuration theory. Senge's (1990) learning organization is the conceptual framework for this dissertation. Schein's (1992) method of analyzing the culture of schools by identifying the artifacts, values, and assumptions found in the school was used to gather data at the selected sites. The combination of the works of Giddens (1984), Senge, (1990), and Schein (1992) have provided a robust framework for this research. Chapter Four will explain in detail the research design of this study and the methods used to complete this dissertation.

CHAPTER 4: RESEARCH DESIGN AND DATA COLLECTION

Overview of Process

In order to investigate school culture and its relationship to the establishment of library programs based on the collaborative instructional model prescribed by AASL and AECT in *Information Power* (1998), I used a case study methodology as discussed in Yin (2003), Cresswell (1998, 2003), Merriam (2001), and Stake (1995). As stated earlier, national awards have been established whose criteria reflect the national standards as described in *Information Power* (AASL & AECT, 1998). Because the criteria for being a recipient of the award reflect the national standards, those schools which receive this award have a library program that is considered as an effective one. I chose four of these sites, which have received the national awards within the last two years, to collect data in the form of interviews, observations, and document analysis. After analyzing the data from each site, I looked for commonalities in assumptions, values, and artifacts occurring at all four sites. My hope was to find themes that were common at each site which would provide additional information to use in developing a model of the school culture that assists in establishing an effective school library program. This dissertation is designed as a qualitative study, is descriptive in nature, and will not provide statistical significance as to correlation and causality.

The contents of this chapter will explain how I conducted this research including the method of completing the case study, and the process used in collecting and analyzing the data. In conducting the research, each site was examined as a unique case study, and then I analyzed the data through a cross case analysis.

Guiding Research Questions

The central question for this research is:

Which elements of the school culture make schools fertile ground for the establishment of an effective school library program?

In exploring this question, I collected data that addressed the existence of an organizational culture at each research site related to ongoing support for effective school library programs. In addition to the major question, I used the following subquestions to provide structure and focus for the observations and interviews:

1. What artifacts, values, and assumptions are in place in schools that have successful school libraries?
2. Are there artifacts, values, and assumptions found in the school community that can be identified as part of the culture of the school?
3. How do the principal and the classroom teachers perceive the role of the school librarian?
4. Is there a specific organizational structure in the school that assists the school librarian in setting up an effective program?
5. What types of interactions occur between the school librarians and the administrators, the administrators and the teachers, and school librarian and the classroom teachers?
6. What information do these interactions provide concerning the type of culture present in the school?

In addressing these questions, the dissertation attempts to identify the patterns that are present at each site that address the culture of each school and its relationship to the school library program.

Case Study

Using the case study method was appropriate for this research as a case study allows the researcher to describe a site in an in-depth manner using various methods to gather a variety of data. The case study method has been used for various qualitative research studies in the library field (Kuhlthau, 1993,2004; Limberg, 2005; Zweizig & Hopkins, 1999). In *Case Study Research: Design and Methods*, Yin (2003) explains that when a researcher is looking at a “what,” “how,” or “why” question, has little control over the events that take place, and is looking at a contemporary problem in a real-life context, then the case study is an appropriate method to use to conduct research. At each site my purpose was to observe the regular schedule of each school and describe the school and the events occurring while I was there.

Using a case study methodology for conducting qualitative research has been addressed in the professional literature in various ways (Cresswell, 1998, 2003; Merriam, 2001; Miles and Huberman, 1994; Stake, 1995; Wolcott, 2001; Yin, 2003). Cresswell (1998) identifies the case study methodology as one of the five traditional ways of conducting research joining biography, phenomenology, grounded theory, and ethnography. He identifies a case study as “an exploration of a ‘bounded system’ or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context” (p. 61). Cresswell defines a bounded system as “bounded by time and place, and it is the case being studied—a program, an

event, an activity, or individuals” (p. 61). Stake (1995) supports this view and states that “the case is a specific, complex, functioning thing” (p. 2). He also identifies a case as a bounded system and emphasizes the concept of system stating that “the case is an integrated system” (p. 2). All the parts of the system do not need to be working well but there are various parts in the subject of a case, and these parts are items that are studied.

Stake (1995) distinguishes between an intrinsic study and an instrumental case study. An intrinsic study researches a person or an organization because the researcher wants or needs to know about that particular entity. An instrumental case study, on the other hand, is appropriate when the researcher seeks to study how a particular program has been implemented and to determine how this program is affecting a specific case.

Merriam (2001) also supports the case study as a research methodology appropriate for qualitative research. Her research focus has been in the educational arena and conducting qualitative research through case studies is the focus of her book, *Qualitative Research and Case Study Applications in Education* (2001). Her definition of a case study is:

a thing, a single entity, a unit around which there are boundaries. I can “fence in” what I am going to study. The case then, could be a person such as a student, a teacher, a principal; a program; a group such as a class, a school, a community; a specific policy; and so on. (p. 26)

Merriman supports the idea of a bounded entity. Case study research is a specific unit of study where the researcher understands the extent of the unit being studied. It is important for the researcher to analyze how or to what extent the subject of the case study is limited.

Yin (2003) identifies different types of case studies but provides one definition applicable to all three. The three types of case studies he identifies are exploratory, explanatory, and descriptive. His common definition is: "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). This definition reinforces the design that is necessary for the types of questions the researcher used as seen earlier in this section.

Each of the three authors noted, Yin (2003), Merriam (2001), and Stake (1995), support the idea of a case being a unit that is limited by a place, a person, or a specific event. Case studies are unique and limited. If the research is designed to look at more than one "bounded" entity, as in a multiple case study, then each entity must be treated as a unique case and then as a comparative study. This design was used in this dissertation. Each school site was examined as a "bounded" entity and a case study was written. Then the four entities or sites were compared to identify any common themes or patterns.

Stake (1995) indicates that the case study methodology does have limitations. "Although rich, thick description and analysis of a phenomenon may be desired, a researcher may not have the time or money to devote to such an undertaking" (p. 42). Even if the time is available to collect the amount of data necessary, the final product may be too lengthy or in too much detail for others to glean the most crucial data describing the phenomenon. The researcher will need to offer an accurate synthesis of the data to highlight the critical findings. In completing this dissertation, I established a process to keep accurate records and logs of my activities in order to highlight the most significant findings. I collected an incredible amount of data at each school and the

analysis of the data into relevant areas discussing the culture of the school was tantamount to the stated conclusions.

Stake (1995) also cautions the researcher conducting case studies to be aware of bias especially if the researcher has been hired by a specific firm to conduct the research. The researcher must interpret and report the data ethically and not be influenced by the entity that has commissioned the study. Since this research is for my dissertation this last caution is not relevant.

This dissertation is an instrumental multiple case study describing the culture of four individual schools bounded by the school and learning community in each location. I have analyzed the data from each school separately and have treated each case as a unique “bounded” system. After the data from each school was collected and analyzed, I then determined the common themes through a cross case analysis. This process will not provide generalizable data but has identified possible patterns and cultural themes that can be used to explore other sites.

Site Selection

As stated above, I first selected a national award that used the criteria established by AASL and AECT (1998) and stated in *Information Power* (See Appendix D for the Award Criteria). The award is presented each year to two schools. I selected the four sites to be included in this study from a pool of award recipients beginning with the most recent recipients from 2006 and 2007. Since my background is in school libraries, I determined that using the school librarians as gatekeepers would assist me in gaining access to the sites. I then contacted the school librarians at each site via e-mail and explained that I wanted to visit their schools and why. (See Appendix E for a sample of

the initial e-mail.) Both of the 2007 award recipients and one 2006 award recipient were able to participate in the study. The other 2006 award winner was unable to participate at this time. I then contacted a 2005 winner that was similar in size to the 2006 school that could not participate.

Another question I asked the schools when I was communicating with them was if they had had any change in the school principal or the school librarian since they had received the award. It was important to make certain that the same personnel were present at the school when I collected my data as when they received the award. A change in the key positions of the principal and/or the school librarian would have a definite impact on the culture and the direction of the school. These awards show a school at a particular time and place in their development with specific personnel. However, with each succeeding day, week, month, or year, this snapshot of the school changes reflecting the current atmosphere of the school. This supports Giddens (1984) structuration theory stating that interactions of the people involved in an organization affect change as those interactions occur.

One limitation to this method of selecting sites for research is the fact that these schools have nominated themselves for this award. Other schools exist with effective school library programs that have not nominated themselves and, therefore, are not considered in this research. The application for this award is complex and extensive and takes a certain amount of dedication to commit to the requirements of the award. These national award winners are also visited by a review team who has been trained in identifying effective programs to verify that the schools' applications reflect their programs. The review team also requests specific information and time commitments

when they are present on the site. Hosting a review team visit also requires a certain amount of budgetary resources. Not all schools have these necessary funds. In addition, school librarians must be involved professionally in order to even be aware of these national awards. If a school library is able to meet these requirements, apply, and receive the national awards, then the library can be identified as having an effective library program. However, using these award winners does limit the pool of possible candidates.

Access to Sites

Lofland and Lofland (1995) and Lofland, Snow, Anderson, and Lofland (2006) encourage the researcher to be aware of the barriers in accessing a site to conduct research. Lofland and Lofland (1995) explain the differences in the types of investigators: the unknown investigator and the known investigator. The unknown investigator has different procedures to follow if he/she is observing a person in an open or public setting or in one where the setting is closed to all but appropriate individuals as employees of an organization. For the purposes of this dissertation, I was a “known” investigator, and the informants realized that I was conducting research.

Lofland et al. (2006) encourage the researcher to identify gatekeepers who will provide access to the sites that he/she is studying. This gatekeeper may fulfill the role of contact person as mentioned above or may be used as a person to actually provide access to the site. As mentioned earlier because of my background in school libraries, it seemed appropriate to use the school librarian at each site as a gatekeeper or contact person in developing and coordinating schedules.

As a gatekeeper, the school librarian at each site was able to inform me as to what specific documentation I would need in order to spend time in the school district. (See

Appendix F for the requirements at each site.) School A required a formal letter to the superintendent stating that I would not be interviewing any students. School B, as a private school, simply had me work with the school librarian. School C required various documents including a copy of my teaching license. And School D also had me work with the school librarian and did not need any formal documentation. I was able to provide the necessary documentation at each site.

Using the school librarians as gatekeepers helped facilitate this process of gaining physical access to the schools. Lofland et al. (2006) also discuss gaining intellectual access which includes having the background knowledge necessary to understand the events at the site with clarity. Since I have over 20 years of experience working in schools as a teacher and a school librarian and working at the district level as an administrator, I was able to understand the necessity of providing the documentation the schools requested. This professional experience also assisted in analyzing the data I collected.

Visitation Process

I was able to arrange visitations at each of the four sites in a multi-state area during March and May of 2007. (See Appendix G for the visitation schedule.) I arrived at each site on Sunday afternoon and made arrangements to meet the school librarian at the school on Monday morning. The librarians at each site were helpful with my arrangements for transportation, hotel, rental car, and directions to the school. I spent Monday, Tuesday, and Wednesday at the school during the day and participated in evening activities at the school when they were scheduled. I left the site on Thursday but made certain that when possible, I had a late flight in case I needed to return to the school

on Thursday morning. As I visited the schools, I labeled them as Schools A, B, C, and D in the order in which I visited them.

Data Collection

Stake (1995) emphasizes the purpose of qualitative research as the interpretation of the reality as believed by the informants. The researcher must make certain that the data collected reflects the points of view of the subjects in the study. Kirk and Miller (1986) state: "Qualitative research is a particular tradition in social science that fundamentally depends on watching people in their own territory and interacting with them in their own language, on their own terms" (p. 9). Researchers try "hard to understand how the actors, the people being studied, see things" (p. 12). In order to limit the amount of personal interpretation collecting data and to guard against bias, Yin (2003) provides six different methods of collecting data: Documentation, Archival Records, Interviews, Direct Observations, Participant-Observation, and Physical Artifacts (p. 86). The researcher must have a total picture of the case. Each method of collecting data will provide additional information to be used in painting the picture of the reality of the situation.

Data Collection Process

In order to triangulate the data in my research, I used three methods of collecting information: formal and informal interviews, observations, and document review. While at each site, I carried a journal with me to record any notes I wished to make during informal conversations, at meetings, and during observations. From these scratch notes, I constructed field notes.

Interviews

I conducted interviews of the school librarian, principal, teachers, and district personnel as appropriate. (See Appendix H for a complete list of interviewees.) Before each interview, I had the interviewee sign a consent form. (See Appendix I for a sample Consent Form.) Since I was interviewing faculty members in different positions, I prepared interview questions for principals (Appendix J), for teachers (Appendix K), and for School Librarians (Appendix L). At School B because of the teachers' schedule, I interviewed groups of teachers during their lunch periods and, because of the time, was unable to ask all of the questions I had prepared. I revised the questions for these two focus groups. (See Appendix M for the focus group questions.) In interviewing other school district administrators, I used the questions I had prepared for principals but rephrased the questions as appropriate. For example one of the questions I asked the principals was: How would you describe the culture of your school? I changed this to state: How would you describe the culture of your district?

I conducted the interviews using a Sony ICD-P520 digital recorder and then synchronized the data with my computer. Because of the number of interviews, I hired a professional transcriber to transcribe the interviews for me. To make certain that I did not misinterpret the actual tone of voice or inflection of the words, I listened to the recordings again keeping track of my notes on the transcribed copy.

Observations

At each site over the three day period, I observed the various operations at the school including the interactions between teachers, principal, school librarian, students, and other community members associated with the school. I had prepared a spiral

notebook for each school and jotted down notes during these observations. Each evening I transcribed these scratch notes into field notes expanding on the short entries I had made during the day. In transcribing the scratch notes in my journals, I used different colors of type for various entries. The observations I made were in black, any follow-up questions I had for the interviewees were in red, and my thoughts and reflections were in blue. This method assisted me in organizing my data.

Document Review

I also examined documents at each site that provided clues as to the workings of the organization of the school. The types of documents I examined included district policies, school policies, websites, newsletters, and any other artifacts produced during the academic year related to the school culture and the library. (See Appendix N for a list of documents reviewed at each school.) In addition, I collected data identifying the demographics both of the sites and of the school districts pertinent to the composition of the school and district population. (See Appendix O for school and district demographics.) I reviewed student work that was available and also examined the lesson plans that the school librarian and teachers developed.

Data analysis

Miles and Huberman (1994) provide guidelines for using computer software to analyze the data collected in the field. They encourage researchers to make notes in the field, transcribe the notes, edit, code, and organize the information in a database. The computer software can then be used to discover patterns and links among the data. I followed these guidelines, and then used N-Vivo7 which is currently supported by Emporia State University to code and analyze the data. This software allows the

researcher to code data and organize it in different groups by topic or theme. I analyzed the data from each school separately and started my coding with topics that became apparent as I was reading the interviews, reviewing the documents, or analyzing my field notes. My process was to code the data from School A, write the case study and then move on to the next school. This process worked well, but after I had coded the data from School B, the N-Vivo file became corrupted. I worked with the N-Vivo technicians to retrieve my data. This process took about two weeks. In order to continue with the process, I moved on to School C and then to School D. The N-Vivo technicians were able to retrieve part of my data from School B, but it was not clear how much was missing or from what sources. I, therefore, reanalyzed and re-coded the data from School B to make certain I was not missing any of the initial data. Then I wrote the School B case study.

When I first started, I had many portions of items that would “fit” in different categories. I first had as many as 30 to 40 categories. In reexamining the data, I was able to combine the categories because in some instances I had put the same quote or example in more than one category. Through this recoding, I was able to narrow the categories and topics to four inclusive categories. (See Appendices Q, S, U, W for a list of coding categories by school.)

Validity and Reliability

A discussion on data collection in qualitative research necessitates examining the issues of validity and reliability. Yin (2003) identifies four tests which can be used to check for validity and reliability of the research. They are: Construct validity, Internal validity, External validity, and Reliability (p. 34). Construct validity addresses the subjective nature of the data collected. Construct validity is addressed by using multiple

sources of evidence so that the data can be assessed through triangulation. Yin (2003) recommends that the researcher triangulate the data by collecting evidence from multiple sources. Yin (2003) states:

The use of multiple sources of evidence in case studies allows an investigator to address a broader range of historical, attitudinal, and behavioral issues. However, the most important advantage presented by using multiple sources of evidence is the development of converging lines of inquiry... Thus, any finding or conclusion in a case study is likely to be much more convincing and accurate if it is based on several different sources of information, following a corroboratory mode. (p. 98)

In addition to triangulating the data, the researcher may also establish a logical progression of the data showing how one piece of data supports the previous data. The researcher may also have the key informants review the narrative to make certain it reflects what occurred and their beliefs. These processes support addressing construct validity.

Internal validity (Yin, 2003) addresses the cause and effect relationship of events. If the case study is not concerned with cause and effect of variables, then internal validity is not always an issue. Another facet of internal validity is making certain that inferences from comments made in interviews are well founded. This can be accomplished through data triangulation and having subjects at the schools review the resulting narratives.

External validity addresses the generalizability of the study and knowing whether a case study or multiple case studies may be generalized and, if so, what parts may be applied to similar situations (Yin, 2003). External validity becomes clearer when used in quantitative research.

“Reliability refers to the extent to which research findings can be replicated” (Merriam, 2001, p. 205). The goal of reliability is to try and minimize the errors and bias that may be present in a qualitative study that relies heavily on interpretation of data. It is unlikely that another researcher will be able to replicate a qualitative study in its entirety because of the researcher’s process of interpretation. The best way to address the reliability of a qualitative study is to use an appropriate research design (Yin, 2003). This includes setting up observations using appropriate field notes and memos during the observation and writing reflective notes at the end of the observation (Kirk & Miller, 1986). It includes collecting data from various sources and keeping track of the data in a logical manner.

Merriam (2001) states that reliability does not make sense in qualitative research. Rather reliability must be considered as to the consistency of the results in relation to the data collected. Consistency of the results can be accomplished through the investigator explaining the rationale for the process of research, the use of triangulation, and supplying an audit trail where he/she explains how the “data were collected, how categories were derived, and how decisions were made throughout the inquiry” (p. 207).

I addressed validity and reliability by following the qualitative protocol supported by Yin (2003), Merriam (2001), Stake (1995), and Kirk and Miller (1986). This includes selecting the case study sites through a specific process, conducting a variety of interviews with faculty members, observing interactions among members of the learning community, and examining documents at each site. This triangulation of data gathering will support the validity and reliability of my research. In addition, after completing the case study for each school, I sent the draft to the school librarian at each school and had

each of them check the facts I had included in the case studies. Each of the school librarians was quick to respond and pointed out minor items that needed to be changed. One example is that at School C, there was an updated number of students at each site. Also, at School B, two of the traditions that I described separately were part of the same celebration.

Summary

Chapter 4 provides an overview of the research design and the method of data collection for this dissertation. The research question guiding this dissertation is: Which elements of the school culture make schools fertile ground for the establishment of an effective school library program? To answer this question, the researcher visited four school sites with effective school libraries as determined by being a recipient of a national award identifying effective libraries. The process of accessing the sites, collecting and coding data, and accounting for validity and reliability of the research was described. Chapters 5, 6, 7, and 8 present the case studies from each of the schools.

CHAPTER 5: SCHOOL A CASE STUDY

Introduction

During an all-day planning session, the staff at School A was discussing the vision of the school and how this vision should be articulated in the school improvement plan. They all agreed that the vision should include success for all students. Their discussion centered on the percentage they should achieve. Should it be 85% or 95%? The principal then asked the staff to list the names of the 5% or the 10% of the students who would not succeed. Because the principal described a very realistic situation, the vision of the school is that 100% of the students will succeed. This example previews the collaborative culture at School A.

Description

School A is a suburban elementary school with 445 students in Kindergarten through the Fourth Grade. The district has seven elementary schools, kindergarten through fourth grades; one intermediate school, grades five and six; one middle school, grades seven and eight; one freshman center, and one high school. (See Appendix P for the organizational structure of the district.) The district has plans to change the configuration of the schools to eliminate the number of transitions that the students have from each level. Eventually, a new high school will be constructed depending on the rate of growth in the area. This district is the wealthiest district in the area, but School A receives Federal funds as it is designated a Title 1 school and has a 32% Free and Reduced rate. School A has the highest poverty rate and the highest number of special education students in the district. School A has one administrator, 27 teachers, and 28 support staff.

Physical Layout

Although School A was built in 1966, it has been remodeled throughout its history as recently as 2001, and another remodeling is scheduled during the next two years. This remodeling will add additional classrooms to the school as the fifth graders will become part of the elementary school. The interior of the school is very bright, clean, and colorful. Green and white striped awnings are placed outside of each classroom and doorway entrance. Many signs hang from the ceilings displaying the words: Respect, Responsibility, Curiosity, Common Sense, Self-Control, and Integrity. The expectations for the students' behavior are listed on plaques and placed strategically on the walls. For example, there are specific procedures for the restrooms, and these are posted outside of the restrooms at student eye level. The many bulletin boards display pictures of the students taken during specific events, and many examples of student work are also displayed on the bulletin boards. The screen savers on all of the computers in the computer lab and in the library continue to loop the phrases: "Do the Right Thing" and "Treat People Right." Baskets of books are placed next to benches and chairs in the hallways available for anyone who wishes to read while they are sitting on the benches.

The school librarian has used the "@your library" theme in many aspects. For example, he has the "Information @your library" sign surrounded by the various sources where the students can look for information. The fourth grade classroom has one board that displays classroom duties as "Responsibility, Organization, and Effort." Another board is labeled as "Lifelong Guidance: Personal Best, Truth, Trust, Active Listening, and No Put Downs."

Planning Session

On the first day of my visit, I had made arrangements with the school librarian to be at the school around 7:00 am. The dark parking lot already had several cars in it. After asking one of the school employees for directions, I arrived at the library and was greeted by the school librarian, and he gave me a quick tour of the library as we were scheduled to attend a team planning session with the fourth grade teachers. When we arrived at the meeting, the fourth grade teachers were seated at a grouping of student desks in a double classroom that had folding walls. Because of the configuration of the desks in both classrooms, I could tell that the folding walls were not closed very often.

Two of the three fourth grade teachers were present. The third teacher was absent as his child was ill. One of the teachers apologized for not being as prepared as she should be and explained that she needed to stop on the way into school to purchase enough apples to be used in a project the students were completing. The fourth grade students were creating action figures of historical people, and the apples were going to be used for the heads of their subjects. The parents were going to pick up the apples later in the day so that they could assist the students with carving the apples.

The school librarian had brought his laptop with him, and as the school is wireless, he had access to information on school and district sources, the availability of the library and computer lab, and his schedule. The teachers were working on their plans one week in advance, and each of the content areas was discussed. In addition to the weekly plans, the teachers discussed the science unit that would occur after spring break. The subject of the unit was bats, and they discussed the literacy tie-in which was used last year and how it should be revised for this year.

Another topic of discussion was the schedule for the half-day professional development session that the principal was providing for each grade level. The teachers were selecting the date that would be conducive to the school librarian's schedule to make certain he could be present for the planning session.

This type of team planning was common to the school. Each grade level had a specific time each week for planning, either before or after school. In practice, teachers for more than one grade level might be meeting on the same day. When this happened, the school librarian was obliged to split his time between the two meetings.

School Announcements

The students arrived at school around 8:00am and were greeted with the sounds of classical music being played over the public address system. The music teacher arranged these selections, and different music was played each morning on the three days I was at the school.

After the first bell, the daily announcements were presented to the school via a closed circuit system. In September the school librarian and one of his staff members ask for student volunteers from the fourth grade to be members of the television crew. After they complete applications, the students are trained in groups of five or six, and each group presents the announcements for a five- or six-week period. The students are responsible for all aspects of the production. There is one video mixer, two cameras, and a teleprompter. This TV studio is set up in a workroom in the back of the library. The students rotate duties from producer to camera person to on-screen talent. A roving reporter also visits the classrooms to shoot footage for the next day's program.

The format of the program changes but each one begins with the Pledge of Allegiance and a state-mandated moment of silence followed by the announcements of the day including the lunch menu. One of the days I was there, the physical education (PE) teacher was a guest, and he demonstrated the exercise he wanted the students to work on during the week. The roving reporter shot footage in the classrooms to be used the next day on the program, while students in the classroom participated in the exercises. Each program ended with a joke of the day presented by a stuffed animal puppet asking a question and waiting for a response before revealing the answer. The jokes were ones which adults would groan at and elementary school children would really enjoy. The entire announcement process was conducted by the students with the library staff members as overseers.

Instruction

During the three days I was there, the second graders were working with the school librarian and their teachers on a research project in the library and the computer lab. All of the second graders were completing the project but were at different stages. The school librarian explained that the second grade students complete four research projects a year: one as an entire class project, one in a group of four, one with a partner, and one by themselves. I was present during the time that they were working on a project with their partners on Biomes.

The staff at School A uses the Big Six information problem solving method (Eisenberg & Berkowitz, 1990) with the students. Also, the school uses the C.L.A.S.S. model of working with students. C.L.A.S.S. is based on the work of Barbara Pedersen and is explained in *The Joy of C.L.A.S.S.: A Journey toward Exemplary Schools*,

Extraordinary Educators and Successful Students (Pedersen, 2005). C.L.A.S.S. stands for “Connecting Learning Assures Student Success.” The staff at School A has integrated the Big Six model with strategies from C.L.A.S.S.

One of the second grade classes was working on taking notes in the library. The school librarian had three stations, and the students rotated every 20 minutes from one station to the next. They could work at the computers, with the encyclopedias, or with the regular library books. The school librarian and the teacher worked with the students at the different stations. Students were taking notes on three by five cards as they conferred with their partners. Each student and partner had a manila folder where they kept their notes and added reflections on the day’s activities.

Another second grade group had completed its research and was working on a WIKI in the computer lab. The school librarian reviewed what a WIKI was and showed the students how to add comments to the WIKI under their teacher’s name. He reminded the students that when they added their research to the WIKI to share with others, they needed to turn their notes into sentences so that their ideas would make sense to the other people reading the WIKI. During the class period, the expectation was that each student worked with his/her partner to change four facts into sentences to be added to the WIKI. As the students were working, the teacher and the librarian circulated around the room to answer questions and provide assistance.

Friday during the week I was at the school, the school was participating in Earth Day. The art teacher was working with the students to create Earth Day T-Shirts. She had the students create their own Earth Day designs, and she scanned them into the computer and transferred them to the shirts. On the day I visited her class, the students were using

permanent markers to add borders and patterns around their pictures, around the necks of the shirts, and the arm holes. When the students asked the teacher what they should put on the shirts, she would say, "You decide; this is your shirt." She was, however, very willing to discuss options with the students.

Meetings

Monthly District School Library Meeting

During the time I was visiting School A, I attended the monthly meeting of the school librarians in the district. The Instruction and Information Technology Coordinator conducted this meeting as the school librarians are members of this department. The meeting was a mixture of general announcements and discussion on technology usage, magazine usage, and an analysis of the author visits that had taken place earlier in the year. There was a staff development component to the meeting, as well, as the participants were asked to read a current article on the relationship between school librarians and reading instruction. Then the participants discussed different component parts of the article. The district school library meeting is mandatory and is held once a month, usually during the lunch hour so that it will be easier for the school librarians to attend.

Monthly District Technology Meeting

An afterschool meeting I attended was the District Technology Meeting. The purpose of this meeting was to discuss the results of school visitations that had occurred earlier in the year. The visitations had taken place to assist in developing a technology vision for the district. The meeting was conducted by the Instruction and Information

Technology Coordinator, and the members of the committee were representative teachers from each of the schools. The school librarian from School A was also a member.

School Faculty Meeting

While I was visiting School A, the principal had a meeting at the District office regarding their recently submitted School Improvement Plan. The District requested that several items be expanded and revised. After the principal returned to the school, he met with the two co-chairs of the School Improvement Team: a third grade teacher and the school librarian. They discussed the necessary changes that included the assessment of the kindergarten and first grade students in the areas of math and reading. The three believed that the plan needed additional information on how the first graders would be assessed in these areas.

The Principal was not comfortable changing the plan without having the staff approve the revised wording. Since he was going to be out of the building for the next few days, he called an emergency staff meeting after school that afternoon to review the revisions with the entire staff. At the meeting he explained the changes and requested that the staff give the two co-chairs any feedback that they might have over the next few days. When the principal returned to the building, he and the co-chairs would review the feedback and update the plan. The meeting was only for a few minutes to explain the reaction of the district to the School Improvement Plan and to explain to the staff the possible additions.

Analysis and Interpretation

During the three days I visited School A, I was able to interview six faculty members including the principal, the District Coordinator of Instruction and Information

Technology, the school librarian, and three teachers. (See Appendix H for a complete list of interviewees.) I observed six classes, attended two district meetings and one faculty meeting and spent time observing students and staff in the library and various classrooms in the schools. The faculty gave me access to various documents that illustrate the program at the school. (See Appendix N for a complete list of documents.)

During the first review of the documents, my journal, and the transcripts of the interviews, I identified 37 topics or themes. (See Appendix Q for a complete list of topics.) On further analysis, I was able to combine the topics into four major themes: shared vision, collaboration, expectations, and leadership. The interviewees also shared barriers and challenges that they have experienced in their jobs. In addition to these themes, I was provided with information on the demographics of the school, various programs at the school, and background information on the staff. This information is presented in the Description section above.

School A considers itself as being a student-centered school, and the focus is on the success and academic achievement for all students. The principal and the staff have implemented certain programs that assist them with creating what they consider as a student-centered environment.

Shared Vision

School A's stated vision in the School Improvement Plan (SIP) and displayed many places in the building is that 100% of the students will succeed. The SIP then focuses on two areas: literacy and math. The literacy benchmark is that by 2011, 90% of the students will score at or above the state standard on the state Language Arts Assessment. In math it is that 89% of all students will score at or above the state standard

on the Mathematics Assessment. Given that the socio-economic status of many of the families (32% free and reduced lunch), this vision of 100% of the students succeeding has been questioned as to its legitimacy. This 100% Vision, as it is referred to and is stated in the SIP, is a vision that all of the staff support. In the report from the District Quality Assurance Review Team, the committee commended School A on this vision stating:

The 100% vision is an articulated and lived ideal that drives the work of students, parents and staff for the benefit of the individual learners. There is a pervasive “can do” attitude and hard work ethic that wills and empowers students to succeed.

In interviewing one teacher concerning the 100% vision, she stated: “We truly, truly support this whole heartedly and I don’t think that people really think we do” (Teacher A-1, personal communication, March 25, 2008). She continued: “I think that if we don’t expect 100% of them [students] all the time, we’re not going to get 100% or anywhere near that. I think that is the one key component that is unique to this building opposed to other places I have been” (Teacher A-1, personal communication, March 25, 2008).

Certain attributes are present at School A that assist the staff on their journey towards the 100% vision. To begin with, this is a shared vision that all of the staff support. The District Coordinator of Instruction and Technology stated that the success begins with the vision shared with the entire staff. She identified balanced literacy as the vehicle that will accomplish this success. She stated: “The teachers believe it. The teachers participate in professional development based and focused on literacy; that’s

what they focus on, that's what their professional development is based on, and that's what they do" (Administrator A-2, personal communication, March 24, 2008).

Collaboration

One of the major themes that surfaced through my interviews, observations, and document reviews is the concept of collaboration. Subtopics that echoed these themes are trust, building relationships, environment, family, and culture. These characteristics support the 100% vision of the school (See Appendix Q).

This concept of collaboration is not new for the school. One teacher told me that 20 years ago when she first was hired at the school, the principal stressed collaboration during the interview. He was from an area of the country that supported the idea of family and all members of the family working together for one purpose. His expectation for the staff was that they collaborate, work together, and treat each other as family members. This concept has become more intensified with the current principal, who established the Professional Learning Communities (PLC) as a vehicle to facilitate collaboration.

Professional Learning Communities is a means of having the staff work together based on Dufour's and Eaker's (1998) collaborative model as explained in *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* (1998). Dufour and Eaker state: "The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities" (p. xi). A Professional Learning Community is characterized by a shared vision, collective inquiry, collaborative teams, action orientation and experimentation, continuous improvement, and results orientation.

School A studied these component parts of Professional Learning Communities and organized their schools into specific groups by grade level. The principal adjusted the school schedule so that these collaborative teams would have a common planning period. The “Specials” including Art, PE, and Music also formed another PLC. School A uses PLC’s as a vehicle for professional development and for collaboration. The School Improvement Plan identifies the professional development through the PLC’s for 2007-2008 as collaboration. The School Improvement Plan states:

Collaboration is working together to help improve student achievement, assist parents and advance our own professional growth. Collaboration is working in our professional learning communities, committees throughout the year and day to day operations, planning and support. We need to analyze data to determine areas of need, research scientifically-based strategies, implement these strategies and assess the impact on student achievement of these strategies on an ongoing basis.

The professional learning communities meet once a week to discuss their own personal growth and the development of best practices in their teaching methods. In addition the members of the PLC analyze data concerning the students. Each grade level analyzes data for the entire grade level and continues analyzing information on individual classes, small groups, and individual students. Through these meetings teachers are able to increase their professional prowess and determine what additional support is necessary for each individual student. Each PLC develops goals that align with school goals. After each meeting, a member of the PLC posts the minutes of the meeting on the Staff Blog so that the principal can react to the discussions that occurred during the various meetings.

The Specials also have their own PLC. Since they are one-teacher subject areas, they work together to see how they are able to communicate effectively and collaborate with the different grade levels. Each Special is responsible for a different grade level. As I was observing the second grade students working in the computer lab, the PE teacher approached the second grade teacher, and they had a conversation on how the PE department could work with the second grade teachers to align the PE standards with the content standards. During this informal meeting, the PE teacher and the second grade teacher briefly brainstormed some possibilities and made arrangements to meet at a later date to continue collaborating. Having aligned themselves with a specific grade level, the Specials were then able to share what they were doing with their adopted level, allowing for other subject areas to brainstorm how they could collaborate with that grade level also. The principal stated that he is pleased with the progress they have made with collaborating through the use of the PLC's.

When the District Quality Assurance Review Team evaluated School A, one of the commendations listed in the Review Team's report was for the implementation of the PLC's which "establishes a climate and culture that relies on evidence coupled with years of experience by professionals to make decisions in the best interest of students."

Expectations

School A has high expectations for both the staff and students. Through my interviews, observations, and document review, there were 11 sources that provided 38 references to the topic of expectations. A subtopic of this theme was student-centered. As seen from the 100% vision, teachers must be engaged in order to make certain all of their students succeed. The District Coordinator of Instruction and Technology indicated that

the applicants who apply to work in the school must understand that the teachers in the district collaborate with other faculty members and with the school librarians. When speaking about a staff member who lives up to the district's standards, the principal described him/her as "someone who is progressive in curriculum and instruction and understands that we're not textbook or basil driven" (Administrator A-1, personal communication, March 24, 2008).

The expectations for the staff and faculty include all positions. The principal continued:

There are a lot of dedicated people here from our secretaries, our nurses, to our cafeteria [workers], maintenance to all the teachers. When you work with people that work really hard, you want to work hard. When you're surrounded by it, it elevates all of us. I know everybody around here makes me do my job better every week, because I don't want to be a slacker or anything. (Administrator A-1, personal communication, March 24, 2008)

The expectations for the students are illustrated through the implementation of two school reforms: C.L.A.S.S. (Pedersen, 2005) and the BIG6 (Eisenberg & Berkowitz, 1990) research model. By holding themselves accountable to implementing these two methods of instruction, the faculty and staff have defined the high expectations for the students.

C.L.A.S.S

Four years ago, School A rejuvenated its efforts to implement Connecting Learning Assures Successful Students (C.L.A.S.S.) (Pedersen, 2005). "C.L.A.S. S. is a staff-development process and school philosophy. It combines the findings of research

and the experience of master teachers” (p. 7). C.L.A.S.S supports students becoming “lifelong learners, collaborators and responsible citizens” (p. 7). There are visible signs that this literacy initiative has been incorporated into the school. Pedersen lists the following signs of a C.L.A.S.S school:

- You are greeted and welcomed by all.
- School is inviting.
- Language is everywhere.
- The learning theme is obvious everywhere: bulletin boards, displays, and more.
- An agenda and a welcome message for the day are posted in each classroom.
- Students and teachers quietly talk, move about, and engage in their learning.
- A pleasant hum is heard at processing time.
- Students focus on self-management and know they are citizens in progress.
- Teachers dress appropriately as professional educators.
- The teachers’ instructional style is skilled (p. 15-18).

When walking around the school, I was able to see that the components of C.L.A.S.S. are present. As has been noted, School A is extremely clean and the lighting is bright. Even though I arrived at 7:00 in the morning and it was still dark outside, the hallway made me think it was around noon. The canopies over the doors, of green and white stripes, give a pleasant inviting atmosphere. The hallways are identified by special names; two examples are Knowledge Road and Success Way. The hallways are peppered with signs, student work, and large bulletin boards that are a mixture of color and words. Many schools at the elementary level have areas for displaying student work. The difference at School A is that the student work is only one component. C.L.A.S.S.

emphasizes reading and language development, and School A displays words and phrases throughout the school. C.L.A.S.S. supports specific life skills, and these life skills are part of the displays. The cafeteria has green signs hanging from the ceiling displaying the words kindness, patience, self-control. The hallways display the following the words found in Table 1. In addition, the computer lab has the life skills displayed along one wall with an explanation of each one. For example, for Initiative the sign reads: Initiative...to do something of one's own free will because it needs to be done.

Table 1

Literacy words displayed in halls:

Common Sense	Integrity	Responsibility	Caring	Courage
Organization	Patience	Curiosity	Sense of Humor	Flexibility
Perseverance	Resourcefulness	Effort	Problem solving	Cooperation
Friendship	Initiative			

The overarching C.L.A.S.S. goal is: "Do the 'right' thing. Treat people 'right.' ...even if you do not feel like it" (Pedersen, p. 36). This universal goal is displayed on each of the computer monitors in both the classrooms and the library. The message rotates between the "Do the right thing" and "Treat people right." The students and teachers see this as they approach any computer.

Another tenet of C.L.A.S.S. is displaying the agenda and a welcoming message in each classroom. During the time I was visiting School A, I observed the school librarian changing the agenda each day. One day the white board outside the library, positioned at the students' eye level, displayed the following agenda:

- Second grade: Rain forest research
- Fourth Grade: project research
- Everyone find a terrific book to read.

The message for the week was a saying credited to Walt Disney: "It's kind of fun to do the impossible." This was displayed so that everyone could read the message as they arrived at the library.

C.L.A.S.S. also supports students focusing on self-management and the knowledge that they are citizens in progress. The second grade class was working on their research projects in groups in the library, and the students were all engaged in their work. One student spoke privately to the teacher and then started to leave the library. I assumed he had asked to go to the bathroom. As he walked towards the door, he started to run but stopped himself, and then walked in a very fast manner towards the door. He stopped himself from running; no one told him to walk. His actions supported the hallway procedures that are displayed on colorful signs in the various places. The procedures state:

- Do the right thing.
- Walk proudly with your hands at your side.
- Be respectful.
- Display cooperation by staying in line.
- Make an effort to walk on the right side of the hallway.
- Actively listen to directions.

One tenet of C.L.A.S.S. is being greeted and welcomed by all. During the time I was visiting School A, the teachers and staff whom I encountered each asked me if I was

having a good day and if I was finding what I needed. While I was there, I presumed that the school librarian had informed the staff that I would be there and this was their way of assuring me that I felt welcomed. But I also observed that if a student was walking down the hall and was approached by an adult, the adult would speak to the student and ask how they were doing, were they having a good day, did they have fun at recess. The questions were ones springing from interest in the student and not in a manner of checking up on the student.

C.L.A.S.S. also supports the students and teachers talking quietly with a pleasant hum indicating they are engaged in learning. While at School A, I observed six classes involving team teaching with a classroom teacher and the school librarian. I found the students engaged and eager to accomplish the task at hand. In only one class did the teacher need to instruct the students to make certain they listened to the school librarian. This class occurred right after the lunch hour when the students came in from playing on the playground.

The tenets of C.L.A.S.S. are engrained in the schedule and belief system of the school. I was not familiar with this literacy initiative before I visited School A. The events I listed above are from what I observed at the school without any knowledge of C.L.A.S.S. When I studied the literature related to this initiative after the observation at School A was concluded, I was able to see how the staff at School A supports this school reform and uses its tenets to explain the expectations they have for the students.

BIG6

I have mentioned before that the staff at the school supports the BIG6 (Eisenberg & Berkowitz, 1990) Research model with the students as they are conducting research.

The students understand the six steps in conducting research: Identifying the task, Looking at strategies, Locating information, Using the information, Synthesizing information, and Evaluating the process. The teachers and the school librarian emphasize these six steps when assisting the student with research.

To make the process real and tangible, the school librarian has created a research journal which combines the six research steps and helps the students organize their information. These research journals are manila file folders that contain templates for the students to use to keep track and organize their work. In addition to the templates, there are white envelopes attached to the inside of the folder which are used for keeping the students' three by five cards where they have written their notes. As the students come into class, they pick up their folders, and their work from the day before is there waiting for them. When I asked the school librarian about the research journals, he said that a teacher had seen a similar idea at a workshop he/she had attended. The school librarian merged the research journal concept with the BIG6 (Eisenberg and Berkowitz, 1990) methodology and created the form that all of the students use.

Leadership

In coding the data from School A in N-Vivo, the theme of leadership, including relationships among the principal and members of the staff, was discussed through seven different sources with 35 references (See Appendix Q). This idea of leadership was mentioned in relation to the teachers, the school librarian, and the principal. The principal's leadership role received the most attention and comments through these interviews.

When I asked the principal what his leadership style was, he said he would rather I ask the teachers to get a good view. I assured him I would. He continued by stating that he has established an open door policy and that staff are always welcome to approach him either in his office or any other place in the school. He works with the staff to determine what is best for the students, and he encourages them to complete these tasks. The principal made reference to Collins' (2001) book, *Good to Great* that identifies businesses that are good and explains how they became great. The principal stated that School A is a good school, but he and the teachers want to make it a great school. Another of Collins' tenets is that in order to establish a common vision, all members of the organization need to believe in and support that vision. Collins uses the analogy of changing directions through a bus ride. He states:

The executives who ignited the transformations from good to great did not first figure out where to drive the bus and then get the people to take it there. No, they *first* got the right people on the bus (and the wrong people off the bus) and *then* figured out where to drive it. They said, in essence 'look, I don't really know where we should take this bus. But I know this much; if we get the right people on the bus, the right people in the right seats, and the wrong people off the bus, then we'll figure out how to take it someplace great.'"(p. 41)

This is the philosophy of the School A principal. He states that he is confident with his knowledge of good sound educational principles; when teachers suggest a practice that aligns with the school's vision, he supports this practice, and he motivates all of the staff to support this practice. He also implements procedures that will guide the staff towards this goal. One example of this was when the school implemented the Professional

Learning Communities. Through discussion it became evident that the Specials' teachers did not fit with a grade level PLC since they work with all of the students. The principal and the Specials' teachers discussed how they could implement the PLC. They decided that the Specials' could each align themselves with a specific grade level they would collaborate with in order to bring that information back to all of the other Specials' teachers.

The principal of School A stated that sometimes staff members find it hard to support a common practice, but they do so because the staff has agreed that this practice will be good for the students. He also related that he has had a couple of staff members that have not supported the direction the "bus" (Collins, 2001, p. 42) was going, and they have since left the school for other positions in the district. The principal sees that it is his responsibility to support the staff through motivation, encouragement, and persistence in guiding them towards their school's vision.

The principal of School A also supports the process of collaboration in all areas of the school community. In addition, the principal implements collaboration through the expectations that all members of the staff will participate in the Professional Learning Communities, grade level planning teams, and data analysis teams. The principal shared with me that if he sees that a grade level team is not functioning as effectively as possible through collaboration, he will rearrange the members of the team to assure that this collaboration will occur. He also indicated that when he hires a new staff member, one quality he looks for is the ability of the prospective employee to collaborate and get along with the rest of the faculty. On the 2006-2007 staff survey, participants made the following statements: "everyone is on the committees"; "teachers serve as chairpersons";

“each stakeholder is a member of multiple committees that contribute to the decision making process.” In addition, the survey states that 94% of the staff indicated that the leadership in the school provides stakeholders meaningful roles in the decision-making process that promotes a culture of participation, responsibility and ownership. The principal believes that having all staff members collaborate with each other provides a learning community that supports the needs of the students.

Barriers and Challenges

Although this was an area I explored with the interviewees, they listed the fact that their students came from low income families as the major barrier to the success of the school. They have the students for six hours a day, but are not able to influence them during the remainder of the day. The teachers indicated that this fact affected the students' work in the classroom.

Summary

School A is a small school and, from the data, the number of meetings they attend and the conscientiousness they bring to the discussions, the faculty seems to be hard-working and dedicated to success for all students. The principal is a collaborative leader who empowers his staff to make decisions and to support an agreed upon vision of success for 100% of all students. Using the vehicles and structure of C.L.A.S.S and Professional Learning Communities, the principal and staff members model what this success of all students includes. The expectations for the staff are high and the expectations for students are equally as high. School A through the leadership and dedication of the staff seems to be striving to be a great school and not just a good school.

CHAPTER 6: SCHOOL B CASE STUDY

Introduction

The first class I observed at School B took place in the library and was a World Literature class. The students arrived a short time after the bell, found a place to sit in one of the overstuffed chairs around the fireplace, and turned on their laptops to be prepared for class. The school librarian had a portable screen set up to show the students a power point presentation she had created to help them with the assignment and had a collection of books and manila folders that contained information on the subject of the lesson.

The teacher arrived, greeted the students and the school librarian, and the class began. The purpose of the assignment was for the students to choose a poet, become familiar with the poet's work and choose two poems: one to explicate and one to perform. The school librarian and the teacher interacted with the students, answered questions, gave suggestions, and provided resources. Prior to the lesson, the school librarian had worked with the students and the teacher to generate a list of poets the students wanted to study. This librarian had worked with the other librarians on the staff to make certain appropriate materials were available.

The students were not locked into their initial choices of poets and were given the latitude of choosing another subject if their first choice was not to their liking. The school librarian and the teacher worked with those students to make certain they were well on their way to accessing the information they needed by the end of class. At the end of the class period, the teacher looked at the school librarian and said, "Brilliant, as always!" (Teacher B-1, personal communication, April 8, 2008).

After this class ended, some of the students stayed in the library and continued to work with the school librarian, and some of the students left for their next class. The atmosphere of this class seemed like a gathering of scholars interested in gaining knowledge in a new area. This atmosphere pervaded the other classes I observed during my visit at School B.

Description

School B is a college preparatory school for girls in grades 5 through 12, has 625 students from 37 different zip codes, and is a private institution. School B was founded in 1865 and began as a seminary institution for young ladies. During its history the school has undergone many changes, and since the 1950s has dedicated its existence to the education of young women. The mission statement of the school found on the school's website is to educate the girls to "think critically, to lead confidently and to live honorably."

Since School B is an independent school, it is not governed by some of the federal initiatives that affect public schools. There is a sense of accountability which is built into the curriculum, and the faculty provides activities for the students, which will prepare them to become life-long learners. (See Appendix R for the organizational structure of the school). In 2007 there were 81 graduates with eight national merit finalists and eight commended scholars, and the graduates attended 44 different colleges and universities, earning \$3,000,000 in scholarships. The school's website states that 100% of the graduating class attends college. This fact was verified with interviews which I conducted. The students score over 200 points above the national average on the

Scholastic Aptitude Test (SAT) and are eligible for enrollment at some of the top universities and colleges in the country.

The school sees itself as supporting the education of the whole person and emphasizes leadership abilities, a rigorous academic schedule, a state recognized athletics program, and a dedication to service learning. For example, as stated in the school's promotional materials, the students worked in 160 different community and with international nonprofit agencies and provided 18,400 community service hours in 25 cities and 11 countries during 2007. One faculty member stated that the beauty of School B is that each student is able to determine what her interests and talents are and to develop those through the myriad programs offered at the school.

The academic curriculum requires the students to complete four years of English, three years of social studies, three years of math, three years of foreign language, three years of science including chemistry and physics, one year of fine arts, seven semesters of physical education, one semester of life skills, and four semesters of additional academic credits. With these requirements, 93% of the students take four years of math and 93% take four years of science.

School B has a middle school with 264 students in grades five through eight and an upper school with 361 students in grades 9-12. There are 83 faculty members, 75 full-time, and the average teaching experience is 16.7 years. Fifty-eight faculty members have their masters' degrees and ten have doctoral degrees. The school commits to having the normal class size of 15 students with an 8:1 student, teacher ratio.

Since it is an independent school there is a dedication to working with the alumnae to establish fundraising and gift giving in order to develop the campus buildings

and the curriculum. The library is a good example of this gift giving. Five years ago, one of the school's alumnae provided five million dollars to build a new library facility.

Physical Layout

The visitors' parking lot is south of the campus and upon arrival, first time visitors are not aware of the extent of the facility. Ten separate buildings comprise School B's campus. In addition to the middle school and the upper school buildings, there is the library, an administration building, the visual arts center, a track and soccer complex, a theatre, the gymnasium, a science and math center, and a small building which is used each year by the senior class as their commons area. To have the full effect of the campus, one should stand in the lawn area close in the middle of the buildings and enjoy a panoramic view of each of the structures. The buildings are all well maintained, and two or three maintenance people can be seen working on the grounds during the day. The campus is on a 26-acre estate, which provides a country setting around the main buildings.

Staffing and Integration

School B has two separate faculties, one for the middle school and one for the upper school. Each school has a principal, and these principals report to the head of school. The head of school is similar to a superintendent of a public school district as this person reports directly to the Board of Trustees who govern the school. The one library services both schools. In the 1990s there were two libraries, and the librarians decided that it would be more conducive to serving the needs of the students and staff if they combined the library into one program. In addition, the library took the lead in the area of technology, and now the technology department is part of the library department.

Because of the success of the library program, the staff has increased so that now there are five professional staff members: the director of the library, two instructional librarians, one circulation and technical services librarian, and a technology integration specialist.

The instruction in both schools seems to be collaborative, but it is more evident in the middle school with the teachers organized in grade level teams. The instructional librarians stated that they are integral parts of the curriculum team and have worked with the teachers to develop a curriculum map that identifies each project with the content standards and the information literacy standards.

The upper school faculty is aligned by subject matter but the instructional librarian assigned to the upper school collaborates with many of the teachers on specific projects. The poetry lesson described in the introduction is an example of this collaboration. The upper school librarian stated that it is her hope that more teachers will work with her to develop collaborative lessons.

The technology integration specialist works with both the middle school and the upper school teachers and librarians. The two instructional librarians and the technology integration specialist communicate often as to how they are all working with the different teachers in the different subject areas.

Winterim

One of the signature programs at School B is the Winterim which emphasizes the global connections that each student must experience. This program occurs each year for three weeks during January. Students are required to participate in Winterim and must earn $\frac{1}{2}$ credit each year that the student attends School B. The program is for both on-

campus and off-campus opportunities. This program affords the students with what the school believes is the very best experiential learning and gives the students a chance to mesh their academic skills with real life experiences. The juniors and seniors may elect to participate in travel experiences, and in 2007 they visited England, France, Greece, Italy, Japan, and South Africa. In some of the countries, the students studied the arts and culture of the country; in other countries the students participated in service learning and experienced issues of poverty. In all circumstances the students were able to practice their language skills and their problem solving skills while they were traveling.

The freshmen and sophomores attend classes on the campus during this time period. Some examples of the courses are Web page designs, gender roles in history and literature, and exploration of the Supreme Court and civil liberties.

The faculty sponsors both the courses and the travel, and while I was visiting School B, the topic of conversation was what possible sessions and travel plans could be proposed for next year's Winterim. The faculty involvement allows the teachers a mechanism for presenting information that is not part of the regular curriculum but is of interest to themselves and to their students. The classes are purported to be student oriented and are planned and undertaken based on student interest. School B's promotional material on Winterim describes it as the "fusion of vital classroom academics with the experience of a larger world."

The Trustee Assembly

On the third afternoon that I was at School B, there was an all-school trustee assembly. The trustees were on campus that day and the assembly was in their honor. Students from both the middle and upper schools were instrumental in conducting the

assembly. There was a dance session with the students demonstrating some rhythmic dance moves they had learned, including the Hand Jive and rock and roll numbers. Two seniors gave their mandatory speeches during the assembly, and the Green Team gave a Power Point presentation with interesting facts concerning the greening of the earth. This week was dedicated as the “green week,” and the committee explained what had been accomplished so far and what the plans were for the rest of the week. The Green Team also presented an award to one of the faculty members because of the tree planting initiative he was supporting. At the conclusion of the assembly as is the school’s custom, the seniors were the first class to exit the auditorium singing their class song. From the beginning of the assembly to the end there were no adults involved except through their participation in the audience. This performance was planned and performed by the students.

Analysis and Interpretation

During the three days I visited School B, I was able to interview 17 faculty members including one head of school, three administrators, four librarians, one technology integration specialist, eight teachers in two focus groups, and three parents. (See Appendix H for a complete list of interviewees.) I also talked with other members of the staff in an informal manner, observed two classes, attended a trustee presentation, and spent time interacting with the students and staff in the library and various classrooms in the schools. The faculty gave me access to various documents that illustrate the program at the school. (See Appendix N for a complete list of documents.)

During the first review of the documents, my journal, and the transcripts of the interviews, I identified 41 topics or themes. (See Appendix S for a complete list of

topics.) On further analysis, I was able to combine the topics into four major headings: mission and vision; environment and culture; expectations; and student-centered education. The interviewees also shared barriers and challenges that they have experienced in their job. In addition to these themes, I was provided with information on the demographics of the school, various programs at the school, and background information on the staff. This information was presented in the description section of this report.

Mission and Vision

In the quarterly magazine published by the school, the Head of School stated:

Our mission and our quest to be the very best school guide our work every day at School B. We evaluate all that we do in relation to our mission statement. At School B our mission statement is more than just words, and our school more than just buildings. Our people make School B. (Administrator B-1, personal communication, April 8, 2008)

The printed mission statement found on the website and in printed materials is:

School B is an independent college preparatory school for young women where each student realizes her highest intellectual ability, becomes fluent in the sciences, the humanities, and the arts, and discovers her creative and athletic talents. School B develops responsible citizens who have global perspectives and make meaningful contributions to their communities and the world. With a tradition of excellence and a commitment to life-long learning, School B educates young women to think critically, to lead confidently and to live honorably.

The last three phrases: “To think critically, to lead confidently and to live honorably” is the shortened version of the mission statement. These phrases are visible on the campus and are attached to each of the light posts that surround the ten buildings on campus. The phrase is also found on much of the printed material produced by the school. The faculty uses this as a catch phrase to describe why they are working at the school.

Technology

The mission of the school does not use the word *technology*, but the staff states that the use of technology embodies the mission. The head librarian stated that technology is seen as academic rather than equipment. Technology is seen as a tool. In order to educate the students, technology must be integrated into the curriculum.

When the Head of School arrived at School B in 1998, she interviewed each of the faculty members and found out that they were frustrated with having only two or three computers in each classroom to use when working with the students. Working with the librarians, the Head of School implemented the concept of becoming a laptop school, where every student had her own laptop. Implementing this concept has grown so that the fifth and sixth graders have access to laptops on carts, and the technology integration specialist works closely with the students to make certain they have the training and skills they need to use the laptops as tools. The seventh graders through the twelfth graders all have their own laptops that are with them constantly, and the students use them on campus and at home. As I toured the campus on the first day I was at School B, the head librarian and I went to the auditorium where the students were practicing for a play. Outside of the auditorium where the students put their books, there was also one laptop beside each student’s belongings.

Because of the vision of the Head of School, School B was the first wireless school in the state, and the first school to make this commitment to technology. The head librarian explained that the implementation of technology is under the auspices of the library, and the head librarian's vision is to have the curriculum drive the technology and that the needs of the students in the area of technology are met. One faculty member stated that he could not work with the students on the concepts of robotics without the use of technology.

When the Head of School increased the number of computers in the school based on the information she received from faculty members, there were some faculty members who did not support this decision. The Head of School wrote a white paper on the use of technology at School B and in it indicated that the students at School B were born after the explosion of the Internet. The school must present the curriculum to using the tools that the students know and will use when they finish school.

During the last academic school year, 65 faculty and staff members, along with parents and students, served on ten committees to review the use of technology at School B. They developed the Technology Strategic Plan that states:

In this period of history when young women encounter technology in so many areas of their lives, teaching and learning without the use of a broad range of technology no longer meets the needs of students and their diverse learning styles. The curriculum should be enhanced by available technology so that its use continues to be essential but transparent.

The mission of School B is to use this technology in an invisible manner making it a seamless part of the students' learning. Through the interviews, observations, and

document review, I had 16 sources with 38 references to technology as an integral part of the mission of School B.

Environment and Culture

Much of the information I found in documents, observed during my stay at School B, and heard during the interviews of the faculty and staff centered on the environment of the school. In analyzing this information, the data related to the existing culture of the school. There were 68 sources that included 194 references to the environment or culture of the school. The major subtopic that I interpreted from this data is the concept of collaboration. Other subtopics included leadership, bonding, family, tradition, respect, passion, and relationships between faculty and the administration, the librarians and the faculty, and the students and the faculty.

Collaboration

When I interviewed the Head of School, I noticed that she very seldom used the word "I." When discussing the environment of the school, she used the pronoun "we." She stated that her style of leadership is collaborative. However, as seen with her decision on the implementation of technology, when she has determined that this is the direction that most of the faculty and staff believe is the best course of action to follow, she will explain the direction the school will follow. In reference to the concept of technology, the Head of School stated: "It reminded me, I think; people just needed to hear from the head of school that this is the direction we are going" (Administrator B-1, personal communication, April 8, 2008).

The principals of the middle school and the upper school both consider themselves collaborative leaders and work closely with their staffs to empower them to determine the direction that is best for the students. The middle school principal stated:

I really am so collaborative. There is nothing hierarchal about what I do.

Decisions come and the buck stops here and that's where I come in. I am the one who tries to help the staff keep up with what is going on in the world and what we need to be thinking about to determine what is best for the students.

(Administrator B-3, personal communication, April 8, 2008)

The upper school principal echoes these words saying that her style is definitely collaborative and that she respects the teachers for their knowledge and ability to express their concerns and opinions. She works with them to determine the best course of action to follow.

The middle school is organized in a better configuration for collaboration among the teachers because of the grade levels working in teams. One cross-curriculum project the fifth graders experienced was a project studying the Iditarod. The students researched the Iditarod, presented their information through Power Points, and then tracked the actual Iditarod. The project culminated with a visit from a musher and his four huskies. This project involved the librarians, the English teachers, the science teachers, and the social studies teachers.

Although the high school teachers are organized more by content areas, instructors teaching the same subject matter work together to make certain that students are exposed to the same material and content. The upper school librarian looks at the task

“as taking baby steps.” She will work with one teacher and then the idea will spread to another teacher and that teacher will want to be involved in the same project.

The school librarians have integrated themselves into the curriculum of each school and work closely with the majority of the faculty to assist with the students learning. Besides the head librarian, who has many administrative responsibilities, there is one librarian assigned to work with each of the schools. The responsibility of these librarians is to assist the teachers in any way that is needed. The technology integration specialist is also available to work with the students and teachers to make certain the teachers and students are prepared to work with the technology that will best support the lesson.

To promote the idea of collaboration, presentations of collaborative projects are showcased at the staff meetings for both faculties to see the value and results of a collaborative project. Also, both schools have completed curriculum maps to determine the overlap of subject areas and to identify areas where team teaching could occur. During the focus group with the teachers, the idea of camaraderie and genuine respect for each person was evident. The atmosphere of working together in a school “where the students are exceptional, resources are plentiful, and the colleagues are great to work with” (Focus Group B-2, personal communication, April 8, 2008) suggested a willingness to work with each other to support the best learning possible for the students.

Tradition

Since School B had its beginnings in 1865, there are certain traditions that have been kept through the years. One such tradition is the award given to one student at the end of her senior year, called the Lady of the Hall. This cherished award is given to just

one student selected without nomination but voted on by the upper school faculty, staff and student body. The Lady of the Hall recipient is the one young woman who exemplifies the highest ideals of School B. The explanation of this award in the school's printed materials describes the student as one who illustrates "integrity, kindness, loyalty, service to others and to her school." This award is presented on graduation day, and each of the students dress in white dresses to commemorate the ceremony. The Lady of the Hall is surrounded by her court, and she is chosen to give a speech to her fellow students.

The Step Singing Ceremony, which dates back to the 1900s, is performed in conjunction with the Lady of the Hall celebration. The senior class and the junior class choose songs which represent their class. The junior class is recognized as the incoming seniors. The juniors and seniors recite the pledge to the school in which they promise they will "transmit this school not less, but greater, better and more beautiful than it was transmitted to them."

A third tradition at the school since the 1920s is the commemoration of George Washington's Birthday with a pageant in his honor. This pageant is performed by the seventh graders as part of their American history studies curriculum.

The students and faculty hold these traditions in esteem, and they are publicized in various newsletters and magazines from the school. Pictures are taken at the events and posted on the school website. During the focus group with the parents, one of the parents stated, "traditions like these add to the atmosphere and culture of the school" (Focus Group B-3, personal communication, April 8, 2008).

Expectations

Students

One of the documents that School B distributes and is on their website is titled: 50 reasons to attend School B. Many of the 50 reasons illustrate the high expectations the school has for the students. A few of them are listed below:

- School B: Where girls can and do achieve excellence.
- College preparation is our specialty. School B graduates attend prestigious universities all over the United States and abroad and are awarded \$3 million in scholarships each year.
- Athlete, scientist, musician: At School B you can be all three.
- We play to win. School B teams have earned more than 40 state championships in eight varsity sports.
- School B girls typically score 200 points higher than the national average on the SAT.
- 100 percent of our girls attend college after graduation. But with our rigorous curriculum, staff of dedicated faculty and supportive community, what else would you expect?
- School B: Prepares you for college, prepares you for life.
- No objection: Our girls have won five first place championships in the citywide Mock Trial competition.

The curriculum requirements for the high school students include: 4 years of English, 3 years of history, mathematics, foreign languages and biology; 1 year of fine arts; 3 ½ years of PE; 1 semester of Life Skills; 4 additional Academic Electives. These classes

include 22 Advanced Placement (AP) and Honors level courses in English, Science Math, art and the Foreign Languages. In 2007, 115 students took 248 AP exams and 83% of the students received a three or higher on a five point scale. Achieving a three or higher allows the students to gain college credit for the class if the university they attend accepts AP scores. Fifty percent of the seniors are enrolled in Calculus. In addition, during the last five years, School B has had 20 National Merit Finalists, 51 Commended Scholars, and 177 Advanced Placement Scholars. The students who attend School B accept the challenge of these high expectations.

During a focus group session with the faculty members, I asked them what they liked about the school. They all agreed that the students are exceptional and that the academic standards are high, but within reach of the students. They also indicated their willingness to work with students to help them reach the goals of the school and to achieve the level of expertise they desired.

Faculty

There are high expectations for the faculty also. One of the librarians stated that the teachers are “very high achieving and really want things done right and who don’t want to waste a second of time” (Librarian B-3, personal communication, April 7, 2008). The Head of the School put it this way, “It really I think is the best of learning. It is joyful hard work. It is business. People work hard here. Kids work hard. Faculty works hard. Faculty is demanding but there is a lot of joy in the work. And we laugh a lot” (Administrator B-1, personal communication, April 8, 2008). One of the faculty members indicated that the Head of School works extremely hard, and she is the one who “sets the

culture of hard work and holding that bar very high and each year holding it a little higher” (Administrator B-4, personal communication, April 8, 2008).

Recently, School B has embarked upon a program for faculty evaluation. The program is called “Faculty Growth and Renewal.” It is self-directed and allows for self-evaluation. Each faculty member has a mentor who helps establish goals at the beginning of the year. Throughout the year, the mentor is available to work with the faculty member and then at the end of the year, the faculty member reflects upon whether he/she has reached the goals or not. The principals of the schools work with their faculty members, and if the faculty member is really struggling in an area, the Head of School works with the principals to assist the teacher. Although this program is more of a self-reflective program, it is considered the formal evaluation process for the teachers.

In addition to teacher evaluation, each department has a strategic plan that states the goals of the department and how the department has met the goals. After this process, all of the strategic plans are reviewed to make certain the department plans align with the direction and strategic plan of the school.

Good to Great

The faculty of School B has studied Collins’ *Good to Great* (2001), and based upon Collins’ work have developed a Good to Great committee. The committee this year has worked on making the school community more aware of saving energy. They describe this as making the school green. I observed the evidence of their work through the recycling bins on the campus, the activities they had planned during the time I was at School B, and their involvement in the Trustee’s assembly described above. The first day I was at School B, the entire faculty and student body made an effort to turn off as many

lights as possible to save energy. As we were going to the lunch room, the librarian was trying to point out some interesting art work in the middle school hall, but we had to wait until the next day since the lights were turned off to support the Green Team.

When I was discussing the concepts of *Good to Great* (2001) with the public relations (PR) director, she gave me an example how this was so much a part of the school's thinking. At one point one of the faculty members asked her to prepare a presentation on one of the new programs at the school that was just being implemented. She talked with the staff member and said that the program is "good" but it was not at the "great" level. The PR person did not feel comfortable marketing a program that was just "good."

One of the concepts in Collins' (2001) work is that in order to be a great organization, the leader must make certain that he/she has the "right people on the bus" (p. 42) who will help with determining the direction of the organization. The head librarian explained to me that this concept was really important at School B. In hiring new faculty members, the interview process is a day long with various activities. The activities are centered on getting to know the applicant and assessing whether the applicant exhibits qualities that will align with the existing culture. Since technology is a focal point of the school, the head librarian is involved with all of the hiring interviews so that she can explain that concept and determine how the applicants are prepared for this aspect of the school. One principal stated that it is best to make a wise choice initially when hiring a new employee instead of having to eliminate a faculty member later.

Through interviews, documents, and observations, I tabulated 15 sources with 70 references to high expectations and desiring to be a great school and not just a good one. One of the faculty members stated:

They're really pushed here. It's a strong academic school; it's hard. I look at the things they're [students] studying in science in upper school and think I never had that in my school. I'm not sure I could have done that. I think the academics are stellar." (Teacher B-1, personal communication, April 8, 2008)

Single Gender

One overarching belief that I found through the interviews and documents was that the power of this school has a lot to do with the fact that it is an all-girls school. I tabulated 19 sources that provided 69 positive references to the fact that only girls are students at the school.

The Public Relations Director described the senior patio that she can see outside of the window in her office. The senior girls were playing an "old fashioned game of four square with some faculty members" (Administrator B-4, personal communication, April 8, 2008). She described the students as having their hair in pony tails without any make-up on "hooting and hollering" (Administrator B-4, personal communication, April, 8, 2008) and having a great time. She stated that senior girls in a co-education school would be more interested in what the boys would think than having a great time with a simple game like four square.

The Head of School stated that the girls were "liberated" (Administrator B-1, personal communication, April 7, 2008) and could learn as much as they wanted and could achieve any goal they desired. Faculty members indicated that students at School B

asked questions and asked for further clarification of an assignment without any hesitation as to what other students in class would think.

Another by-product of a single gender school is that since the only students are girls all of the leadership positions in the school, the clubs, on the athletic teams, were filled with girls. One of the faculty members stated that the girls are more focused on their studies and more willing to take risks than what she had experienced with girls in public co-educational high schools. One faculty member stated: "I think about how much time I wasted worrying about boys and worrying about what I looked like and worrying about what people thought. These students do not have those worries here"

(Administrator B-4, personal communication, April 7, 2008).

The faculty has spent time studying how boys and girls learn differently. "Girls do much better collaboratively; boys tend to be better working one-on-one and separately" (Librarian B-1, personal communication, April 8, 2008). The faculty has accounted for this in the curriculum and has provided collaborative projects for the students to accomplish.

The Head of School illustrates how important this single-gender concept is to School B. She stated:

For nearly 60 years School B has educated girls who become leaders in their careers and in their communities. By offering our young women not only equal opportunity but every opportunity, we cultivate a love of learning, a commitment to honor and integrity, and the leadership skills they will need for life in the 21st century. As in independent college preparatory school, we are committed to encouraging every girl to realize her highest intellectual ability, become fluent in

the sciences, the humanities, and the arts, and discover her creative and athletic talents. We believe that our essential role in the life of each of our girls is to nurture a sense of wonder, to instill a will and a facility for learning, and to promote cultural understanding, environmental stewardship, and service to others. Building on a foundation of service to others, School B's alumnae achieve remarkable successes in life, ably reflecting our mission to teach girls to think critically, to lead confidently, and to live honorably. (Administrator B-1, personal communication, April 8, 2008)

Barriers and Challenges

When discussing the barriers and challenges of working at School B during the interviews with the faculty, the following four themes emerged.

- The faculty did not feel that there was enough time to get everything done that they wanted to do.
- Some faculty members are comfortable with their teaching style and content areas. Other faculty members, including administrators, supported the concept of continually learning and growing and continuing to improve the program for the good of the students.
- Some of the administrators were concerned about hiring the right people who will fit in with the existing culture.
- Some faculty members wanted to make certain that they were doing everything possible to help the girls understand that they can achieve anything and break down any barriers that may exist in society today.

Summary

School B is a private all-girls school with students in a middle school and also in the upper school, spanning grades five through 12. School B's vision includes a dedication to the use of technology as part of the academics and a tool to assist the children in learning. School B is characterized by collaborative leadership, a student-centered concept, and a dedication to a single gender education.

CHAPTER 7: SCHOOL C CASE STUDY

Introduction

School C is located in a rural section of the country, and when I arrived in the area, I was not certain how to get to the school. According to the map, the school was approximately twenty minutes from my hotel on one of the major highways. The highway numbers on the map did not match the highway numbers on the actual road, and there was also major construction occurring on this main freeway. The exits on the freeway were blocked, and the normal exit signs were missing. I did see a school bus with the district identified on the side of the bus and decided to follow it. I exited the highway with the bus and noticed a neon sign which advertised the school district. The message scrolling across the sign was, "We love our school librarians."

Upon arriving at the school, I asked the lead librarian about the sign, and she did not know that this specific message was being displayed. She said that she would need to thank the employee who was responsible for this kindness.

On the first afternoon of my visit to School C, I was able to witness a senior present his capstone project that took place in the auditorium connected to the library. Each senior in School C was required to present an engineering project to the rest of the class. This project was a year-long endeavor and was an original work that the student created. The process for the project began in September when the student met with one of the librarians to discuss the concept of the project. The librarian then assisted the student in finding possible sources that would be helpful. The student researched the literature to determine if the creation already existed, constructed the project, tested the apparatus, and demonstrated the engineering principles involved with the project.

The student presenting his report on this day had constructed a three-legged ladder. When he was younger, he had worked with his uncle in the air conditioning business, and he had occasion to be on the top of the ladder and did not have any method of retrieving materials he needed that were on the ground. With the addition of this third leg, he constructed a series of pulleys that could hold over 200 pounds and attached the pulleys to the third leg. His presentation consisted of an overview of his research and documentation of his successes and failures along the way. The final portion of the project was unveiling the ladder and demonstrating its effectiveness.

This presentation was more of a celebration than a school presentation, and it was attended by the student's parents and other members of the family. The audience was engaged in the presentation and asked a variety of questions at the end. One of the instructors explained that through these projects, the students are able to demonstrate their ability to problem solve a project that they could possibly face during a job they might have in the future. The instructor also indicated that some of the students worked with the U.S. Patent Office to develop patents for their creations. Although this might sound like an unrealistic requirement for high school seniors, it is an accepted expectation for seniors at School C.

Description

School C is made up of two small high schools that are serviced by one school library. School C is part of a magnet public school district which had its beginnings in the 1960s as a vocational school district. A magnet school is a school that is dedicated to a specific subject area with enrollment on a first-come first serve basis conducted through an application process. The school enrolls students with an interest in the school's subject

area instead of providing services for students in a specific location. The district has evolved and now has four magnet high schools, each dedicated to a different area of study. School C has a science academy and a high school supporting the health professions. The geographical location for School C is actually three entire counties servicing 28 independent school districts and covering an area of 3,643 miles. Since there is open enrollment, the students as freshmen come from as many as 70 different middle schools. As a public school district, the students are provided with free bus service to attend school, but sometimes spend one hour traveling to school and one hour returning home. The district has 49% of the students qualifying for free and reduced lunch.

Physical Layout

School C has four buildings on the campus: the administration building that houses the superintendent and the other administrators in the district, the library, the medical school, and the science academy. (See Appendix T for the organizational structure of the district.) The library is the bridge between the two schools and is situated equal distance from each school. The library facility is 33,370 square feet and includes a 128-seat lecture hall, an e-training lab, video editing rooms, two small conference rooms, one classroom and is available for the teachers, students, and community members to use for various activities. The lead librarian worked with the architect to design the facility and incorporated a circular design on the exterior and the interior of the building. The exterior walls facing the two schools are rounded and the circulation desk, the patterns on the shelves, and some of the furniture continue with this theme. The lead librarian stated that this design was a conscious decision: "Learning is never ending, and there is no limit to what the students can do or learn or how far they can go" (Librarian C-1, personal

communication, April 15, 2008). The library serves approximately 1,400 students, 700 from each high school. The library staff has three professional librarians and five support staff. This staff provides services to both schools and supports and creates opportunities for students from both student bodies to interact.

The technology department for the district is also housed in the library. The technology coordinator and the technology integration specialist work closely with the librarians to integrate technology into the curriculum.

The two high schools on the campus support different themes. The science academy supports a nationally recognized program focusing on the math and science career fields, including engineering, architecture and computer science. The school partners with the national program, Project Lead the Way, a pre-engineering program where students receive college credit through the high school beginning in their freshman year. As mentioned earlier, each senior must research a real world problem, create a solution for this problem, and present this information to his/her classmates.

The other high school is dedicated to training students for the medical profession. This national award winning school has a rigorous high school curriculum and provides hands-on clinical experience in hospitals, nursing homes, and pharmacies as well as doctors' and dentists' offices and veterinary clinics. During the four years of high school, many of the students earn medical certificates as pharmacy technicians, nursing assistants, and dental and x-ray technicians.

Each high school has its own administrative staff including principal and assistant principal, its own faculty, and a high school curriculum which meets state requirements. The educational program provides the training which supports the science and medical

themes appropriate for each school. The two different schools with small enrollments allows for a low student-teacher ratio of approximately 20 to 1.

Special Programs

School C supports additional programs that are available to the students. Some programs are appropriate for the specific theme covered by one of the schools and other programs are for any student enrolled in either school.

¡VIVA!

Vital Information for a Virtual Age (¡VIVA!) began in 2001 with students who were selected to be tutors as part of a project to bring health information to their peers, their families, and the staff at the health professional high school. After training, the tutors provided information to the various groups, including helping them use Medline Plus. The project has continued, and the tutors now work with various community groups to provide training on electronic resources. Since the students are at both schools, the librarian sponsors of the program communicate with the students using e-mail.

Health Fair

An idea which originated with the students was to hold a health fair to provide health information for the students and the faculty. Although there are librarian and faculty sponsors for this program, the students are the ones that organize it, work with the sponsors to contact exhibitors, and recruit other students to help out during the day. The library has had a health fair for the last three years and has developed planning guidelines and checklists to use in setting up a health fair in other communities.

Art Program

In the early 1990s, when plans were being developed for the library, the district was considering constructing a new high school which would be a fine arts high school. The plans for this type of school did not materialize. When the library was built in 1996, there was a commitment to adding art into the daily lives of the students at School C. The library has a foyer which is used by local artists to display their art. Students also display their own creations. The library received funds to purchase an art collection during the time the new library was being built. There are 800 prints which the teachers can use in their classrooms and for instructional purposes.

Health Occupations Students of America (HOSA)

The health professions high school has a chapter of Health Occupations Students of America (HOSA) in their school. This organization provides the students with the opportunity to participate in competitions supporting specific areas of medicine. The PE teacher explained that he has a sports medicine class, and there is a HOSA competition that includes events in taping ankles and different parts of the body. It also includes competitions on correct stretches, flexibility exercises, and treatment of certain sports injuries. Other categories include veterinary assisting, CPR/First Aid and Clinical nursing. The high school students have participated in national competitions based on their training in their classes.

New Scholar Academies

All freshmen attend a summer library orientation organized by the school librarians and the students at both high schools. The older students take the freshmen on a tour of their library and show the new students all of the materials: books, DVDs,

computers, e-training lab, and SMART boards that are housed in the library. The students explain to the freshmen how the library and its resources will assist them in their work at School C.

Concerts

Periodically during the year, the library transforms itself during the lunch hour, moving all of the furniture out of one area of the library, and holding rock, classical, and pop concerts where students from either school perform. To perform at these concerts, the students need to give a CD of their music to one of the librarians, and if their music is of interest to the students and appropriate, they are scheduled to perform in the library.

Wellness Club

A few of the teachers, including one of the librarians, have formed the Wellness Club and plan different activities for the students during the school year. The website also presents information concerning upcoming marathons and other events of interest to the members of the club. As a magnet school, School C does not have an athletics program, and this club helps provide basic wellness training for the students

The Next Chapter Book Club

One of the librarians has organized a book club for the students. During the school year, the students read a series of books the school librarian has chosen, and they discuss the books in a group. The students read three books each semester, and there are 75 students who receive e-mails concerning the event. Not all 75 show up at the meetings, and at times, the school librarian uses food as an incentive.

Analysis and Interpretation

During the three days I was at School C, I was able to interview 15 faculty members, including one superintendent, five administrators, three librarians, five teachers, and one medical librarian at another institution who had been involved with the implementation of the current tutor program. (See Appendix H for a complete list of interviewees.) I also talked with other members of the staff in an informal manner, observed 1 class, one student presentation, and spent time interacting with the students and staff in the library and various classrooms in the schools. The faculty gave me access to various documents that illustrate the program at the school. (See Appendix N for a complete list of documents.)

During the first review of the documents, my journal, and the transcripts of the interviews, I identified 36 topics or themes. (See Appendix U for a complete list of topics.) On further analysis, I was able to combine the topics into four major headings: culture of both schools; mission and vision; leadership; and interdependence. The interviewees also expressed the barriers and challenges that they face. In addition to these themes, I was provided with information on the demographics of the school, various programs at the school, and background information on the staff. This information is presented in the description section of this report.

Culture of Schools

In examining the culture of School C, I found that there are really two distinct cultures. These cultures are defined by the curriculum of each high school. One of the district level administrators indicated that the themes of each high school helped

determine the visible culture. The science academy theme lends itself towards math, science, and engineering content areas. The administrator stated:

When you walk on campus, the culture is more laid back; it's in a lot of ways kind of like a college campus, but academically, the students are very very driven in their own culture. They reinforce with each other that "hey, we're all going to be engineers, we're all going to be mathematicians and scientists so we've got to do some high quality work." So that culture really enforces itself. (Administrator C-2, personal communication, April 15, 2008)

The student body at the science academy is 60% male, and the students are analytical and ready for tackling the problem-solving nature of the mathematics, science, and engineering professions.

The health profession high school students conduct themselves both in school and out of classes as if they were in a hospital or in a doctor's office and less like a typical high school student. The tutoring time which they have each day is called "making rounds." The juniors and seniors have specific internships in hospitals, nursing homes, and doctors' offices, and they bring this atmosphere back to the high school. The signs in the hallways of the health profession high school are perpendicular to the walls in much the same way the signs are placed in a hospital. This reinforces the health profession atmosphere.

The students in the health profession high school are 60% female and there are 12 registered nurses on the faculty. The principal stated that the compassion and caring characteristics of the students show through: "The students are very caring and warm and

willing to help and assist because of the nature of the mission which is health professions” (Administrator C-4, personal communication, April 14, 2008).

Since the students come from 70 different middle schools and choose the school they wish to attend, they have already decided on the area they wish to study. The older students, through orientation at each school, work hard to help the new students understand and accept the existing culture.

Through the interviews, observations, and document reviews, I had 13 different sources that provided 23 references to the specific culture at each school and the differences between the two schools. The interviewees were also quick to support the overarching mission and vision of the district. So the two schools with two themes reflect their curriculum themes but adhere to the vision of having the students become lifelong learners and successful citizens.

The one library services the two schools, and I asked the school librarians how they interacted with the two different existing cultures in the high schools. The librarians indicated that they collaborate with the teachers from both schools but tend to be more involved with team teaching classes with the faculty at the science academy. One class I observed was with the students learning how to use Dreamweaver to create their own web pages. The school librarian was presenting the process of using Dreamweaver and having the students follow along on their computers. The classroom teacher was walking around, helping the students, and explaining the parameters of the assignment. The atmosphere was very comfortable, with the teacher and the school librarian fielding questions and explaining different parts of the lesson. The librarians also work individually with each senior as they are preparing their final senior capstone project.

The librarians indicated that they work with many of the staff from the medical high school but it is more with providing materials for them to use with the students or working with the students individually as the students conducted individual research for their assignments. The librarians are also very actively involved with the tutors in ¡VIVA! who help the health profession students with the National Library of Medicine resources.

When working with the school librarians, I was not able to tell whether the students were from the science academy or from the health profession high school. One school librarian explained it this way: "I feel I'm here to help teachers and students any way I can. That's what my role is. Whatever the project, whatever the assignment, whatever resource they need, I've got to try and do everything I can to help them" (Librarian C-3, personal communication, April 15, 2008). The school librarians support the vision of nurturing the development of lifelong learners and plan activities that bring the students together. Examples of these activities are the health fair, the tutoring program, the periodic rock concerts, and the book clubs. The library is the bridge that brings the students and faculty together regardless of the school where they teach or that they attend. The lead librarian expressed it this way:

Well, I think the schools are very different and each has their own personality definitely, and the way we see it in the library now is that we're the bridge, the meeting place where coming together is the unifier between the two schools. We are the place where the kids all come together. (Librarian C-1, personal communication, April 15, 2008)

Mission and Vision

The stated mission of the school district is: "School C nurtures the development of lifelong learners as they excel in a challenging, focused curriculum that leads to successful post-secondary education and careers." The stated vision of the school district is: "To engage in a focused, challenging curriculum in a small, caring community of learners." The motto of the school district is: "Think outside the book." Even though these documents are district level values, School C incorporates the same mission, vision, and motto into its printed materials.

On the last page of the enrollment form for the district, there is a verbal portrait of what a district graduate is expected to be. "The district graduate:

- Is a compassionate, caring individual.
- Has a passion for life-long learning.
- Is an effective communicator.
- Is a producer of quality work.
- Is creative and curious.
- Appreciates the differences in people.
- Is a competent problem-solver.
- Is a responsible ethical citizen.
- Strives for a balanced professional and home life.
- Contributes to the community well-being through service.
- Is academically and occupationally skilled."

School C also expects their graduates to reflect this portrait.

In analyzing these documents, the concepts of a nurturing, student-centered environment, high expectations, a challenging, focused curriculum, and a small community of learners are themes that are apparent. I also found these themes in the interviews I conducted, additional documents I examined, and through observations.

Student-Centered

Fourteen sources with 53 references provided additional examples that the curriculum at School C is student-centered and reflects the mission and vision of the school. In order to develop a student-centered program, the student must be at the core of the educational curriculum. One administrator stated that when the staff believes that there is an item that is needed to update the curriculum, she requests it from the central administration and the item appears. When the teachers in the dentistry program approached the principal and indicated that dentistry was going digital and the school did not have that type of equipment for the students, the principal requested the digital equipment and the district provided the funds for the purchase. The administration and teachers of the science academy realized that the technology program was not as developed as it should be, and so they worked with Project Lead the Way to implement more training and equipment. The funds needed were \$500,000. This program was important for the training of the students, and the funds became available. The health profession school has a partnership with the National Library of Medicine and this provides the students with a capstone activity of traveling to a summer institute which will further the students' knowledge and experience in the medical field. One staff member stated:

I think that everyone is here to provide every opportunity that they can for these students and to help them succeed in whatever career path, whatever they choose. If you have a good idea and it's going to help the students, then everyone here from the central administration down are pretty much willing to do what they can to try and make it happen. As long as it's for the students, I've been told, yes, go for it, let's do it, what do you need? (Teacher C-1, personal communication, April 15, 2008)

Various programs that are tailored to the individual student are built into the school day. The students work with the counselors from the students' first day as freshmen at the school. The students understand that the guidance counselors are there to help them schedule the classes they need to attend the college of their choice. The school has a tutoring time each day where the students are able to work with their teachers or work on collaborative projects with their classmates. The students are also able to conduct research in the library during this time. The tutoring sessions are designed to assist the students with whatever challenges they are facing. The staff has an open door policy and is available for the students either during the tutoring time or before and after school. Finally, one parameter for the values of the district is: "All decisions will be made strictly on what is best for students."

High Expectations; Focused Curriculum

One of the principals stated, "We are a school of maximums, not minimums" (Administrator C-3, personal communication, April 15, 2008). Having the students pass the state test is not enough. The faculty at School C is committed to having the students reach their potential. School C is a school of choice, and the curriculum is rigorous. The

students who enroll are required to have an interview with the principal of the school to make certain they understand the expectations of the staff and the extent of the curriculum. The history of the school has been to set the bar high and build in whatever assistance is needed to help the students reach the standards. "As far as what everybody wants and what the expectations are we all share the same thing; we all share the excellence for students, rigid curriculum presented in its own way depending on the theme of the school" (Administrator C-2, personal communication, April 15, 2008).

One reason for the high expectations is that the goal of School C is not to have the students finish high school and enroll in college. Rather, it is for the students to enroll in college and finish the program of their choice. Just attending college is not enough. The basic curriculum requires four years of English, Math, Science and Social Studies. Pre-calculus is also required and Advanced Placement (AP) or Pre-AP courses are an expectation. The science academy students also are required to take calculus, statistics, and physics. The students in the health medical school are able to take additional courses that prepare them for medical certificates. The students in the science academy are required to research a realistic problem and find an appropriate solution to complete their capstone project. One staff member commented, "If we shoot for the moon, we may hit Cleveland" (Teacher C-4, personal communication, April 16, 2008). When I asked him to explain this, he said that they have very high expectations for the students, and if they succeed and "reach the moon," that is great. If they do not reach the moon, they have at least landed in another area of the country where science and industry are respected.

When discussing high expectations, one administrator referred to Collins' book, *Good to Great* (2001) and stated that they are a good school but are always trying to

determine how they can become a great school. The staff does not want to become complacent with the success they have had and want to continue to look for how they can improve. One teacher felt strongly that since they are a magnet school and students choose to attend the school, the program must be one that is better and more challenging than what the students would find if they were attending their regular, assigned high school. In discussing high expectations and analyzing documents, 14 sources gave 32 references to these high expectations.

Small School

The science academy and the health profession high schools are both small schools, having approximately 700 students in each. In the science school, the ratio of students to teacher is 13 to 1, and in the health profession high school the ratio is 20 to 1. The school district has made a conscious effort to keep the schools small, building new schools in the district as the enrollment increases. Having a small school and a small class size assists the students and teachers in establishing relationships with each other. One teacher indicated that although he is an English teacher, he really just establishes relationships with students. The curriculum then takes care of itself. Developing relationships with the students provides the vehicle for the staff to assist the students with developing their skills and achieving in their classes. As has been noted before, the students in School C come from 70 different middle schools. Having fewer students allows the staff more time to work individually with the students who have had such diverse backgrounds in their middle school years.

Another byproduct of the small schools is that students feel safe in the surroundings. They have made the commitment to the rigors of the curriculum and are

working with other students that have the same goal. They develop bonds among themselves and as one teacher stated, “The students describe the school as a family--safe and accepting. The students feel like they can be themselves as no one is judging them” (Teacher C-5, personal communication, April 16, 2008). This feeling of family and safety is developed because of the interaction with the staff in the small school environment.

In reviewing the documents, observing the interactions between students and faculty, and students and students, and analyzing the interviews, I identified ten sources with 14 references to the small school concept as an advantage to School C.

Interdependence

My first interview was with the superintendent of the school district, and she set the tone for what I found in subsequent interviews. When I asked her about the culture of the school district from her perspective, she indicated that the culture reflected the mission statement and the vision statement. She continued by saying that the only way the staff was going to be able to continue implementing these two statements was if they collaborated with each other. She stated:

Teaching is an isolated act, and it's difficult for teachers to collaborate, it really is, and it's been slowly coming because teachers would prefer to work on their own. There needs to be a shift in attitude of isolation to collaboration. I think the shift is coming but very slowly. (Administrator C-1, personal communication, April 14, 2008)

The superintendent expresses to her staff that there is more power in interdependence on each other through collaboration rather than one person's individual

work. To assist with implementing this concept of collaboration, the district has studied Rick DuFour's (1998) professional learning communities (PLC). The school schedule for both high schools has been changed to allow for time for the teachers to collaborate and to plan by department. The initial training in the professional learning communities' method was through a study of the DuFour's and Eaker's book, *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* (1998). After this study the superintendent accompanied members of the staff to PLC training through various workshops.

The teachers have decided to work on formative assessment in their departments to improve the teaching learning process. The district wants results. The superintendent wants the members of the district to understand that continuous learning will move the district forward. Since School C has the two different high schools, the departments from each school are also meeting to discuss how to collaborate and which formative assessments to develop.

Through my interviews, observations, and document reviews, I had 25 sources that discussed collaboration through 44 different references. Some of the teachers want more collaboration, and some of the teachers are just beginning to consider the concept. The administrators in the district have embraced the concept and are working to implement it at the two high schools.

Leadership

The word *empowerment* describes the type of leadership that is present at School C. The principals of the science academy and the health professions school both work with their teachers to empower them to make decisions that affect their classrooms. The

professional learning communities play into this concept, and the teachers discuss a problem, determine a solution and then bring it to the principal to determine if the solution will work with the entire staff. The principal then works with the teachers to implement the decision or to revise the method of solving the problem.

This collaborative style has its impetus from the superintendent who implemented the professional learning community concept. The district administrators also support this method of leadership. The district technology coordinator visits each principal in the school district once a week, to determine how every thing is going at each site. These visits allow the principals to have time to work with the technology coordinator and to discuss plans for the future. This type of relationship is better than having the technology coordinator visit a school only when there is a problem.

The Deputy Superintendent has a similar schedule and meets with each principal from each high school once a week. This provides opportunities for the principals to communicate with the Deputy Superintendent on many matters and not just problems. This method develops a relationship between each principal and the Deputy Superintendent and keeps him abreast of what is occurring in the district. He expressed it this way:

I'm there on campus talking with them every week at least once a week. I really do believe that good managers have to keep up with the pulse of what's happening within the organization. So I like to be on site as much as possible. That does not mean I'm there wanting to meddle. It's just probing, asking questions, helping them to facilitate any issues that might be coming up. The principals use me as a pretty good resource to just bounce ideas off of, and as we

meet once a week and just sit and talk, we can have conversations about where we want to go in the future. (Administrator C-2, personal communication, April 15, 2008)

There were 23 sources with 47 references to the topic of leadership at School C. Empowerment and collaboration are two words that reflected the ideas expressed during the interviews.

Barriers and Challenges

One question I asked the interviewees was, "What are the barriers or challenges to you doing your jobs?" I received 10 sources with 19 references, but there was not one barrier or challenge that was identified overall. Some of the barriers and challenges are listed below.

- One of the school librarians stated that when she is working with students from both high schools, it is hard to contact them. The students do not always check their school e-mail.
- One principal stated that since the students are from three different counties and do not live in the local area, it is hard to know what is happening in their home lives. One student was gone a couple of days because his mother had passed away, and the school did not know this until the student returned to school.
- One teacher was concerned that some students who are very intelligent are not working to their full ability and, therefore, not fulfilling their potential.
- One principal indicated that with freshmen coming from 70 different middle schools, it takes time to assess the students and to understand what their skills are.

- One teacher was concerned about the students that leave the school because it is too challenging, or they miss the athletics or the band programs at their home high school.
- One teacher was concerned that so much emphasis was placed on the college credit the students can earn in high school.
- One principal was concerned that since the school has been so successful, the staff is willing to let passive resistance to change creep in instead of constantly looking for ways to improve the program.
- One teacher was concerned with the leadership practices of the principal.
- One of the school librarians felt it was a challenge to continually advocate for their position as teachers and instructional partners with the staff.
- One teacher indicated that the teaching profession is isolated, and even though the school district is emphasizing collaboration, more opportunities need to be available to work and collaborate with others.

The majority of these concerns centered on making the program better for the students or additional ways that the program can be improved for the students. This continues to support the student-centered concept of the school.

Summary

School C is comprised of two 700-student magnet high schools that are serviced by one library. One of the high schools is dedicated to training students in the area of the health professions, and the other high school works with the students in the area of science and engineering. School C has a variety of programs that assist the students in succeeding in the high school. School C is characterized by a collaborative

administrative leadership style and has high expectations for both the students and staff. Each of these high schools has only 700 students and has developed a student-centered program.

CHAPTER 8: SCHOOL D CASE STUDY

Introduction

When I arrived at School D, the parking lot was full of cars, and there was a double line of cars waiting to pull up to the front door to let passengers exit from their cars. There were 10 school buses that I could count at the far end of the parking lot, allowing students to disembark and enter the school. The school librarian had warned me to come early to avoid the students arriving, and I did, but there was still a lot of congestion around the school. The student and parent drivers remained calm, and the entire process was completed in an orderly manner. I was able to find a parking space in the visitors' parking area and went into the school.

The foyer of the school also had a lot of activity, and there was a long line of students and adults in front of a card table placed at a central location. I joined the line, and when I reached the front of the line, told the person in charge that I was here to visit the librarian, and I asked for directions. This woman greeted me in a friendly manner as if I was the first person she had helped all morning and had me fill out a form stating my purpose at the school. She then gave me a visitor's name tag and directed me to the library.

When I entered the library, I saw many students involved in various activities. Some students, sitting on what looked like comfortable couches, were talking with their friends. Others were working on the library's computers. Another group was standing by a large collection of graphic novels and seemed to be sharing information about certain books. Still others congregated in an area of the library labeled, "Mustang Corner." Two women were helping students check out books at the circulation desk, and I asked them

where the head librarian was. They directed me to an office at the back of the library, and as I was walking back to the office, a bell rang, and instantly the students vacated the library in an orderly manner. There had been approximately 150 students in the library when I arrived, and after the bell, it was completely empty for less than a minute.

Students started arriving and having their passes stamped by a time date machine and received a bright colored piece of paper, which I learned later was the student's proof they had been in the library in case the electronic system failed to register their ID's and counted them absent during that period. When the second bell rang, the librarian said to those students waiting to sign in that they needed to go back to their classes. The students who had entered the library before the bell all congregated in the student center of the library called Mustang Corner.

This method of gaining access to the library occurred each period, and students gained access to the library every period of the day for the three days I was there. The number of students that accessed the library each period was approximately 50 to 75 students or more, and these students were not part of a class. This process seemed to be the standard procedure for each class period. The school librarians later told me that since their facility is quite small, they need a method of allowing the students access to the library, and this was the procedure they followed. A large sign posted by the circulation desk told the students which class, freshman, sophomore, junior, or senior were permitted to be in the library on that day of the week. This "crowd control" process seemed to be a fair method of allowing students access to the library. In addition to the Mustang Corner, available for study hall students, there were two classroom areas available for teachers who had reserved the time and space in the library.

As I witnessed this process each period, it was interesting to observe the students and staff implementing this procedure. Even though there were many students and some teachers involved in this process, it was very orderly and very quiet. My experience with high schools is that passing periods and gaining access to the library does not always happen in this manner.

Description

School D is a four-year high school in the western suburbs of a large metropolitan area. The school district has only two schools, and both of them are high schools. (See Appendix V for an organizational chart of the district.) The student population is 3,267 students with 326 faculty members. The average class size is 25 students per class. The student population is 75% Caucasian with a 9.2% Asian population, an 8% Black, and 8% Hispanic population. School D is a Title One School with 11% free and reduced lunch.

The graduation requirements for the students include 4 credits of English, 2 of math, 3 of Social Studies, 2 of science, 4 of physical education, .5 credits in consumer education, fine arts, and applied arts and technology, and 3.5 credits in electives. To graduate the students must earn a minimum of 20.00 credits. The graduation rate is 95.4% and the students achieve in the 65 percentile on all of the state tests. In 2007, 91 out of 756 seniors scored above the national average on the Scholastic Aptitude Test (SAT). Also, in 2007, 265 students took 495 advanced placement tests and 80% scored a three, four, or five on these tests out of a possible five points.

Special Programs

Health Fair

The students at School D held a health fair on one of the days I visited. The physical education classes were cancelled, and the gym was set up with different stations and areas that provided the students with opportunities to check their health and their stamina. In addition to the medical booths, the fair had physical fitness areas. The students could try their skill of shooting basketballs, throwing soft balls or baseballs, lifting weights, and developing balance skills. Some booths explored the areas of nutrition and better eating habits. Students were swarming throughout the gym, visiting the booths and areas of their choices. They seemed engaged, interested, and concentrating on the activities in which they were involved. The physical education teachers and students organized the event.

Programs and Clubs

When the freshmen students receive orientation to the school, they are given information concerning the various clubs and organizations that are available. The printed materials describing choices for the students list over 50 activities they may join. These activities include “special interest clubs, student governing organizations, both print and non-print communications activities, and a side range of performing arts groups.” Some of the clubs available are: Dance Club, French Club, Friendship Club, Anime Club, Art Club, Cable 99 Broadcasting Club, and the Masque and Gavel/Theatricals. In addition to these, there are competitive organizations including music groups, academic groups, and the National Honor Society. The sign in the front of the school recognizes the Speech

Club for winning the last 12 state championships. There are also 27 varsity men's and women's sports that have won various state championships through the years.

School-Wide Library Programs

Twice during the year, the library organizes two day-long programs. During Teen Read Week in October, the librarians organize a day-long celebration in honor of the students. In 2007 the library was rearranged, and various games involving technology were set up. There was a Nintendo Wii station where the students could challenge their friends to a specific competition. There was a text messaging contest. The librarians stated that the students enjoyed these activities along with the food that the librarians provided. In April the librarians focus on the staff and again rearrange the library to honor the staff. On National Library Day 2008 the library became a baseball field. In preparation for the event, the librarians took pictures of the staff members and made them baseball cards with their pictures and vital statistics on them. The staff members used these to play the game, "Go, Fish." Again a Nintendo Wii was set up so that the attendees could play baseball. Hotdogs were served, and the day was spent having the library resemble a ball park.

Instruction

The collaborative instructional program in the library is organized and flexible. Given the population of 3,267 students and 326 faculty members, and even though the school, including the library, has been remodeled at various times since the school was opened in 1964, the library facility is not large enough for the number of faculty and classes that wish to use the library. The library has two teaching areas and the Mustang Corner for the study hall students. The Mustang Corner can be used as the third small

teaching station. The library staff has developed a unique scheduling system that allows the classroom teachers to reserve one of the two teaching areas via e-mail. The librarians are assigned to one of the teaching stations during each period. After the teacher's request is received and added to the schedule, the librarian who will be assigned to that teaching station during the first period that the teacher comes to the library, contacts the teacher to collaborate on the lessons that will be presented. Even though more than one librarian may be working with the teacher during different class periods throughout the day, only the first librarian contacts the teacher to make certain that everything is ready for their visit. This librarian then informs the other librarians of what will occur during all periods of the day that the teacher is in the library.

The librarians' floor duty schedule has one librarian assigned to each teaching area each period of the day. On one of the days I was there, a mix-up occurred, and two classes arrived at the library for the same instruction at the same time. The librarians took that in stride, talked a few minutes as the students were filing in and decided who would give the presentation and how the other librarians would help. One librarian presented information on the Global Connections assignment the students would be beginning, and the other three librarians worked with the students as needed. The teachers were very appreciative and were very pleased with the outcome of the lesson. The students were engaged in the research and had the benefit of two teachers and four librarians to help them with their tasks.

Analysis and Interpretation

During the three days I was at School D, I was able to interview nine faculty members, including one assistant principal, two teachers, four librarians, one former

teacher, and the librarian who was the lead librarian at the time School D won the national award. (See Appendix H for a complete list of interviewees.) I also talked with other members of the staff in an informal manner, observed six classes, attended one library staff meeting, and spent time interacting with the students and staff in the library. The faculty gave me access to various documents that illustrate the program at the school. (See Appendix N for a complete list of documents.)

During the first review of the documents, my journal, and the transcripts of the interviews, I identified 23 topics or themes. (See Appendix W for a complete list of topics.) On further analysis, I was able to combine the topics into four major headings: collaboration, professional learning community, student-centered, and mentoring. The interviewees also spoke about the barriers and challenges that they face. In addition to these themes, I was provided with information on the demographics of the school, various programs at the school, and background information on the staff. This information is presented in the description section of this report.

Collaboration

Each of the interviewees at School D stated that the program is very collaborative. Collaboration and its subtopics of communication, culture, environment, the school library program, staff dedication, staffing, and trust had 83 references from 36 different sources. The assistant principal stated, "I would say extremely collaborative" (Administrator D-1, personal communication, April 29, 2008). The school has used Garmston and Wellman's (1999) *The Adaptive School: A Sourcebook for Developing Collaborative Groups*. This work explains the process of working within the existing environment to accept change while clarifying one's identity. *The Adaptive School*

provides a method of school improvement based on collaborative groups. Garmston and Wellman state:

Collaboration and collegiality in this way is part of one's professional identity. It does not happen by chance; it needs to be structured, taught, and learned.

Developing collaborative cultures is the work of leaders who realize that a collection of superstar teachers working in isolation cannot produce the same results as interdependent colleagues who share and develop professional practices together. From such interactions come growth and learning for teachers, teams and schools as adaptive organizations. (p. 18)

The assistant principal continued by stating that Garmston and Wellman had been invited to the school on more than one occasion to work with the staff to assist with developing a collaborative culture. Staff had also been sent to the summer sessions which Garmston and Wellman offered. The school is committed to this process.

The process of curriculum development illustrates the collaborative nature of this school. Two years ago, the English Department needed to revise their entire curriculum, and the head of the department came to the school librarians and indicated that the English Department was not comfortable revising the curriculum unless the librarians were involved. One of the librarians was formerly an English teacher at School D, and she was selected to work on the curriculum revision team. The focus of the curriculum included inquiry projects and essential questions. Through this revision, came a scope and sequence for the English Department that had the information literacy skills embedded in the English content. This collaboration continues as the curriculum is constantly evaluated.

The library department chair described the department head meetings as collaborative in nature. Issues are discussed and solutions are sought that will benefit the entire school. Each department head brings this information to the members in his/her department for discussion, and then a final decision is made at the next department head meeting. The library department head stated: "Teachers are collaborative and so is the principal...he is quite collaborative" (Librarian D-1, personal communication, April 30, 2008).

Professional Learning Community (PLC)

DurFour and Eaker's *Professional Learning Communities at Work* (1998) is another topic that the interviewees discussed. This method of school improvement complements Garmston and Wellman's *The Adaptive School: A Sourcebook for Developing Collaborative Groups* (1999). When I asked the assistant principal about the difference between the two, she indicated that Garmston and Wellman work with the staff to form groups that will work together and make tough decisions when they need to be made. The Professional Learning Community (PLC) is working on different teams to use data to make decisions that will enhance student achievement. Professional Learning Communities provide a vehicle for staff to use to determine the best practices they should implement in their schools to increase student achievement.

School D began exploring PLC's just this year, and next year they are aligning their schedules so that they can have late start days to accommodate these meetings. During the 2007-2008 school year, the school implemented late start days once a month. Late start days allow faculty to arrive at the regular time and have curriculum planning meetings. The students arrive one hour late and attend shortened classes throughout the

day. Next year the late start days will be twice a month so the staff has time to develop the concept of Professional Learning Communities.

Implementing the PLC's at School D occurred because of extenuating circumstances. School D has 11% of its students on free and reduced lunch and receives additional Federal funds as School D is a Title 1 School. The No Child Left Behind (NCLB) Act requires that all students make Adequately Yearly Progress (AYP). AYP means that students will progress one year academically every school year. If the children do not progress, then the schools are held accountable. Certain programs are required to be implemented to make certain the staff is implementing the needed improvement to help all students achieve AYP. School D does not have all students achieving AYP, and one program they can implement to assist with this is Professional Learning Communities. Even though the school is using collaborative teams, this year they are required to establish PLC's to work on student achievement. The teachers I spoke with see the PLC's as another way to try to help the students achieve to the highest possible level.

Mentoring

One of the programs that School D has implemented is a mentoring program. This program is mandatory for all of the new teachers in the building and extended throughout the entire year. Before the school year starts, there is a full week of training for all of the new teachers in the building. This training consists of information about district procedures and school procedures. Some examples of the training are how to use Blackboard, the district's content management system, how to use the technology in the district, how to set-up the electronic grade book, and how to provide introductions to the

administrators of the district. During this time, each protégé is assigned a mentor and they work with that mentor each week for an entire year. Weekly lessons have been developed to facilitate this training. The mentoring program has been established to assist each teacher in learning about the school and the school's culture.

One of the teachers who has been a teacher and a mentor and now is a principal at another school described how intensive the program is. Through the year the new teachers begin to understand what is expected of them as staff members at School D. This process allows the teachers to understand about the school but also allows the staff to understand the new teacher. At the end of the year, the teachers may decide to go to other schools if they are not comfortable at School D. The administrators may also encourage the teachers to find other employment if the year long process has not been profitable for the teacher. One teacher said, "It is a good way to make certain the new teachers understand our culture before they commit to continuing at School D" (Teacher D-3, personal communication, April 30, 2008).

One of this year's protégés explained how valuable the mentoring program was. Not only did she know that she had a person in her mentor who was there to help her, she was also able to bond with all of the other new teachers. This year there were 25 new teachers, and she had made friends with many of them. She had remarked that her position is a rather isolated one, and knowing these other teachers helped her understand more of the school and gave her connection to a group. She stated that the school is so large with so many students and staff members that if she did not have this small group it would be much more difficult to assimilate into such a large organization. This message of belonging to a small team or group when joining the school is something that the

mentors emphasize and that the faculty also emphasizes to the freshmen as they enter the school. One teacher stated: "It is important to find your place or your niche regardless of whether you are a teacher or a student" (Teacher D-2, personal communication, April 29, 2008).

Student-Centered

The mission of the school, found on the school's website, is:

Learning through effective teaching in a caring environment. We the faculty and staff expect that all students will learn and demonstrate achievement, commit to continued improvement of instruction, and care enough to instill confidence and discipline in all students.

This mission statement reflects the concern that the teachers have for each student. When I asked the assistant principal what she looked for when interviewing applicants for the faculty, she stated:

The number one thing is student-centered people. You know, we want people that we believe when we hire them are student focused, that have their number one concern as what's best for students and how they can make a difference with their students and how they can maximize student achievement. (Administrator D-1, personal communication, April 29, 2008)

The teachers I observed in the halls and in the library were very friendly with the students and made certain that the students had the resources they needed to accomplish the assignment.

One of the concerns that the librarians and English teachers had when they were revising the curriculum is that all of the students may not have the opportunity to visit the

library at certain times in order to receive the training they need to access the materials in the library. Therefore, the librarians have developed Sustained Silent Reading (SSR) lessons that are sequential for the freshmen and sophomores. If it is the class's first visit to the library, the students watch a freshman orientation video. If it is their second visit, they have a fiction book talk. At a later visit, the librarians provide a nonfiction book talk. The librarians have a record of when the classes come to the library and which visit it is. That helps them work with the teachers to help each individual student. This process is fairly structured but is a method to make certain that all students have the same experience. When I was at School D in the spring, one of the classes in the library was having their second visit. However, the information the librarian gave to the students was new to them. The librarian said that the second visit should have occurred earlier in the year, but the library staff is flexible and works with the teachers when the teachers are ready.

In exploring this concept of student-centered school, I asked a former teacher at School D about the concept. He indicated that he was now the principal of a school that was teacher-centered. He was trying to make it student-centered. He indicated that it was a way of thinking. When an issue is discussed at his school, the teachers present information from their vantage point as to how their lives will be easier. In School D the staff thinks of the students first. One example of this student-centeredness is all of the clubs and activities that are available for the students. Each activity requires that it is sponsored by a staff member. One staff member told me she had developed a knitting club because some of the special needs students asked her to help them learn how to knit. The assistant principal stated it this way:

There is pretty much nothing that a kid might be interested in that they can't link up with here, from the Anime Club to the Chess Club to every kind of sport that you pretty much dream of. So there's pretty much something for everyone, and in some way if they choose to get involved, we're able to provide late school transportation for them free of charge. (Administrator D-1, personal communication, April 29, 2008)

Another teacher said: "This school is very child-centered and open about everything. Staff is very flexible and wants to support the students any way they can. This occurs because of the trust between the faculty, librarians, and the administration" (Teacher D-1, personal communication, April 29, 2008).

Barriers and Challenges

The interviewees identified the large size of the student body as the most critical barrier to their success as instructors. Managing the building, making decisions, and allocating resources all present challenges because of the size of the school. Another challenge is that the district only has two schools, two high schools, and as much as possible the district administrators want the education that students receive at both schools to be similar.

An additional challenge is trying to help each student make AYP so that the staff will be in compliance with No Child Left Behind. Although the teachers and administration are working toward this goal, because of the restrictions presented by NCLB, the staff is having difficulty accomplishing this goal. One teacher stated that this is the largest barrier, the main problem because all the staff's energy and attention is focused on the test scores.

Access to technology is considered a challenge to some of the teachers. There are 1800 computers in the school, but with the number of students and staff members, that is not always enough. Teachers also need help using the technology.

Another barrier a teacher mentioned is that there are not enough hours in the day to accomplish all that needs to be done. This teacher is extremely hard working and, in addition to her assigned duties, is on more than one committee to help with the smooth functioning of the school.

Summary

School D is a large Title 1 high school in a two high school district. Because of the failure of making AYP for certain groups of students, the school is required to go through restructuring. The staff chose to implement Professional Learning Communities to fulfill this restructuring requirement. The hard-working staff has studied how to work together in collaborative groups and believe that their school is collaborative in nature. The school has built-in processes such as the mentoring program to make certain the new staff members become aware of the school's culture and have an easy transition of becoming a viable staff member. School D is student-centered, and the staff works hard to assist each student in increasing their academic level.

CHAPTER 9: RESULTS OF THE MULTIPLE CASE STUDY

School libraries have been identified as effective when they align the program with the national standards published by AASL and AECT in *Information Power: Guidelines for School Library Media Programs* (1998). Many school librarians have tried to establish their programs reflecting these qualities. AASL has also published *Standards for the 21st Century Learner* (2007), and the school librarians are studying these standards and evaluating their programs to make certain that their programs follow the tenets of this document. School librarians cannot act in a vacuum when they are establishing their programs or evaluating them. The research in this dissertation has examined other factors in the school to determine if there are any patterns or themes present in each of the schools as part of the school culture and that assist school librarians in establishing effective library programs.

This dissertation involved conducting four case studies at four sites that have been recent recipients of a national award identifying their libraries as effective programs that support student achievement and are aligned with the national standards. The central question for this research is:

Which elements of the school culture make schools fertile ground for the establishment of an effective school library program?

My task was to determine if there were any cultural elements or patterns present at all four sites. After conducting the case studies and analyzing the data, I have answered the research question by finding three common elements or patterns present at each school.

These patterns are:

1. A collaborative culture

2. The leadership style of the principal
3. High expectations

These three concepts are discussed in detail in each of the individual case studies and are reviewed here with additional information. Other patterns were present at three of the four schools or two of the four, but these three concepts permeated the cultures of all four of the schools.

In addition to these patterns, each of these schools experienced a specific change in personnel prior to applying for the national award and receiving recognition as an effective school library program. The changes that occurred supported the schools following a different course of action and affected the culture of the schools. These events support Gidden's (1984) structuration theory.

In Chapter 9 I will discuss these patterns and analyze them with data from the interviews, observations, and documents that I reviewed. The conceptual framework of this dissertation is Senge's (1990) concept of organizations as learning entities, and my research supports that these four schools are learning organizations having similar characteristics found in other organizations. The schools see themselves as learning organizations where as a staff, they are one system, building a shared vision, and working together in teams. These characteristics reflect Senge's disciplines. I used Schein's (1992) process of analyzing the culture of organizations as found in that entity's assumptions, values, and artifacts. Schein's method of examining the culture of an organization assisted me in describing and analyzing the four schools in the case studies. Gidden's (1984) structuration theory provided the foundation of this study analyzing and reflecting on the interactions that I observed during my visits. Gidden's theory states that

humans through their interactions have established and are part of an existing culture but change this culture through the additional interactions they encounter. I learned that each school experienced a specific personnel change prior to receiving the national award, and the resulting interactions of the newly hired personnel established a different direction for the school to follow. I will present information supporting these events which are specific to each school.

Collaborative Culture

In describing a collaborative culture, it is important to determine what collaboration means. In conversational terms collaboration indicates working together with someone in some manner. *Information Power* (1998) encourages the school librarian to work with the classroom teacher. Garmston and Wellman (1999) as mentioned above have developed workshops and trainings that support collaboration. Their definition is working together to support a common cause. They go so far as to state that collaboration must be “part of one’s professional identity” (p. 18). Senge (1990) dedicates his third discipline to team learning which is working together or collaborating. Senge calls this “alignment” (p. 234) and describes it as when a group works together and functions as a whole. He states:

Team learning is the process of aligning and developing the capacity of a team to create the results its members truly desire. It builds on the discipline of developing shared vision. It also builds on personal mastery, for talented teams are made up of talented individuals. But shared vision and talent are not enough. The world is full of teams of talented individuals who share a vision for a while, yet fail to learn. The great jazz ensemble has talent and a shared vision (even if

they don't discuss it), but what really matters is that the musicians know how to *play* together. (p. 236)

Senge indicates how important team learning or collaboration is by relating it to two other of the five disciplines. His statement about jazz musicians knowing what it is like to really "*play*" *together* indicates that a truly collaborative team or group sometimes knows it is working because of the way they interact and accept what occurs through those interactions. This feeling supports Schein's (1992) third level of culture--the basic underlying assumptions. Each of the schools in the case study supports collaboration, team learning, and working together. The data present artifacts, values, and indications that the basic assumptions of the schools include the concept of collaboration.

Schein's Levels of Culture

Artifacts

School A. Schein's (1992) artifacts or visible signs of a collaborative culture are demonstrated at School A since teachers at all the grade levels are aligned in teams. Each grade level has an opportunity to meet once a week for team planning. At this time the teachers for the grade level review the plans for the current week and then begin the curriculum planning for the following week.

In addition to team planning for curriculum implementation, School A has implemented DuFour's and Eaker's (1998) professional learning communities for the purpose of evaluating the progress of each student. PLC teams meet on a regular basis to review the data collected on the students' progress and the teams strategize how to assist the students in increasing their achievement level.

School B. School B's middle school is divided into grade level teams who plan with each other weekly. When possible the school librarian assigned to the middle school works with these teams. In the 2006 school year, the eighth grade middle school teachers worked with the librarian to assess the curriculum, and they determined that there was a lack of cross curriculum collaborative projects for the students. They decided to implement a controversial issues project, which would extend through all areas of the curriculum. The students began working on the project in February and presented their oral presentation in May. This working together is a visible sign or artifact of a collaborative culture.

The upper school is not aligned in grade level teams, and the existence of a collaborative culture is not as apparent. However, there are collaborative units between teachers working in the same content area. The school librarian assigned to work with the upper school teachers told me about the sophomore poetry project that occurred this year. She was heavily involved with the initial planning and the implementation of the project. This project required that all of the English teachers collaborate with each other to present this project to the students.

In addition to these examples, the teachers in the middle and upper schools participate in vertical planning. They share the projects they have developed and make certain that the middle school students are being prepared for the upper school classes.

Another artifact that illustrates the collaborative nature of School B is the requirement that each department work together, both in the upper school and the middle school, with the members of their department to develop a strategic plan for the

department. This plan is then submitted to the curriculum committee to ascertain that it is aligned with the school's strategic plan.

School C. School C, by virtue of the dedication the staff members have to the specific curriculum, presupposes that the staff members work together to develop the curriculum either in the medical field or the science and engineering fields. The data I gathered support this idea. One of the teachers at the science school stated it this way:

Maybe part of that [collaboration] is just to allow communities to build, whatever those communities may be, science and math, health related kinds of interests, business related kinds of interests such as at Beta [another high school], and you create that community and that's what's going to make it work. I know that's what makes it work for us and our family, as long as we have a strong sense of community and people respect one another and are always looking to see how we can help one another to be better, we just apply that here. (Teacher C-5, personal communication, April 16, 2008)

Another teacher stated:

I do some [collaboration]; I do try to communicate with most of the departments. I don't talk to the whole department per se, but there are some individuals in each one of the departments. I'll go and share. For example, I've gone to physics and I've shared with the physics teacher, the introduction of some of the early mathematicians and some of the things that they've done that are related to physics so that he knows that when he talks about them and elaborates on physics that they have a little bit of background to that. (Teacher C-1, personal communication, April 15, 2008)

School C is not as far along in the establishment of a collaborative culture as are Schools A and B. But there is evidence that this is the direction they are following. Some of the beginning efforts as described above are related more to the teachers within each building, either the science building or the health professions building, and not across both schools. The district has supported this collaborative process by having departments at the different high schools meet together on district in-service days for the purpose of collaborating on the school's curriculum.

To begin working together as one unit, including both schools and the library, School C has implemented Professional Learning Communities (PLC's) so that, as one administrator stated, "We're trying to help people work smarter, not harder" (Administrator C-4, personal communication, April 15, 2008). She continued by saying that they are working toward collaboration, and she understands that they have a lot to do. The purpose of the PLC's for both schools is to look at formative assessments and try to determine if the curriculum in each school is effective, and the instruction is as effective as possible for the students. One principal stated, "Yes, everything that we do is collaborative. We have team leaders, department leaders, and they work with their groups and then they report back to me" (Administrator C-5, personal communication, April 15, 2008). Collaboration through the PLC's is a visible sign of School C's culture.

The school library provides one impetus for this collaboration as an entity that allows faculty, students, and administrators to come together. The head librarian stated:

We started right away with art exhibits, concerts, and different activities, breakfast or whatever you might have, where we'd invite all of the students and staff and they could mingle and get to know each other. We're the bridge, the

meeting place, that coming together. I mean to some extent I see us as the unifier between the two schools because we're the place where the kids all come together. (Librarian C-1, personal communication, April 15, 2008)

School D. The data I collected at School D also supports the concept of a collaborative culture. Collaboration has been a part of the culture of the school for at least 10 years. The principal who started the staff on this collaborative journey has retired, but the concept continues to be present. A current assistant principal stated:

I would say that we are extremely collaborative,...and it's kind of a cliché now days, but really we have spent a lot of time, and continue, as new administrators and department chairs come into the district, to train them extensively with Bob Garmston and Bruce Wellman's [1999] work on collaborative culture in schools, and we brought them here several times. (Administrator D-1, personal communication, April 29, 2008)

As stated in School D's case study, Garmston and Wellman's (1999) work illustrates how schools can work together in collaborative teams to make decisions. This process is used as the decision making model for the school. The assistant principal continued:

It's not at all a top down decision model here. I mean when it has to be, it has to be, but in general we value people's input. We don't make a habit of making decisions without input. We rarely make decisions on our own; you know, we work, we function very much as a team and make decisions together.

(Administrator D-1, personal communication, April 29, 2008)

The teachers I interviewed confirmed this collaborative culture by indicating they were on many different committees because the administration felt their input was important

and necessary. There is a department head from each subject area, and this committee works with the administrators using the collaborative decision making model.

Because of the requirements of NCLB, School D has implemented the use of PLC's. The schedule has been changed to provide additional opportunities for the faculty to collaborate in teams to determine how they will revise their instructional methods to assist the students at their school.

The most apparent sign I saw that indicated a collaborative environment at School D was the relationship of the English department and the school librarians. One of the school librarians was on the English curriculum revision team, and they created a curriculum that embodies inquiry projects as requirements for all of the English levels, freshman through senior. The librarians showed me over 20 lessons that illustrate the collaboration between the school librarians and the English department. The collaborative culture between these two departments is also evident through the budget arrangements the English department has with the library. Each year the English department gives the library \$30,000 from their budget to assist the library with providing resources that will be used in these collaborative lessons. The relationship between these two departments reflects collaboration as a value described by Schein (1992).

Schein (1992) states that artifacts or visible signs of an existing culture are the easiest to identify, and I found that to be true in these case studies. All four schools have these artifacts that identify the existence of a collaborative culture.

Values

School A. Schein's (1992) second level of culture, values, is reflected in common goals and strategies. School A has implemented two school reforms that illustrate the

collaborative values of the school. One of the school reforms is the literacy program, *Connecting Learning Assures Successful Students* (C.L.A.S.S.) (Pedersen, 2005). The staff at School A support this program, which is evident through the signs displayed at the school and the support of the entire faculty on implementing this program. The second school reform which illustrates a value of School A is the implementation of the BIG6 (Eisenberg & Berkowitz, 1990) research methodology. The school librarian stated that all of the teachers support the inclusion of this model in their curriculum to varying degrees. The school librarian introduces the Big6 model when teachers bring their students to the library to conduct research. He introduces the methodology to the students and works with the staff collaboratively to develop lessons supporting the tenets of the Big6 model. These reforms are illustrative of School A's values.

School B. One of the values of School B illustrating the collaborative culture is the commitment to a project centered curriculum. The head librarian stated that the teachers understand that girls learn better through group work instead of in isolation. The faculty is working together to develop the curriculum through creating a final project to be completed at the end of each unit. To facilitate this and to allow for a time when teachers are able to work with members of their department and across content areas, the school changed the schedule to a block schedule. This schedule allows for a block of time the teachers will be able to use for additional collaborative planning.

As stated earlier, technology is an integral part of the curriculum. The faculty at School B believes that technology is part of academics, a tool to be used to learn. The Head of School wrote in a white paper on the use of technology:

In this period of history when young women encounter technology in so many areas of their lives, teaching and learning without the use of a broad range of technology no longer meets the needs of students and their diverse learning styles. The curriculum should be enhanced by available technology so that its use continues to be essential but transparent.

The Head of School continued: “The use of technology should be consistent with the school-wide mission to teach our students to think critically, to lead confidently, and to live honorably” (Administrator B-1, personal communication, April 7, 2008). She explained that she had expressed these thoughts in a time period critical to the School’s continued journey of becoming a laptop school that requires personal laptops for each student in grades seven through 12. She based her ideas on the information she had received from the staff. Her remarks reflected the data she collected from talking with the faculty members when she first was hired by the school. Since that time the school has continued to integrate the use of technology into its value system. These examples support the idea that the faculty and administrators have accepted collaborative use of technology as a symbol of one of their espoused values.

School C. The most significant impetus to establishing a collaborative culture as a value at School C using Schein’s (1992) means of measurement is through the actions of the superintendent of the school district. To further the collaboration in the school district, she implemented the PLC’s. After attending a seminar on the PLC’s, she sent others to similar workshops to learn about this philosophy. They then implemented it in the school district. She stated:

It's [PLC's] a philosophy; it's a focus on teaching and learning; it's a focus on collaboration; it's a focus on results. Basically, we had those things in place in terms of teaching and learning and results. [Our state] has always been going in that direction. The collaboration is a little new because, you know, teaching is such an isolating act, and what we've tried to do is help the teachers and help the staff realize that fact that there's more power in interdependence than there is in one individual's work. And so we have begun to actually work on getting, well actually spreading the word and getting teachers to buy into that. The result is that all of our schools have a lot of time every week for collaboration. (Administrator C-1, personal communication, April 14, 2008)

She continued by echoing what one of the administrators stated above, that the faculty is working on formative assessments for each individual student regardless of the class he/she is in. She stated that this is a slow process but "I think just the fact we're collaborating has really helped us become more interdependent and focus on some very specific things" (Administrator C-1, personal communication, April 14, 2008).

School D. School D's mentoring program for the new faculty members is an example of Schein's espoused value. This program is a year long and a required activity for each new staff member. The new staff member is provided with a mentor and spends this time learning about values and norms of the school. The mentoring program is a means for the new staff members to learn and accept the culture in their professional positions. One teacher explained that the mentoring program is difficult but extremely necessary to give the new staff members an idea of the expectations as faculty members, including curriculum development, collaborative partnerships, and the organizational

structure of the school and the district. This year-long program is a means to make certain that new faculty members understand the existing values of the school.

I interpreted the data I collected and explained here as evidence of each school having a collaborative culture as an espoused value according to Schein's (1992) definition. The artifacts and values were fairly evident as I analyzed the data. However, it was much more difficult to determine if the schools have the collaborative culture as a basic assumption as described by Schein (1992).

Basic Assumptions

Schein (1992) states that identifying assumptions in organizations is difficult because these assumptions are ideas, concepts, and procedures that have become part of the normal functioning of the organization. He states:

Basic assumptions, in the sense in which I want to define the concept, have become so taken for granted that one finds little variation within a cultural unit. In fact, if a basic assumption is strongly held in a group, members will find behavior based on any other premise inconceivable. (pp. 21-22)

Even though identifying assumptions is difficult, I interpreted the data I gathered from School A and School B to support that a collaborative culture is a basic assumption at those two schools.

School A. It has already been stated in the individual case study for School A that the concept of collaboration has been present for over twenty years beginning with the principal who had a view that the school should be a family and work together as a family. One of the teachers who has been at the school for twenty years indicated that she has made certain that she has been on the interview team each time a new principal

needed to be hired. She stated, "Each time we needed to hire a new principal, I made certain I was on the interview team. We, as a team, have each time explained that we expect to have a collaborative family oriented culture (Teacher A-2, personal communication, March 25, 2008). She continued by saying that the current principal is extremely collaborative and has taken the staff to an even higher level.

My observations of how the staff works together with the principal and with each other and, based on the data in my interviews and documents, provide evidence that School A does have a collaborative culture and it is an ingrained basic assumption. A district administrator expressed it this way: "The culture of this school is such a team work of collaborativeness [collaboration]" (Administrator A-2, personal communication, April 24, 2008).

School B. I also interpreted the data collected at School B as having a collaborative culture as a basic assumption. A strong example of this is through the hiring process at the school. The interview team consists of the members of the curriculum team that has the vacancy, the administrator for the school, and the school library department chair. When I asked the school librarian why she was on the team, she explained that the concept of collaboration with the implementation of technology is an integral part of the school's make-up; the team makes certain that the interviewees understand that aspect of the school culture.

The interview process includes asking the applicants a set list of questions, meeting with the teams of teachers, and actually teaching a class to the students. The interview team determines if the applicant is able to connect with the students while they are teaching. In addition the interview team explains the culture of the school to the

applicants. One of the administrators stated: “We spend a lot of time talking to them about this being a very collaborative environment, very different than a lot of schools” (Administrator B-3, personal communication, April 8, 2008). She continued:

I go through resumes then I talk to them on the phone. The department chair talks to them on the phone, and then they spend a full day here meeting everybody, and it’s good for them because again I go back to they need to know the culture of our school. (Administrator B-3, personal communication, April 8, 2008)

This administrator stated that it was much easier to spend the necessary time during the interview process making certain the applicant will “fit in” (Administrator B-3, personal communication, April 8, 2008) with the collaborative culture of the school instead of hiring someone who will struggle with the school’s expectations and will then need to be asked to find another position at another school.

In summarizing the collaborative culture of the school, one administrator stated: “I think that most of what we accomplish, we accomplish by locking our arms and collectively saying let’s create vision and then let’s go about implementing vision” (Administrator B-1, personal communication, April 8, 2008).

School C and School D. School C has embraced the idea of establishing a collaborative culture within the two schools and the library. They are using the PLC philosophy as an infrastructure and plan to continue on this course until the collaborative culture is a basic assumption of their organization. With the leadership of the superintendent of the school district, School C is on the way to establishing collaboration as a basic assumption of their culture, but my interpretation of the data illustrates that it is not an integral part of the culture at the present time. Since the mentoring program at

School D is a year long process, I could interpret this as an example of collaborative culture being a basic assumption. However, this program is definitely a value of the school but I did not collect enough data to determine if it is truly a basic assumption as described by Schein (1992).

The data I collected illustrate the presence of collaboration as a pattern at each school. Two of the schools (School A and School C) use DuFour's and Eaker's (1998) concept of Professional Learning Communities to assist in establishing this infrastructure; one school (School D) uses Garmston and Wellman's (1999) work on developing collaborative teams for decision making, and have recently implemented the PLC's as part of No Child Left Behind; and one school (School B) follows the collaborative culture modeled by the Head of School. Each school has implemented this concept in different ways, but each school has the vision of using collaboration to assist in improving their schools.

Leadership

The second pattern I discovered at each school was the leadership style of the principal. All four of the schools have a collaborative style of leadership found through the administrator's role and the role of the school librarian. In one school, School A, this collaborative leadership was also observable with the staff members. As stated earlier, collaboration means working together, and the staff and administrators of each school worked together or collaborated. This type of leadership provides the empowerment of the teachers. None of the four schools ascribed to a hierarchical form of leadership.

Administrators

One administrator at one of the schools summed up the leadership concept by stating: “If we didn’t have leadership, we wouldn’t be where we are today, because they [other administrators and teachers] wouldn’t have taken the initiative” (Administrator B-1, personal communication, April 8, 2008). Each of the schools has administrators who established a leadership style that was characterized by working together and empowerment of the teachers. Three of the schools (A, B, and C) had this collaborative method of leading modeled at the district level or at the top administrative level as in the case of School B. To explore this concept of leadership, I have identified relevant data I gathered at each school. These discussions are below.

School A

School A is in a district that models this collaborative leadership style at the district level. The Instruction and Technology Coordinator was hired for this position only recently. The school libraries and the district educational technology implementation are part of her responsibilities. While I visited School A, I attended two meetings facilitated by the Instruction and Technology Coordinator, and she facilitated each meeting instead of leading each meeting. At the meeting for the school librarians, she was comfortable enough to state that she was new to this area, and she was relying on the librarians in the school district to assist her in fulfilling her responsibilities.

The principal at School A, as stated earlier, relies heavily on his staff to assist him in moving the school forward. The emergency staff meeting that was mentioned in the School A case study described how the principal trusts and empowers his staff. The district asked the principal to change a few statements in the School Improvement Plan

(SIP). The principal of School A was not comfortable doing this without having the entire staff listen to and vote on the changes. He also directed any questions concerning the changes to the two SIP co-chairs for discussion so that there would be no chance of the principal swaying a staff member. Empowering the teachers in matters such as this one provided the atmosphere of working together and collaboration.

The principal of School A was also firm when he needed to be in order to support the implementation of the vision of the school and to support the teachers. While I observed a meeting between the principal and two staff members, a third staff member, interrupted the meeting. After apologizing for the interruption, she informed the principal that she was going to need him to talk with a parent because of the way a student was acting. The principal asked the teacher if she needed him right then. As he said this, he started to get up from his seat to follow the teacher. She said that she would not need him until the parent arrived. The principal was ready to leave what he was doing to support the teacher in what could have been a very uncomfortable situation.

The principal at School A is very committed to working in teams and collaborating. When he observes that a team is not functioning as it should be, he will change the team assignments and create other teams. He stated that in this process he moves the people who are working in isolation and puts them on a team that has strength in collaborating.

The principal of School A has a collaborative style of leadership that empowers the teachers as they work together to achieve their common goal. He states that he is committed to the shared vision they have as a faculty, and together they work each day to accomplish the goals of the school.

School B

School B is in a situation of having one head of school and two principals or directors, one for the middle school and one for the upper school. The three of these administrators work together to implement the vision of the school. Each administrator, when I asked them the style of management and leadership they supported and implemented, said that they definitely had a collaborative type of leadership. The Head of School stated:

So I would say that I'm a collaborative leader; I try to build a strong team of people. I heard it said one time when I was very early on [in my career] that one of the things that people can be fearful of doing, some leaders can be fearful of gathering around them strong people because they will not look as strong or as smart because they'd be overshadowed by other people. So I thought, well that doesn't make good sense. I've had the good fortune to work with people who did assemble a strong team and make good progress. (Administrator B-1, personal communication, April 8 2008)

The Head of School stated that she also listens to her staff and reflects on the information that she receives from them. One example of this, described in the case study, is when she interviewed members of the staff concerning the use and implementation of technology. The majority of the staff did support using technology as a tool, but some of the staff did not. Based on the information she received, she determined that she would need to make a statement for the entire staff so that everyone would understand why technology was critical to the education of the students at School B.

The principal of the middle school and the principal of the upper school also believe that they are collaborative in the leadership of their staffs. The principal of the upper school stated: "I think as far as my leadership style, definitely collaborative, but I had a hard time at the beginning" (Administrator B-2, personal communication, April 8, 2008). The upper school principal is relative new to the position and was a former teacher at the school. She admitted that she had certain ideas about how things should be done. However, the staff in the upper school are "notorious for being well educated and outspoken. They are going to tell you what they think and they are hard to please" (Administrator B-2, personal communication, April 8, 2008). She admitted that she learned to listen to them and realized that the collaborative way is the best way to work at the school.

The middle school principal did not hesitate at all when I asked her about her leadership style. She stated:

I really am collaborative... there's nothing hierarchal about what I do. Decisions come and the buck stops here, and that's where I come in. I try to be the one that helps them keep up with what's going on out in the world, and what we need to be thinking about and, you know, calling the question...are we doing this the best way....but always doing it in terms of what's best for our students. So I don't know what type of leadership style I have except that I bring everybody in on it and that includes the students. (Administrator B-3, personal communication, April 8, 2008)

School C

School C, as part of a small magnet school district, exhibits a collaborative style of leadership from the superintendent to the principal at both the health profession school and the science engineering school. The superintendent, as seen earlier, supports interdependence and working together to realize that interdependence. She was also the stimulus behind the implementation of the PLC's. She stated that this working together flows from the top to the other administrators in the district. The deputy superintendent and the district technology coordinator both model this collaborative behavior by visiting each principal in the school district each week. A problem does not have to occur for these visits to take place; the two administrators believe that discussions and conversations with the principals will help promote the atmosphere of working together. Both of the administrators expressed that through these visits a foundation of trust was being laid. They stated that this trust would facilitate a mutual respect for each other and would facilitate working together in a better manner when problems did arise.

The principals model this collaboration with their staffs through having open door policies with each of their staff members. One principal stated:

Well, right now my management is more in the sense that you have to hear what the teachers need. You present an issue or a problem, but you have the teachers take the time to collaborate on that problem and see if they come up with some effective resolution. As an administrator you study that resolution and you may have reflective questions on that resolution. And you let them look at different facets that may come into play and that they may not have considered in resolving those issues. So, basically my leadership style is more on the PLC leadership style

where you empower the teachers to take a stronger ownership of the school.

(Administrator C-3, personal communication, April 15, 2008)

The information above illustrates that the School C administrators support the collaborative idea of leadership. They stated that they do their best to model this process for the teachers and through this process, empower the teachers to find solutions to problems that need to be solved for the good of the school and the achievement level of the students.

School D

The data I collected illustrate that the leadership of School D at the present time is that of collaboration. The principal of the school was unavailable when I was there, but the assistant principal whom I interviewed provided me with a good amount of information about her role as a collaborative leader. This assistant principal explained how she worked with the staff in collaborative groups and empowered the teachers to make decisions that reflected the values of the school. She also provided information concerning Garmston and Wellman's (1999) *The Adaptive School* that describes the concept of shared leadership. Leaders are to facilitate, present, coach and consult. These four roles are necessary for the leader of the school to embrace and the assistant principal supports these four roles.

The basis for choosing the four schools in my dissertation was the fact that they had recently won a national award that selected schools based on having an effective library. Another criterion is that the school librarian and the principal, who were at the school when they received the award, were still leading the school as principal and school librarian. Unfortunately, although the school librarian was there when the school received

the award, she was not the department head for the library. Both the principal and the department head of the school library had recently retired. In order to try and reconstruct the type of leadership that was present when the school received the award, I located and conducted a phone interview with the school librarian who was the library department head when the school received the national award. She provided me with information concerning the retired principal. She said that he was extremely collaborative and an exceptional principal. "He empowered his department chairs and let them develop their own programs as long as everything was going in the right direction" (Librarian D-5, personal communication, May 5, 2008). The assistant principal who is currently at the school verified that this former principal was extremely collaborative, and the idea of collaborative leadership has been passed on to the current administrative team.

High Expectations

The third pattern that was present in all four schools is that of high expectations for the students and the staff. At all four of the schools, in fact, one or more of the interviewees mentioned Collins' (2001) work, *Good to Great: Why Some Companies Make the Leap and Others Don't*. All four schools supported the tenets of the book and one school had even established a Good to Great committee made up of administrators, faculty, and students.

Good to Great

Collins' (2001) work is based on five years of research where his research team analyzed data from pre-selected companies to determine why some companies are good companies and others become great companies. Collins' question centers on why companies that are successful may not become stellar as corporations. He states:

“Good is the enemy of great. And that is one of the key reasons why we have so little that becomes great” (p. 1). He continues:

We don't have great schools, principally because we have good schools. We don't have a great government, principally because we have good government. Few people attain great lives, in large part because it is just so easy to settle for a good life. The vast majority of companies never become great, precisely because the vast majority become quite good—and that is their main problem. (p. 1)

Collins and his research team then conducted an extensive search and identified 11 companies that aligned with their parameters that described a good company becoming a great company and maintaining that status for 15 years. The research team then identified 11 good companies that mirrored the great companies, analyzing them to determine why they were not able to make the leap to becoming a great company.

Each of the schools in this dissertation used Collins' (2001) work as a vehicle for discussing expectations for both faculty and students. Each school established a set of expectations that provided a goal for the students and teachers to accomplish. Interviewees at each school stated they hoped to become a great school.

School A

School A sets the expectations high for both the staff and the students. In reviewing the School A case study, information has been given concerning the two school reforms that guide the instruction for the students at School A: C.L.A.S.S. (Pedersen, 2005) and the BIG6 (Eisenberg & Berkowitz, 1990). The tenets of each of these instructional methodologies require that the students achieve a high level of academics. The faculty and staff at School A are the ones that implement the tenets of

both of these programs. The school librarian stated that the implementation is consistent. When the students arrive at a classroom, the students are greeted and welcomed by all as C.L.A.S.S requires. I observed the teachers reminding the students to follow the rules that are displayed in the hallways. All of the grades have instruction in the use of the BIG6. The teachers and the school librarian present this information and follow up with additional activities. The essence of the high expectations for the students is seen in the consistent enforcing and reinforcing of these instructional methods.

Probably the most important example of the high expectations of the staff is their commitment to the vision of 100% of the students succeeding. This vision is a shared vision which the principal stated that they all believe and support. The teachers I observed and interviewed were excited about presenting new and creative lessons so that they could engage the students and assist them with their academic achievement. Creating these lessons and participating in the planning sessions requires a lot of time. The school librarian told me that he comes in on the week-end many times to complete some of his work and on many week-end days the parking lot has several of the teachers' cars in it. He indicated that their dedication and support of the beliefs of the school are noteworthy.

I spoke with one teacher about the hard work and high expectations for the staff that I was witnessing and she said that it was not for everyone. "Some people realize that this type of school with these high expectations causes some people to get off of the bus" (Teacher A-2, personal communication, March 25, 2008). This phrase was a reference to Collins' (2001) philosophy that after the right people are on the bus, then the members of the organization can determine where the bus is headed. Through the data I collected, I

interpreted that School A has determined they will hold themselves and the students to high expectations.

School B

School B also has high expectations for their students and staff. In reviewing the School B case study, I noted that it was an expectation that all students continue on to college, and the school's website indicates that 100% of the students do continue on in college. The commitment to the courses they are required to complete for graduation and to the number of Advanced Placement classes is another indicator that there are high expectations at School B.

In looking at technology that is one focus of the school's vision, the expectations are also high. A technology document states: "The opportunities that technology offers our young women must be realized. Our students can't wait. Their future is now, and we need to be preparing them for a sophisticated technological world." This statement adds a responsibility to the staff members as they develop curriculum. Technology must be infused into the lessons and projects. The students must be comfortable with the technology, and the teachers must learn how to use these items. The Head of the library stated that is the reason that the school has hired one educational technology coordinator and is in the process of hiring a second one.

Another sign of high expectations for the staff at School B is in the behavior of the classroom teachers. One of the librarians when commenting that she is not always able to work with the teachers as often as she likes expressed it this way:

We have very high achieving teachers here who really want things done right and who don't want to give up a second of time. So, you kind of have to negotiate

once in a while in terms of what needs to be done but I have pretty good relations. I don't really struggle with that very much. (Librarian B-3, personal communication, April 7, 2008)

And she continued saying: "I really think that they [faculty] are all about getting the girls to a high standard" (Librarian B-3, personal communication, April 7, 2008).

School B is the school that has established a Good to Great team comprised of faculty, staff, students, and administrators. This year the team has dedicated its work to greening of the campus as was stated in the School B case study.

School B continues to have high expectations for the students through their methods of project based instruction and through the constant challenging of the students through this instruction. One of the administrators stated that the staff also challenges itself by implementing new processes such as the recently implemented self-evaluation method where they evaluate their instructional practices and the continual professional development they complete. One of the administrators stated it this way:

They [faculty] work hard but the students work hard around here and the parents are doing the very best they can, too. So I feel like everybody's pulled pretty, I mean, we're kind of a girl overachieving kind of a place. Type A's and we work hard and we want to get it right. There's an atmosphere here of trying to do your best all of the time. (Administrator B-1, personal communication, April 8, 2008).

School C

In the School C case study, it was noted that the expectation for the students is not that they attend college after high school but that they complete college. This summarizes the level of expectation that School C has for its students. The magnet schools are

dedicated to either the health professions or to the science and engineering fields. The students in the health profession classes have the opportunity to apply for and achieve certain medical certificates before they leave high school. The students in the science academy, as seniors, are required to create a realistic solution for a real world problem.

One of the administrators stated that since these are choice schools, the students are aware of the high level of expectations before they enroll in the school. The positive nature of the school provides as much assistance as is needed for the students to succeed. Guidance counselors are available, career counselors are available, and a daily tutoring time during the regular schedule provides opportunity for the students to receive the needed help. One administrator stated that they are a good school but want to become a great school.

School D

The high expectations for students at School D are visible through the English and the Information Literacy instruction. Students are expected to complete inquiry projects that require the answer to essential questions through research. The questions provide the basis for their research to complete the inquiry project. Each level, freshman through senior, is required to complete these projects. One of the teachers stated that as some of the students were having difficulties with the inquiry projects, the librarians and English teachers developed mini-projects to be completed for extra practice.

All of the new staff members at School D are required to complete a year long mentoring program where they become aware of the culture and processes in place at School D. One interesting comment I received from one of the teachers is that some teachers decide to leave the school and find employment elsewhere because the

expectations are too high. I questioned this person further thinking that these were first year teachers who were just becoming familiar with the profession. He stated, "No, I mean even many veteran teachers. Our expectations for collaboration, new programs, and sponsoring extra curricular activities are high. Some veteran teachers do not want to work this hard" (Teacher D-3, personal communication, April 30, 2008).

School D has also studied Collins' (2001) book and supports the principles of becoming a great school. The assistant principal stated that she did not want the school to become "complacent but wanted the school to always move forward and improve" (Administrator D-1, personal communication, April 29, 2008). The assistant principal stated that she believes that they need to take Collins' work to heart!

In addition to these three patterns--collaborative culture, leadership, and high expectations--I found that each school had a personnel change in the school library prior to the school applying for the national award. I will discuss these personnel situations since they are a reflection of Giddens (1984) Structuration Theory.

Structuration Theory

Littlejohn in *Theories of Human Communication* (2002) provides a clear explanation of Giddens' structuration theory. He states:

Structuration theory, the brainchild of sociologist Anthony Giddens and his followers, is a general theory of social action. This theory states that human action is a process of producing and reproducing various social systems. Communicators act strategically according to rules to achieve their goals and thereby create structures that come back to affect future actions. Structures like relational expectations, group roles and norms, communication networks, and societal

institutions both affect and are affected by social action. These structures provide individuals with rules that guide their actions, but their actions in turn create new rules and reproduce old ones. (p. 152)

As noted in Chapter 3 and refined by Littlejohn in the quote above, structuration theory indicates that interactions cause change. An organization has a certain culture that the members of the organizations have created by their interactions with each other. Those same members are changing the culture they have created through additional interactions. When new people are added to the organization or events occur that affect the organization, new interactions take place, and new changes occur. By virtue of participating in interactions, people change the norms and values they have already developed.

It is interesting to note that each of the Schools had a change in the library personnel prior to applying for and receiving the national award. The question I asked each school librarian was: "Describe the school library program as you found it when you were hired." As the school librarians answered, I began to see a definite pattern develop. I observed that each of the school librarians is a leader in his/her field, is assertive, is a risk taker, and understands how to interact with others to develop the program that will increase the achievement level of the students in their schools. In the sections below, I describe these personnel events and the resulting changes in the direction of the school.

School A

The School A librarian was hired to replace a very traditional school librarian. "That was a very traditional librarian, was very much a delegator, very strong reading

advocate, very strong intellectual freedom advocate” (Librarian A-1, personal communication, March 25, 2008). The library had just been renovated and it was conducive to developing the reading program that the traditional librarian emphasized. It is not clear if she had a good relationship with the teachers, although to the school librarian it seemed to be that the teachers came to her when they needed something but she did not approach them very often.

When the school librarian took the job, one of the paraprofessionals that had been in the library had retired over the summer and so that left one paraprofessional. Since the former librarian did not see the value of technology, this paraprofessional had been designated as the technology person. When the new school librarian explained the process of integrating technology into the classes and using it as a tool, the paraprofessional did not understand that concept. She eventually resigned her position. The school librarian stated that he had been firm in his belief that technology was a part of his responsibility because the students needed to use this while finding information. The School A librarian then hired another paraprofessional to help with the infrastructure of the library, and the school librarian has gone on to develop the collaborative program that I described in the case study. I observed that he has integrated technology into many of the lessons he presents. He changed the direction that the school was following by implementing technology as an integral part of the curriculum.

School B

School B has both the middle school and the upper school. When the current library department head was hired, she was in charge of the middle school library. She

was housed in a room in the middle school. The upper school library was managed by another librarian. The two of these librarians discussed this arrangement and decided that it was important to have an integrated program, and they combined the library into one facility located in the upper school. They then began working to integrate the program by having the two of them work with the faculty from both schools. One summer the air conditioner malfunctioned and mold began to grow on many of the books. The librarians took this as an opportunity and negotiated to have a new library built since their program had been growing by leaps and bounds. They were successful, and today the former middle school librarian is the head of the library department and has three additional full time professional staff members to assist in implementing the program. This visionary also realized the importance of technology, and when the school was deciding to emphasize the use of technology, she stepped up and said that the library would be responsible for this facet of instruction. As noted above the school is a laptop school where each student from grades 7-12 has their own laptop. Technology is the focal point of their mission and vision. Combining both libraries and working to develop an integrated program was the catalyst that changed the direction the school was following.

School C

The story of the librarian in School C is similar to School B. School C has two separate high schools in two buildings. When the lead librarian for the district was first hired, she ran a tiny library in a tiny classroom in one school but provided services for both schools. As the schools began to grow, she made the case for a larger facility that would service both high schools and provide resources for the community. As described in Case study C, the library facility is 33,000 square feet in size and is available for both

schools and for the community in general. The school library staff now includes three school librarians and five support staff. These staff members were constantly busy when I visited for the three days. The vision of this library department head affected the direction of the school.

School D

School D probably has the most interesting history. Fifteen years ago, the staff in School D boycotted the school library and refused to work with the librarians. The visionary principal realized that the students and staff were missing many opportunities by refusing to use the library facility. He asked some of his professional friends and staff members if any of them knew any dynamite school librarians. When he found one that he thought sounded like a person who could rectify his situation, he went to meet that person and to observe her program. She was working in a different district at the time but had made a name for the library at her school because of the collaborating she was doing with the teachers. The principal negotiated her away from her job and hired her at his school.

The school librarian told me that the principal was very wise and was a visionary. However, he realized that change took time and effort. For the first year, he required that the English department head and the new librarian meet once a week by themselves and just discuss their philosophies, visions, and goals. The librarian did not meet with the rest of the English department until the end of the year. By that time the English department head and the librarian had become great friends and realized that they both had a similar vision. Since that time the library staff has increased to five full time school library positions, five paraprofessional positions, and two technology people.

This librarian has since retired and the principal has retired. The library staff has lost one school librarian position under the new principal, but is hopeful that this position will be reinstated.

Interactions

Each of these school librarians understands the role he/she has as a library professional. Each one of them is comfortable enough in their positions to explore different ways of accomplishing their goals. Each of them explained to me the amount of time and the number of meetings and the incredible number of interactions they had in order to develop their programs. Each of the school librarians is a leader who works closely with the principals and their staffs to accomplish the goals of their programs.

Summary of Findings

The three themes I found in the four case studies are: a collaborative culture, the principals' collaborative leadership style, and high expectations. These themes manifested themselves in a variety of ways at the different schools. To have a clearer picture of these themes, all four schools are summarized below.

Collaboration

The term, collaboration, was used very often at each of the schools with various meanings for the term. Collaboration for these four schools indicates a willingness to work together either informally with other members of the staff or formally through a school improvement method such as a professional learning community.

In this research I found that each school discussed collaboration but the term had different meanings, and it was used in different connotations. The word collaboration was used in reference to students completing inquiry projects where the teachers and librarians worked together to create the lesson. Collaboration was used to describe the teachers working together in teams both with members of their grade level and with vertical teams having different teachers representing different grades. Collaboration was used to describe the school librarians interacting with the teachers in a variety of ways.

Collaborative culture has multiple dimensions that work in combination with one another to ensure success at each of the schools. The specific dimensions observed across schools are:

- Grade level teams meeting weekly
- Cooperative curriculum planning and decision-making
- Cross curriculum collaborative projects that involve the librarian
- Vertical planning to facilitate student skill development
- District departmental in-service days to discuss curriculum planning
- School events to foster interaction
- School reform initiatives which support collaboration
- Scheduling that supports collaborative planning

- Staff development regarding technology and mentoring for new faculty to further a collaborative culture

Collaborative Leadership

In discussing the leadership role of the principal, the term collaboration was again stated. Collaboration, in this sense, described the principal making decisions with the input and guidance of the staff. Yet different configurations were described. In some schools the principals worked along side of the teachers. In others the principal worked with department heads but not with all of the teachers as a group. Collaboration when discussing the principals' leadership style also included the ability and style of making unpopular decisions if those decisions were for the good of the school. The ability of the principals to make these decisions illustrates a different form of "collaboration" than when the teachers are working together. Research needs to be conducted to determine exactly what collaboration means to principals, to teachers, and to school librarians. It is different in different situations.

Leadership for these four principals can be defined as creating an atmosphere in which the principal is seen as the person in charge of the school and the one who makes the hard decisions for the school. However, the principals at these four schools made the decisions only after seeking input from the stakeholders for the decisions. The four principals illustrated a willingness to work with the teachers, staff, students, and parents to receive input. Then the collaborative decision would be made based on this input. The principals did not hesitate to make the hard decisions if this was appropriate.

The principals' collaborative leadership was illustrated in a variety of ways in the different schools. Examples of this collaborative leadership observed across the schools are:

- Establishment of Professional Learning Communities (PLC) to further collaboration among the staff members
- Sharing decisions and changes to decisions with the staff members
- Providing training and professional development in team learning through adaptive teams and PLC's
- Forming and changing teams to make them more collaborative
- Organizing the department heads to share and gather information from their department members.
- Establishing interview procedures for new employees that gathers input from all stakeholders
- District administrators meeting weekly with administrators to establish a positive working relationship.

High Expectations

The collaborative atmosphere of the schools and the leadership style of the principal also speak to the high expectations for the students and staff. In these case studies, the expectations had been established before I visited the schools, and they were

part of the culture. The high expectations were exhibited in different ways in each of the schools. The following are illustrative of these expectations:

- Rigorous curriculum including many Advanced Placement classes and tests
- Senior projects requiring creation of a new invention
- The goal of having 100% of the students succeed; 100% attend college; 100% finish college
- Supporting the concepts of being a great school and not just a good school
- Supporting school reforms that address sound instructional methodology
- Requiring a year-long mentoring program for staff to make them aware of the high expectations

Examples of Structuration Theory

Another item of note is that each of the school librarians when they were hired exhibited leadership skills and a vision of what they see as an effective school library program. Working with the principal and the teachers, the school librarians have established programs where their interactions with the teachers and students support the academic success of the students. Their ability to take risks, to be persistent, and to “collaborate” in a variety of ways, has established them as an integral part of the school program.

Each of these schools has a culture that works for the principal, teachers, librarians, and students. Although the schools look very different and they accomplish their goals in unique manners, the culture supports the achievement level of the students. Examining these schools as Senge's (1992) unbroken mirror allows the observer to see a well-organized unit working for the success of all members of the unit.

Examining these themes and noting the variety of ways that they are illustrated at each school provides us with some information for the LIS field. Collaboration may take on many different forms. The principals' leadership style, as collaborative, was implemented in various ways, and the expectations for the staff and students looked different at each school. The school librarian can work to establish collaboration but is not constrained by one set of collaborative principles. Different types of collaboration will work in different circumstances. In addition, the principal's leadership style was collaborative but was different in each school. The high expectations at each school were also accomplished through different scenarios. This research illustrates that a collaborative culture, with high expectations for its members, and a collaborative principal, is different in each organization and those differences provide a workable environment in establishing an effective school library program.

This research is just a beginning and additional research needs to be conducted. Models of collaboration need to be analyzed to see if one is more effective than another. Much additional research must be conducted on the leadership style of the principal. The high expectations for staff and students found at these schools provided a backdrop for success, but the different requirements for the high expectations need to be analyzed further to determine if one method is more effective than the other.

Chapter Summary

Chapter 9 has identified the three major patterns that occurred across each of the four case studies. Each school has developed a collaborative culture with the principal working with and empowering the teachers to expand this culture. The principal of each school has exhibited a leadership style that works with others to make decisions. And yet, if the situation warrants the principal making a decision, he/she has the courage to make those decisions. Each school has high expectations for the staff and the students, from 100% attending college to each student not only starting college but also finishing college. Finally, each of these award winning schools had a direct library personnel change which became the impetus for changing and improving the school library program and the culture of the school. Collaboration may have different forms and the collaborative leadership style of the principal may look different in each situation. The high expectations for students and staff were also illustrated in a variety of ways. These themes and the variety of ways the themes were illustrated provide us with information for the LIS field. These ideas will be addressed further in Chapter 10.

CHAPTER 10: CONCLUSION

The previous chapters in this dissertation have explained the process I used to gather data through four case studies and to discuss the patterns of culture I found that were common at each school. Chapter 10 will review the purpose of the dissertation, identify and discuss the limitations of the study, discuss the study's significance, and identify areas of future research.

The purpose of this dissertation was to identify characteristics in the school culture existing at each and all of the schools included in the study. Study site schools were chosen because of their award-winning school library program. Effective library programs align themselves with the national standards found in *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998). These common characteristics included high levels of collaboration operating at each school, including a collaborative leadership style of the administrator, and high expectations for both the staff and the students. My interpretation is based on the 47 interviews I conducted, a review of the documents provided by the schools, and the analysis of the field notes I created during three days of observations at each school.

I was able to identify other themes that were found at two of the schools or at three of the schools, but not at all four. These include concepts of a student-centered focus, the presence of a small school physical configuration or environment, the presence of specific school reforms, the administrative hiring practices, a shared vision, and specific relationships between the administrators and the staff. These concepts should be explored through additional research.

Limitations

Generalizability

Conducting multiple case studies and identifying similar findings at each site does call into question the concept of generalizability of the results. Multiple case studies may show the commonality of themes but does not support the idea that these patterns will be found at every school of similar type and size (Merriam, 2001; Stake, 1995; Yin, 2003). This is a limitation of the case study methodology. My interpretations are based on the methodological triangulation described by Stake (1995) in order to “increase confidence in our interpretation” (p. 114).

Site Selection

Another limitation of the study is the method used to select the sites in this study. Each of the four schools is a national award winner. Each of the schools applied for the award and completed the requirements of the award. The criteria for the award identified the schools as having effective libraries, but the fact that the schools selected themselves is a limitation. In my professional career, I have worked with many schools that have effective school library programs, but they have not had the time to apply for the national award. This national award also required that the school support the visitation team when they came to observe the library. Some schools do not have the funds to spend on this activity. Additional research should be conducted using different criteria for the selections of the site.

Bias

I have had over 20 years of experience in the library field and in working in schools. This fact was an advantage when I visited the schools because I understand the

education vocabulary and could readily communicate with the school personnel. My background could also be considered a hindrance because it could account for bias in my interpretation. To guard against any possible bias, I was meticulous in conducting my observations and constructing my field notes; the coding and recoding of my data; and the final interpretation of my results. Stake (1995) describes “member checking” (p. 115) as a component part of triangulation of data. Member checking is the process of having the participants of the study review the initial drafts to check for accuracy. I sent each case study to the specific schools to have the school librarian review my findings. Each school validated the data I had collected and my analysis of the school situation.

School Visits

In an effort to create a systematic framework for my observations, interviews, and data collection at each school, I visited each site for the same amount of time and followed the same procedures. The school librarians were the gatekeepers for my visit, and I worked with them to structure the activities that occurred while I was at their school. I was only able to spend three days at each site, and even though I gathered much data, additional time should be spent at each site to gain a clearer picture of the school organizations.

Significance of this Research

Focusing research on the culture of schools with effective school library programs is important. It is critical to find out why some schools provide the environment necessary for successful school library programs and some do not. Recent research has established that having a school library is a necessary element to be considered when

discussing the process of school improvement in order to increase the academic achievement of students (Hartzell, 2001; Lance, et al. 1993; Lance, et al. 2000).

Focus of the research

As seen in the literature review, much of the research on school libraries studies the school librarian or the library program. The significance of this research is that I looked at the school itself and the culture of the school. The focus of the research was outside of the library and dealt with library's involvement in the school's academic programs. The results provide a basis for additional research.

Significance for the Development of Theory

This research used Giddens' (1984) structuration theory as a lens to study the schools. The interactions of the staff members, the principal, and the school librarian were considered as I interpreted the data. The concept of change and structuration theory was also considered as each school was involved in personnel changes prior to having the schools apply for the national award. This research is just the beginning, and more research should be conducted where the interactions of the actors and the element of change are studied.

Significance for Pre-service Education

The results of this research provide the Library Information Science (LIS) professors information they may share with their students as the students are learning about their roles in the school structure. The LIS professors should assist the students in understanding the culture of schools and how to analyze that culture. The concept of culture of the whole school or organization should be considered a factor when training to become a school librarian. This research will provide a starting point for this study.

Significance for Practice

This research will provide practicing librarians with items to consider as they are analyzing their own programs and aligning them with *Information Power* (AASL & AECT, 1998) and the *Standards for the 21st Century Learner* (AASL, 2007). This research will assist the librarians with understanding the context that culture and change have in establishing a library program. The research will provide them with elements of culture for them to target in developing their own programs.

Future Research

This dissertation provides only the beginning of inquiry in the areas of culture, interactions, and change. The concept of culture has been examined but in a limited way. The concept of interactions among the staff members and administrators was addressed but also in a limited way. Research on the change process was barely examined. More in-depth research needs to be completed in these areas.

The following issues and questions were inspired by this research. In this research I found that a collaborative culture was present in all schools. Does that mean that effective school library programs must have a collaborative culture to flourish? I also found that these schools had administrators that believe in a collaborative style of management. Does that mean that there are not effective school libraries in schools with administrators who believe in a hierarchical style of leadership?

Another area to explore is the leadership qualities of the staff members. Are there effective school librarians setting up effective programs, but not exhibiting personal leadership skills? What does leadership mean in relation to a school librarian? Does the principal's leadership style have to align with the school librarian's leadership style?

These are only a few of the questions that I would like to answer through additional research.

At the beginning of this dissertation journey, I wanted to develop a model that would link school culture, leadership, and effective school library programs. The findings of this study provide a foundation for such a model. Schools having collaborative relationships, a principal with a collaborative leadership style, and high expectations for staff and students provide a school culture conducive to establishing effective school library programs. I will need to conduct additional research to build upon this model.

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APPENDICES

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Appendix W: Coding for School D

Appendix A: LIS Research in School Libraries

The following table indicates the major themes addressed in the research on school librarians, libraries, and student achievement.

Author/Research	Role of School Librarian	School Library Program	Student Achievement	Other
Hartzell, 1994, 2001, 2003	X			School Context
Impact Studies 1993 to present	X	X	X	
Kuhlthau, 1993, 2004	X	X		School Context
Latrobe, 2001	X			
McCracken, 2001	X			
Newell, 2004	X			
Roys, 2004	X			
Zweizig & Hopkins, 1999	X	X	X	

Appendix B: Permission to include Hatch's Five Circles

From: LORD, Simon [simon.lord@oup.com]
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Subject: RE: Permission to use figure for dissertation

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From: Jody Howard [mailto:jodyhoward@comcast.net]
Sent: 02 September 2008 16:05
To: Academic Permissions
Subject: Permission to use figure for dissertation

Hi,

I am a Ph.D. candidate at Emporia State University in Emporia, Kansas in the School of Library and Information management. Attached is a request form to use a figure from Mary Jo Hatch's book, *Organization Theory: Modern Symbolic and Postmodern Perspectives in my Ph.D. Dissertation*.

Please let me know if I need to do anything else in order to use this figure. I have attached the required form in both rich text format and as a Microsoft word document.

The title of my dissertation is: The Relationship between School Culture and an Effective School Library Program.

Thank you for considering this request.

Jody K. Howard, Ph.D. candidate

Emporia State University

Jody K. Howard. Library Consultant

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Appendix C: Permission to use Schein's Levels of Culture

Johnson, Bradley - Hoboken

Thesis

From: Permission Requests - UK
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Cc: Johnson, Bradley - Hoboken
Subject: RE: Permission to use diagram in Dissertation

From: Jody Howard [mailto:jodyhoward@comcast.net]
Sent: 02 September 2008 15:44
To: Permission Requests - UK
Subject: Permission to use diagram in Dissertation

Hi,

I would like to request permission to use a diagram from Edgar H. Schein's *Organizational Culture and Leadership*, second edition, (1992) in my dissertation for Emporia State University in Emporia Kansas. The diagram is Figure 2.1 Levels of Culture found on page 17 of the second edition of Schein's work.

Please let me know what I need to do in order to obtain permission to use this figure.

Thank you very much.

Jody K. Howard
 PhD Candidate
 Emporia State University

Jody K. Howard. Library Consultant

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Appendix D: Criteria for the National Award

The school library media program that is fully integrated into the school's curriculum is central to the learning process. It is a critical element in students' intellectual development, promoting the love of learning and conveying the importance of using and evaluating information and ideas throughout life.

This awards program recognizes that the mission of the school library media program is to ensure that students and staff are effective users of ideas and information. It is designed to:

- Emphasize the importance of the school library media program as an integral part of the instructional process, vital to the curriculum for quality education.
- Demonstrate the fundamental value of excellent school library media programs in the personal and social development of the future leaders, our youth.
- Recognize that a variety of models exist for the successful school library media program, and identify positive models which, through their approaches may be unique to the specific school community, still share the common goals and principles of meeting the information needs of users.
- Encourage the development of library media programs that are the result of the collaborative efforts of all those who are responsible for student learning.

CRITERIA

Each applicant will be judged on the basis of:

- How well the mission of the library media program is integrated into the mission, goals and objectives, and long range plans of the school and community in which it is located.
- How well the library media program carries out its stated mission.
- The degree to which the program implements the concepts of planning and partnership as described in *Information Power: Building Partnerships for Learning* (1998).

Appendix E: Initial E-mail sent to School Librarians

Dear

My name is Jody Howard and I am a Ph.D. doctoral candidate at Emporia State University in Emporia, Kansas. My research is on effective school library programs and the relations of the school environment and culture to helping establish these effective programs. On January 17th, I received my dissertation committee's approval to conduct four case studies of effective school library programs. May I come and spend 3-4 days at your school to look at your library program and the school program? I would like to interview you and your staff, various teachers, your principal, and others that have a relationship to our program. I would also like to observe your school and your library program. Although I would be observing children during my visit, I would not be interviewing them. Any data I collect will be kept in confidence and your school will remain anonymous in my dissertation.

The goal of my dissertation is to see if there are any common patterns in the schools where there are effective school library programs. This information will be valuable if not critical to our profession.

I realize that I will also need to get permission from your principal and district in order to visit. If you are amenable to my visiting, would you please let me know whom I should contact next? If you would like to talk to me on the phone, I will be happy to call you at your convenience. I would like to visit sometime in February if at all possible. If not, then later in the school year. My goal is to collect the data at all four sites this semester.

I have been associated with school libraries for 20 years or so here in Denver and am so excited about conducting this research. It will be awesome to see such a great program as yours!

Thank you for considering my request.

Sincerely,

Jody K. Howard

Appendix F: Access Documentation for each school

The following items are documents that each school required in order for me to visit their schools to conduct research.

School A	School B	School C	School D
Formal letter to the Superintendent	No documentation as it is a private school	Formal letter to the Deputy Superintendent	No documentation necessary
Copy of the IRB papers from Emporia State University		Copy of the IRB papers from Emporia State University	
		Copy of teaching license	

Appendix G: Schedule of School Visits

The following are the dates I spent at each school.

School	Dates of Visitation
A	March 23 through March 27, 2008
B	April 6 through April 10, 2008
C	April 13 through April 17, 2008
D	April 27 though May 1, 2008

Appendix H: Interviewees

School A

Position	Comments
Principal	
District Administrator	
Music Teacher	
School Librarian	
4 th grade teacher	Informal
Art teacher	Informal

*Informal interviews took place without taping and through normal course of the day. Because of this all of the questions were not asked.

School B

Position	Comments
School Librarian, Director	Director of library program
Middle School Librarian	
Upper School Librarian	
Technical services/circulation librarian	
PR and Marketing	
Head of School (Superintendent)	
Director of Upper School (Principal)	
Director Middle School (Principal)	
Technology Integration Specialist	
Upper School--Journalism and Creative Writing Teacher	Focus group 1*
Upper School--English	Focus group 1*
Upper School--History	Focus group 1*
Upper School--History	Focus group 1*
MS-7 th English and 8 th History	Focus group 2*
MS 5 th Geography 7 th History	Focus group 2*
MS 8 th Eng and 5 th Reading	Focus group 2*
MS 5 th and 7 th Science	Focus group 2*

*Focus groups were asked an abbreviated set of questions as meetings took place in the lunch room during the lunch hour. The focus groups were not taped due to the time and the acoustics.

School C

Position	Comments
Superintendent	
Principal Science Academy	
Principal Medical Technology	
Librarian	
Teacher Social Studies/Spanish	
Deputy Superintendent	
Principal Medical HS	
Technology Coordinator	
Library Director	
Med High PE	
English Teacher Med High	
Engineering Science	
Librarian	
English—Science Academy	
Director at Information Services at Valley Baptist Hospital	Helped with setting up programs at school.

School D

Position	Comments
Librarian	
Librarian	
Teacher English	
Assistant Principal	
Librarian	
Former Library Dept. Head	
Library Department Head	Informal
Former teacher now principal at another school	Informal
Social Studies Teacher	

Appendix I: Consent Form

Informed Consent Document

The School of Library and Information Management at Emporia State University supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study.

The purpose of this study is to determine the artifacts, values, and assumptions that are present in your school and how these ideas contribute to the school culture. You have been selected because your school has a library program which has been identified as following the guidelines established by the American Association of School Librarians (AASL). During my visit at your school, I will be asking you questions concerning your school and the interactions you have with staff members. Actual interviews will take approximately 30 minutes. The observations will be longer depending on a mutually agreed upon timeline. I will answer any questions pertaining to the project that you would like to ask.

The data I gather at your school will be confidential and reviewed only by myself with the possible exception of my dissertation chair, Dr. Nancy Thomas. Your identity will remain anonymous during this process. Your identity and your school's identity will also be held in confidence as I write my dissertation.

The benefit of this study will be providing the library community with information on the relationship of school culture and establishing an effective school library program.

Your participation in this study is entirely voluntary and if at any time you choose to discontinue your participation, you may do so without any consequences.

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Subject

Date

Appendix J: Questions for Principals

1. Background information: Explain your educational background and how you arrived at this position.
 - Length of time in school?
 - Length of time as a principal?
 - Type of management and leadership?
 - School Reform Issues
2. What are the challenges at your school?
3. How would you describe the culture of your school?
4. What do you look for in hiring a staff member?
5. How would you describe your staff?
6. How would you describe your relationship with your staff members?
7. What is the impact of the school library program on your school?
8. What is your relationship with your school librarian?

Appendix K: Questions for Teachers

1. Background information: Tell me about your educational career.
2. What do you like about the school?
3. How would you describe the culture of your school?
4. What procedures are in place that enables you to help students learn?
5. What are the barriers that prevent you from helping students learn?
6. How would you describe your relationship with the principal?
7. How would you describe your relationship with the other teachers?
8. How would you describe your relationship with the school librarian?
9. What is the impact of the school library program on your teaching?
 - To what extent do you collaborate with the school librarian?

Appendix L: Questions for School Librarians

1. Tell me about your educational career.
2. Describe the school library program as you found it when you first were hired.
3. Tell me about your program. Why do you think it received the AASL Award?
4. How would you describe your role as a member of the faculty?
5. What situations at your school has helped you with establishing your program?
6. Have you experienced any difficulties in implementing your program?
7. How would you describe your relationship with the teachers?
 - Do you have the same kinds of relationship with every teacher?
8. Describe your relationship with the administrators. Principals? Assistant principal?
9. What are your strengths as a teacher?
10. Is there anything else that will help me understand the culture of the school?

Appendix M: Focus Group Questions

1. What do you like about school?
2. How would you describe the culture?
3. What are the challenges you face?

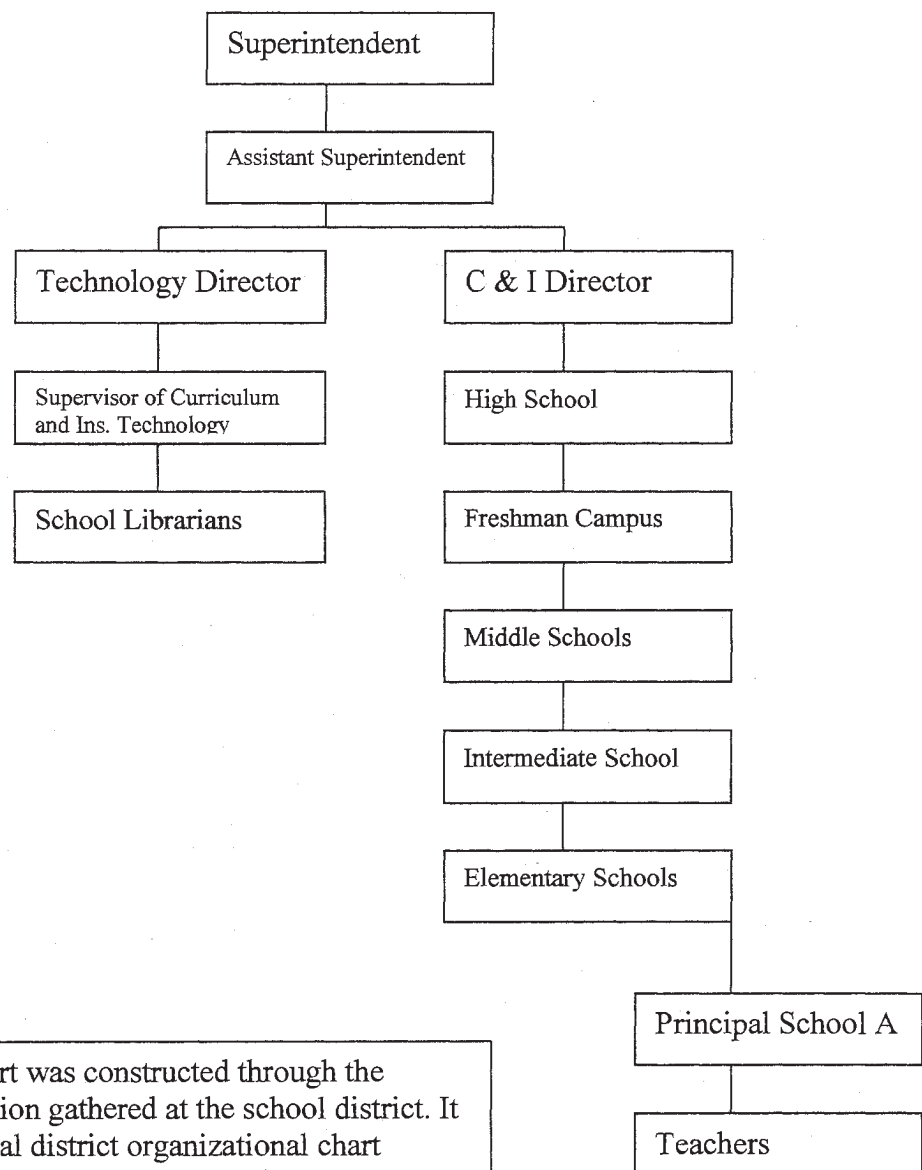
Appendix N: Documents Reviewed at Each School

Item	School A	School B	School C	School D
Admissions Literature and procedures	X	X	X	X
Brochures: Laptops, Library Resources	X	X	X	X
Collaborative Lessons	X	X	X	X
Daily Bulletins	X	X	X	X
District Technology Plan	X	X	X	
DVD advertising Programs		X	X	X
Handbook and Directory	X	X	X	X
Library Bill of Rights	X	X	X	X
Library Strategic Plan	X	X	X	X
Literature on Special Programs	X	X	X	X
Mission Statement of the Library	X	X	X	X
Newspaper and Magazine articles	X	X	X	X
Philanthropy Report		X		
Promotional Materials	X	X	X	X
Responsible Use Policy	X	X	X	X
School Improvement Plan	X		X	X
School Mission Statement	X	X	X	X
Selection Policy	X	X	X	X
Strategic Plan	X	X	X	X
Survey: Alumni, Staff, Students	X	X	X	X
White Paper on Technology Usage		X		

Appendix O: School Demographics

	School A	School B	School C	School D
Students	445	625	700 and 700	3267
Teachers	23	75	49 and 49	326
Administrators	1	3	3	5
Free and Reduced Lunch	32%	0%	49%	11%
School Librarians	1	4	3	4
Library Support Staff	1.5	6	5	5
Medium income of area	\$61,096	\$69,446	NA	\$73,687

Appendix P: Organizational Chart for School A



This chart was constructed through the information gathered at the school district. It is a partial district organizational chart illustrating the relationship of School A to the other units in the district.

Appendix Q: Coding for School A

The following words and phrases are the initial themes generated from the analysis of interviews, documents, and observations from School A indicating the number of sources and the references from those sources.

Name	Sources	References
Background Information	1	1
Barriers to student achievement	1	2
Barriers to Success	1	1
Building Relationships	6	38
Collaboration	9	67
Community	2	4
Culture	4	11
Demographics	6	13
District Level Information	2	9
Environment	6	58
Expectations	5	30
Family	5	21
Hiring Practices	1	2
Interview Procedure	1	1
Leadership Style	2	3
Librarian Information and Background	1	2
Library Staffing Issues	3	8
National Award	2	4
Physical Layout	2	16
Previous Librarian	2	3
Principal Background Information	1	2
Principal Leadership Style	2	18
Relationship with administrator	5	18
Relationship with School Librarian	4	13
Relationship with staff	3	7
Relationships	1	1
School Librarian's Leadership Style	2	12
School Reform	2	20
Student-Centered	4	15
Teaching ability	4	13
Teaching characteristics	1	1
Teaching Practice	1	24
Technology Background	2	4
Title One School	1	3
Trust	3	12
Vision	6	28

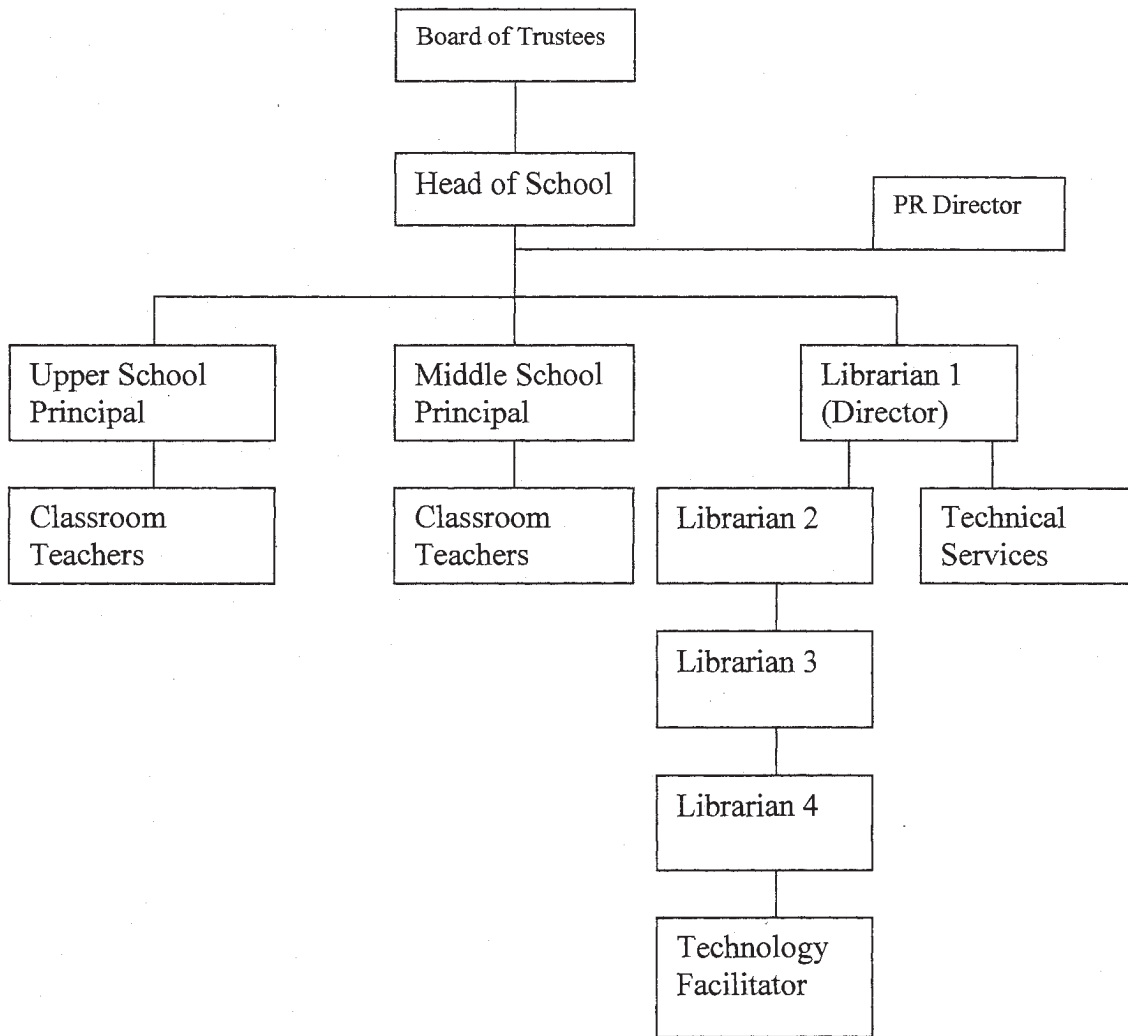
With further analysis, the words and phrases were organized into four major themes as shown below.

Theme	Theme
Vision	Collaboration <ul style="list-style-type: none"> • Culture • Building Relationships • Environment • Family • Trust • Community • Relationships • Relationships with Administrator • Relationship with School Librarian • Relationship with Staff
Expectations <ul style="list-style-type: none"> • School Reforms • Student-centered 	Leadership <ul style="list-style-type: none"> • Leadership style • Principal Leadership Style • School Librarian's Leadership Style

The following themes provided background information, demographics of the school, and challenges and barriers to success.

Barriers to success
 Barriers to student achievement
 Background Information
 Principal Background information
 Teaching Characteristics
 Title One School
 Physical Layout
 District Level Information
 Librarian Information
 National Award
 Interview Procedure
 Library Staffing Issues
 Previous Librarian
 Teaching ability
 Teaching Practice
 Technology background

Appendix R: Organizational Chart for School B



This chart was constructed through the information gathered at the school district. It reflects the organizational structure of School B.

Appendix S: Coding for School B

The following words and phrases are the initial themes generated from the analysis of interviews, documents, and observations from School B indicating the number of sources and the references from those sources.

Name	Sources	References
Background Information	7	14
Barriers to success	5	7
Bonding	4	4
Challenges	7	20
Changes in Program	8	28
Collaboration	14	71
Culture	8	14
Demographics	4	7
Environment	9	25
Expectations	13	64
Family	1	2
Good to Great	2	6
Happiness	2	5
Hiring Practices	7	15
Instructional strategies	8	31
Isolated	1	1
Leadership	2	2
Librarian's leadership	9	24
Librarians Relationship with administrators	3	3
National award	3	5
Passion	2	2
Physical location	4	6
Principal's Leadership Style	3	3
Professional Development	5	10
Relationships	1	1
Research methods	2	3
Respect	5	7
School library program	9	31
Single Gender	6	13
Structure of school	10	32
Student Body	5	11
Student-Centered	13	56
Students' relationship with staff	2	3
Students' Leadership	1	1
Teaching Characteristics	5	12
Technology	8	14

Tradition	2	8
Trust	1	2
Vision	8	24

With further analysis, the words and phrases were organized into four major themes as shown below.

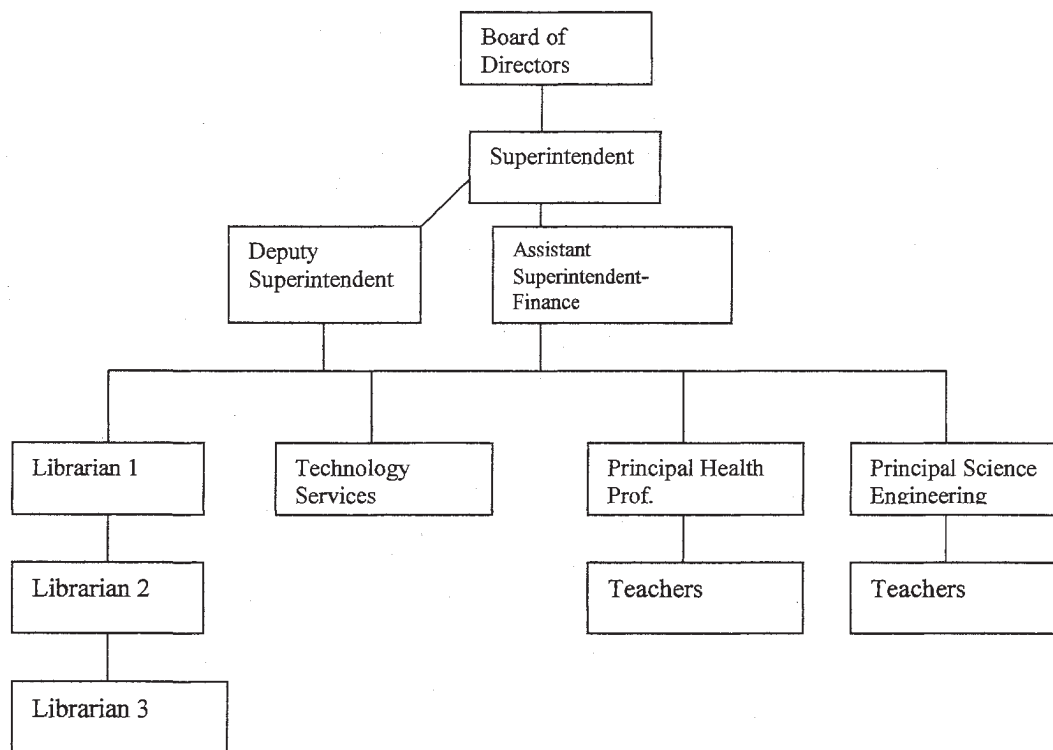
Theme	Theme
Mission and Vision <ul style="list-style-type: none"> • Technology 	Environment and Culture <ul style="list-style-type: none"> • Bonding • Collaboration • Family • Happiness • Instructional Strategies • Isolated • Leadership • Librarian's Leadership • Librarian's Relationship with Administrators • Passion • Principal's leadership style • Professional Development • Relationships • Respect • Research Methods • Teaching Characteristics • Tradition • Trust
Expectations <ul style="list-style-type: none"> • Good to Great • Student-Centered 	Single-Gender Education <ul style="list-style-type: none"> • Student Body • Students' relationship with Staff • Students' Leadership

The following themes provided background information, demographics of the school, and Challenges and barriers to success.

Background Information
 Barriers to success
 Challenges
 Changes in program
 Demographics
 Hiring Practices

National Award
 Physical Location
 School Library Program
 Structure of School

Appendix T: Organizational Chart for School C



This chart was constructed through the information gathered at the school district. It is a partial district organizational chart illustrating the organizational structure of School C.

Appendix U: Coding for School C

The following words and phrases are the initial themes generated from the analysis of interviews, documents, and observations from School C indicating the number of sources and the references from those sources.

Name	Sources	References
Administrative leadership	9	23
Art	1	5
Atmosphere	15	42
Background Information	8	12
Barriers and challenges	10	19
Changes in program	7	10
Collaboration	13	28
Community	5	10
Culture	5	10
Demographics	5	13
Diversity	4	4
Expectations	12	30
Good to Great	2	2
Hiring Practices	4	10
Innovation	3	12
Interdependence	4	4
Leadership	3	3
Librarians' Leadership	2	3
Management Style	2	2
Mission Statement	8	13
Passion	1	2
Physical Location	1	10
Professional Development	2	2
Professional Learning Communities	3	5
Safe	3	3
School Library	14	38
School of Choice	3	3
Sci Tech and Health Professions	8	13
Small School	7	14
Staffing	1	2
Student demographics	10	17
Student Leadership	3	6
Student-Centered	14	53
Technology	1	2
Trust	2	2
Vision	6	10

With further analysis, the words and phrases were organized into four major themes as shown below.

Theme	Theme
<p>Culture at each school</p> <ul style="list-style-type: none"> • Sci Tech and Health Professions 	<p>Mission and Vision</p> <ul style="list-style-type: none"> • Diversity • Expectations • Good to Great • Innovation • Professional Development • Safe • School of Choice • Small School • Student-Centered • Trust • Vision
<p>Leadership</p> <ul style="list-style-type: none"> • Administrative Leadership • Hiring Practices • Librarian's leadership • Management Style • Student Leadership 	<p>Interdependence</p> <ul style="list-style-type: none"> • Atmosphere • Collaboration • Community • Culture • Passion • Professional Learning Communities

The following themes provided background information, demographics of the school, and challenges and barriers to success.

Art

Background Information

Barriers and Challenges

Changes in the Program

Demographics

Physical Location

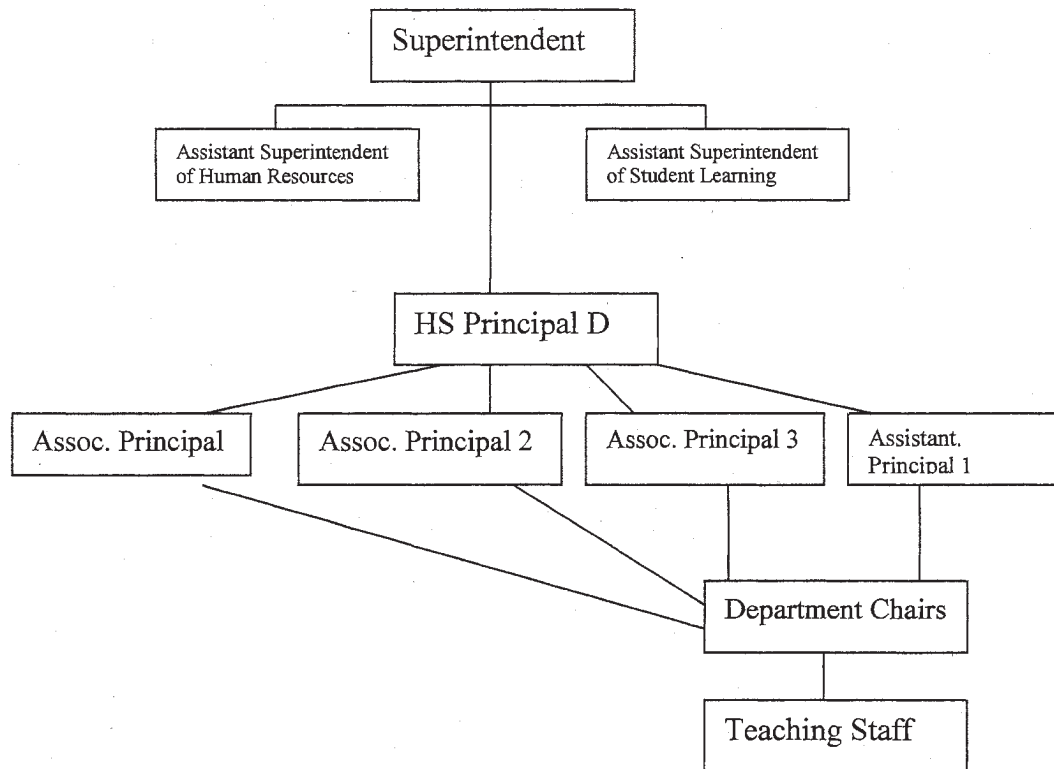
School Library

Staffing

Students Demographics

Technology

Appendix V: Organizational Chart for School D



This chart was constructed through the information gathered at the school district. It is a partial district organizational chart illustrating the relationship of School D to the other units in the district.

Appendix W: Coding for School D

The following words and phrases are the initial themes generated from the analysis of interviews, documents, and observations from School D indicating the number of sources and the references from those sources.

Name	Sources	References
Adaptive School	1	1
Background Information	6	11
Challenges	7	12
Changes	5	13
Collaboration	8	27
Communication	4	5
Culture	4	5
Demographics	3	21
Environment	3	5
Hiring practices	2	3
Leadership	1	2
Mentoring	3	7
Mission	1	1
Parents	1	1
Principal Leadership	3	5
Professional Learning community	4	6
School Library Program	9	24
Small School	2	2
Staff dedication	3	4
Staffing	3	9
Student centered	5	26
Technology	4	5
Trust	2	4

With further analysis, the words and phrases were organized into four major themes as shown below.

Theme	Theme
Collaboration <ul style="list-style-type: none"> • Communication • Culture • Environment • School Library Program • Staff Dedication • Staffing • Trust 	Professional Learning Community <ul style="list-style-type: none"> • Adaptive School • Hiring Practices • Leadership • Mission • Principal Leadership

Student-centered <ul style="list-style-type: none">• Parents• Technology	Mentoring <ul style="list-style-type: none">• Small School

The following themes provided background information, demographics of the school, and challenges and barriers to success.

Background Information

Challenges

Changes

Demographics

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Jody K. Howard

Jody K. Howard

November 20, 2008

Date

The Relationship Between
School Culture and An Effective
School Library Program:
Four Case Studies

Title

Jody K. Howard

Signature of Graduate Office Staff Member

12-15-08

Date Received