FACTORS INFLUENCING ATTENDANCE FOR
A LEADERSHIP TEAM IN A SCHOOL DISTRICT

by

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Accepted by the Graduate Faculty, Indiana University, in partial fulfillment
of
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Dedication

This dissertation is the culmination of an era in my life. I wish to dedicate this work to my inspiration, teacher, partner, and loving husband who has been willing to get his hands in the mud every time I needed to invest myself in reaching my goals. My dearest Daniel taught me to be brave and dream, knowing that together we could reach the stars. ¡Muchas gracias Daniel!

I also want to dedicate this finale to my future children, my nephews and nieces, and my former elementary school students. It is my hope that I can serve as an example of someone who chose to follow her dreams and reach for her highest potential against all odds. I am very happy for who I am today and of my accomplishments. I am proud of my effort and wish the same for each of these children.

Acknowledgments

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Abstract

Title: <u>Factors Influencing Attendance for a Leadership Team in a School District</u> by **Sari M. Pascoe**. April 26, 2007.

This dissertation describes the formation and practices of the Leadership Team (LT) in the Metropolitan School District of Decatur Township (MSDDT), focusing on the *attendance patterns* of its members (e.g., arriving late, leaving early, not attending). The purpose of this dissertation was to improve the guidance offered by the Guidance System for Transforming Education (GSTE) to the MSDDT (i.e., guidance on the implementation of their district-wide systemic change efforts) by prescribing preventive measures that could reduce attendance problems of members in their LT.

This dissertation presents a brief summary of an extensive literature review on the importance of the problem studied, as well as what is currently known about the problem (i.e., existing design theories and empirical research studies on attendance for similar teams).

The research questions that guided this dissertation focus on *what happened* (LT member attendance history – trends and patterns), *why it happened* (factors that impacted LT attendance), and *how it could be improved* (what changes in activities and practices could have a positive impact on LT member attendance).

The methodology followed a Formative Research design (Reigeluth & Frick, 1999), which for this research study consisted of the [1] selection of a design theory (i.e., GSTE), [2] selection of an instance (i.e., aspects of the systemic change effort in MSDDT that influenced attendance at LT meetings over an eight-month period), [3] collection and analysis of data (i.e., observations and interviews, and categorization, coding, member checking and triangulation), and finally [4] offering of tentative revisions to the theory (i.e., possible enhancements to the GSTE and practices implemented at MSDDT).

Results indicated that personal emergencies, meeting design practices, and not forming an attendance task-force are factors that influenced attendance rate over time. The LT members' suggestions to improve their attendance at LT meetings were found to be of merit by the researcher, though some suggestions were identified as limited or out of scope for the current systemic change effort. The researcher also made several suggestions to supplement the ones offered by LT members, with the advice that all recommendations offered in this research study should be considered for implementation in combination with each other, for they are complementary.

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Chapter 1: Introduction and Literature Review

Background

For hundreds of years, educators, policy makers, and entire communities have tried to improve public education as a service to society. Over the past couple of centuries, an *industrial* paradigm of production has dominated systems of administration, performance, assessment, and promotion in our public schools (Banathy, 1995; Owens, 1998). During the 20th Century, school reform efforts attempted to improve existing educational systems to better serve communities (Schlechty, 1990). However, experience and practice have taught us that school reform, as in piecemeal change, is not enough to improve the overall system, whether the system is a classroom, a local school, schools within schools, or school districts (Duffy, 2003; Reigeluth, 1999). A true transformation must include all aspects of the system – a systemic change. Today, a few practical applications of school- and district-wide systemic change have begun implementation in diverse cities of the US. A practical guide for these applications is the GSTE, which is at the core of this research study.

The GSTE - Guidance System for Transforming Education - (Jenlink et al., 1996) offers direction for school districts that are engaged in district-wide systemic change. It states that a district-wide systemic change process is comprised of several phases (i.e., I through V).

Phase III of the GSTE addresses the process of forming and participating in a Leadership Team (LT), which is the focus of this study. Forming a LT in educational organizations is demanding for school participants and team members; more so is ensuring consistent attendance of members of a LT at meetings and events. This research study addresses what could be one of the most fundamental aspects of a systemic change process, because the LT of a district-wide change effort could either promote the success or ensure the failure of the effort itself.

One of the most essential contributions of LT members is their presence, which begins with their physical attendance. The performance, contribution, and impact of a LT in a system could be determined by the active and consistent participation of each of its members. Based on the Thomas and Kilmann Conflict Resolution Model (1974), the performance of group members differs in type: control-based, accommodation-based, or withdrawal-based. The control-based group performance type refers to team members who like to be in charge of their environment, and though they may create a difficult-to-manage group dynamic, these members actively participate in the team. The accommodation-based group performance type refers to team members who choose to adapt to the process, and though they may not be proactive in their approach to group dynamics, these members still participate in the team. A type most relevant to this study is the withdrawal-based group performance type, which refers to team members who react to team storming or conflict by

not being present, whether physically, cognitively, or affectively, in the group dynamics of the team (Thomas & Kilmann, 1974). The worst case scenario could be when team members choose to be absent. When members of a LT are absent, opportunities to contribute, grow as a group, and continue the progress that this particular team is providing to the system-wide change could be put at risk.

Therefore, the goal of this study is to research and improve the attendance patterns (e.g., punctuality, leaving meetings early, absenteeism) during LT meetings based on the guidance prescribed (or lack of guidance prescribed) by the GSTE. A local school district has been selected for this purpose (see Chapter 2 for a detailed description of the Metropolitan School District of Decatur Township [MSDDT]).

Purpose Statement

The purpose of this research study is to improve the guidance currently offered by the GSTE by analyzing attendance patterns and factors that influenced attendance of LT members during the first and second phases of the LT in the MSDDT district-wide systemic change effort. This study is expected to provide plausible solutions to improving attendance rates of members in the remainder of the systemic change process at MSDDT and to offer enhancements to the prescriptions offered by the GSTE to a LT particular to issues of attendance.

Context

This section identifies relevant literature that describes the

significance of attendance patterns and factors influencing attendance of

LT members in district-wide systemic change efforts. Hence, a review of

literature on these topics follows: a) the importance of systemic change in

K-12 education, b) the importance of stakeholder participation and user-

design, c) the importance of a LT in educational settings, d) the

importance of team-building, e) the importance of gender in LTs, and f) the

importance of attendance and its influence on a LT. In addition, available

empirical case studies that are of relevance are presented as examples of

what is *currently published* about the subject of this study. A review of

existing design theories, in particular the GSTE and the parts of it that

relate to attendance at LT meetings, concludes this section.

Importance of Systemic Change in K-12 Education

During the past two centuries, change in education has commonly

stemmed from a tinkering, piecemeal approach to change (Tyack &

Cuban, 1995). This type of change effort is representative of an industrial-

age mindset, one focused on changing quickly only those parts of the

system that seem to need repair, changing each part individually and

through top-down leadership (Reigeluth, 1999). Recently, a different

approach to change (i.e., systemic change), representative of an

information-age mindset, is being suggested, one that entails redesigning

the entire system and helping all members and stakeholders of the system to evolve their mental models. This approach offers tools that assist whole-system change leaders as they explore new paradigms of practice (Banathy, 1992). Systemic change stems from systems thinking (Hutchins, 1996), which is a discipline rooted in a "framework for seeing interrelationships rather than things" (Senge, 1990, p. 68).

The purpose of systemic change, according to Jenlink and colleagues (1998), is to design a different and dramatically more effective paradigm of educational system from what currently exists. They define systemic change as an approach to change that:

- Recognizes the interrelationships and interdependencies among the parts of the educational system, with the consequence that desired changes in one part of the system are accompanied by changes in other parts that are necessary to support those desired changes, and

- Recognizes the interrelationships and interdependencies between the educational system and its community, including parents, employers, social service agencies, religious organizations, and much more, with the consequence that all those stakeholders are given active ownership over the change effort. (p. 219)

According to Reigeluth and Joseph (2001), a systemic change approach in K-12 settings could bring about significant improvements to the educational experience of their students and their families, their school employees, and the entire community. The successful implementation of a systemic change process requires and therefore elicits a shared, system-

wide vision of the ideal education that the community would like for their students. This common vision becomes instrumental to the change process because it needs and thus feeds from the participation of all stakeholders in the school district (e.g., administrators, teachers, staff, parents, students, community members).

By working together on developing a shared vision and a shared passion, stakeholders will also be breaking out of old mindsets and shifting into new paradigms of what they would like their school environment to become. This system-wide process will provoke its community to reach consensus on their beliefs by identifying needs, finding new approaches, creating safe environments for communication and group process skills, and empowering its members to embrace a sense of ownership (Reigeluth & Joseph, 2001). This type of process is integral to the successful implementation of district-wide systemic change.

Systemic change in education, however, has been criticized due to the seemingly infinite breadth and depth of relationships/complexities that need to be addressed when attempting to implement systemic transformation. An example of this type of objection to systemic change is critical-rationalist Karl Popper's work on the challenges caused by systems theory analysis and change applications to human systems (Popper, 1963). To argue this point, Popper described natural systems as isolated, stationary and predictable (e.g., the solar system), which can be therefore studied through the scientific method. In contrast, he defined

human systems as ones which are in constant change and thus inherently undergo continual, rapid, non-repetitive development. He cautioned against applying systems theory to human systems since an individual's (or group's) perception and competency cannot properly address the qualitative and quantitative complexity of such multiple-variable, multiple-relationship, and multiple-task challenges of human systems (Popper, 1963; Schwen et al., 2006).

More specifically, the systemic transformation of a human system, such as a school district, presents several overwhelming challenges. One is the stakeholders' need to *process* and assimilate comprehensive change, perhaps through a consensus-building style of decision-making, collaborative communication, and/or the collective evolution of stakeholders' mindsets. Another challenge is the threat of seemingly-unaffordable *time* requirements, like the ongoing task of building capacity in participants from all stakeholder groups in the system. A third challenge is what appear to be ever-insufficient *resources* for the implementation of systemic transformation, both human (e.g., overworked employees and large student-to-teacher ratios in the classroom) as well as physical (e.g., additional funding to support the systemic change effort).

Nevertheless, a systemic approach to educational change might be the single, most comprehensive and thus effective method of bringing about meaningful and sustainable paradigm change to an educational environment by eliciting the participation and contribution of all

components and stakeholders to the transformation of the system. Importantly, *process*, *time*, and *resources* then become critical investments in the systemic change effort, provoking, empowering, and sustaining the change itself. In contrast to reform efforts, the overall comprehensiveness of systemic transformation ensures that no one or no group of system components (including stakeholders) triggers a seemingly-safe return to old contextual or cultural patterns of the existing system (Senge, 1990).

Given the importance of the systemic change process for paradigm change in educational systems, a closer review of the chosen systemic change design theory (i.e., GSTE – see Chapter 2 for rationale) and research conducted (quantitative, qualitative and formative) on its implementation are provided in the sections ahead. Two case studies could serve as examples of the importance of systemic change in K-12 education. The first one, titled *Formative research on an early stage of the systemic change process in a small school district* (Joseph & Reigeluth, 2005), implemented qualitative research to improve the performance of facilitators of systemic change as they worked with a mid-west school district interested in implementing district-wide systemic change. The analysis of results indicated that adjustments needed to be made in order to improve the assessment for "readiness for change" that a school district may have when approached by systemic change facilitators; interview protocols were identified as a key element for improvement. The

conclusion of the study focused on the relevance of effective guidance (i.e., design theory) for school districts and communities interested in pursuing systemic change, given that its implementation could be of impact to all its stakeholders (Joseph & Reigeluth, 2005). This study is relevant because it sheds light on the importance of systemic change in a school district from its inception, while also indicating ways in which the process can be improved.

The second case study that could serve as an example of the importance of implementing a systemic perspective to change in K-12 education, titled *Examining renewal in an urban high school through the lens of systemic change* (Shanklin et al., 2003), had researchers collaborating with an urban high school community to facilitate their school improvement efforts. More than 150 stakeholder members participated in focus group interviews using an urban schools systemic change framework. Through the process of change in their school system, researchers identified three common themes across stakeholders: 1) lack of communication and action, 2) opportunities for learning and teaching, and 3) a need for community building. By approaching these areas from a systemic change framework, researchers were able to assist school stakeholders in improving their efforts on system-wide change, achieving coherence in the development of student learning outcomes (Shanklin et al., 2003). This study is relevant because it illustrates the importance of a

systemic perspective when assisting stakeholders who are approaching change in their school system.

Importance of Stakeholder Participation and User-Design

Systemic change in education brings to light the relevance of community member involvement and investment in the system and its transformation. Practitioners and scholars have been concerned with stakeholder participation and user-design for purposes of building community and communication within their school systems. In this section, these two relevant and complementary topics are explored in the context of systemic change in K-12 settings.

Stakeholder Participation

"Most professionals working for educational change recognize that community empowerment is necessary for effective, long-standing innovation" (Carr, 1996, p. 27). Some of the stakeholders commonly affiliated with school change efforts include school staff, school families, community and organization leaders, local commercial leaders, and researchers from higher education institutions. While these stakeholders might be readily available to participate in their school system redesign effort, consistent participation in a system's decision-making teams can be complicated (Carr, 1996).

Stakeholder participation has been defined as "a process whereby stakeholders – those with rights (and therefore responsibilities) and/or interests – play an active role in decision-making and in the consequent activities which affect them" (SDD, 1995, p. 5).

Literature from diverse fields identifies the relevance of assessing the process of stakeholder participation. For example, a governmental environmental decision-making report (Yosie & Herbst, 1998) interested in implementing stakeholder participation identified key issues and future challenges in working with stakeholder members participating in decision-making groups. Five major challenges that could guide stakeholder processes in the future included: 1) "achieving quality management of stakeholder process" [use of best practices], 2) "measuring stakeholder process and results" [using metrics to measure goals, process, results, and costs], 3) "engaging the scientific community in stakeholder processes" [systematic collaboration between scientific community and stakeholder members], 4) "integrating stakeholder deliberations with existing decision-making processes" [transparent and explicit ground rules and boundaries], 5) "determining whether stakeholder processes yield improved decisions" [assessing a well-documented record of success and failure over time] (Yosie & Herbst, 1998, p. 4).

Some of the results from the case studies included in Yosie and Herbst's report identified lessons learned from working with stakeholder members in decision-making groups, such as "early stakeholder

participation is instrumental to success," "disclosure of information to the public is critical to building community trust," "information technology is a valuable asset in managing stakeholder process," and "two-way communication is an important tool to build community trust, awareness, and interest" (Yosie & Herbst, 1998, p. 62-74).

According to the Social Development Department (1995), the process of conducting a stakeholder analysis allows for the discovery of key individuals in any given program or project. This process, which could assist stakeholder members who are serving in decision-making teams, focuses on four areas of analysis: 1) identification and definition of stakeholder characteristics, 2) assessment of ways in which stakeholders could "affect or be affected by goals or outcomes", 3) understanding of "relationships between stakeholders, including" assessing "real or potential conflicts of interest and expectations between stakeholders", and 4) assessing "the capacity of diverse stakeholders to participate" (SDD, 1995, p. 6). An interesting aspect of this analysis process is a *participation matrix*, created to chart the role of each stakeholder in the group. Its purpose is to assist in the negotiations of stakeholder participation (see Table 1). This matrix is meant to be a dynamic instrument with the capacity of identifying potential areas of disagreement among participating stakeholders (SDD, 1995).

Table 1

Stakeholder Participation Matrix

ROLE TASK	Inform	Consult	Partnership	Control
Identification				
Planning				
Implementation				
Monitoring & Evaluation				

(SDD, 1995, p. 13)

The perception of stakeholder participation in the eyes of a third-world country rebuilding its educational system after war and poverty is described as follows:

> Education has become everyone's business. Parents, teachers and their unions, students, communities, civil society groups, NGOs, education ministries and government program mangers… all have their roles, interests and responsibilities. Increasingly all need to have their **say**, in an environment in which they may not always have their **way**. Negotiating the gulf between what each group wants and what it can get from interacting with other groups, is rich soil for communication (Opubor, 2001, p. 6).

We live in an era (i.e., the Information Age) that encourages performer-based or horizontal communication. Stakeholder participation has become instrumental to all functions of a system. The vision and mission (including decision-making processes) of an educational system

could benefit greatly from the presence and active participation in their development from all its constituents (i.e., stakeholders).

Stakeholder participation in the decision-making of educational systems can potentially improve their design and implementation by improving ownership, building consensus, helping to reach disadvantaged groups, mobilizing additional resources, and building institutional capacity. Some risks associated with their participation include uncertain capacity to reach consensus, political conflicts that are liable to be exposed, and potential social unrest from raising unrealistic expectations among participating stakeholders (Colletta & Perkins, 2007).

Brody's (2003) case study, titled *measuring the effects of stakeholder participation on the quality of local plans based on the principles of collaborative ecosystem management*, could serve as an example of the importance of stakeholder participation, even though from a field other than Education. This study measured whether the representation of key stakeholders in the planning process could result in a higher quality plan. Results demonstrated that broad stakeholder participation did not have a statistically significant influence on plan quality; furthermore, broad and diverse stakeholder participation could lead to a low plan quality because there could be fewer opportunities for agreement. Brody recommended that stakeholder participants must be carefully selected. Results also demonstrated that having all stakeholder participants and community members present during decision-making

processes does not necessarily guarantee the adoption of a strong plan. Hence, selected stakeholder participants should be identified for decision-making purposes (Brody, 2003). This study is relevant because it identifies challenges of stakeholder participation and recognizes the importance of their involvement in decision-making processes.

User-Design

Banathy (1991) wrote that community engagement in educational design depends on its members' ability to understand *systems design* and to recognize its capability for the transformation of education. By understanding this power, the process of creating a "community of user-designers" begins (p. 165). "User-design" is a concept that defines the empowerment of community member authentic engagement in decision-making processes. In the context of a school district, members of the community are end users who are empowered to play a central role in the betterment of their own educational systems. User-designers are expected to go beyond the process of design; rather than being bystander consultants or facilitators in the decision-making process, they are expected to become users of (i.e., active participants in) the system as well, allowing them to take ownership of their own design process (Carr-Chellman & Savoy, 2003, p. 101).

According to Carr-Chellman and Savoy (2003), user-design stems from a number of philosophical sources, including Scandinavian User-

Design practices (Bansler, 1989 in Carr-Chellman & Savoy, 2003),

Stakeholder Participation literature (Epstein, 1997 in Carr-Chellman &

Savoy, 2003), and Systems Design/Theory (Banathy, 1991); it is also

related to Participatory Action Research literature (Denzin & Lincoln,

2003a), Critical Theory (Habermas, 1984 in Carr-Chellman & Savoy,

2003), and Constructivism (Duffy & Jonassen, 1992).

At the core of "user-design" is the idea of having community

members of the system moving beyond a "representative democracy to a

participative democracy" (Carr-Chellman & Savoy, 2004, p. 377) by

forming and implementing a design culture that does not depend on expert

designers to design their system for them. Banathy (1996) believed that

the future of system redesign efforts is determined by the "individual and

collective purposeful intervention" of its members through design, and not

only influenced by the past (what has been) or the present (what is); the

"user-designer" approach could give direction to the evolution of the

system and shape the future of their efforts by engaging their community

in purposeful design (p. 226).

Importance of a LT in Educational Settings

An industrial-age mindset of decision-making has prescribed

change in education for many years through a top-down decision-making

structure that functions with little input from its stakeholders. The induction

of decision-making teams (comprised of diverse stakeholders in the

organization) into the leadership of organizations has revolutionized the way these organizations function and produce. Duffy and colleagues (2000) proposed a systemic change process to transform school systems into high-performing organizations of learners through team-based design work. According to Duffy et al. (2000), some advantages of using teams in systemic change efforts include: a) teams increase participation and collaboration, which could increase motivation, job satisfaction, and commitment, b) teams dissolve hierarchies within institutions creating opportunities for communication and collaboration, c) teams promote conditions for creation and diffusion of knowledge, and d) those who are closest to the work understand best how to improve it.

Senge (1990) writes about systemic change as the evolution of institutions into learning organizations. One component of a learning organization is a learning team, which must have the capacity to think together and dialogue with the purpose of learning together. He states that "team learning is the process of aligning and developing the capacity of a team to create the results its members truly desire, [building] on the discipline of developing [a] shared vision" (p. 236). However, Senge warns about three critical dimensions of successful teams in learning organizations: a) they must think insightfully about complex issues, b) they must be innovative, with a coordinated action, and c) their members must become functional members in other teams.

According to McKeever (2003), the California School Leadership Academy defines a school LT as a group of people whose purpose is to support student achievement at the school level. He adds that usually LTs are formed by the school principal, teacher leaders, non-teaching staff, and school district liaison(s). Some LTs also include students, parents, and community members.

Carr's 1993 research study identifies criteria, practices, and improvements to selection of community members for LTs in K-12 schools. Her study highlights the importance of early and carefully planned identification of stakeholder groups in the school community for successful implementation of LTs in schools, without which broad community representation and buy-in are impossible. Forsyth (1999) describes *self-directed teams* as capable of identifying institutional problems which may undermine productivity, efficiency, quality, or job satisfaction in the organization. He cautions on the importance of integrating these teams into the organization's overall structures to prevent member burnout and constant turnover. Hughes and colleagues (1999) address the importance of new organizational leadership through LTs which can complete tasks and work as a group. They emphasize the importance of recognizing when LTs are instrumental to team-based organizations, since the purpose of their performance must focus on increasing productivity and efficiency in the organization. According to the previous literature, LTs in educational environments must be defined (McKeever, 2003) and its

members carefully identified (Carr, 1993); LT must also be able to identify problems (Forsyth, 1999) and be able to achieve organizational leadership (Hughes et al.,1999).

Based on the literature cited above, LTs appear to be central to a systemic change process in education. They guide the change process under an information-age mindset and they allow the system to change from "within" based on its stakeholder representation and collaborative effort. The literature review on the GSTE (see end of section) provides additional support for the importance of a LT in the systemic change process.

The following two case studies serve as examples of the importance of a LT in educational settings. The first one, titled *School leadership teams: A process model of team development* (Chrispeels et al., 2000), researched California's school leadership teams (SLTs – parents, students, and teachers), which are teacher-led, oriented to curriculum and school reform, and receive training to learn to work together in an effort to positively affect student outcomes. Data were collected from more than 70 elementary and more than 70 secondary SLTs which had already received one full year of training. The purpose of the study was to identify, via a path analysis, which factors were most likely to influence SLT ability to focus on teaching and learning with the purpose of improving student outcomes. The research concluded that team development should begin with learning how to operate as a team;

the training SLTs received during that one year had a positive effect on team internal communication and function. However, results also indicated that SLTs needed more training in their ability to problem-solve and effectively relate to other stakeholders in their system (e.g., fellow staff members, school district administrators, parent/student community). The results of this study shed light on the relevance of having support at the school and district levels, without which SLTs cannot accomplish their goals (Chrispeels et al., 2000). This study highlights the benefits and responsibilities of operating a SLT in a school environment.

The second sample case study, titled *Four school LTs define their roles within organizational and political structures to improve student learning* (Chrispeels & Martin, 2002), investigated teacher-led teams implementing school reform efforts and the roles they take in these LTs. Results indicated that the following roles were assumed by teachers participating in the LTs: communicator, staff developer, problem-solver, and leader of change. Conclusions identified LTs as potential catalysts for changing power and authority relations in their school system, but policy and politics at the school and district levels could hinder this ability. An important aspect that LTs must keep in mind when performing is their responsibility to have organizational knowledge, which is the starting point of organizational change, reform, and, eventually, systemic change (Chrispeels & Martin, 2002). This study brings to light the importance and relevance of the work implemented by LTs in schools and school systems.

Importance of Team-Building

Team building literature focuses on the process of participating and functioning within a team. Susan Heathfield (2007), a business woman and entrepreneur, published a list of successful team-building elements that she identified as the focus of any team effort. Her work, though primarily geared toward assisting executives and for-profit organizations, is highly compatible with the work teams implement in school organizations because of the demands schools present to its team members. In her perception, any team-building dynamic should attempt to develop proficiency in the following aspects: a) *"clear expectations"* [do team members understand why the team is created and what their charge is?], b) *"context"* [do team members understand why they are participating in the team and the relevance/impact of the team in the organization?], c) *"commitment"* [do team members want to participate in the mission of the team, and do they perceive their service as valuable?], d) *"competence"* [do team members have the needed skills and knowledge or access to support to accomplish their mission?], e) *"charter"* [have team members taken ownership of their charge by designing their own mission, vision, and strategies to accomplish their goals as a team?], f) *"control"* [do team members have enough freedom and empowerment but also understand their boundaries?], g) *"collaboration"* [do team members understand group process and have they established group norms such as conflict resolution, consensus decision making, and

meeting management?], h) "*communication*" [do team members have ways of giving and receiving honest performance feedback?], i) "*creative innovation*" [do team members know whether the organization will support creative thinking and new ideas?], j) "*consequences*" [do team members feel responsible and accountable for team achievements and shortcomings?], k) "*coordination*" [do team members receive external managing guidance or are they self-sufficient?], and l) "*cultural change*" [do team members belong to an organization that recognizes team work as part of the leadership of the organization?] (Heathfield, 2007, pp. 1-3).

Another concentration of team building literature is the training materials published by the National School Boards Association (NSBA, 2007). These were created with the purpose of assisting the implementation of LTs (i.e., decision-making teams) in school districts. The NSBA defined team as a "group organized to work together to accomplish a set of objectives that cannot be achieved effectively by individuals" (NSBA, 2007, p. LTs). It identified three distinct types of functional teams within school districts: a) executive (3-8 district managers with no stakeholder involvement), b) district (15-20 representatives from key stakeholders groups), and c) community (25-30 district staff and community leaders – 50:50 ratio preferred). An interesting element of these training materials is the *climate survey* developed to assist LT members in school districts to better accomplish their goals. This survey measures: a) "*purpose*" [do team members understand why the team

exists and why they are participating in the effort?], b) "*priorities*" [do team members understand the goals, who needs to accomplish them, and the deadlines?], c) "*roles*" [do team members understand the part they play in the team and how to collaborate to achieve their goals?], d) "*decisions*" [do team members understand who makes decisions and why they need to be made?], e) "*conflict*" [do team members deal with conflict openly and for personal growth?], f) "*personal traits*" [do team members appreciate and utilize their unique preferences and those of others in the team?], g) "*norms*" [do team members employ group norms as standards for communication?], h) "*effectiveness*" [do team members find meetings efficient and productive?], i) "*success*" [do team members feel pride in the success of their accomplishments as a team?], and j) "*training*" [do team members have opportunities for feedback and skill building?] (NSBA, 2007, p. climatesurvey).

Forming a LT in a school system does not guarantee that it will function as expected, nor that it will accomplish its goals. Part of being a team member includes the sense of being part of something larger than oneself while trying to accomplish a common goal or goals. Understanding, exploring, analyzing, and improving these team-building elements could be key to the success of a LT. For example, issues of communication and purpose are at the core of team building (i.e., the work of a LT); however, they could be overseen in the midst of trying to achieve goals.

Importance of Gender in LTs

The literature also addresses team participation differences based on team-member characteristics. One of the most evident variables affecting member participation is gender. A number of articles and research studies highlight team participation differences based on gender, evident in the fields of economy (Schultz, 2007), cultural roles (WO, 2007), science (Wilson et al., 2007), technology (Mason, 2007), sports (Giuliano et al., 2003; McCabe, 2007), business (Chow, 2005; Connell, 2006), religion (TNCR, 2007), sexuality (Rosenberg, 2007), and education, such as teaching (Sayman, 2007) and student representation (Hannon & Ratliffe, 2007; Mirza, 2006; Wilson et al., 2007).

Literature on groups also identifies participation differences based on gender. Studies of community action groups note female participation with a preference for smaller, casual, and more personable settings, while male participation is noted with a preference for larger, more formal, task-oriented groups. Some of these tendencies could impact the attendance preferences of team members; for example, male team members could be interested in attending meetings that assist them in influencing others, where they perform competitively, and present goal-oriented engagements. On the other hand, female team members could be interested in attending meetings that provide them with intimate

relationships, where they feel supportive and supported, and where they can be part of small clusters (Forsyth, 1999).

Identifying gender preferences, as well as gender influence, can be critical when forming teams and designing team-meeting agendas; equally important is the consideration of gender when studying attendance patterns of team members during meetings because gender could offer evident insight to attendance patterns of team members.

Importance of Attendance and its Influence in a LT

Attendance of members in a LT is critical to its effectiveness. According to Tarrant (2005), absenteeism has a negative impact on performance, reflecting an unhealthy organizational and management practice. It fosters lack of accountability and responsibility to the change process, other team members, and the community at large. In addition, excessive absenteeism often results in poor performance, high turnover rates and low organizational commitment (Tarrant, 2005).

Some elements that can influence fluctuation in member attendance rate include receiving inadequate notice about the meeting, not knowing where the meeting is taking place, having previous commitments at the time of the meeting, having a negative perception of the sponsoring group, having decisions made outside of the meeting, having meetings consume too much time or being boring, having member comments not taken seriously, and having meeting sites too far away, in

an inconvenient location, or inaccessible (FHWA, 2006). These are real issues that could have a direct impact on attendance of team members and must be considered carefully when planning and designing meetings.

Jackson (2003) proposed a preventive approach by compiling a checklist to curb absenteeism at the workplace. Many of the checklist points are relevant to the work of a LT in a school environment. Jackson proposed (a) to maintain accurate attendance records to promptly identify members who might have a tendency to be absent or late, (b) to encourage members to offer notification of their absence or tardiness ahead of time, (c) to make sure leaders put forward a good example of attendance, (d) to have meaningful dialogue with members who present attendance problems, explaining to them membership expectations and consequences of a continued problem, (e) to follow closely each member's attendance in an effort to show recognition when improvements are made, (f) to know each member individually and show interest in their personal lives as valued components of the group, (g) to involve members in the scheduling process for each meeting and honor their requests as possible, and (h) to establish a reward system to recognize good attendance patterns (Jackson, 2003).

LT members who are consistently absent from meetings could be at a disadvantage since they miss out on the opportunity to develop mindset changes that other LT members experience during LT meetings. This dynamic (i.e., disproportionate evolution of mindsets) could likely

impact negatively the LT's work. Because a team is "a group of people who are jointly responsible for achieving a shared goal," when a member of the team is unsuccessful, then it could be assumed that the attainment of the collective goal of the team could be limited. Hence, most important for a LT is having a shared vision that empowers every member of the team to commit to a shared goal (TT, 1995, p. 2). Attendance is a topic of high importance that needs to be addressed in a systemic change process.

The following two case studies, though not directly related to systemic change efforts, serve as examples of the importance of member attendance. The first one, titled *Special report: Quality in education on the move* (Walker, 2006), used a statistical process control approach to improving high school student attendance. An attendance task force was formed to study attendance patterns of 400 students over a six-year period. The data were collected using a developmental approach framework, which identified the following as primary reasons for absenteeism: illness, death in the family, oversleeping, sick children, not having a babysitter, transportation problems, medical appointments, ditching, suspensions, being in jail, hospital treatment for substance abuse, and pregnancy-related illnesses. Data were analyzed to identify potential solutions, and a cost analysis was prepared based on recommendations, which included: 1) design of alternative forms of schooling for ninth graders, 2) creation of in-house suspension programs,

3) implementation of alternative lunch activities, and 4) services of a certified nurse on site to attend medical needs (Walker, 2006). Attendance problems proved to be a detrimental factor for the performance of members in that school district, for both students and staff members. This case study illustrates the importance of promptly identifying causes and patterns of attendance problems.

The second case study, titled *A mixed-method analysis of African-American women's attendance at an HIV prevention intervention* (Pinto & McKay, 2006), researched African-American women in their 20s and 30s who were members of a team that would receive HIV treatment in clinics. Data were collected through interviews using questionnaires and scales. Data analysis revealed several variables which had a direct effect on member attendance: 1) age, level of education, and perception of racism (18% of variance), 2) counseling services and staff friendliness (7% variance), and 3) influence of friends (no significant variance). The purpose of the study was to inform practitioners about possible factors influencing attendance patterns of ethnic and racial minority populations receiving these services (Pinto & McKay, 2006). While participants in this study were members of a team other than a LT, this case study is relevant because it specifically informs about the impact of diverse factors on the attendance patterns of members of a team.

Existing Design Theories

Several design theories were reviewed, of which five were considered for discussion in this literature review. These included two nationally recognized educational change methods, the *Coalition of Essential Schools* (CES) and *Success for All–Roots & Wings* (SFA). CES (Sizer, 1984; 2002) is a system that promotes ten *common* and eight *organizational* principles as the foundation of their philosophy of schooling to restructure secondary schools. SFA (Slavin & Madden, 2001; Stringfield, Ross & Smith, 1996) is a school-wide change model with an underlying principle that "promises" every child will be successful in learning to read through their curriculum.

In addition, three other design theories were considered for inclusion, the *School Development Program* (SDP), *Knowledge Work Supervision®* (KWS), and the *Guidance System for Transforming Education* (GSTE). SDP (Comer, Haynes, Joyner & Ben-Avie, 1996) is a model that advocates on behalf of parents and families to have a central role in the change process for the education of their children. KWS (Duffy, Rogerson, & Blick, 2000) is a methodology that assists the redesign of an entire school district from an innovative point of view by recognizing three fundamental principles: a. understanding how systems change, b. working with individuals as well as with groups, and c. developing necessary attitudes and skills of those facilitating the change. The GSTE (Jenlink,

Reigeluth, Carr, & Nelson, 1996; 1998) is a guidance model to facilitate systemic change in K-12 school districts.

Of these five design theories, the GSTE was chosen for this research study because the GSTE offers design elements such as broad stakeholder ownership, systems view of education, evolving mindsets about education, understanding the systemic change process, and systems design that each of the other design theories does not offer (Joseph, 2003). Further, the GSTE was readily accessible to this research study given that the researcher was already involved in its implementation in a school district. Hence, the GSTE was selected as the most useful design theory of systemic change in education for study in this dissertation.

In addition, while none of these design theories identifies issues of attendance in LTs, the GSTE offers prescriptions for the formation, purpose, and function of a LT in a systemic change effort. Hence, it could benefit the most easily from guidance offered by this research study, and it is the theory into which findings about how to improve attendance at LT meetings will be integrated. Nevertheless, these findings may provide useful guidance for other theories as well. Following is a brief description of the GSTE.

GSTE

The Guidance System for Transforming Education (Jenlink et al., 1996) is a guidance model to facilitate systemic change in K-12 school settings. It provides facilitators with guidance to engage in district-wide systemic change without dictating particular changes that might be needed. The GSTE prescribes *discrete* events (i.e., activities for engaging in systemic change, which must be addressed in chronological order), and *continuous* events (i.e., activities which must be continuously addressed throughout the change process) (Jenlink et al., 1998).

The *discrete* events of the GSTE are contained in five phases: 1) assess readiness and negotiate, 2) develop a Core Team, 3) develop a LT and a design team [of interest to this research study], 4) design a new educational system(s), and 5) implement and evolve the new system. Each phase is subdivided into discrete events. The *continuous* events of the GSTE address issues such as assessment and evaluation of the change process, building and maintaining political support, evolving mindsets and culture, and allocating necessary resources, among others (Jenlink et al., 1998).

The GSTE, in contrast to other change models, identifies a set of values, which include systemic thinking, stakeholder ownership, process orientation, participant commitment, collaboration, culture, readiness, respect, caring for children and their future, vision, democracy, responsibility, among others (Jenlink et al., 1998). Of these, at least the

first half could have a direct relationship to issues of attendance in the LT, since the LT is formed to involve a large representation of stakeholder opinion leaders. The effectiveness of the LT could depend, at some level, on the punctual and consistent attendance of all its members.

The purpose of the GSTE is to assist facilitators of systemic change in education who recognize that systemic change a) requires changes beyond piecemeal reforms, b) requires broad stakeholder participation, and c) is difficult and would benefit from guidance to implement it (Jenlink, et al., 1996). Quantitative, qualitative, and mostly formative research has been conducted on the implementation of the GSTE in a small suburban school district in the outskirts of Indianapolis, IN. While results show important improvements to be made to the GSTE, no experimental comparison studies have been conducted because the system-wide implementation of the GSTE is in its early stages. Solid progress is being made toward establishing the GSTE as a viable design theory to guide district-wide systemic change efforts.

The GSTE does not offer specific guidance on improving or sustaining attendance of LT members. However, it offers a set of guiding principles for the formation of the LT, its function and purpose. These principles give context to the topic of this research study (i.e., attendance in the LT); hence they will be explored in the section below.

The LT in the GSTE

Phase III of the GSTE (i.e., develop a LT) consists of four events according to Jenlink and colleagues (1998): 1) expansion of the Core Team into the LT, 2) selection of a support team for the LT (i.e., Core Team members), 3) training and enculturation of the LT, 4) development of their own educational system.

The first of these four events (i.e., expansion of the Core Team into the LT) offers guidance for the formation of a LT. This event is conducted by the Core Team (i.e., the superintendent, the president of the teachers' association, a school board member, a PTA leader, and a principal) and assisted by the systemic change facilitator.

The purpose of increasing the membership of the existing Core Team into a larger LT is to expand the existing political presence of the small team to about 25-30 opinion leaders who are representative of all stakeholder groups in the system and to cultivate their ownership of the change effort. The GSTE suggests forming a LT only after the Core Team has successfully established a design culture and capability critical to the successful formation and development of a larger team. A norming process with new team members helps them build culture and capability similar to the Core Team's, which in turn assists LT members in their knowledge of, and motivation for, systemic change. It is expected that the School Board members will empower the LT with as much decision-

making authority as possible to carry on the systemic change process (Jenlink et al., 1998).

The GSTE provides guidance for ensuring the breadth of stakeholder participation, and offers six possible processes for member selection. These are: 1) facilitator selection (the facilitator chooses all members), 2) leadership appointee (a leader appoints members), 3) democratic selection with criteria (stakeholder groups vote on members), 4) open invitation (open announcement to the community), 5) exclusive selection (after open announcement, membership applications are received, and some applicants are excluded), and 6) solicited inclusion (particular individuals may be approached for membership without considering balance in selection criteria).

Of these six methods for member selection, the GSTE only recommends two (or some combination that involves one or both of the two): 1) Democratic Selection with Criteria (stakeholder groups vote on members) because it allows for an inclusive process that implements a set of criteria for selection, such as open-mindedness, flexibility of thinking, group-process skills, post-industrial mindset, and no interpersonal conflicts with other nominees, and 2) Exclusive Selection (after open announcement, membership applications are received and some applicants are excluded) because in a case in which candidates cannot commit to the requirements of membership, a member selection delegation is charged with discouraging them from participation,

identifying potential members who might be more interested in participating based on previously developed criteria of service. The GSTE advises to adopt/adapt these models to the context of the system (Jenlink et al., 1998).

Some of the responsibilities affiliated with LT membership include attending two-hour monthly or even bi-weekly meetings, reading systemic change related materials (e.g., book chapters), scheduling meetings with other stakeholders outside of LT meetings to inform them about progress of the change process and decisions made, and establishing frequent two-way communication with others in their stakeholder groups with the purpose of building consensus for changes within all stakeholder groups in the system.

As mentioned earlier, the GSTE does not provide direct guidance to enhance attendance of members in the LT. The purpose of this study is to offer such guidance by analyzing the experience of one school district's LT.

Research Questions

The purpose of this study is to improve the guidance offered by the GSTE by analyzing attendance patterns and factors that influenced attendance of LT members in a district-wide systemic change effort. This analysis is expected to provide plausible solutions to improving attendance rates of LT members. Therefore, the research questions are:

1. What was the attendance rate history of LT members in the

MSDDT?

[Identification of trends and patterns –*what is working*]

2. What factors (e.g., methods for the process used that may have

influenced outcomes) had an impact on the attendance rate of LT

members, and what impact did they have?

[Identification of practices and methods –*what needs to be*

improved]

3. What changes in activities (e.g., member selection process or

team capacitation retreat) could have had a positive impact on

attendance rates of LT members in MSDDT?

[Identification of motivators or obstacles –*how can it be improved*]

Next Steps

In Chapter 1, background on the study was provided and a purpose

statement was defined. A comprehensive literature review was conducted

addressing relevant literature that established the importance of the

problem studied (i.e., systemic change in K-12 education, LTs, and issues

of attendance), as well as what is currently known about the problem

under study (i.e., existing design theories and empirical research studies

on LT attendance). Finally, the research questions that will guide this study were identified.

In Chapter 2, the research design, data collection and analysis techniques, and methodological issues to be addressed in this research study will be explored.

Chapter 2: Methodology

Introduction

This research study employed a formative research methodology. While specifics of this methodology vary depending on the kind of study for which it is implemented, formative research follows a case study methodological approach in qualitative research (Reigeluth & Frick, 1999, p. 637).

This chapter describes the methodological steps followed during the implementation of the study, including a literature review of data collection and data analysis techniques in an effort to clarify reasons for their inclusion and use. A section on methodological issues addressing topics of validity, and reliability is explored. The chapter concludes with a section on next steps.

Formative Research Study Design

Formative Research, which is a form of qualitative research, asks three basic questions: 1) What is working?, 2) What needs to be improved?, and 3) How can it be improved? (Reigeluth & Frick, 1999, p. 636). According to Reigeluth and Frick (1999), "formative research [is] a kind of developmental research or action research that is intended to improve design theory for designing instructional practices or processes"

(p. 633). This methodology is useful in identifying what worked for attendance at Leadership Team (LT) meetings in the MSDDT and how attendance could have been improved, indicating possible additions to the GSTE to enhance attendance rates at LT meetings.

Formative research classifies case studies as either *designed* or *naturalistic* cases. According to Reigeluth and Frick (1999), formative research is a *designed case* when a theory/model is instantiated and then formatively evaluated. In contrast, formative research is a *naturalistic case* when the case selected was not specifically designed according to the theory but serves the same goals and contexts.

A naturalistic case analyzes the case to identify ways in which it is consistent with the theory, analyzes the guidelines which are not implemented in the case, and analyzes the valuable elements in the case that are missing in the theory. Furthermore, it formatively evaluates that case by identifying how to improve each element that is in both the theory and the case, by exploring whether guidelines absent from the case might represent possible improvements to the case, and by exploring whether elements in the case but not in the theory should be added to the theory.

This research study was a *naturalistic case*, primarily because the theory did not offer guidelines to enhance attendance at LT meetings, and it was studied *post facto*, whereby formative evaluation occurred after the case had already taken place. The formative research methodology of a

post facto naturalistic case to improve an existing theory in this study was comprised of four stages: 1) selection of a design theory, 2) selection of an instance related to the theory, 3) collection and analysis of data (formative data about the instance and descriptive data on cause-effect relationships), and 4) tentative revisions to the theory.

1. Selection of a design theory

A number of design theories exist that are related to systemic change in education (e.g., School Development Program, Knowledge Work Supervision®, briefly mentioned in Chapter 1). However, the GSTE (Guidance System for Transforming Education) offers all of the following design elements: broad stakeholder ownership, systems view of education, evolving mindsets about education, understanding the systemic change process, and systems design (Joseph, 2003). Hence, the GSTE was selected as the existing design theory for improvement because it seems to offer a most useful design theory of systemic change in education at hand. In particular, this research study focused on the parts of the GSTE that relate to LT meeting attendance (as described in Chapter 1). This study could be replicated by selecting a design theory that includes guidance about attendance of key members to meetings of a leadership team.

2. Selection of an instance related to the theory

The instance of interest in this research study addressed those aspects of a systemic change effort that influenced the attendance rate at LT meetings in one school district during February 2003 through April 2004. A brief description of the instance follows. This stage could be replicated by selecting the same school district and LT for research.

School District

The school district selected for this study was the Metropolitan School District of Decatur Township (MSDDT)[1] in the State of Indiana, US, with an approximate population of 24,000. During the period of this study, it was slowly evolving into an industrial and commercial environment from what previously was primarily a small rural farming community. It was one of eleven public school corporations in Indianapolis' Marion County, and at the time of the study served approximately 5,500 students. MSDDT offered one centralized early childhood program, four elementary schools, one middle school (with two new buildings under construction), and one central high school (which was under expansion). At the time, students were served by almost 260 full-time teachers and more than 280 professional staff members. Approximately 90 percent of MSDDT students were considered white, and some 40 percent of the student population received free or reduced lunches and textbooks (Journey Toward Excellence, 2006; Joseph, 2003).

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[1] The district is identified here under the express request of the district.

In 2001, MSDDT and Indiana University established a partnership to enhance the educational opportunities offered to students, their families, and the community-at-large through a district-wide systemic change process using the GSTE.

Leadership Team

In the spring of 2001, a predecessor of the Leadership Team, named the "Core Team" was formed. The Core Team members included the MSDDT superintendent, the president of the Decatur Education Association, a school board member, a Parent-Teacher-Association leader, and a principal. They met as a team to identify core values and ideas that could guide the MSDDT to improve its educational process and include all stakeholders in reaching consensus on the changes that could most benefit their students. This Core Team met almost every week until the end of the fall of 2002, at which point they expanded into the LT, though they continued to meet as a "Facilitation Team" for planning the LT meetings. The newly formed LT (February 2003) had a broad representation of MSDDT stakeholder leaders, including community members, to work together to design better learning experiences for students in this school district.

The GSTE recommends the design and implementation of a retreat for all members of the LT to help the team through a forming and norming process and develop members' assimilation into the culture of the Core

Team's systemic change process (Jenlink et al., 1998). This was not implemented in the MSDDT because new LT members were not willing or able to invest the time required for a training retreat. Consequently, the first four meetings of the LT were devoted to providing capacity-building activities (e.g., team-building, culture-building, decision-making by consensus) in lieu of the initial retreat. During this time, the LT implemented a set of "ground rules" for communication during their monthly meetings. Toward the end of the spring semester, the first phase of the LT concluded because of declining attendance at LT meetings, which some members of the "Facilitation Team" (the original Core Team) perceived to be caused by LT member dissatisfaction with not making decisions about changes. Hence, they re-designed a second phase of the LT with a focus on decision making rather than on the learning that could have taken place during a retreat.

The first phase of the LT concluded in April of 2003, and from mid-November 2003 through April 2004 a second phase of the LT took place. The LT was somewhat reconstituted and expanded, and devoted time to reviewing data gathered from stakeholders in the school system about the need for systemic (fundamental) change in their school district. Next, the LT devoted a significant amount of time to developing a Framework (i.e., a basic structure of ideas and concepts) of mission, vision, and ideal beliefs about education, developed in collaboration with the community, which became prominent throughout the MSDDT. This particular effort carried

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the work of the LT into a third phase of the LT, which was not a part of this research study (Journey Toward Excellence, 2006).

LT Attendance

The first phase of the LT occurred from February through April of 2003 for a total of five meetings and focused exclusively on team learning. This phase had persistent attendance problems, which became acute during the last meeting at the end of April. The Facilitation Team (which used to be the Core Team) continued to meet separately to plan LT meetings. They decided to stop the LT meetings until they could assess what was causing the attendance problem and strategize how to address it; the LT meetings resumed in mid-November of 2003, at which point the second phase of the LT began.

During this second phase (November 2003 to April 2004), the LT met with more explicit direction from the Facilitation Team, less direction from the IU Facilitators, and a decreased emphasis on team learning (i.e., team building, team culture, consensus building activities), which at the time was suspected to be the reason for decreased LT member attendance. The focus of the second phase changed from learning to decision making. This phase, however, also had attendance problems, which were not clearly addressed by the Facilitation Team until the last meeting of the LT in April 2004.

3. Collection and Analysis of Data

Collection and analysis of formative data about the instance were conducted to identify possible ways that attendance could have been improved in the selected instance. In addition, data were collected and analyzed to identify causal factors related to attendance in the selected instance. This stage could be replicated by conducting the same data collection and analysis techniques on a similar instance to the one studied in this dissertation.

The following *data collection* techniques were used for data that identified potential improvements and causal factors influencing attendance of LT members: individual *interviews* with facilitators and selected LT members, and *observations* of existing video data of LT meetings. *Data analysis* included quantitative and qualitative techniques (e.g., *categorization, coding, member checking, triangulation*). Participants and these data collection and analysis techniques are described next.

Participants

This research study focused on identifying factors that may have influenced member attendance at the LT meetings, such as family and work responsibilities, other activities like meeting agenda topics, and demographic factors like race and gender. The participants who were interviewed in-person[2] for 30-60 minutes included LT leaders

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[2] See description of interviews ahead

(e.g., Superintendent, Core Team members, IU co-facilitators) and LT members who participated in the first and second phases of the LT (2003-2004).

The first criterion for participant selection was stakeholder group representation (administrator [A], teacher [T], non-teaching staff [N], parent [P], student [S], community member [C], board member [B], facilitator [F]). In pursuit of data repetition, the selection process for the implementation of this criterion was divided into two stages: 1) forming a basic cluster by selecting one member of each stakeholder group represented in the LT, and 2) forming a follow-up cluster by selecting a second member of each LT stakeholder group. The second stage was to be implemented only if necessary (i.e., if data repetition were reached in the first stage, the second stage would not be implemented). A maximum of 8 people participating in each of the two possible clusters was to be individually interviewed in this research study. Only if necessary, more LT members were to be approached for participation depending on the data collected from the initial cluster(s). In this research study, the second stage did not need to be implemented. A total of 8 people were interviewed.

Additional criteria were used to select participants in both stages. These were: 1) diverse attendance patterns at LT meetings (this criterion included a diversity of people who demonstrated punctuality, absenteeism, or a tendency to leave meetings early), 2) racial diversity (this criterion included both people who belonged to the majority group and those who

were members of a minority group), and 3) diverse roles (this criterion included a diversity of people who functioned as facilitators, leaders, or LT members).

Individual interviews concluded when data collected through this technique became repetitive (see description of interviews ahead). Unfortunately, due to the many years that have passed since members of the LT in 2003 and 2004 stopped attending, not all stakeholder groups were represented in the interviews. Those stakeholder groups that were not directly interviewed in this study included parents [P], students [S], and community members [C] who were no longer affiliated with the school district and were not interested in participating in the research study. However, other participants who were interviewed provided some information about these groups, particularly about parents. This lack of access to stakeholder groups was an unfortunate and unforeseen limitation of this study and should be considered for future replications of the study.

Data Collection Techniques

Interview

This research study used interviews with the purpose of interpreting behavior, feelings, and how people understood issues and factors of attendance in the LT meetings of MSDDT. According to Merriam (2001),

interviewing has become a preferred source of the data collected for analysis and comprehension of a phenomenon under study in qualitative research. She wrote that interviews become necessary when behavior, feelings, or how people interpret the world around them cannot be observed otherwise. Also, Yin (2003) supported the wide-spread use of interviews in qualitative research by stating that interviews become essential to the evidence collected in case studies because these are about human affairs.

All interviews for this study were conducted at the MSDDT central offices during office hours on working weekdays. Each interview was digitally audio-recorded, and notes were handwritten by the researcher. One interview was administered via Internet (E-mail) at the request of the LT member due to time limitations on his part to meet in person; nevertheless, this LT member failed to return the completed survey via mail or email. All interviewees were offered cookies and chocolates during each of the 8 face-to-face interviews, and they each received a hand-written thank-you note via mail upon completion of their interview.

In this research study, the interview techniques used a combination of semistructured and unstructured questions (see Appendix A for a sample of questions) that included Merriam's (2001) suggested categories for follow-up conversational questions during an interview (hypothetical, devil's advocate, ideal position, and interpretive). The seven basic elements of unstructured interviews suggested by Denzin and Lincoln

(2003b) were also incorporated into the design of the interviews (see Appendix E for a copy of the interview questions). Some of these basic elements, which are addressed in the literature review ahead, had already been achieved (e.g., accessing the setting, locating informants, gaining trust).

Merriam (2001) wrote that the three most common types of interviews (based on amount of desired structure) are: 1) *highly structured* interviews (predetermined questions and order), 2) *unstructured* interviews (open-ended, exploratory questions), and 3) *semistructured* interviews (a combination of the previous two types). Denzin and Lincoln (2003b) further developed this typology. They indicated that the major difference between structured and unstructured interviewing is that, while structured interviewing aims at collecting specific data that is easy to code with the purpose of explaining behavior through pre-defined categories, unstructured interviewing aims at comprehending the complexity of behavioral performance of subjects studied while trying to not impose pre-defined categories that could potentially limit the research (Denzin & Lincoln, 2003).

Denzin and Lincoln defined structured interviewing as a type of technique that basically requests the same pre-defined information from all participants, giving them a limited number of categories for possible responses. In addition, the researcher usually records the responses based on a pre-defined coding scheme. Some examples offered are

"telephone, face-to-face, as well as intercept and survey interviews" (Denzin & Lincoln, 2003b, p. 69).

Denzin and Lincoln defined unstructured interviewing as a type of technique that allows a greater breadth of data to be collected, since it focuses on open-ended, in-depth questions. Seven basic elements of unstructured interviews include: 1) accessing the setting, 2) understanding the language and culture of the respondents, 3) deciding on how to present oneself (i.e., researcher), 4) locating an informant, 5) gaining trust, 6) establishing rapport, and 7) collecting empirical materials (Denzin & Lincoln, 2003b). This research study used a combination of unstructured and semistructured interview questions to better capture data on participants' complex understanding about and performance in the LT, focusing on information about their attendance patterns and factors influencing them.

Merriam (2001) identified four major categories of questions that should always be asked during interviews: 1) *hypothetical* questions (requesting to know what might happen in a particular situation), 2) *devil's advocate* questions (challenging to consider an opposing view), 3) *ideal position* questions (requesting the description of an ideal situation), and 4) *interpretive* questions (proposing an interpretation and asking for a reaction). Merriam also identified three major categories of questions that should not be asked during interviews: 1) *multiple* questions, 2) *leading* questions, and 3) *yes-or-no* questions. During each interview, participants

were asked (a) interpretive questions to identify causal factors influencing their attendance and (b) ideal position questions to find out how their attendance could have been improved (see Appendix E for questions). Depending on their answers, the researcher elaborated on some of them by asking further questions for clarification using any of Merriam's four categories.

The interview design in this study gave each participant space to voice their thoughts and assisted them in developing a high level of disclosure, as well as to establish trust in the relationship between the interviewer and the respondent throughout the interview. Denzin and Lincoln (2003b) stated that an interview is a negotiated text since more than two people are creating the reality of the interview situation through dialogue/conversation. They also stated that these "interactional encounters and the nature of the social dynamic of the interview can shape the nature of the knowledge generated [since] participants are *actively* constructing knowledge around questions and responses" (p. 64). Stake (1995) is in agreement by adding that "what is covered in the interview is targeted and influenced by the interviewers" (p. 66). In this research study, the researcher developed follow-up, open-ended questions based on preliminary input from participants, allowing them to actively construct knowledge during the data collection process.

More recently, postmodernist ethnographers have been bringing increased attention to issues of "voices of the respondents, the

interviewer-respondent relationship, the importance of the researcher's gender in interviewing, and the roles of other elements such as race, social status, and age" that are leading qualitative interviewing in new directions (Denzin & Lincoln, 2003, p. 68). Also, Shank (2002) proposed that our daily conversational skills may interfere with the skills necessary to conduct interviews for research purposes, for which reason researchers must use informal signals to develop and maintain a sense of closeness with their subjects during research, inviting them to control their level of disclosure during their participation. This research study considered demographic issues (e.g., race, social status, age) during the data collection, making a point of nurturing rapport with participants in an effort to maintain a sense of closeness during the research process.

Observations

This research study conducted observations of LT meetings in the MSDDT with the purpose of providing a clear description of events for further analysis and reporting (see Appendix B for instrument), including information about demographics (e.g., gender, stakeholder group representation), attendance (e.g., punctuality, absenteeism), and other factors (e.g., meeting interruptions). A description of LT members' attendance observed was provided to supply readers with accurate data.

Observations conducted in this research study had the goal of identifying factors related to attendance issues during LT meetings by

providing a first-hand account of attendance patterns of LT members. All observations were conducted prior to conducting interviews in an effort to collect as much information as possible on LT member attendance patterns before requesting access to participants. Observations were conducted using digital video recordings (DVDs) of all LT meetings. A form to record data was developed (see Appendix B for instrument), implementing a process of controls and checks to monitor validity and reliability (see descriptions in the following section about issues of construct validity [i.e., controls], and replicability [i.e., checks]).

According to Shank (2002), observation is a research skill grounded in ordinary attention to details, but with a more focused, refined, and directed purpose. He stated that observation is of fundamental importance in qualitative research because it allows the researcher to encounter data that make understanding of a phenomenon richer and deeper (Shank, 2002).

Stake (1995) stated that observations are conducted to provide a "relatively incontestable" description of events for further analysis and reporting (p. 62). He wrote that a good observer cares for the reader by developing a well-crafted description of a physical situation to develop vicarious experiences that give them "a sense of *being there*" (p. 63). This vicarious experience proved useful when reporting about specific factors influencing attendance at LT meetings, such as leaving a meeting early

because LT members did not do pre-assigned readings and thus could not participate during the meeting.

Merriam (2001) identified two differences between interviews and observations: 1) observations are most often conducted in natural field settings, while interviews tend to occur in designated locations, and 2) data collected in observations are representative of a firsthand encounter with a phenomenon versus a secondhand account in interviews. According to Kidder (1981), observations function as research tools when 1) there is a declared research goal, 2) there is a plan to implement it, 3) there is a system to record data, and 4) there is a process of checks and controls for validity and reliability.

The researcher was aware of her role as "collaborative participant" to provide as pure, objective, and detached observation notes as possible. It was expected that, as observations occurred, hypotheses about factors influencing attendance patterns of LT members would emerge (e.g., attending a meeting during a holiday decreased attendance), which assisted the formulation of possible questions during interviews with participants, and out of which answers were expected to potentially reveal factors influencing attendance patterns of LT members in MSDDT.

While Shank (2002) believed that observation is usually simply part of a larger methodological process in a research study, Denzin and Lincoln (2003b) stated that observation is "the fundamental base of all research methods" (p. 107). They believed that while other methodologies

might be employed as principal data collection techniques (e.g., interview),

observational techniques are always useful to the researcher for purposes

of recording data about non-verbal behavior and other cues that could

potentially lend contextual meaning to verbal or written words collected

from interviewees (Denzin & Lincoln, 2003). This research study

interpreted observational data collected to describe interactions among LT

members when people arrived late or left early to identify their potential

impact on attendance practices.

Data Analysis Techniques

Categorization

In this research study, categorization assisted the analysis of

available data. Observational categories were designed as individual

factors were identified through observation. Notations were also made on

the margins of observation pages as non-verbal cues that were relevant

became available.

According to Shank (2002), categorization is an ongoing part of the

observational process within qualitative research. This requires the design

of sorting categories, which become the receptacle of observational data.

He believed there are two basic types of categorizer researchers:

1) naturalistic researchers who naturally gravitate to the formation and

elaboration of observational categories throughout their observations, and

2) scientific researchers who are committed to force-fitting their

observations into sorts of pre-defined categories that are commonly accepted in their field of study (pp. 23-24).

For purposes of efficiency, data collected through observations in this research study followed a *scientific* approach, using a pre-defined instrument that categorized and sorted observational data (see Appendix B for instrument). Data collected through interviews followed a more *naturalistic* approach by which the researcher elaborated categories as each interview progressed (see Appendix E for instrument).

Coding

In this research study, coding was approached as a procedural task developed simultaneously with categorization. Coding refers to types of data that were sorted into categories. This assisted the researcher in maintaining accurate records of data analyzed. An example of the codes that were used during this research study was the different stakeholder groups represented in the LT membership, such as parents (P), administrators (A), community members (C), students (S), teachers (T), school board members (B), and non-teaching staff (N). Capital letters were used to "code" each stakeholder group represented in the LT.

Shank (2002) believed that coding is neither an automatic nor a prescriptive process and that it requires much skill, which can only be developed through practice. He stated that, while coding is a complex skill to learn and master, coding is related to the way in which we connect to

our world, since we perceive "through an interconnected series of perceptual modalities" (p. 128).

4. Offer tentative revisions to the theory

With the purpose of improving the GSTE, possible enhancements were identified and suggested, which could potentially increase attendance rates of LT members. Causal Models of factors influencing attendance and Attendance Pattern Improvement Quadrants were developed to better inform future practice of the LT in the MSDDT and the guidance offered by the GSTE.

A review of findings in the instance determined which suggestions might be generalizable to other cases, assisting the formulation of possible improvements to the GSTE. This stage can be replicated by using the same Causal Models and Attendance Pattern Improvement Quadrants offered in this research study.

Methodological Issues

Formative research identifies three particular methodological issues to increase rigor in case study research. These are 1) construct validity, 2) sound data collection and analysis procedures, and 3) attention to generalizability to the theory (Reigeluth & Frick, 1999). These three methodological issues are explored in light of this research study.

Construct Validity

In this study, construct validity referred to the *compatibility* between the operational definitions used in this research study and those found in the existing knowledge base. Two authors who help clarify the concept of construct validity are Yin and Trochim. Yin (2003) stated that researchers tend to underdevelop operational sets of measures, which can cause biased conclusions when collecting and analyzing data. He suggested two steps to avoid this: 1) identify precise types of changes which must be studied (and which should be related to the objectives of the research study), and 2) prove that the selected measures of these changes in fact reflect the types of changes selected for study. This research focused on identifying the specific changes that were studied (i.e., factors affecting attendance changes) and increased the likelihood (via advisors' supervision) that the selected measures (i.e., data collection instruments) in fact reflected these changes (i.e., measured for factors influencing attendance of LT members in MSDDT).

According to Trochim (2006), construct validity refers to the degree to which legitimate inferences can be made from operationalizations that stem from theoretical constructs established in the research study. He wrote that construct validity is concerned with generalizing *identified* measures to research *study* measures, meaning it is a matter of *labeling* [e.g., if the researcher is measuring the term "self esteem," is that really what is being measured?] (Trochim, 2006). This research purposefully

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defined and described the instance to be studied (i.e., the LT at the MSDDT and its attendance problems), providing operational definitions that stemmed from theoretical constructs (e.g., systemic change, LT). This assisted the researcher in making legitimate inferences from identified measures.

According to Reigeluth and Frick (1999), and f*or purposes of this research study*, in formative research there are three concepts of interest within construct validity: 1) "the methods offered by the design theory" (not relevant in this case, because the GSTE does not offer guidance about attendance patterns of LT members), 2) "any *situations* that influence the use of those methods" (i.e., by commission or omission – that include or exclude elements of the GSTE), and 3) "the indicators of strengths and weaknesses – criteria for outcomes" (e.g., effectiveness, efficiency, and appeal of methods) (p. 647).

In this research study, construct validity was addressed by working closely under advisors' supervision to match phenomena with constructs from the GSTE or the broader literature on attendance at meetings to be able to draw legitimate inferences from the data collected. Construct validity was enhanced by defining and describing attendance problems to provide operational definitions for the theoretical constructs.

Sound Data Collection / Analysis Procedures

According to Stake (1995), data gathering has no particular starting moment. Because of this, researchers have a privilege and obligation to consider heavily what is worth their attention in their data collection and analysis. Merriam (2001) believed that the researcher has full authority (i.e., interest and perspective) over what information becomes data in a research study.

This research study was born, in part, from a vast collection of data available for study. In addition, the researcher had participated in a university-based research group assisting the development of the Core Team and LT at MSDDT since 2001. Therefore, a purposeful decision had to be made to identify a particular starting and ending moment for data collection and analysis for this research study. In this case, the first and second phases of the LT at MSDDT were chosen for inclusion, which started in February of 2003 and concluded in April of 2004. Most importantly, the first two phases of the LT were chosen for study because they defined the patterns of attendance of this particular group of leaders in MSDDT.

Merriam (2001) suggested that analyzing data simultaneously with collecting it is the best way of shaping the meaning of the final product. Stake (1995) explained that analysis is as simple as taking something apart, in this case, the researcher's observations and impressions from the data collected. This research study made a point of allowing time for

analysis during data collection so that initial hypotheses that were possibly born during observations and/or interviews were tested through the process of data collection. Researcher's notes were kept in the form of journal entries to highlight on-going analysis during data collection (see Appendix C).

Shank (2002) went further to declare that until research findings are analyzed, they are "no good;" he explained analysis as a quantitative research tool commonly used in descriptive and inferential statistics and described it as a Greek word that means "to break apart" (p. 15). However, he wondered whether analysis in qualitative research should follow the same rules as those for quantitative research.

This study conducted qualitative research using qualitative tools for analysis, in particular, strategies recommended in *formative research*. Reigeluth and Frick (1999) identified two major factors influencing the soundness of the data collection and analysis procedures in formative research: 1) the *thoroughness* of the data and 2) the *accuracy* of the data.

They suggested a number of techniques to enhance the *thoroughness* of the data collected, including advance preparation of participants (e.g., subjects were informed of the importance of being critical through their participation), emergent data-collection process (e.g., the data collection process was flexible because there was no clear identification of weaknesses and areas of improvement for the GSTE),

and iteration until saturation (e.g., continuation of data collection and analysis until no new information or patterns emerged).

In order to ensure thoroughness of data collected, three systems were put in place. First, observation of existing DVDs (i.e., video recordings of LT meetings) provided a legitimate record of events during the period of study (2003-2004). Second, individual interviews with a diverse group of stakeholders who were members of the LT during this period provided first-hand data that could inform the study. Third, pictures of each LT meeting were provided to interviewees to contextualize the date and time of the event in order to trigger the memory of LT members who may have had difficulty remembering specific details about their attendance patterns during 2003-2004 (e.g., reasons for being absent or arriving late). In addition, members were requested to examine their 2003-2004 calendars to explore possible reasons why specific factors in their personal, social, or professional lives affected their attendance at LT meetings during this period in time. These three procedures (i.e., observation of DVDs, individual interviews, and visual/data memory triggers) were put in place (as well as accuracy – see next) to enhance the thoroughness of the data collected.

In addition to the three techniques just described, the *accuracy* of the data collected was enhanced by a variety of other techniques suggested by Reigeluth and Frick (1999), including clarification of the

researcher's assumptions, member checks, and triangulation (described ahead).

Researcher's Assumptions

The researcher had participated in a university-based research group that assisted the development and implementation of the systemic change effort in the MSDDT since 2001. Researcher's biases could have existed because of previous knowledge and beliefs about the LT and the MSDDT, its history, formation, and performance (or that of particular LT members/leaders). During data collection and analysis, the researcher produced thorough descriptions of her assumptions in an attempt to clarify their potential influence on the study (e.g., having a pre-defined agenda because she had a dual role as member of the university-based support group and as researcher in this dissertation study; overlooking important elements or overstressing unimportant ones–see Chapter 4 for description).

The following measures were taken to reduce influences from researcher biases during data collection and analysis: 1) data collection instruments were implemented only after approved by study advisors, 2) data collection (following university-approved Human Subjects protocols) and data analysis techniques (and their process for implementation) were clearly defined before field implementation, 3) the researcher attempted to identify and remain aware of her biases about

individual participants or processes of the LT, and to suspend or

compensate for these biases during data collection and analysis in order

to minimize any prejudice that could affect her objectivity, and 4) data

analysis results were subjected to member checks (see description below)

and investigator triangulation protocol (see description ahead).

Member Checks

According to Merriam (2001) member checks serve the purpose of

enhancing internal validity of qualitative research by taking back to their

originator the data collected and interpreted, and requesting them to

validate whether the accounts are accurate or plausible in their final

written version. Many researchers suggest conducting member checks

throughout the duration of the research study. In this study, research

participants learned about member checking as they got ready to

participate in individual interviews. At this point, the researcher informed

participants about the relevance of the process of member checking and

the value of their participation. Participants were not forced to participate

in member checks, but simply invited to do so based on their availability.

Participants were asked to review available descriptions and

interpretations in their final written version for accuracy and were

encouraged to provide alternative language or interpretations as needed

before the research study is published. All interviewees produced

approved member checks.

Triangulation

According to Yin (2003) conclusions in a case study could be more convincing and accurate if they are based on several different sources of data and after having been corroborated. Stake (1995) believed that protocols are needed for accuracy and alternative explanations to qualitative research, and that these protocols come under the name of triangulation. The term triangulation derived from ancient celestial navigation, which was concerned with establishing a location. In qualitative research, triangulation is used to establish meaning, not location, but the same approach is implemented (Stake, 1995).

Both Yin and Stake agreed on the importance of recognizing that triangulation is very demanding on the research process. Collecting multiple sources of data becomes more expensive (i.e., time and resources), and researchers must be well versed in a variety of data collection/analysis techniques, without which triangulation efforts could be futile (Stake, 1995; Yin, 2003).

While Merriam (2001) believed that triangulation is implemented to enhance internal validity of qualitative research, Denzin and Lincoln (2003b) believed that triangulation is neither "a tool [n]or a strategy of validation, but an alternative to validation [that] display[s] multiple, refracted realities simultaneously" (p. 8). They understood triangulation as a multi-method approach to qualitative research that allows researchers to

improve their understanding of how complex human beings construct their lives and the stories collected about them (Denzin & Lincoln, 2003).

Stake (1995) identified four protocols of triangulation: 1) *data source* triangulation (whether the phenomenon studied behaves equally under different circumstances), 2) *investigator* triangulation (other researchers' reactions provide additional data), 3) *theory* triangulation (subject matter experts from diverse fields offer relevant interpretations), and 4) *methodological* triangulation (a multi-method research design that strengthens reliability and validity; it is the most recognized protocol) (Merriam, 2001; Patton, 1987; Stake, 1995).

Multiple triangulation protocols were implemented during the course of this study. For *data source* triangulation, data collected from each participant were compared against each response received, and attendance patterns identified in the first phase of implementation of the LT were compared against those identified in the second phase. For *investigator* triangulation, data analysis was reviewed by peer researchers in the university-based group working with the MSDDT systemic change effort. Finally, for *methodology* triangulation, observations and interviews were conducted.

Generalizability to the theory

Most authors in qualitative research find that making generalizations out of case studies poses challenges. Shank (2002)

believed that while qualitative research in general, and case studies in particular, are interested in depth, generalizability is concerned with breadth. Hence, generalizability should be embraced when fitting to the purposes of the original study and not as a precondition for conducting research. Yin (2003) wrote, in a concise way: "case studies are generalizable to theoretical propositions and not to populations or universes" (p. 10). Stake (1995) wrote that case studies are concerned with particularization vs. generalization with an emphasis on uniqueness. He identified two possible types of generalizations within qualitative research: *petite* generalizations (generalizations that occur regularly within a case study), and *grand* generalizations (generalizations that refer to large populations as compared to similar case studies).

However, Reigeluth and Frick (1999) proposed two tools to increase generalizability to the theory within formative research: 1) recognizing situationalities and 2) replicating the study. In this research study, recognizing situationalities required the researcher to identify and explore differences within the situation (e.g., content of meetings, meeting environment, meeting development constraints). The purpose of recognizing situationalities was to hypothesize possible alternative methods for enhancing attendance.

Replicating this research study in similar and diverse contexts (e.g., small, medium, and large school districts and rural, urban, and suburban

school districts) needs to be done. At the present moment, this is the only study of this nature known to the researcher.

Next Steps

In Chapter 2, the formative research design, data collection and analysis techniques, and methodological issues were explored. In Chapter 3, the description and analysis of interviews and observations will provide possible answers to the research questions for this study: what is working, what needs to be improved, and how can it be improved. Suggestions to inform and improve practice and theory will be offered in that chapter.

Chapter 3: Results and Recommendations

Introduction

In Chapter 2, the formative research design, data collection and analysis techniques, and methodological issues were described. Chapter 3 describes and discusses results obtained from data collected and analyzed from observations and interviews. The chapter is divided into sections that address one research question at a time; the first one focuses on describing the "what" of the problem[3], the second focuses on describing the "why" of the problem, and the third focuses on evaluating "how to improve" this problem. The chapter concludes with a summary that offers an overview of suggested recommendations. The purpose of this chapter is to inform about practice and to offer suggestions for improvements to both practice and theory (i.e., GSTE).

First Research Question

This research question was: *What was the attendance rate history of LT members in the MSDDT?* The purpose of this question was to identify trends and attendance patterns of the LT in MSDDT. Global and individual attendance patterns that included all LT members (2003-2004) are described. Existing statistical information on these subjects

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[3] Attendance patterns of LT members.

(e.g., characteristics, demographics) is reported based on observation

data (i.e., DVDs).

Attendance History

Phase 1 of the LT (LT1) began with a meeting in February of 2003

and concluded in April of the same year. The LT started meeting again in

phase 2 (LT2) starting in mid-November of 2003 through April of 2004.

There were only *five* meetings during phase 1 and *nine* meetings (ten had

been scheduled, but one was cancelled due to a snow storm) during

phase 2 (see Table 2).

Table 2

Data Collection – Phases 1 and 2 of LT Meetings and Dates

Phase 1					Phase 2									
02/13/03	03/03/03	03/17/03	04/13/03	04/28/03	11/28/03	12/02/03	01/06/04	01/26/04	02/03/04	02/17/04	03/02/04	03/16/04	04/06/04	04/22/04
LT1 #1	LT1 #2	LT1 #3	LT1 #4	LT1 #5	LT2 #1	LT2 #2	LT2 #3	LT2 #4	LT2 #5	LT2 #6	LT2 #7	LT2 #8	LT2 #9	LT2 #10
							DVD not readable by computer	Meeting cancelled due to Snow Storm						

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LT1 – Phase 1

A total of twenty-five (25) MSDDT staff members, parents, and community members were part of the first LT, plus two facilitators from Indiana University. Of these 25 LT members, only 7 people had perfect attendance, including the 2 facilitators. One half of actively attending LT members attended only between one and three times at LT meetings during phase 1 (see Table 3).

Table 3

Leadership Team – Phase I
February 2003 – April 2003

Member	Group	Gender	02/13/03	03/03/03	03/17/03	04/13/03	04/28/03
001	N	f	✓	✓	✓	✓	
002	A	f	✓	✓	✓		
003	N	f	✓	✓	✓	✓	✓
004	C	f	✓	✓			✓
005	P	f	✓	✓	✓	✓	
006	C	f	✓				
007	S	f		✓			
008	T	f	✓	✓	✓	✓	✓
009	P	m	✓	✓	✓	✓	
010	T	f	✓	✓	✓	✓	✓
011	A	f	✓	✓	✓	✓	
012	**F**	m	✓	✓	✓	✓	✓
013	A	f	✓	✓	✓	✓	✓
014	N	f		✓	✓	✓	✓
015	T	m		✓		✓	
016	N	f	✓	✓		✓	
017	C	m	✓	✓			✓
018	S	f	✓				
019	P	f	✓			✓	✓
020	**F**	m	✓	✓	✓	✓	✓
021	C	m			✓	✓	
022	A	m	✓	✓	✓	✓	✓
023	B	m	✓	✓		✓	✓
024	P	m	✓				
025	B	f	✓				
T o t a l s (excluding two male [m] IU facilitators)			**19** 14 – f 5 – m	**17** 12 – f 5 – m	**12** 9 – f 3 – m	**15** 10 – f 5 – m	**10** 7 – f 3 – m

Group Key: [A] Administrator / [B] Board Member / [T] Teacher / [N] Non-Teaching Staff / [P] Parent / [S] Student / [C] Community Member / [F] Facilitator

The largest group representation at each meeting was as follows:

LT1 #1: Administrators

LT1 #2: Administrators and Non-teaching staff

LT1 # 3: Administrators

LT1 # 4: Non-teaching staff

LT1 # 5: Administrators

Meeting interruptions were few [e.g., ringing phones]. Students

attended only two of the five LT1 meetings (two different students, each a

different meeting). In Chapter 1, gender was identified as an important

factor impacting attendance (see p. 24). Hence, all Tables and data

results throughout this study are presented by gender. Table 4 illustrates

the attendance patterns during LT1 meetings by gender.

Table 4

LT1 – Attendance Patterns by Gender

	Women	Men
Late Arrivals	3 (3.7%)	3 (8.5%)
Early Departures	4 (5%)	3 (8.5%)
Absences	28 (35%)	14 (40%)
Total Possible Attendance	80 (100%)	35 (100%)

Table 4 indicates attendance patterns of LT1 members during the

first five meetings of the LT at MSDDT. Data indicated that three of the

meetings had late arrivals (3 W – 3 M) and four of the meetings had early

departures (4 W – 3 M). While late arrivals and early departures were

under 5% for women and under 10% for men, absences were significant

for both genders. Women had an absence rate of 35% and men had an

absence rate of 40% to LT1 meetings. Based on these data, absenteeism

was a significant attendance pattern for LT1 members, and male members

presented a weaker pattern of attendance at LT1 meetings than female

members (see Appendix C).

The persistent attendance problems in LT1 were attributed —by

some Facilitation Team members— to the amount of time devoted to

learning in each LT1 meeting (in lieu of the retreat they chose not to have,

against guidance from the GSTE). Hence, after only five LT1 meetings

(February - April of 2003), the Facilitation Team decided to cease all LT

meetings for the school year until further notice. It was not until mid-

November of 2003 that the LT2 was re-designed to meet with more

explicit direction from the Facilitation Team, less direction from the IU

Facilitators, and a decreased emphasis on team learning (e.g., team

building, team culture, and consensus-building activities) in an effort to

decrease attendance problems at the LT meetings (see page 44 in

Chapter 2).

LT2 – Phase 2

For Phase 2, the LT increased in size. A total of thirty-two (32)

MSDDT staff members, parents, students, and community members were

part of LT2, including three facilitators from Indiana University. Out of

these 32 LT members, only one MSDDT LT member had perfect

attendance (this was the person in charge of coordinating the LT

meetings; he was known as the 'knowledge work coordinator') in addition

to the three facilitators from Indiana University. A total of eight LT

members were absent only one meeting and a total of eight LT members

attended LT meetings only between one and three times during Phase 2.

One half of actively attending LT members were absent between three

and five meetings during phase 2 (see Table 5).

Table 5

Leadership Team – Phase II
November 2003 – April 2004

Member	Group	Gender	11/18/03	12/02/03	01/06/04	01/26/04	02/03/04	02/17/04	03/02/04	03/16/04	04/06/04	04/22/04
001	N	f	✓	✓	✓	n/a	✓	✓	✓		✓	✓
002	N	f	✓			n/a		✓		✓		
003	P	f	✓	✓	✓	n/a	✓		✓	✓	✓	
004	B	f	✓	✓	✓	n/a	✓	✓	✓		✓	✓
005	T	f			✓	n/a	✓	✓	✓		✓	✓
006	C	m*				n/a		✓	✓			
007	S	f		✓		n/a		✓		✓	✓	
008	P	f			✓	n/a		✓		✓		✓
009	P	f	✓	✓	✓	n/a	✓		✓	✓	✓	
010	T	f	✓	✓	✓	n/a	✓	✓	✓	✓	✓	
011	P	m	✓			n/a						
012	N	m*				n/a	✓	✓	✓	✓	✓	✓
013	T	f	✓	✓	✓	n/a	✓	✓	✓	✓		✓
014	P	f			✓	n/a				✓	✓	
015	A	f	✓		✓	n/a	✓	✓	✓		✓	
016	**F**	m	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓
017	A	f	✓	✓	✓	n/a	✓	✓	✓	✓		✓
018		m*				n/a	✓					
019	N	f*				n/a		✓		✓	✓	
020	T	m		✓		n/a				✓	✓	
021	N	f	✓	✓		n/a		✓				
022	A	m	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓
023	A	m	✓	✓	✓	n/a	✓	✓	✓	✓	✓	
024	P	m		✓		n/a						
025	**F**	m	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓
026	**F**	m	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓
027	C	m	✓	✓	✓	n/a	✓	✓				
028	P	f	✓		✓	n/a		✓	✓	✓		
029	T	m	✓	✓	✓	n/a		✓		✓		✓
030	A	m	✓	✓	✓	n/a	✓	✓	✓	✓		✓
031	A	f	✓	✓	✓	n/a	✓	✓	✓		✓	✓
032	B	m	✓	✓	✓	n/a	✓	✓	✓	✓		
T o t a l s (excluding three male [m] IU facilitators)			**19** 12 [f] 7 [m]	**18** 10 [f] 8 [m]	**19** 13 [f] 6 [m]	Meeting cancelled due to Snow Storm	**18** 11 [f] 7 [m]	**23** 15 [f] 8 [m]	**17** 11 [f] 6 [m]	**18** 11 [f] 7 [m]	**14** 10 [f] 4 [m]	**11** 7 [f] 4 [m]

Group Key: [A] Administrator / [B] Board Member / [T] Teacher / [N] Non-Teaching Staff / [P] Parent / [S] Student / [C] Community Member / [F] Facilitator

The largest group representation at each meeting was as follows:

LT2 # 1: Administrators

LT2 # 2: Administrators

LT2 # 3: Administrators and Parents

LT2 # 4: *Meeting scheduled but cancelled due to snow storm*

LT2 # 5: Administrators

LT2 # 6: Administrators

LT2 # 7: Administrators

LT2 # 8: Parents

LT2 # 9: Administrators

LT2 # 10: Administrators

Four members who were listed since the first meeting for the LT2 (*1 W – *3 M) did not start attending meetings until early February of 2004 (the fifth scheduled meeting). It is uncertain whether they were invited to attend in November of 2003 but did not/could not participate until February of 2004 or whether they were not invited to participate until February. MSDDT LT leaders and IU Facilitators were consulted about possible reasons for this phenomenon, but nobody could recall a reason for their absence at the first three LT2 meetings. Hence, the statistical information presented hereon will take into account two possible scenarios, one of which considers the attendance of these four LT2 members starting in November 2003 and the other in February of 2004.

Three meetings had phone call interruptions, some of which were also administrative interruptions. The last three meetings of LT2 started 15

to 20 minutes late and finished at least 15 minutes early. The first meeting

also finished early. Data indicated that one student attended 45% of the

LT2 meetings. Table 6 illustrates the attendance patterns during LT2

meetings by gender.

Table 6

LT2 – Attendance Patterns by Gender

	Women		Men	
	Scenario 1	Scenario 2	Scenario 1	Scenario 2
Late Arrivals	6 (4%)	6 (4%)	4 (3.7%)	4 (5%)
Early Departures	6 (4%)	6 (4%)	0 (0%)	0 (0%)
Absences	52 (34%)	49 (34%)	51 (47%)	42 (52%)
Total Possible Attendance	153 (100%)	144 (100%)	108 (100%)	81 (100%)

Key: Scenario 2 is one in which four members joined the LT2
as of February 2004 instead of mid-November 2003

Table 6 indicates attendance patterns of LT2 members during the

nine meetings of the second phase of the LT at MSDDT. Data indicated

that four of the meetings had late arrivals (6 W – 4 M) and six of the

meetings had early departures (6 W – 0 M). While late arrivals and early

departures for women and men were under 5%, absences were significant

for both genders. Women had an absence rate of 34% and men had an

absence rate of 47%-52% to LT2 meetings. Based on these data,

absenteeism was a significant attendance pattern for LT2 members, and

male members again presented a weaker pattern of attendance at LT2 meetings than female members (see Appendix D).

Attendance problems were persistent and became worse during the last two meetings of LT2, even though —in contrast to LT1— the LT2 was re-designed to meet with more explicit direction from the Facilitation Team, less direction from the IU Facilitators, and a decreased emphasis on team learning in an effort to decrease problematic attendance patterns (primarily absences) [see page 44 in Chapter 2].

Summary of Data

The LT1 was smaller than the LT2 (i.e., 23 versus 29 members – excluding IU Facilitators). Students had a brief and inconsistent representation in both LT1 and LT2. More MSDDT members had perfect attendance in LT1 than in LT2 (i.e., 5 versus 1). Late arrivals and early departures were not significant during LT1 and LT2 meetings. However, absenteeism patterns of attendance of LT members were significant during both LT1 and LT2 meetings (see Tables 7 and 8 ahead). Efforts to reduce problems with attendance patterns (i.e., more explicit direction from the Facilitation Team, less direction from the IU Facilitators, and a decreased emphasis on team learning) were unsuccessful.

Table 7

LT1 and LT2 – Attendance Patterns for Female Members

	LT1	LT2	
Late Arrivals	3 (3.7%)	6 (4%)	*6 (*4%)
Early Departures	4 (5%)	6 (4%)	*6 (*4%)
Absences	28 (35%)	52 (34%)	*49 (*34%)
Total Possible Attendance	80 (100%)	153 (100%)	*144 (*100%)

Key: Scenario 2 is one in which one female member joined the LT2
as of February 2004 instead of mid-November 2003

Female LT members had consistent patterns of attendance during LT1 and LT2 meetings, maintaining late arrivals and early departures under 5%. Female absenteeism was significant and constant at 34%-35% during both LT1 and LT2 meetings. Female representation was similar during both LT1 and LT2 meetings.

Table 8

LT1 and LT2 – Attendance Patterns for Male Members

	LT1	LT2	
Late Arrivals	3 (8.5%)	4 (3.7%)	*4 (*5%)
Early Departures	3 (8.5%)	0 (0%)	*0 (*0%)
Absences	14 (40%)	51 (47%)	*42 (*52%)
Total Possible Attendance	35 (100%)	108 (100%)	*81 (*100%)

Key: Scenario 2 is one in which three male members joined the LT2
as of February 2004 instead of mid-November 2003

Male LT members decreased the rate of late arrivals and early

departures in their attendance patterns from LT1 to LT2 meetings (from

8.5% to under 5% for late arrivals and 0% for early departures).

Nevertheless, male absenteeism was significant, increasing from LT1 to

LT2 meetings (from 40% to 47%-52%).

This research question was: *What factors (e.g., methods for the process used that may have influenced outcomes) had an impact on the attendance rate of LT members, and what impact did they have?* The purpose of this question was to identify causal patterns influencing attendance. Interview data about participating subjects are reported; some complementary observation data (i.e., derived from DVDs) are also reported. Two *causal relationships diagrams* were developed to illustrate the relationships between factors and patterns of attendance.

Attendance Patterns

LT members presented differences in attendance patterns between LT1 and LT2. Some causal factors are explored in this section based on interview data. A total of eight LT members were interviewed. Seven of these LT members participated in both LT1 and LT2; one member participated only in LT2 (a Board member of MSDDT). During the interview recruitment process, it was not surprising to find that those LT members with the worst attendance records refused to participate in the study (e.g., because they were no longer affiliated with the LT or the district or, in one case, because they had entered legal disputes against MSDDT). The LT members who accepted to participate in the interviews met the selection criteria outlined in Chapter 2 (see page 46).

LT1 – Phase 1

Based on *observation* data (derived from the DVDs), some factors that had a direct influence on all LT member attendance patterns during phase 1 included holidays and other district events. One of the meetings (03/17/03) was scheduled during St. Patrick's Day, causing the absence of several Irish-heritage family members in the LT (see Table 3 in page 72). Another meeting (04/28/03) was scheduled at the same time as three other events in the school district, thus requiring a different location. LT members had a difficult time finding the new meeting place, which made them arrive late or not at all. In addition, some members had to arrive late and leave early because of other competing commitments on the same day; many LT members (more than one half) simply did not attend that particular LT meeting (see Appendix C).

The attendance patterns of LT members who participated in this study were consistent during LT1 meetings (see Table 9 ahead).

Table 9

LT1 Interviewees and their Attendance Patterns

Member	Group	Gender	02/13/03	03/03/03	03/17/03	04/13/03	04/28/03
001	N	f	✓	✓	✓	✓	
010	T	f	✓	✓	✓	✓	✓
011	A	f	✓	✓	✓	✓	
013	A	f	✓	✓	✓	✓	✓
016	N	f	✓	✓		✓	
020	**F**	m	✓	✓	✓	✓	✓
023	B	m	✓	✓		✓	✓

Group Key: [A] Administrator / [B] Board Member / [T] Teacher / [N] Non-Teaching Staff /
[P] Parent / [S] Student / [C] Community Member / [F] Facilitator

Absences during phase 1, as reported during *interviews*, were due

to professional development, sickness, being out-of-town, holidays, and

previous engagements [e.g., attending other meetings]. About these

absences, one participant said: "That's probably where I was [laughter];

my last name is [Irish] [laughter]. You know, and it was St. Patrick's Day,

oh my, I know where I was! We have plans always on St. Patrick's Day.

I have to always make a choice." Another interviewee said: "That's correct;

I was covering another event for the Superintendent."

Interview data focused on gathering responses that could inform

factors affecting attendance of LT members at meetings. The analysis of

the data indicated patterns of attendance. For example, when asked about

their level of motivation to attend LT meetings, all interviewees responded

that they were very *interested*, either personally or encouraged by their

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supervisor at work, making this (i.e., attendance at LT meetings) an activity of high priority. When asked about factors that contributed to their attendance or absence to LT meetings, all interviewees demonstrated some level of *confusion* about the purpose of the LT meetings and their role as LT members or leaders. When asked about logistical elements that could have affected their attendance at LT meetings, interviewees responded with two emphases, either focusing on personal *relationships* within the LT and their impact on membership or focusing on personal *interest* and the struggle to make the LT a priority among other commitments. When asked about what was best about LT meetings, no patterns were found. Some LT members focused on group work, others on communication, yet others on products (see Appendix F for relevant data).

LT2 – Phase 2

Based on *observation* data (i.e., annotations made from contents of DVDs), some factors that had a direct influence on all LT member attendance patterns during phase 2 included absence of the superintendent at LT2 meetings, LT-member engagement in school-district meetings prior to LT2 meetings (i.e., attending a previous school district event), and seasonal events during the school year (e.g., spring break). When the Superintendent did not attend meetings, LT members were more likely to arrive late, leave early, or be less likely to accomplish

meeting goals (e.g., get distracted from the goal at hand). The LT2

meeting that was best attended was immediately preceded by the visit of a

City Councilman who came to talk to all LT members, and who later joined

the scheduled LT2 meeting. A total of 23 LT members were in attendance

that day (excluding IU facilitators) because it had a captive audience that

was already present from a previous event (see Table 4 in page 73).

Attendance at two LT2 meetings was affected by seasonal events, such

as meeting right after spring break and meeting after a long weekend with

great weather while several events were taking place at the school district

[e.g., memorial concert] (see Appendix D).

The attendance patterns of LT members who participated in this

study were fairly consistent during LT2 meetings (see Table 10).

Table 10

LT2 Interviewees and their Attendance Patterns

Member	Group	Gender	11/18/03	12/02/03	01/06/04	01/26/04	02/03/04	02/17/04	03/02/04	03/16/04	04/06/04	04/22/04
001	N	f	✓	✓	✓	n/a	✓	✓	✓		✓	✓
013	T	f	✓	✓	✓	n/a	✓	✓	✓	✓		✓
015	A	f	✓		✓	n/a	✓	✓	✓		✓	
017	A	f	✓	✓	✓	n/a	✓	✓	✓	✓		✓
021	N	f	✓	✓		n/a		✓				
025	F	m	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓
032	B	m	✓	✓	✓	n/a	✓	✓	✓	✓		
004	B	f	✓	✓	✓	n/a	✓	✓	✓		✓	✓

Group Key: [A] Administrator / [B] Board Member / [T] Teacher / [N] Non-Teaching Staff /
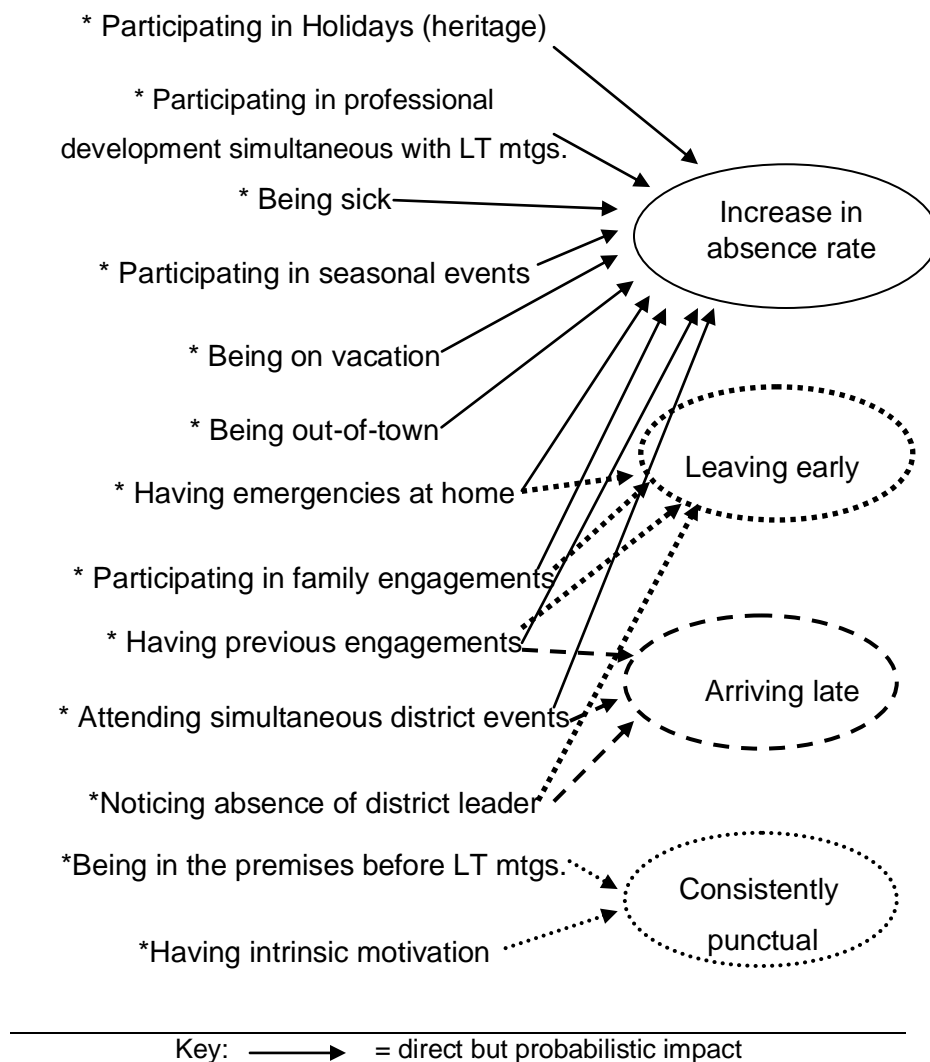[P] Parent / [S] Student / [C] Community Member / [F] Facilitator

Absences during Phase 2, as reported during *interviews*, were due to preparation toward graduate degree, vacation, emergency foster care at-home situation, sickness, choir practice, and previous engagements [e.g., family celebrations]. About these absences, one participant said "That's the day I didn't come to the LT meeting. See, there are 17 birthdays in my family in April; so, my daughter's and my father-in-law's [birthday] happen to fall on the same day". Another interviewee said: "Yeah, I was getting ready to graduate; I was probably working on my dissertation." *Interview* questions focused on gathering responses that could inform factors affecting attendance of LT members at meetings. The analysis of the data indicated a diversity of factors influencing the attendance of LT members. For example, personal *interest* affected by other LT members' absence and group decision-making practices, or affected by their inability to awaken urgency for change within members of the system, or affected by those attending the LT meetings for self-promotion and professional advancement opportunities. When asked about what was worse about the LT meetings, interviewees responses concentrated on personal-development tasks, such as completing assigned homework within the LT and participating in discussions within small groups or presentations in the LT (see Appendix G for relevant data).

Causal Relationships Diagrams

Based on these data, two causal relationships diagrams were developed to illustrate the relationships among factors affecting attendance of members at LT meetings. The first diagram (see Figure 1 on p. 89) summarizes causal data obtained from LT1 and LT2 members, including both general and specific factors affecting the attendance of LT members. The second diagram (see Figure 2 on p. 90) summarizes data collected from all interviews, specifically, emergent themes/factors affecting the attendance of LT members.

Figure 1

Causal Relationships Diagram – LT1 and LT2

* Participating in Holidays (heritage)

* Participating in professional
development simultaneous with LT mtgs.

* Being sick

* Participating in seasonal events

Increase in
absence rate

* Being on vacation

* Being out-of-town

* Having emergencies at home

Leaving early

* Participating in family engagements

* Having previous engagements

Arriving late

* Attending simultaneous district events

*Noticing absence of district leader

*Being in the premises before LT mtgs.

Consistently
punctual

*Having intrinsic motivation

Key: ⟶   = direct but probabilistic impact

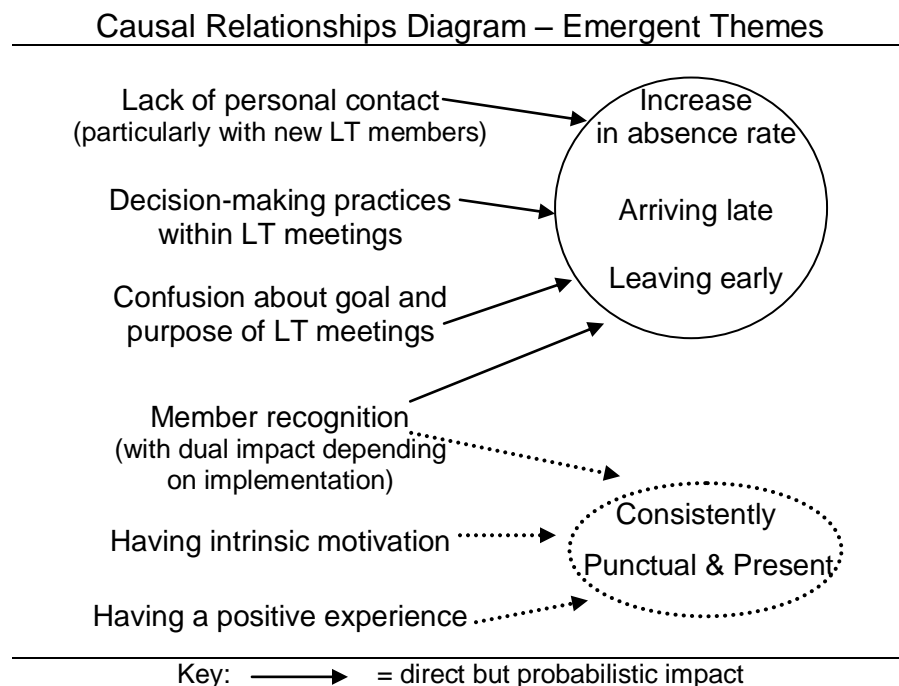*Observation* data helped identify general factors affecting

attendance patterns of LT members. Those affecting attendance

negatively included having LT meetings during holidays (heritage

celebrations) and during simultaneous district events, having the

superintendent being absent at LT meetings, and having seasonal events

during the school year (e.g., holiday break). One factor affecting

attendance *positively* was LT members being together as a group in the premises prior to the LT meetings (i.e., attending a previous school district event).

   Interview data helped identify specific factors affecting attendance patterns of LT members. Those affecting attendance *negatively* included attending professional development engagements during LT meetings, being out-of-town, participating in holidays, attending previous engagements (e.g., attending other meetings or family celebrations), preparing toward a graduate degree, taking vacation time, attending an emergency foster care at-home situation, participating in choir practice, and being sick at home. One factor affecting attendance *positively* was the intrinsic motivation (i.e., personal interest) of LT members to participate and learn in the LT (see Figure 1 above).

Figure 2

Causal Relationships Diagram – Emergent Themes

Lack of personal contact
(particularly with new LT members)

Decision-making practices
within LT meetings

Confusion about goal and
purpose of LT meetings

Member recognition
(with dual impact depending
on implementation)

Having intrinsic motivation

Having a positive experience

Increase
in absence rate

Arriving late

Leaving early

Consistently
Punctual & Present

Key: ⟶ = direct but probabilistic impact

Emergent themes from *interview* data in this section point to six

categories of factors affecting attendance. The first three categories refer

to factors that had a *negative* effect on attendance of LT members, the

fourth category refers to factors that had a negative impact because they

were not implemented, but potentially had a positive impact pending

implementation. The last two categories refer to factors that had a *positive*

effect on attendance of LT members (see Figure 2 above):

1) A factor that affected attendance negatively was *lack of personal*

contact, which was particularly important for new members. For example,

some LT members described situations in which new members felt lost

when first participating in the LT with no senior LT members to assist them

in their learning journey. This sense of loneliness or lack of support made

them feel at a loss when performing in the LT; some chose to learn on

their own to catch up with the pace of the LT and eventually become part

of the group, but "some" new members eventually stopped attending or

simply never became fully acquainted with their role and expectations as a

LT member.

2) A factor that affected attendance negatively was *decision-making*

issues, such as creation of meeting agendas, scheduling of upcoming LT

meetings, and small-group work dynamics. For example, three out of

seven LT members interviewed commented on decisions being made by a

small group of LT members on behalf of the larger LT for purposes of

creating LT meeting agendas and identifying best times and dates for LT

meetings. According to interviewees, this practice was not welcome by the larger LT membership. A LT leader noted in an interview that during small-group discussions LT members tended to keep their opinions to themselves, and when issues went back to the larger group for consensus on decisions to be made, "some" individual opinions were never voiced out. In one occasion, this small-group to large-group consensus dynamic created problems when LT members were recruited to help with an event and only four LT volunteers had actually agreed on the "consensus." Hence, decision-making dynamics in the small groups had an impact on LT members' attendance over prolonged periods of time because LT members did not feel their individual voices were being heard in the larger LT. This is what the interviewee had to say about it:

> What I don't like about the LT is when we pretend, because I think we are pretending that we're having a discussion when only two or three people are having the whole discussion and the rest of us are sitting there just listening and then we move on to something else like we've discussed this. ... There are some people that never say a word the whole time they are there! ... Well, how can true consensus be reached when only four or five people have said something and everybody sits there and, you know, and so they think consensus has been reached because nobody said I don't agree. Well, a lot of times people aren't going to agree. ...

This has happened even recently, as much as last year,

when they have planned activities and it took LT people's

time and maybe four or five people said this [activity] is a

good idea and fifteen people didn't say anything. What do

you think happened when the sign-up sheet went around?

Only four or five people signed. The others were silent

because they didn't agree with it or didn't have any intention

of doing it. If they [organizers/leaders] had said to

everybody, "Tell us how you feel," maybe it would have

worked, but they [LT members] had no commitment because

they never participated [no consensus during decision-

making was ever reached].

3) A factor that affected attendance negatively was g*eneral

confusion about the goal and purpose of LT meetings*, as declared by both

senior and junior LT members interviewed. For example, LT members

who had been original members of the LT since 2003 stated during

interviews that they were still confused about the purpose of the LT. More

recent LT members interviewed had a "clearer" understanding of their role,

which was based on tasks-to-be-accomplished and group dynamics within

the LT, but not an overall understanding of the mission of the LT within the

school district. This confusion caused several LT members to struggle with

inconsistent attendance patterns.

4) A factor that affected attendance negatively, but could assist to improve it, was *member recognition*, which may include an exit point for LT members (i.e., a fixed service period). For example, LT members pointed out during interviews the need to bring new LT members to the team under the condition of serving for a fixed period of time (i.e., versus an indeterminate time of service, as it currently stands). Four out of seven LT members interviewed stated that many attendance problems were a result of an indefinite service commitment to the LT. If new members were invited to serve under the premise that they would serve for one or two years, current LT members interviewed were convinced that attendance patterns would improve because new members would devote all their energy and effort toward performing to the best of their abilities during the length of their service period. In addition, some LT members suggested setting in place a member recognition system to allow LT members to be publicly recognized for their service to the LT as an incentive and reward for their participation.

5) A factor that affected attendance positively was *positive experience*, as encountered by LT members who had learned and grown through their participation in the LT. For example, LT members identified numerous changes district-wide as a result of their efforts in the LT. The communication standards in the LT, readings and learning about systems, and implementation of systemic change efforts projected and designed within the LT were beginning to be noticed as tangible results around the

school district through the implementation of new programs, how the schools functioned, and interaction of people at different levels within the district (i.e., administrators-parents-staff). This evidence renewed the commitment of some LT members to continue their journey of service in the LT.

6) A factor that affected attendance positively was *intrinsic motivation* (i.e., personal interest), which reflected a personal commitment to attend and participate in the LT. For example, five out of seven LT members interviewed described their deepest commitment to seeing their school district through a system-wide improvement that could potentially change the life of every child enrolled in the district, along with each of their families. For LT members who had been part of this school district for more than one decade (which was a common characteristic in this particular district), their participation in a LT that focuses on systemic change meant a promise to one day provide a better future for coming generations. This interest contributed to their continuous attendance and participation in the LT [*from Appendices F and G*].

Summary of Data

Two causal relationships diagrams were generated from observational and interview data revealing *general factors* (e.g., *negative effect:* LT meetings during holidays, LT meetings during simultaneous district events, absence of superintendent at LT meetings,

professional development engagements during scheduled LT meetings;

positive effect: interest in learning) and *emergent factors* (e.g., *negative*

effect: lack of personal contact, decision-making issues, general confusion

about the goal and purpose of LT meetings; *positive effect:* positive

experience, personal interest) affecting the attendance patterns of LT

members in MSDDT.

Third Research Question

This research question was: *What changes in activities (e.g., member selection process or team capacitation retreat) could have had a positive impact on attendance rates of LT members in MSDDT?* The purpose of this question was to identify how attendance patterns and practices of LT members of MSDDT could be improved. For this purpose, suggestions from LT members were collected via interviews and two attendance pattern improvement quadrants were developed to place (i.e., categorize) these suggestions. A description of suggestions offered by interviewees is included, followed by a discussion of suggestions describing why they are supported or not by the researcher based on varied criteria (e.g., from existing literature). A description of suggestions offered by the researcher is also included, focusing on what could be done in the future to reduce attendance problems in the LT of MSDDT and/or similar school districts implementing systemic change, as well as on how to improve the guidance offered by the design theory used (i.e., GSTE).

Ideal Vision - Interviewees

Data collected from *interviews* revealed suggestions for improving attendance patterns of members to LT meetings. Appendix H displays interview data collected. This section explains and analyses each suggestion in light of varied criteria (e.g., from existing literature) to validate or refute its feasibility and applicability to MSDDT and its LT.

LT members interviewed offered suggestions to satisfy immediate physical needs of active LT members, like solutions to transportation and childcare. One interviewee said: "perhaps having some daycare available would be helpful. … There could be times that my spouse was busy doing something so I might have to be home with the kids or I had to bring them with me to the meeting so that might be a possibility for improving attendance."

Other suggestions focused on public recognition of LT members, both new to the team and those who had been active for a long time. One interviewee said:

I don't think we celebrated at any point that these folks had successfully completed a leadership program. We didn't validate their participation. We should have had a newspaper picture. We should have said this is Leadership Group 1, this is the Core Group, they are recognized with a plaque. If you successfully finish, you get a plaque. Maybe we should have a little mini-banquet of all the LT; but we should have in some way validated their participation. And I think [the superintendent] did a great job of thanking them for their time and considerations, but I don't think they were validated with the District for how significant this team was, how important this team was.

In summary, the suggestions include providing stipends, having food in meetings, ensuring meeting reminders, and having retreats (see Appendix H).

Some comments that were not in the form of "ideal vision" suggestions, but had direct relevance to this research question, included recommendations to pay attention to diverse factors affecting attendance (see Appendix I). For example, one such factor was the presence or absence of the Superintendent at LT meetings, and the potential impact this could have had on membership attendance.

An interviewee spoke about the existing policies to bring new members to the LT and the impact of having too many members in the LT by saying:

> In the LT2 we started recruiting more people. There was some dissention about how we add people to the team. There was discussion about what's the criteria for adding people. So there was a lot surrounding membership. Initially, I think, some people felt honored to be a part [of the LT] and then they were like, ok, we just started recruiting and begging people to come, this is not as unique and special as I originally thought. So, I think they got mixed messages. And for some people, being chosen, or selected, or recommended by the superintendent is a big deal. Then suddenly changing the parameters and just getting more bodies [at the LT meetings], it was an issue for people.

A collection of these comments includes the time of the day when meetings are scheduled, the importance of focusing on product (e.g., policies, curricula, programs, events) and not only on process (e.g., learning, communication), the benefits of implementing retreats, and figuring out how to re-design the LT membership (see Appendix I for a descriptive collection of these comments).

The data collected through interviews (see Appendix H) became repetitive; for purposes of readability, a summary of suggestions in the form of a list was created (see Appendix J).

Attendance Quadrants

In order to discuss each suggestion proposed in this research study, these were organized into four *quadrants* representative of the impact each suggestion might have on LT members. These quadrants were custom-designed to qualify the nature of the suggestions collected from "least systemic" to "most systemic" within the context of the district-wide change efforts implemented by the LT members at MSDDT (see Figure 3 ahead). The researcher identified four categories that characterized the nature of the suggestions collected; the suggestions focused on either personal or relational needs, and focused either on process or product outcomes. Hence, the quadrants were named accordingly to categorize the suggestions collected. From a systems-design perspective, these quadrants accommodated suggestions that

offered the least systemic perspective in the bottom-left-hand quadrant

(individual-product quadrant) and those that offered the most systemic

perspective in the upper-right-hand quadrant (relational-process quadrant)

[see Figure 3].

Figure 3

Design of Quadrants
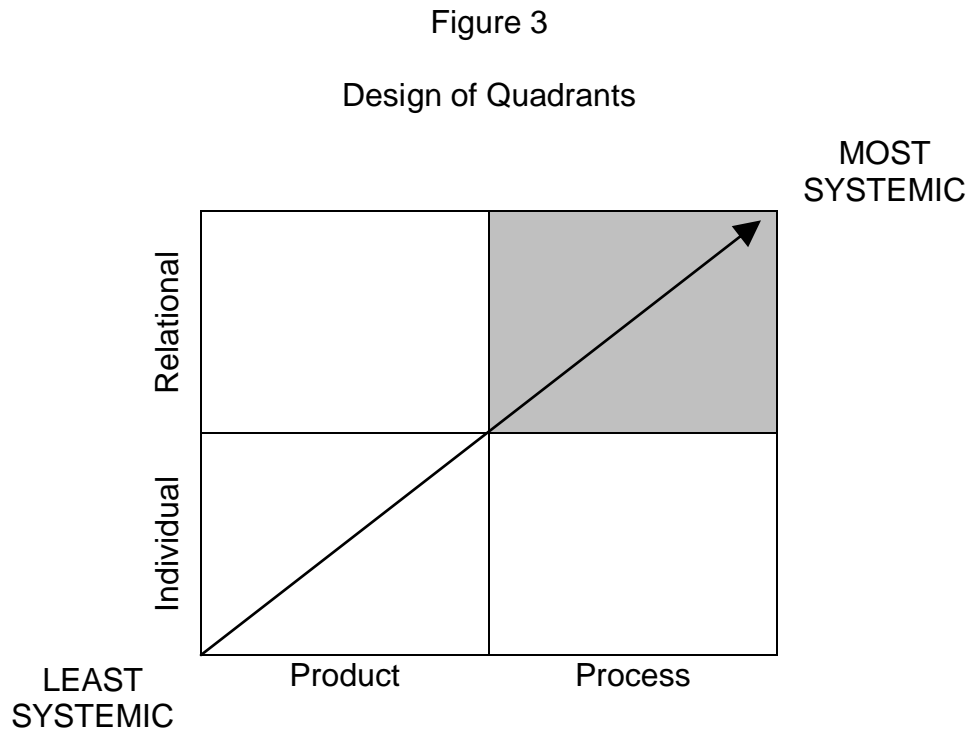
For example, the first quadrant in the bottom-left-hand corner is the

individual-product quadrant (see Figure 4 ahead). The individual-product

quadrant refers to suggestions that could provide LT members with

tangible (i.e., product) motivators/satisfiers that would be of individual

benefit (i.e., versus of benefit for the entire LT membership). The

suggestions in this quadrant, as those in all of the other three quadrants,

were offered by LT members as an "ideal vision" to improve attendance

patterns of current and future LT members based on past and present

members' experiences in the LT.

Attendance Pattern Improvement Quadrants

Subsequent discussion of suggestions contained in each quadrant

addresses how these suggestions impacted LT members (e.g., via a

process or product, through individual or relationship-oriented

interactions). Each quadrant is discussed in depth to first describe the

suggestions placed in it (based on data from Appendix J) and then to

validate or refute their feasibility and applicability to MSDDT and its LT.

These quadrants also illustrate the interactive nature of the suggestions

(see Figure 4).

Figure 4

Attendance Pattern Improvement Quadrants

	Product	Process
Relational	- Offer public recognition - Participate in meeting scheduling	- Increase group dynamics - Participate in agenda design - Participate in member selection
	- Participate in retreats - Provide food - Offer meeting Reminders	
Individual	- Provide stipends - Serve for fixed periods - Provide transportation - Provide childcare - Use excerpts of readings	- Develop a better understanding of the job of being a LT member

In addition to the suggestions contained in the quadrants, comments not included above were also offered by interviewees (see Appendix I). These comments are also considered in the discussion. Suggestions offered in the quadrants are explained in the following sequence: (1) individual-product, (2) individual-process, (3) relational-product, (4) relational-process, and (5) relational-product/process. A

section that discusses these suggestions (and the comments found in Appendix I) follows the explanation of suggestions in each quadrant.

1. Individual-Product Quadrant

Interviewees suggested a number of options that could potentially improve LT member attendance at meetings. These options could benefit members of the LT *individually* and are *product*-oriented. For example, offering stipends to LT members that could motivate them to attend, either by covering their gas expenses to drive to the meetings or by paying their time to attend one- or two-hour meetings each month would be a product-oriented solution of individual benefit for LT members (43% of interviewees suggested offering stipends).

Other options with the same characteristics were providing childcare services available to those LT members with young children who needed to accompany them through the LT meetings (30% of interviewees suggested providing childcare services); providing transportation services for those LT members who lived in communities removed from MSDDT [e.g., Mapleton-Fall Creek community parents] (15% of interviewees suggested providing transportation services); providing reading assistance (excerpts of readings) to LT members who could not complete their reading assignments before LT meetings or who needed guidance to understand the content of the readings (15% of interviewees suggested providing reading assistance); and

offering/requesting new LT members to serve on the LT for a fixed period of time [versus indeterminate] (57% of interviewees suggested serving for fixed periods of time).

2. Individual-Process Quadrant

Interviewees suggested one option that could benefit the *process* of LT members as *individuals,* specifically to assist them in gaining a better understanding of the job of being a LT member. Interviewees suggested that LT members could receive "accountability descriptions and descriptors" (e.g., what is expected of their performance as active members of the LT) that assist them in their learning process as they serve in the LT (15% of interviewees suggested assisting new LT members).

3. Relational-Product Quadrant

Interviewees suggested a couple of options that could potentially improve LT member attendance at meetings. These options could strengthen the *relationships* within the LT with an orientation to *product.* One option was having all LT members participate in the scheduling of LT meetings, since attendance absences at meetings are sometimes due to meetings being scheduled during holidays (e.g., St. Patrick's Day) or meetings moved to a different location. Having all LT members participate

during the scheduling of meetings ahead of time could solve these conflicts (30% of interviewees suggested participating in the scheduling).

Another option was having LT members identify ways to publicly recognize current and exiting LT members for their contributions to the team. These public recognition events could be in the form of diplomas, social gatherings, public events, district-wide publications, certifications, or for specific reasons, such as perfect attendance, time of service, duties performed, accomplishments, etcetera (57% of interviewees suggested recognizing LT members).

4. Relational-Process Quadrant

Interviewees suggested several options that could potentially improve LT member attendance at meetings. These options could benefit the *process* of LT members while strengthening their *relationships*. For example, having all LT members contribute to the design of each LT meeting agenda instead of having a small group of LT members (usually a few pre-selected people) deciding ahead of time on behalf of the larger group. In this way, all LT members could gain ownership of the content of each meeting, negotiating/participating in the design of next steps of their collaborative work (15% of interviewees suggested contributing to the design of meeting agendas).

Other options with the same characteristics were establishing member selection policies that empower collaborative selection [in the

past, new member induction to the LT became controversial and affected attendance patterns of active LT members] (15% of interviewees suggested establishing a member selection policy); exploring avenues to promote group dynamics within the LT in an effort to diversify the team and strengthen existing relationships to build trust and dependability within LT members (15% of interviewees suggested promoting group dynamics).

5. Relational-Product/Process Quadrant

Interviewees suggested other options that could potentially improve LT member attendance at meetings, options which could benefit the *product* and the *process* of LT members while strengthening their *relationships*. One option was holding retreats (43% of interviewees suggested holding retreats) that focus on product (e.g., such as developing a Framework of Beliefs) and on relationships (e.g., that could help LT members bond and function as a true team). Another option was continuing to bring food to LT meetings, because having a meal together allowed them to spend time together (i.e., having dinner in a group setting with other LT members instead of alone), and at the same time to chat with each other informally about everyday events and bond as human beings within the environment of the LT meetings (57% of interviewees suggested bringing food to LT meetings).

A third option was figuring out how to pay attention to new members and to members with poor attendance habits (absent, arriving

late, and leaving early); interviewees suggested providing new members with one-on-one guidance (mentorship) when they first join the LT and a learning period to help them understand what they are doing as part of the LT. In addition, they believed that all LT members should feel needed in order to attend meetings; they thought this could be accomplished by simple human contact and genuine care [e.g., phone calls, chatting after meetings] (30% of interviewees suggested supporting new members).

Other Comments by Interviewees

Interviewees commented (see Appendix F) on the importance of having LT members engage in an honest and open discussion about attendance within the LT (versus only planning committee members) in an effort to build trust and accountability. Historically, as evidenced by data collected from the MSDDT, such a discussion has not occurred within a LT meeting or retreat to date. Interviewees believed this in-depth conversation among LT members could improve attendance patterns at LT meetings (15% of interviewees commented on this topic).

Another comment explored the possibility of re-designing the LT altogether. The "ideal" LT would be comprised of principals from all schools, one teacher from each school (so that other teachers depend on that teacher for information), and one parent from each school (to represent that stakeholder group). There would be no Core Team and no Board member representation (the superintendent could inform the Board

members about the process). Community members could be invited to sporadic informational meetings throughout the year in which their participation could be requested, rather than being part of the LT (in order to ensure their participation and assistance instead of burning them out by having them attend monthly meetings they do not understand). The rationale behind this comment was that principals, teachers, and parents are the three stakeholder groups within the school district (system) who have the most to gain from attending LT meetings (and to lose from not attending), while other staff members, retired parents, and community members only have time and probably money to lose by attending LT meetings. This re-designed LT could ensure attendance and productivity of its members (15% of interviewees made this suggestion).

Discussion of Suggestions Offered by Interviewees

A discussion of the suggestions and comments above is conducted next by quadrant. Available literature (i.e., theoretical frameworks) from Chapter 1 and the design theory selected for study (i.e., GSTE) scaffold the discussion.

The first quadrant discussed is the *individual-process* quadrant (see Figure 4 on p. 103). This quadrant includes the suggestion to improve LT member attendance by encouraging members to develop a better understanding of the job of being a LT member. The GSTE (Guidance System for Transforming Education) spells out the responsibilities

affiliated with LT membership. These include attending two-hour monthly or even bi-weekly meetings, reading systemic change related materials (e.g., book chapters), holding meetings with other stakeholders outside of LT meetings to inform them about progress in the change process and decisions made, and establishing frequent two-way communication with others in their stakeholder groups to build consensus for changes within all stakeholder groups in the system (Jenlink et al., 1998). These responsibilities have been refined through the years and team interaction; for example, there are relational expectations within LT meetings, such as collaboration, team-work, reaching decisions through consensus, respectful communication, etc. Based on interview data collected, there seemed to be a gap between the guidance offered to MSDDT and its implementation. Senior members of the LT appeared disengaged from their responsibilities as guides of new LT members.

The suggestion to improve LT member attendance by encouraging members to develop a better understanding of the job as a LT member has merit because, according to data collected from interviewees and literature reviewed (see p. 35 in Chapter 1)*, this is a factor that has the potential of affecting the attendance patterns of LT members. The guidance is offered by the GSTE; effective use of the guidance needs to be put into practice by senior LT members.*

The next two quadrants discussed as a group are *relational-product*

and *relational-process* (see Figure 4 on p. 103). In these quadrants it is

suggested to improve LT member attendance by having all LT members

participate in scheduling meetings, establishing public recognition

opportunities, increasing group-dynamic engagements, getting all LT

members involved in the design of meeting agendas, and defining a LT

member selection policy. In Chapter 1, three overwhelming challenges of

the systemic transformation of a social system (e.g., school district) were

identified (see p. 7). One challenge was the stakeholders' need to

process systemic change to the point where they could grasp its

comprehensiveness, which could be through a consensus-building style of

decision-making, collaborative communication dynamics, or the collective

evolution of their mindsets. Another challenge was the threat of what could

seem unaffordable *time* requirements evident through the ongoing task of

building capacity in participants from all stakeholder groups in the system.

A third challenge referred to ever-insufficient *resources*, human (e.g., LT

members who attend meetings after 12 hours on the job) or financial (e.g.,

funding to support change efforts). These three challenges (*process, time,*

and resources) had a direct impact on the suggestions in these two

quadrants.

However, though there might be obstacles to achieving these

suggestions (e.g., maybe they are too time consuming or insuficient), the

literature (Banathy, 1995; Duffy et al., 2002; Jenlink et al., 1998) advises

that process, time, and resources become critical investments in the

systemic change effort, provoking, empowering, and sustaining the

change itself (see p. 7 in Chapter 1).

Hence, paying attention to these suggestions (participating in

scheduling meetings, establishing public recognition opportunities,

increasing group dynamics engagements, getting involved in the design of

meeting agendas, and defining a LT member selection policy) and their

implementation could prove to be a positive investment for attendance

patterns of LT members.

The third quadrant discussed is the *relational-product/process*

quadrant (see Figure 4 on p. 103). In this quadrant suggestions included

improvement of LT member attendance by continuing to bring food to

meetings, by paying attention to new members and those with poor

attendance records, and by having more retreats. Having food at LT

meetings proved to be a positive factor that motivated attendance at

meetings. A more delicate suggestion had to do with providing individual

care for new members and LT members who are absent or arrive

late/leave early for LT meetings. The literature discussed in Chapter 1

points to a number of elements that impact member attendance at

meetings (see p. 26); for example, Jackson (2003) identified a preventive

set of steps that could ensure open communication and constant contact

with each LT member, such as maintaining accurate attendance records,

encouraging members to offer notification of their absence or tardiness ahead of time, making sure leaders put forward a good example of attendance, having a meaningful dialogue with members who present attendance problems, following closely each member's attendance in an effort to show recognition when improvements are made, knowing each member individually, and showing interest in their personal lives as valued components of the team (Jackson, 2003).

A third suggestion pointed to retreats. Retreats could have improved attendance at LT meetings by allowing members to spend time together and potentially bond with each other. Retreats could have empowered LT members to establish in-depth conversations among themselves to explore attendance patterns and how to improve them. However, planning and implementing retreats for the LT in MSDDT has been a topic of contention within the LT membership community. They seem to have recognized the value of these events, but they have shied away from the commitment of devoting so much time to one activity within their work day. The GSTE recommends the implementation of a retreat as an initiation point for the LT1. MSDDT chose to ignore this guidance and did not invest time or effort in a retreat for the LT1 in 2003. This decision resulted in using the first four out of five meetings of LT1 for learning content and process that would have been covered in the retreat, which potentially gave LT members a false sense of not making progress and not making a valuable contribution to their school district. Not having

retreats for the LT members resulted in extrinsic and intrinsic motivation

problems ranging from a seeming lack of purpose during LT meetings

(possibly evidenced by a decrease in LT member attendance) to lack of

ownership in members of the LT (evidenced by the need to adjust the

membership of the LT [i.e., LT2], which took more than six months to do).

Sometimes retreats were scheduled to happen during school

breaks or holidays, negatively impacting the attitude or attendance

patterns of LT members and leaders. In addition, agenda design for LT

retreats did not follow a collaborative process; a few pre-selected people

designed the agenda for the retreats, ignoring the systemic change

process (particularly on the aspect of consensus building).

These suggestions (continuing to bring food to meetings, paying

attention to new members and those with poor attendance records, and

having more retreats) have merit because, according to data collected

from interviewees and literature reviewed (see p. 26 in Chapter 1)*, these*

are factors that have the potential of affecting the attendance patterns of

LT members. The guidance offered by the literature (Jackson, 2003) to

improve the contact with new LT members and those who struggle with

their attendance patterns supports the suggestion to pay more attention to

this issue within the LT. The planning and implementation of retreats

require further guidance from the GSTE, since MSDDT members did not

seem to have a good understanding of how to plan or implement these

events for the LT; LT member implementation of retreats based on

guidance offered by GSTE should be strongly encouraged.

The last quadrant discussed is the *individual-product* quadrant (see

Figure 4 on p. 103), which develops into the last comment for discussion

(i.e., proposal to re-design the LT) [see Appendix I]. In this quadrant it was

suggested to improve LT member attendance by establishing stipends,

providing transportation and childcare services, using excerpts of

readings, and allowing new members to serve for fixed periods of time in

the LT. The tangible, product-oriented nature of all of these suggestions

makes them of genuine worth to individual LT members who may benefit

from them (e.g., parents who might need transportation to LT meetings or

LT members who might need childcare services to participate in

meetings), though, in comparison[4], they may seem quick fixes to a larger

problem. The comment to re-design the LT (see Appendix I) was based on

the premise that no matter what resources you have at hand, if people

have nothing to lose or gain from participating in the LT, they will simply

not attend or participate. Hence, all of these individual-product

suggestions to improve LT member attendance may seem secondary to a

larger problem: how do you make LT members aware of the urgency of

the change process in their system (i.e., school district)? The proposal for

a re-design of the LT was to have all principals, one teacher from each

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[4] Based on quadrant placement, these suggestions are placed on the bottom left hand corner quadrant, which corresponds to the l e a s t systemic efforts (vs. most systemic in the upper right hand corner).

school, and one parent from each school. No Core Team members, no Board members, no other staff members, and no community members (no mention of facilitators was made in the proposal) should be part of the LT. This suggestion is explored in depth ahead because it proposes a re-designed model for the LT.

In Chapter 1, we saw that the purpose of systemic change and its implementation in school districts is to design a different and dramatically more effective paradigm of educational system from what currently exists (Jenlink et al., 1998). Systemic change emphasizes the use of team-based design work to transform school systems into high-performing organizations of learners (Duffy et al., 2000). LTs are usually comprised of the school principal, teacher leaders, non-teaching staff, and school district liaison(s); some also include students, parents, and community members (McKeever, 2003). Carefully identifying broad stakeholder representation in the LT is key for member buy-in and support (Carr, 1993). According to the literature, there are specific considerations to take into account that should not be overlooked in forming a LT, such as its larger purpose in the system, its membership, and the importance of its diversity (see Chapter 1). This collection of theories contrasts with the proposal to re-design the LT.

This proposal to re-design the LT additionally ignores the guidance offered by the GSTE, which proposes that systemic change requires broad stakeholder participation (Jenlink et al., 1996). Also, out of six

processes for member selection described, it emphatically recommends

the implementation of two or a combination of these (see p. 34 in Chapter

1). The LT members in MSDDT ignored this guidance offered by the

GSTE. To date, new member selection for participation in the LT is a

controversial issue.

While this proposal mainly ignores a stakeholder-based systemic

change approach, it has some merit that should be recognized. Principals,

teachers, and parents *are* the primary characters in the lives of students in

the school district. Therefore, these three stakeholder groups have a

clearer understanding and ownership of what needs to be done and a

sense of urgency (Duffy et al., 2000). However, having these stakeholders

working in isolation from the rest of the stakeholders would alienate their

efforts, potentially fracturing any ongoing system-wide change effort.

Therefore, while these three stakeholder groups could form a 'task force'

within the LT, they should not work in isolation from the LT. Furthermore,

historically the attendance patterns of these stakeholder groups[5] in the LT

meetings have not exceeded the attendance rate of other stakeholder

groups, minimizing the argument that these three stakeholder groups are

the ones which would be most invested in attending LT meetings.

The individual-product quadrant suggestions (establishing stipends,

providing transportation and childcare services, using excerpts of

readings, and allowing new members to serve for fixed periods of time in

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[5] Not all principals were invited to participate in the LT within the timeframe of this research study. A couple of principals were LT members within the scope of this research study.

the LT) have merit because, according to data collected from interviewees and literature reviewed (see p. 26 in Chapter 1)*, these are factors that have the potential of affecting the attendance patterns of LT members. However, these suggestions may become limited if implemented in isolation from other suggestions in the Quadrant. A myopic approach to improving LT member attendance should be avoided by implementing suggestions systemically. The proposal for a re-designed LT presented a limited model that would function out of a systemic paradigm.*

Suggestions Offered by the Researcher

Some suggestions to complement (i.e., to support and build upon) previously offered suggestions by LT members are offered by the researcher. These suggestions are offered based on present and other data collection efforts and data analyses, as well as on six years of personal interaction, observation, instructional design, literature review, and conference reporting on the planning and implementation of LT meetings in MSDDT. These recommendations are also a result of more than 15 years in the field of education as a public education classroom teacher and administrator, and higher education instructor and researcher in the United States and Mexico (see curriculum vitae).

In order to discuss each suggestion to improve attendance patterns of LT members, these were again placed in the quadrants shown in
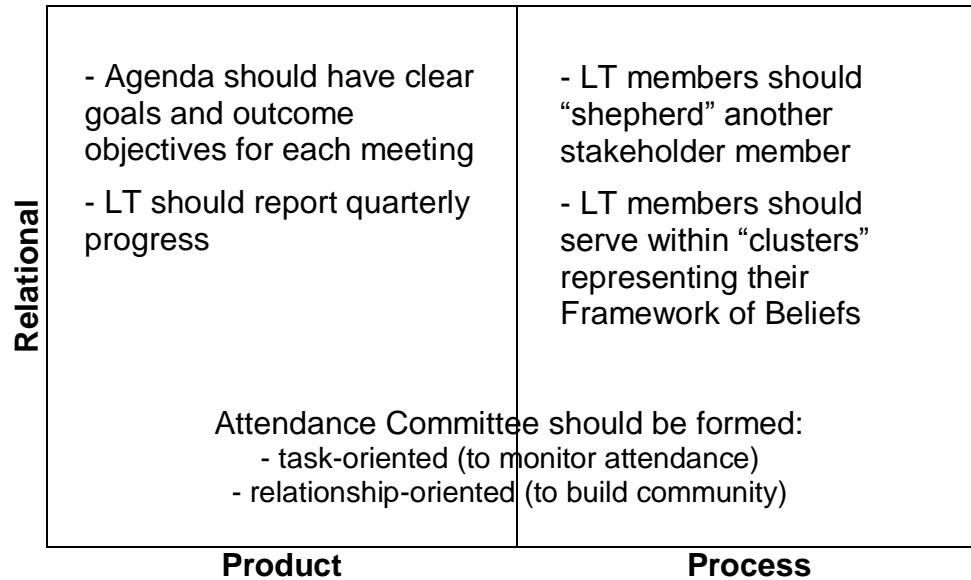
Figure 4 (see p. 103). These quadrants are representative of the impact

each suggestion might have on LT members. However, all the

suggestions offered by the researcher fall in the two upper quadrants [i.e.,

Product-Relational and Process-Relational] (see Figure 5 on p. 120

ahead).

The researcher offered complementary suggestions limited to the

two upper quadrants with the purpose of offering the most systemic

approach possible (see Figure 3 on page 101). By focusing on the

relational quadrants and the combination of process and product

components, which focus on naturally symbiotic relationships, the

suggestions offered by the researcher provide complementary leverage

points to the change efforts implemented by the LT at MSDDT.

The discussion of suggestions contained in each quadrant

addresses how these suggestions would impact LT members (i.e., through

product or process-oriented interactions). Each of the two upper quadrants

is discussed in depth to describe the suggestions placed in each quadrant

and their applicability to MSDDT and its LT. The two upper quadrants also

illustrate the interactive nature of these suggestions (see Figure 5).

Figure 5

Attendance Pattern Improvement – two Upper Quadrants (Researcher)

- Agenda should have clear goals and outcome objectives for each meeting - LT should report quarterly progress	- LT members should "shepherd" another stakeholder member - LT members should serve within "clusters" representing their Framework of Beliefs

Relational (left vertical axis)

Attendance Committee should be formed:
- task-oriented (to monitor attendance)
- relationship-oriented (to build community)

Product   **Process**

Suggestions offered in the two Upper-Quadrants in Figure 5 are explained in the following sequence: (1) relational-product, (2) relational-process, and (3) relational-product/process. In addition, the relationship between the product and process quadrants in Figures 4 and 5 is explored.

1. Relational-Product Quadrant

Two suggestions that could potentially improve LT member attendance at meetings could also strengthen the *relationships* within the LT with an orientation to *product. The first suggestion is to have LT members participate in designing meeting agendas that have clear goals*

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and outcome objectives for each meeting. The impact of this activity could

be dual: first, LT members would collaborate to identify the purpose for

gathering as a team (goal of meeting); and second, LT members would

accomplish objectives together, as a group (identification of outcome

objectives). Identifying the goal and outcome objectives for each meeting

could potentially improve LT member attendance by allowing members to

gain ownership of their participation in the LT, as well as by giving them a

forum to feel pride for accomplishing results they themselves set out to

achieve. LT members could use a number of mechanisms to support their

agenda design process and make it an effective and efficient one, such as

welcoming the collaboration of outside facilitators that could assist with

communication dynamics in the group, or requesting support from the

school district Assistant Superintendent for Transformation. Identifying

best practices to accomplish this process as a group (i.e., LT members)

could contribute to their success in implementing this suggestion.

The second suggestion is to have the LT members report progress

to the school district on a quarterly basis. LT members would need to

define what "progress" means to the LT, but having to publicly report how

they work together as a team would allow them to become accountable for

the time they spend together. LT members could take turns to prepare

reports and publicly inform the school district (e.g., via Board meetings,

school district newspaper) about activities, progress, and plans for their

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in MSDDT. This could also improve attendance patterns of LT members by providing them with a tangible history of and map for their journey as they serve on the LT.

These two suggestions (*agendas with clear goals and results, and quarterly reports of progress*) could potentially improve LT member attendance at meetings while strengthening the relationships within the LT and providing them with tangible results (i.e., products) [see Figure 5 on p. 120].

2. Relational-Process Quadrant

Two suggestions that could potentially improve LT member attendance at meetings could also strengthen the *relationships* within the LT with an orientation to *process. The first suggestion is to have each LT member "shepherd" another stakeholder member* (i.e., a member of MSDDT who is not part of the LT but also represents a stakeholder group, like a parent or principal) *in the school district during their LT member term of service.* This relationship could be established either with a member of their same stakeholder group (which is already expected of LT members based on guidance by the GSTE) or, maybe more importantly, establishing a relationship with a stakeholder member of an underrepresented group (i.e., based on attendance patterns) in the LT (e.g., parents, students, community members). Establishing these on-going relationships would serve a number of purposes, for example, (1) LT

members would be able to gain ownership of their own learning within the LT meetings by having an opportunity to teach others about their role, duties, performance, and new learning; (2) LT members would be able to put into practice some of the principles of systems theory and the MSDDT Framework of Beliefs while sharing with another member in the system – by "shepherding" another stakeholder member in their system through systemic change principles and the mission, vision, and beliefs of their school district, LT members could learn to communicate effectively and efficiently with the purpose of educating their fellow stakeholder group members; and (3) LT members would be able to assist other stakeholder members in evolving their mindsets to eventually/potentially serve as LT members by sharing readings, learning, and experiences from their active participation in the LT meetings. Evolving their mindsets as a result of actively participating in the LT could give LT members tools and information to assist other stakeholder members in the system in learning about new paradigms they have not yet considered. These relational experiences could improve attendance patterns of LT members by allowing them to embrace the change process first-hand, establishing one-on-one dialogue with another stakeholder in their system about changes needed (or not) in their school district.

The second suggestion is to have LT members serve within five "clusters" representing each of the five beliefs in the MSDDT Framework of Beliefs (see Appendix L). This Framework of Beliefs (i.e., MSDDT

mission, vision, and supporting beliefs) was developed (in collaboration with the entire community) and published by members of the LT and is displayed in every classroom, office, and hallway in the school district (Journey Toward Excellence, 2006). This Framework represents what MSDDT is all about and what their district-wide change effort should reflect. Hence, LT members should jealously monitor that all decisions made to improve their school district fall within this Framework of Beliefs. LT members could choose to monitor decisions made within the LT, or by their school district leaders, according to these beliefs by dividing themselves into clusters (5-10 LT members per cluster). These clusters (or sub-groups) would not need to meet outside or within the LT, but simply monitor, according to their chosen belief (1-5) from the Framework, that all decisions are compatible with their selected belief. Cluster affiliation fitting to the MSDDT Framework of Beliefs could improve attendance patterns of LT members by allowing each individual LT member to have an active role within meetings, by gaining ownership and having a voice during group processes based on his/her personal commitment to oversee the compatibility of decisions to be made with their selected belief, and by having a sense of responsibility in their role as LT member.

These two suggestions (*"shepherding" another stakeholder member and participating in "clusters" according to the Framework of Beliefs*) could potentially improve LT member attendance at meetings

while also strengthening the relationships within the LT with an orientation to process (see Figure 5 on p. 120).

3. Relational – Product / Process Quadrant

One suggestion that could most likely improve LT member attendance at meetings and could also strengthen the *relationships* within the LT with an orientation to both *process* and *product* is *to establish an attendance committee within the LT membership.* Establishing a task force (i.e., a group of LT members) to monitor attendance at LT meetings should be a priority for the LT (as supported by LT members' interviews in this research study). Attendance patterns of members have a direct impact on the work that is accomplished by the LT in the district-wide change effort. Hence, appointing a committee to "improve" (i.e., monitor, encourage, motivate) the attendance of LT members should be of central attention.

The committee would be *product* oriented by collecting and analyzing data on LT members' attendance patterns (i.e., punctuality, absenteeism, tardiness, early departures) and on factors affecting their attendance patterns (e.g., sickness, family commitments, previous engagements, professional development) with the purpose of informing LT meeting/agenda planning, as well as predicting and preventing mass absenteeism at LT meetings (e.g., meetings on 03/17/03, 04/28/03, 04/22/04).

The committee would also be *process* oriented by focusing on building a community within the LT membership. Building personal relationships with new LT members and offering them a helping hand as they develop through their initiation period in the LT team is an intrinsic part of their personal growth as LT members, their perception of their identity within the LT, their understanding of purpose as members of the LT, and their understanding of other LT members. In addition to assisting new LT members, also offering affective shelter to seasoned LT members through their service period could encourage their ongoing participation and devotion to LT endeavors and meetings, promoting not only their attendance at meetings, but most importantly, active and meaningful participation in LT meetings and district-wide responsibilities.

This suggestion (*establishing an attendance committee*) could most likely improve LT member attendance at meetings while also strengthening the relationships within the LT by providing task-oriented results as well as community-building opportunities.

Relationship between the Product and Process Quadrants

Based on the quadrants defined in this research study (see Figure 4 on p. 103 and Figure 5 on p. 120), it is important that all suggestions offered as a result of this analysis are considered systemically and in relationship to each other. Implementing *product*-oriented recommendations in the absence of implementing *process*-oriented

recommendations could result in limited and fractured attempts to improve attendance of LT members at meetings, and vice versa. All recommendations (individual and relational, as well as those that are product and process oriented) should be considered for implementation in combination and support of each other.

Summary of Suggestions

Several suggestions were offered by interviewees. Available literature (i.e., theoretical frameworks) from Chapter 1 and the design theory selected for study (i.e., GSTE) scaffolded the discussion. The suggestions were displayed in quadrants (see Figure 4 on p. 103), and their purpose was to improve member attendance at LT meetings. The bullets in the list below represent a summary of suggestions as displayed by quadrants:

- The suggestion to offer guidance to new LT members has merit because this is a factor that has the potential of affecting the attendance patterns of LT members. The GSTE provides guidance for senior LT members to offer assistance to new LT members. *Senior LT members should actively support and guide new LT members in an effort to improve LT member attendance.*

- The implementation of the suggestions to have all LT members participate in scheduling meetings, to establish LT member recognition opportunities, to increase group dynamic engagements,

to get involved in the design of meeting agendas, and to define LT member selection policies could prove a positive investment to improve attendance patterns of LT members. *MSDDT should consider implementing these suggestions in an effort to improve LT member attendance.*

- The suggestions to bring food to LT meetings, to pay attention to new LT members and those with poor attendance records, and to implement retreats have merit because these are factors that have the potential of affecting the attendance patterns of LT members. Bringing food to LT meetings has proven to be a motivator for attendance. Assisting new LT members and those with attendance problems via the steps suggested by Jackson (2003) is strongly encouraged (see page 26 in Chapter 1). The planning and implementation of retreats requires more guidance from the GSTE because MSDDT members did not seem to know how to provide meaningful retreat experiences for their LT members. *MSDDT should consider implementing these suggestions in an effort to improve LT member attendance.*

- The suggestions to provide stipends, offer transportation and childcare services, use excerpts of readings, and allow new members to serve for fixed periods of time in the LT have merit because these are factors that have the potential of affecting the attendance patterns of LT members. However, their impact might

be limited unless implemented in combination with suggestions from other quadrants. *MSDDT should consider implementing these suggestions, in combination with suggestions from other quadrants, in an effort to improve LT member attendance.*

- The suggestion for a re-designed LT presented a limited model for the LT that functions out of a systemic paradigm based on systemic change theory and leadership team literature. *MSDDT should not consider implementing this suggestion as an alternative to improve LT member attendance.*

Several suggestions were offered by the researcher. The suggestions were displayed in the two upper quadrants (see Figure 5 on p. 120), and their purpose was to improve member attendance at LT meetings. The bullets in the list below represent a summary of suggestions as displayed by quadrants:

- Agendas with clear goals, outcome objectives, and quarterly reports of progress could potentially improve LT member attendance at meetings while strengthening the relationships within the LT and providing them with tangible results (i.e., products).
- "Shepherding" another stakeholder member and participating in "clusters" according to the Framework of Beliefs could potentially improve LT member attendance at meetings while also

strengthening the relationships within the LT with an orientation to

process.

- Establishing an attendance committee could most likely improve LT

member attendance at meetings while also strengthening the

relationships within the LT with an orientation to both process and

product.

- All recommendations offered in this research study (based on the

quadrants in Figures 4 and 5) should be considered for

implementation in combination with each other, for they are

complementary.

Final Summary

Chapter 3 described and discussed results obtained from data

collected and analyzed from interviews and observations. The chapter

was divided into sections that addressed one research question at a time.

The summary below offers an overview of data analyzed for each

research question and recommendations suggested. The purpose of this

chapter was to inform about practice and to offer suggestions for

improvements to both practice and theory (i.e., GSTE).

Recapitulation of Data Analyzed

 First Research Question

The first research question asked was: *what was the attendance rate history of LT members in the MSDDT?* Data for this research question were collected from observations (i.e., notes made from DVDs). The LT1 was smaller than the LT2 (i.e., 23 versus 29 members – excluding IU Facilitators). Students had a brief and inconsistent representation in both LT1 and LT2. More MSDDT members had perfect attendance in LT1 than in LT2 (i.e., 5 versus 1). Female LT members had consistent patterns of attendance during LT1 and LT2 meetings, maintaining late arrivals and early departures under 5%. Female absenteeism was significant and constant at 34%-35% during both LT1 and LT2 meetings. Female representation was similar during both LT1 and LT2 meetings (see Table 7 on page 80).

Male LT members decreased the rate of late arrivals and early departures in their attendance patterns from LT1 to LT2 meetings (from 8.5% to under 5% for late arrivals and 0% for early departures). Nevertheless, male absenteeism was significant, increasing from LT1 to LT2 meetings (from 40% to 47%-52%) (see Table 8 on page 80).

Efforts to reduce problems with attendance patterns by providing more explicit direction from the Facilitation Team and less direction from

the IU Facilitators, and by placing a decreased emphasis on team learning, were unsuccessful.

Second Research Question

The second research question asked was: *what factors had an impact on the attendance rate of LT members, and what impact did they have? Observational* data helped identify general factors affecting attendance patterns of LT members. Those affecting attendance *negatively* included having LT meetings during holidays and during simultaneous district events, having the superintendent absent at LT meetings, and having LT meetings during seasonal events in the school year (e.g., holiday break). One factor affecting attendance *positively* was LT members being together as a group in the premises prior to the LT meetings (i.e., attending a previous school district event).

Interview data helped identify specific factors affecting attendance patterns of LT members. Those affecting attendance *negatively* included attending professional development engagements during LT meetings, being out-of-town, participating in holidays, attending previous engagements (e.g., attending other meetings, family celebrations), working toward a graduate degree, taking vacation time, attending an emergency foster care at-home situation, participating in choir practice, and being sick at home. One factor affecting attendance *positively* was

intrinsic motivation (i.e., personal interest) of LT members to participate

and learn in the LT (see Figure 1).

Emergent themes from this section pointed to six categories of

factors affecting attendance. The first three categories referred to factors

that had a negative effect on attendance of LT members, the fourth

category referred to factors that had a negative impact because they were

not implemented, but could potentially have a positive impact pending

implementation, and the last two categories referred to factors that had a

positive effect on attendance of LT members (see Figure 2): 1) *lack of*

personal contact (particularly important for new members); 2) *decision-*

making issues (e.g., creation of meeting agendas, scheduling of upcoming

LT meetings, small-group work dynamics); 3) *general confusion about the*

goal and purpose of LT meetings (as declared by both senior and junior

LT members); 4) *member recognition* (which may consider an exit point);

5) *positive experience* (as encountered by most LT members who have

learned and grown through their participation in the LT); and 6) *intrinsic*

motivation (reflects a personal commitment to attend and participate in the

LT).

Third Research Question

The third research question asked: *what changes in activities could*

have had a positive impact on attendance rates of LT members in

MSDDT? Several suggestions were offered by interviewees. Available

literature (i.e., theoretical frameworks) from Chapter 1 and the design

theory selected for study (i.e., GSTE) scaffolded the discussion. The

suggestions to improve member attendance at LT meetings, as suggested

by LT members, were mostly found to be of merit by the researcher. Some

suggestions were identified as limited or out of scope for the current

systemic change effort (see p. 129). The researcher also made several

suggestions to complement the ones offered by LT members, with the

advice that all recommendations offered in this research study should be

considered for implementation in combination with each other, for they are

complementary (see p. 130).

Next Steps

In Chapter 3 results obtained from data collected and analyzed

from interviews and observations were described and discussed. The

chapter addressed three research questions, one research question at a

time. Each research question section offered a summary of findings at the

end of each section. As a result of this analysis, two Causal Relationship

Diagrams were developed. Recommendations offered by LT members

interviewed as well as by the researcher were offered. Two Attendance

Pattern Improvement Quadrant figures with suggestions were also

developed. A summary of recommendations was included. The purpose of

this chapter was to inform about practice and to offer suggestions for

improvements to both practice and theory (i.e., GSTE).

In Chapter 4 an introduction will review the research design of the dissertation. Findings from the study will be compared to findings in the literature reviewed. Limitations of the study will be identified and discussed. Finally, next steps and a conclusion will be offered.

Chapter 4: Discussion and Next Steps

A Review

Introduction

This dissertation was designed to improve the guidance offered by the GSTE to the LT at MSDDT. An analysis of attendance patterns and factors that influenced attendance of LT members during the first and second phases of the LT provided answers to the questions studied. Plausible solutions to improving the attendance rates of LT members were explored through recommendations offered by LT members and the researcher herself.

This dissertation was a naturalistic case study for formative research (Reigeluth & Frick, 1999) that (1) analyzed ways in which the practices in MSDDT were consistent [or not] with the theory proposed by the GSTE (e.g., mentoring of new LT members by senior LT members), (2) analyzed the GSTE guidelines that were not implemented by MSDDT (e.g., accountable process for initial LT member selection), and (3) analyzed those valuable elements in their practice that were missing from the guiding theory (e.g., sharing dinner as a team during meetings). Further, this dissertation formatively evaluated the practices in MSDDT by identifying how to improve each consistent element (e.g., LT members' patterns of attendance), it formatively evaluated whether guidelines absent

from the GSTE might represent possible improvements to their practice (e.g., proposal for alternative LT formation), and it formatively evaluated whether removing unique elements in the GSTE might be detrimental to their performance or outcomes (e.g., ignoring the implementation of the initial retreat) [see page 42 in Chapter 2].

The methodological steps followed are replicable and demonstrated rigor in that the plan outlined was successfully implemented as described and produced results that informed the dissertation as estimated (i.e., identification of recommendations to improve the guidance offered to the LT of MSDDT about attendance patterns).

Literature

The purpose of this section is to compare the findings from this study to the findings in the literature reviewed. Chapter 3 pointed to three main findings affecting attendance of LT members that compare to literature reviewed: 1) general and specific factors, 2) emergent themes, and 3) suggestions offered by participating LT members.

First, this study found *general* and *specific factors* affecting LT member attendance, both negatively and positively. Examples of factors affecting attendance patterns negatively included scheduling meetings during holidays and during simultaneous district events, being out-of-town during LT meetings, and being sick at home (see Chapter 3 p. 132). These findings coincide with findings identified in the literature reviewed.

In Chapter 1, FHWA (2006) identified elements that can influence fluctuation in member attendance rate. Relevant examples included receiving inadequate notice about the meeting and having previous commitments at the time of the meeting (FHWA, 2006).

Second, this study found *emergent themes* of factors affecting the attendance of LT members (both negatively and positively). Examples of these themes are: (a) decision-making issues (e.g., creation of meeting agendas), (b) general confusion about the goal and purpose of LT meetings, (c) personal experience and personal interest (e.g., the promise to one day provide a better future for coming generations) (see Chapter 3 pp. 132). These themes coincide with findings identified in the literature reviewed. In Chapter 1, Heathfield (2007) published a list of successful team-guiding elements identified as the focus of any team effort. Relevant examples from this list include "collaboration" [do team members understand group process and have they established group norms such as conflict resolution, consensus decision making, and meeting management? – theme *a* above], clear "expectations" [do team members understand why the team is created and what their charge is? – theme *b* above], "commitment" [do team members want to participate in the mission of the team, and do they perceive their service as valuable? – theme *c* above], "control" [do team members have enough freedom and empowerment but also understand their boundaries? – theme *c* above] (Heathfield, 2007, p. 1-3).

Third, this study found *suggestions offered by participating LT members* of merit. Examples of these suggestions included having LT members participate in scheduling meetings and paying attention to members with poor attendance records (see Chapter 3, pp. 103-108). These suggestions coincide with findings identified in the literature reviewed. In Chapter 1, Jackson (2003) proposed a preventive approach to curb absenteeism at the workplace through a checklist. Relevant suggestions in this list include to involve members in the scheduling process for each meeting and honor their scheduling requests as possible, and to maintain accurate attendance records so as to promptly identify members who might have a tendency to be absent or late, to encourage members to offer notification of their absence or tardiness ahead of time, to have meaningful dialogue with members who present attendance problems (explaining to them membership expectations and consequences of a continued problem), and to follow closely each member's attendance in an effort to show recognition when improvements are made (Jackson, 2003).

Limitations

Introduction

This section identifies three categories of limitations that could have potentially impacted the results of this dissertation: 1) participants, 2) data

collection process, and 3) other limitations. A brief description of each limitation is included below.

Participants

A limitation that potentially impacted the results of this dissertation was the absence of data from original LT members who were no longer available to participate in the research study. These absent LT members had either moved away from the area, their contact information was no longer available, or they were no longer affiliated with MSDDT and were not willing to participate in the research study. LT members who were unavailable to participate in the research study prominently displayed attendance problems during their participation in LT1 and LT2 (e.g., tardiness, early departures, absenteeism). It is suspected that data collected from these former LT members could have provided rich insight into reasons for attendance patterns of the LT at MSDDT during the study period. Their absence in this study was unforeseen and unfortunate.

A second limitation that potentially impacted the results of this dissertation might have been that no students who participated in LT1 and LT2 were available to contribute to this research study because they had already graduated from MSDDT. However, because of their inconsistent attendance record at LT meetings and because these few students were never included as designers/decision-makers in the LT (e.g., meeting agendas, retreats), but simply attended LT meetings sporadically (e.g.,

rarely participating or having a voice during meetings), their participation in interviews did not seem critical. Nevertheless, the absence of student LT member participant data could be construed as a limitation of this study.

Data Collection Process

Meeting places and confidentiality concerns during interviews could have potentially impacted the results of this dissertation. For example, all interviews were conducted at the MSDDT central offices, next to the superintendent's office. There is the possibility that this environment could have influenced the responses of participants during the data collection process, maybe prompting them to remember some things and not others, or to omit data based on political pressure at their place of work. However, the superintendent strongly encouraged honesty and openness and had built a climate of trust in the school district, so the potential influence seems minor.

In addition, each interview was digitally audio taped and notes were taken by the researcher. It is possible that interviewees did not have a clear understanding of the rigor of the university Human Subjects process and rules of confidentiality, hence feeling pressure to answer the questions in certain ways because of the environment (MSDDT central office) and data recording mechanisms. However, the researcher placed great emphasis on confidentiality at the beginning of each interview, so the potential influence also seems minor.

The researcher might not have had the necessary information to identify the difference between truth and manipulated reality in the answers of the participants if the environment, in fact, biased responses. Hence, the environment and confidentiality concerns during data collection could have potentially impacted the results of this dissertation.

Other Limitations

Generalizability could have been a limitation of this dissertation since this was not a comparative study, but a single-instance study of one school district undergoing a specific district-wide process (i.e., systemic change under the guidance of the GSTE). MSDDT might be representative of other similar districts, but not in the sense that very few school districts in this country are implementing systemic-change efforts and perhaps none are implementing the GSTE.

Researcher biases could have been another limitation of this dissertation, since the researcher could have inadvertently gone into MSDDT with a pre-defined agenda (e.g., preconceptions of factors influencing attendance of LT members); any preconceptions could have been because the researcher had a dual role as member of the university-based support group that assisted the facilitation of the systemic change effort at MSDDT *and* as researcher in this dissertation study. This dual role could have potentially biased the researcher into wanting to collect data yielding results that reflected a positive attitude, atmosphere, and

relationship among the membership of the LT in MSDDT. However, the researcher made an effort to remove all biases before, during, and after the data collection and analysis process during this study.

It is possible that the researcher overlooked important elements or overstressed unimportant ones, which could have impacted the results of this dissertation because she had a vested interest in the process (i.e., six years of research work with the LT in MSDDT); some of these elements could include the potential need for use of design theories other than the GSTE or perhaps the impact that the presence of Indiana University facilitators and researchers might have had on the attendance patterns of LT members and MSDDT overall. These are elements that were not considered systemically or explicitly, and that could have potentially impacted the results of this dissertation. For example, the impact could have been reflected in the data chosen for collection. However, the researcher made all efforts to conduct a well-designed and replicable research study that answered the questions at hand and offered useful recommendations.

Next Steps and Conclusion

Next Steps

This section identifies five recommendations for future research about factors that may influence the attendance of team members in a school district:

1) implement and research each suggestion in this dissertation, 2) study other variables, 3) conduct additional case studies, 4) conduct global research, and 5) incorporate results into other design theories. A brief description of each recommendation is included below.

1. Implement and Research each Suggestion

The suggestions offered in this dissertation are feasible and could provide practice-improvement guidance for LT members in MSDDT. Research on the implementation of each suggestion could be conducted to inform the guidance offered by the GSTE to MSDDT and other school districts in the future. Of particular importance is the implementation and study of a task force that monitors the attendance patterns of LT members with a dual purpose: a) to inform LT practice and b) to build community among active and future LT members.

2. Study Other Variables

Study of other variables on attendance patterns beyond punctuality, tardiness, early departures, and late arrivals is a next step from this dissertation study. Other variables could include motivation, member participation styles, traits and characteristics of participants, homogeneity or heterogeneity of personality types, career interests, and transferable and specialized skills. Research on these variables and their impact on LT member attendance could complement the results of this dissertation.

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3. Conduct Additional Case Studies

Multiple case studies would be helpful in assessing the generalizability of the results of this study. This is the first research study conducted on attendance in MSDDT; this dissertation uniquely researched attendance patterns of a LT in a school district by offering recommendations from a user-design perspective. Conducting multiple case studies on this topic could enhance the generalizability of results.

4. Conduct Global Research

Eventually, comparable research studies could be done in school districts across the world, particularly as additional school districts (i.e., school systems) choose to pursue district-wide systemic change efforts. The data collected from the implementation of other comparable research studies could better inform practice and guidance for LT members and systemic change design theories.

5. Incorporate Results into Other Design Theories

Existing comparable design theories (e.g., FutureMinds, SUTE) do not address LT attendance issues. These theories could benefit from incorporating knowledge gained from this study and suggestions offered into their design.

Conclusion

Attendance is one of the most important contributions of participants in any team effort, particularly an effort as complex as a district-wide systemic change process. The absence of LT members could potentially deny the success of the effort. This research study addressed what could be one of the most fundamental aspects of a systemic change process, because the presence of a LT in a district-wide change effort could either promote the success or ensure the failure of the effort itself. When members of a LT are absent, opportunities to contribute, grow as a group, and continue the progress that this particular team is providing to the system-wide change are put at risk. Hence, studying and improving the attendance patterns of LT members could be instrumental to the successful implementation of a change effort in a school district.

Nevertheless, once participants are present, it is indispensable to also study their performance. For example, what benefit is there in having a participant attend, but withdraw either cognitively, affectively, or even physically. Further, once a participant performs, what interactive or production style do they implement (e.g., confrontational or collaborative, innovative or reproductive)? What is their focus (e.g., are they product-oriented or process-oriented)? What types of contribution do they offer to the rest of the team?

Therefore, this dissertation should be considered as a stepping stone in a long series of research studies to inform LTs and school districts about team membership interactions and production, starting with attendance patterns and ways to improve them. More research, publications, and conference presentations are needed.

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Appendix A

Sample Interview Questions

Interview # _____

Interviewee _____ Role _____Date _____ Time _____ Place _____

***This protocol will not be read to participants. It is a sample to illustrate possible interactions during interviews, as well as potential scenarios during interview implementation (i.e., question format).

 ***Good morning. Thank you for participating in this research study. You are invited to answer these questions because of your role as a LT member during the first two phases of the LT (2003-2004).

 Your responses to these questions will maintain your name confidential while your role (e.g., teacher) will be used for reference. I will make every possible effort to ensure your identity will not be attributable to any of your comments. I will ask you several questions and depending on your answers I will elaborate on some of them to ask you further questions for clarification [*hypothetical* questions (to know what might happen in a particular situation), *devil's advocate* questions (to consider an opposing view), *ideal position* questions (requesting the description of an ideal situation), *interpretive* questions (proposing an interpretation and asking for a reaction)].

 With your permission, I will digitally record our conversation during the interview so that I can later transcribe your responses and give them back to you for review to ensure accuracy of the written version. That will also allow me to pay more attention to our interaction while we chat. The recording will be kept under lock and key and will be destroyed shortly after my analysis is completed. Are you ready to participate? Do you have questions for me? Let us begin.

Questions

- Can you please describe your role in the LT (e.g., parent)?
- According to our data (i.e., schedule of meetings and DVD recordings of meetings), your attendance record to the LT meetings is as follows… (see Appendix C)
    - Can you remember why you were absent to meetings a, b, and c, or at least to some of these meetings (2003-2004)?
- Can you remember what factors were present in your personal life at that time which may have impacted (positively or negatively) your attendance to the LT meetings? (e.g., family, work, health)
- How motivated were you to attend the LT meetings? And, did your motivation change over time? Why?
- Can you identify factors in the LT environment that contributed to your attendance or absence at LT meetings? (e.g., facilitators, length of meetings, topics of meetings, leadership, internal politics, make-up of group)
- What would have motivated you to attend more LT meetings? And, what would have helped you logistically to attend more LT meetings?

Appendix B

Sample Observation Data Recording Sheet

<u>Demographic Information</u>

Gender: Female # ___   Male # ___   IUB Facilitator(s) ___

Race: Caucasian # ___   Black # ___   Latino # ___   Other # ___

Physical Disabilities: No ___   Yes ___

<u>Attendance Rate</u>

Stakeholder group: Parent # __   Teacher # __   Administrator # __
                     Student # __   Superintendent # __   Non-Teaching Staff # __
                     Community member # __   Board member # __   Other # __

Arrived on time: ___% (notes _____)

Left early: ___% (notes _____)

<u>Contextual Environment</u>

Time _____   Day _____   Mtg. length _____

Place _____

<u>Social Environment</u>

Phone call interruptions No ___   Yes ___ (notes _____)

Administrative interruptions No ___   Yes ___ (notes _____)

Food available No ___   Yes ___

Laughter No ___   Yes ___

Fights No ___   Yes ___

<u>Content Environment</u>

Facilitation on time and prepared No ___   Yes ___

Facilitation well received No ___   Yes ___

Materials ready and distributed No ___   Yes ___

Materials read in advanced No ___   Yes ___

Objectives are clear No ___   Yes ___

Objectives are met No ___   Yes ___

<u>Other</u>

Relevant data (notes _____)

Appendix C

<u>Findings from Observations: LT1</u>

(Note: excluding 2 male IU facilitators)

LT1 #1: 02/13/03	When A1 is absent, there is no ethnic minority representation in the LT. 14 women and 5 men = **19** total. A1 attended. 2 women arrived late. 1 woman left early (A2). 1 phone call interruption. Administrators had the largest stakeholder group representation.
LT1 #2: 03/03/03	When A1 is absent, there is no ethnic minority representation in the LT. 12 women and 5 men = **17** total. A1 attended. 1 man arrived late. No one left early. Members who didn't attend 1st mtg. attended this 2nd mtg. and vice versa. Admin. and Non-teach. staff had the largest stakeholder group represent.
LT1 #3: 03/17/03	When A1 is absent, there is no ethnic minority representation in the LT. 9 women and 3 men = **12** total. A1 attended. No one arrived late. 1 woman left early (A2). Several members were missing because mtg. took place around the St. Patrick's Day festivities. Time was allotted in the meeting to explore ways to remind participants about attending meetings…"is a phone call the best way to remind you?...yes". Administrators had the largest stakeholder group representation.
LT1 #4: 04/13/03	When A1 is absent, there is no ethnic minority representation in the LT. 10 women and 5 men = **15** total. A1 attended. No one arrived late. 2 women (A2 & N1) and 2 men (C2 & P1) left early. Several members were missing and four members left the meeting at the time previously distributed reading materials were to be reviewed in small groups. Non-teaching staff had the largest stakeholder group represent.
LT1 #5: 04/28/03	A1 was absent; there was no ethnic minority representation in the LT. 7 women and 3 men = **10** total. 2 men (A4 and B1) & 1 woman (P3) arrived late. 1 man (A4) left early. There were administrative interruptions. Several members were absent and arrived late. Don arrived late and left the meeting within 20min. of his arrival. The location of the room changed due to simultaneous events happening on the day of the meeting at Decatur; it was raining heavily. Late arrivals were confused about the starting time of the meeting. The meeting was only 1hr. long. A new meeting time was set for May, but the meeting was cancelled by the Core Team until further notice (i.e., November 18, 2003 with the second LT). Administrators had the largest stakeholder group representation.

Appendix D

Findings from Observations: LT2

(Note: excluding 3 male IU facilitators)

LT2 #1: 11/18/03	When A1 is absent, there is no ethnic minority representation in the LT. 12 women and 7 men = **19** total. A1 attended. No one arrived late. No one left early. 1 phone call interruption. Several members were absent in this first LT meeting of LT2 (4 students, 2 parents, 1 non-teaching staff, 1, teacher, 1 other). The superintendent did not attend this first meeting. Small groups tried to develop a set of beliefs but had difficulty reaching consensus resulting in frustration, therefore the meeting finished early. Administrators had the largest stakeholder group representation.
LT2 #2: 12/02/03	A1 was absent; there was no ethnic minority representation in the LT. 10 women and 8 men = **18** total. 1 woman arrived late. 1 woman left early (A2). Administrators had the largest stakeholder group representation.
LT2 #3: 01/06/04	DVD not readable by computer. Attendance record provided by MSDDT. When A1 is absent, there is no ethnic minority representation in the LT. 13 women and 6 men = **19** total. A1 attended. Admin. and Parents had the largest stakeholder group represent.
LT2 #4: 01/26/04	No record of meeting. Meeting cancelled due to snow storm.
LT2 #5: 02/03/04	When A1 is absent, there is no ethnic minority representation in the LT. 11 women and 7 men = **18** total. A1 attended. No one arrived late. 1 woman left early (A2). 1 phone call interruption, which also was an administrative interruption. Administrators had the largest stakeholder group representation.
LT2 #6: 02/17/04	When A1 is absent, there is no ethnic minority representation in the LT. 15 women and 18 men = **23** total. A1 attended. No one arrived late. 1 woman (S1) left early as the LT started. 1 phone call interruption. All members attended a previous meeting with a special guest: civic council representative. He stayed for the duration of the LT meeting and participated in group activities. Administrators had the largest stakeholder group representation.

LT2 #7: 03/02/04	When A1 is absent, there is no ethnic minority representation in the LT. 11 women and 6 men = **17** total. A1 attended. No one arrived late. No one left early. Administrators had the largest stakeholder group representation.
LT2 #8: 03/16/04	A1 was absent; there was no ethnic minority representation in the LT. 11 women and 7 men = **18** total. 2 men (A, O) and 5 women (N, S, P, P, T) arrived late. 1 woman (O) left early. The meeting started 15min. late and several members arrived even later than that. The meeting finished half hour before the scheduled two hours and one member left even before it finished. Parents had the largest stakeholder group representation.
LT2 #9: 04/06/04	When A1 is absent, there is no ethnic minority representation in the LT. 10 women and 4 men = **14** total. A1 attended. 1 man arrived late. 1 woman (N) left early. The meeting started 20min. late and had light attendance. This was the first meeting after spring break since mid-march. The superintendent was absent. One team finished some 15min. before the other two teams and left. Administrators had the largest stakeholder group representation.
LT2 #10: 04/22/04	A1 was absent; there was no ethnic minority representation in the LT. 7 women and 4 men = **11** total. 1 man arrived late. 1 woman (A2) left early. The meeting started 20min. late and ended 15min. early. Several activities were happening simultaneously in campus (e.g., funeral, concert). This LT meeting was preceded by a four-day-long weekend with great weather. Attendance issues seem to be addressed from an affective perspective (i.e., purpose, frustration, motivation) vs. from a logistic perspective (i.e., people's schedules, better planning). Facilitators had a difficult time conducting the meeting and goals were not reached. This was the last meeting of the second LT. Administrators had the largest stakeholder group representation.

Appendix E

Interviews

Interview Questions

This research study is interested in finding out what might be causing absence of LT members to meetings.

I am studying attendance patterns of the LT (i.e., arriving on time, arriving late, leaving early, not attending) in an effort to help the Decatur team in their Journey Toward Excellence. This study and its results are important because when LT members are absent or late to meetings, they miss opportunities to contribute to the LT; they might not be able to keep up with the progress that the LT is developing. This could disrupt and even delay the change process.

I am inviting you to participate in this research study because you were a member of the first and second LT groups (2003-2004). You may even remember that the first LT was put on hold after only 5 meetings because of attendance issues. It was until several months later that a second LT started meeting again in 2003.

I believe I am addressing one of the most fundamental aspects of this systemic change process because we're talking about the LT of the district-wide change effort. I would like to help find strategies to prevent this phenomenon.

> In working with teams, I have found out that one of the major threats to the performance of a team is when its members lose interest and STOP participating.
>
> In a team, some members may focus on control, and as annoying as that may be, they are still participating.
>
> Some members may choose to accommodate, and though they may not be proactive, they are still participating.
>
> However, other team members, maybe many members may choose to withdraw either by being present or absent, but they no longer participate.
>
> Whether is for process or product issues, the worst case scenario is when people choose to be absent. When it comes to the LT, this could really hinder the change process.

What I am trying to do is improve the guidance offered to Decatur by prescribing preventive measures that assist the LT members against this threat.

I am inviting you to share your input through this interview because I need you to tell me what's important through your experience. The literature identifies issues, my experience points me in certain directions, my observations will identify important factors influencing attendance, but it is your first-hand experience as a member of the LT that will shape the improvements needed to enhance the attendance at LT meetings.

> I want to clarify that while this research study will examine the attendance habits of LT members during 2003-2004, it will not study you or your personal attendance, but simply request your expert advice to make improvements to the change process in which Decatur is engaged.

Do you have questions about what I have shared with you? Please allow me describe the interview process.

Your responses to these questions will remain confidential. Only your role in the district will be used for reference (e.g., teacher). I will make every possible effort to ensure that your identity cannot be traced back to any of your comments. For this purpose, you will have the opportunity to review a draft of the write-up once I have completed the data collection and analysis portion of my research project. I will at that point encourage you to contribute any thoughts or amendments needed for approval to the publishable text before it goes to print.

With your permission, I will digitally record our conversation. Doing so will allow me to pay more attention to our interaction while we chat.

Do you have any questions? Are you ready to participate in this interview? Let's begin.

Question	LT1	LT2
What is your stakeholder role in the LT?	Facilitator from IUB – First presenter @ meetings to help them acquire a culture and understanding for systemic change. Later, served as advisor to FT who did the planning and presenting of meeting content and learning.	
According to our data (i.e., schedule of meetings and DVD recordings of meetings), your attendance record to the LT meetings is as follows	** Show each individual with color coding – color pictures **	
Can you remember why you were absent to meetings a, b, and c, or at least to some of these meetings (2003-2004)?	** ...data show you were present at these meetings…can you recall what made that possible? **	** ...data show you were NOT present at these meetings…can you recall what made that NOT possible? **
Can you remember what factors were present in your **personal life** at that time which may have impacted (positively or negatively) your attendance to the LT meetings? (e.g., **family, work, health**)	- High priority in list of things to do because I feel strongly that systemic change in schools is needed and I believe Decatur can be successful. - It is also a rare opportunity.	- Impact: o Time away from family o Some mtgs. went late (5-7 pm), came back home and missed dinner (which is very important) in my family o Earlier mtg. times helped a lot
How **motivated** were you to attend the LT meetings? And, did your **motivation change** over time? **Why**?	** personalities ** Disappointment to see people not attend, but not lack of motivation.	** personalities ** → Perfect attendance Primary: Wanting to see systemic change effort succeed in a school district Secondaries: (instrumental to the primary), include a sense that as an outside facilitator my absence could de-motivate inside facilitators, my absence could create un-productive mtgs. because I couldn't guide the process. A sense that I should be a good example

Question	LT1	LT2

Can you identify factors in the LT **environment** that contributed to your **attendance or absence** at LT meetings? (e.g., **facilitators, length of meetings, topics of meetings, leadership, internal politics, make-up of group**)	- Developed good culture and discussions.
	- That didn't change or deteriorated.
	- I believe attendance was low because of multiple commitments and change of location.
	- Timing of the year.
		- Mixed emotions:
		  o Disappointment.
		  o Understanding by recognizing that a large group will miss some mtgs. especially toward the end of the year. Different people have different demands (relatives in town?, childcare problems?, deaths?, sickness?, emergencies?).
		  o Betrayal because people don't make this a priority – not realizing how important this is to so many people.

What would have **motivated** you to attend more LT meetings? And, what would have helped you **logistically** to attend more LT meetings?	* ideal vision - brainstorm * Everything is a matter of priorities. Assessing what are the likely effects of my absence against the negative and positive effects of my attendance should be brought to balance. It is easy to be delayed from arriving on time or kept from attending (emergency = emergent un-planned activity).	** **ideal vision** - brainstorm ** → Disappointment Paying people a token amount to attend = sign of how much Decatur values my participation justifying it to my family and putting it at a higher value → Scheduling = at an inconvenient time for key people (conferences) → Day care options = assisting young parents/families to support the LT process → Advanced Scheduling = M & Th or only one day a week for the whole year, but people don't know their travel schedules. Having people bring their schedule books and set 3 mtgs. In advance while everyone is present…effectiveness? → Forgetting about Mtg. = Reminding people through phone calls to emphasize importance of mtg. and remind them to come could help. Ideally a staff member should do this as a job (central office/secretary) → Public Recognition = Twice a year ceremony to give certificates for best attendance/appreciation. Announcement in Decatur Communicator. People feel public recognition for sacrifice made to be there → Transportation = Members of the Mapletown Creek community?

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Question		
What was **BEST** about the LT meetings and what was **WORST** about LT meetings (any or all)?	BEST Good attendance because people are really interested and committed and should be able to make progress. …is attendance related to success? YES …why/how? We're all learning together. When one member is absent, that weakens the bond/connection between us. The members who are absent will not make the same progress, diminishing the collective progress.	WORST Low attendance because it was very disappointing. I was concerned that we wouldn't make progress.
Other Comments		

This research study is interested in finding out what might be causing absence of LT members to meetings.

I am studying attendance patterns of the LT (i.e., arriving on time, arriving late, leaving early, not attending) in an effort to help the Decatur team in their Journey Toward Excellence. This study and its results are important because when LT members are absent or late to meetings, they miss opportunities to contribute to the LT; they might not be able to keep up with the progress that the LT is developing. This could disrupt and even delay the change process.

I am inviting you to participate in this research study because you were a member of the first and second LT groups (2003-2004). You may even remember that the first LT was put on hold after only 5 meetings because of attendance issues. It was until several months later that a second LT started meeting again in 2003.

I believe I am addressing one of the most fundamental aspects of this systemic change process because we're talking about the LT of the district-wide change effort. I would like to help find strategies to prevent this phenomenon.

In working with teams, I have found out that one of the major threats to the performance of a team is when its members lose interest and STOP participating.

In a team, some members may focus on control, and as annoying as that may be, they are still participating.

Some members may choose to accommodate, and though they may not be proactive, they are still participating.

However, other team members, maybe many members may choose to withdraw either by being present or absent, but they no longer participate.

Whether is for process or product issues, the worst case scenario is when people choose to be absent. When it comes to the LT, this could really hinder the change process.

What I am trying to do is improve the guidance offered to Decatur by prescribing preventive measures that assist the LT members against this threat.

I am inviting you to share your input through this interview because I need you to tell me what's important through your experience. The literature identifies issues, my experience points me in certain directions, my observations will identify important factors influencing attendance, but it is your first-hand experience as a member of the LT that will shape the improvements needed to enhance the attendance at LT meetings.

I want to clarify that while this research study will examine the attendance habits of LT members during 2003-2004, it will not study you or your personal attendance, but simply request your expert advice to make improvements to the change process in which Decatur is engaged.

Do you have questions about what I have shared with you? Please allow me describe the interview process.

Your responses to these questions will remain confidential. Only your role in the district will be used for reference (e.g., teacher). I will make every possible effort to ensure that your identity cannot be traced back to any of your comments. For this purpose, you will have the opportunity to review a draft of the write-up once I have completed the data collection and analysis portion of my research project. I will at that point encourage you to contribute any thoughts or amendments needed for approval to the publishable text before it goes to print.

With your permission, I will digitally record our conversation. Doing so will allow me to pay more attention to our interaction while we chat.

Do you have any questions? Are you ready to participate in this interview? Let's begin.

Question	LT1	LT2
What is your stakeholder role in the LT?	Senior Director of Student Services (students and curriculum).	
According to our data (i.e., schedule of meetings and DVD recordings of meetings), your attendance record to the LT meetings is as follows	** Show each individual with color coding – color pictures **	
Can you remember why you were absent to meetings a, b, and c, or at least to some of these meetings (2003-2004)?	** ...data show you were present at these meetings…can you recall what made that possible? **	** ...data show you were NOT present at these meetings…can you recall what made that NOT possible? ** I was out of town in April in a Conference

Can you remember what factors were present in your **personal life** at that time which may have impacted (positively or negatively) your attendance to the LT meetings? (e.g., **family, work, health**)	- I had adult children at home which facilitated my attendance at meetings at night.
	- I simply stayed after work for the meetings.
	- It was helpful to have food provided at the meeting during dinner time.
		- We didn't know how to bring new people to the LT:
		  o Membership was an issue (if you're begin them to come = this must not be too important!)
		  o People chose to attend one mtg. a month even thought they started having mtgs. twice a month.

How **motivated** were you to attend the LT meetings? And, did your **motivation change** over time? **Why**?	** personalities ** - I was very intrigued and saw the potential to do positive things in Decatur. - There was a progressive flavor to try new things. - I liked being in the mtgs., but while I like to multi-task and be fast-paced, the LT re-hashed things too much and assumed peopled didn't do their work. People need closure because some times they don't understand the nature of the learning process and they focus only on the products	** personalities ** - Teachers in the LT were very upset (membership policies) because Gary had invited an administrator to join the LT without knowing that there had been a political fall-out with this person. After the person was invited and joined the LT, some teachers stopped participating in small group discussions and some decided to stop attending the LT.

Question	LT1	LT2
Can you identify factors in the LT **environment** that contributed to your **attendance or absence** at LT meetings? (e.g., **facilitators, length of meetings, topics of meetings, leadership, internal politics, make-up of group**)	- It would have been helpful to know what we would do in the LT mtgs. going into the mtg. - We had trouble identifying who was the lead in the small groups. - Instruction was difficult and long for some people who are not used to higher education environments. - Energy is absent at that time of the day. - Core team seemed bored. They should have remained separate and allowed the LT to grow as a team so that they didn't have to rush our learning curve ("stakeholder level identified?"). - Mtgs. once-a-month were already too much of an imposition…how were we supposed to excel at everything on top of our professional responsibilities/ expectations?! - A time came when we ended up meeting with each other (no stakeholder representation), so we didn't feel we were making anything different from what we did during regular working hours. We should have established a "body system" of representation for rotation of people who could have ensured stakeholder participation. - Involve principals sooner. - No learning from administration @ school level because there was no support through mtgs. in schools (they saw LT participant teachers as absent…because principals were not participating!).	- Personalities are important and affect the group. - Principals were not part of MBTI interpretation or LT training early on. Principals should have been trained during the summer early on in the process. During the summer they have about 6-8 weeks of down time when they can concentrate on building capacity. At the end of the first 6 weeks they could assess their growth and path and that could become an exit point for desired outcomes. - LT membership should be contracted for one semester at-a-time without precluding members from participating in the LT for as long as they wish to stay in it. In that way, we allow LT members to have an exit point and focus their energy in a productive way knowing that during that six months they will give their best effort to improving the work of the LT. They, in turn, will assist in recruiting and training the next LT member that will replace them.

Question	LT1	LT2
What would have **motivated** you to attend more LT meetings? And, what would have helped you **logistically** to attend more LT meetings?	*** ideal vision - brainstorm *** - Mapletown Creek community is 20 miles away. - Single parent will not leave children alone at night in a crime infested community. - Childcare and transportation may have helped, but not necessarily. - Principals were not involved so parents were not recruited because there was not face-to-face, trusting relationship established between the community and the district to invited stakeholders to participate in the LT, even though Pat invited them on the phone.	*** ideal vision - brainstorm *** - Public affirmation of validation → framed picture/ paper/ celebration. - Completion of a Leadership Program certificate. - Successful completion per group (e.g., LT1, LT2). - Significance and importance of group through public recognition has been missing! - There is a gap between what we do in the LT and what LT members do in their professional environments when it comes to application of systems to new responsibilities based on learnings within the LT. - There was a diminished importance of the LT when we got desperate to bring people in. - We should have interviewed people to ask why they weren't coming to the LT meetings! - A monitor should have a personal relationship with each member of the LT to have access to absenteeism reasons! - Some people with different learning styles "suffered" through training…a parent told me so because she was tired and needed mixed activities. - Attendance dropped when Gary took over the leadership of the LT meetings (vs. Don). People attended the LT and participated as long as they had high visibility before Don (i.e., career boost opportunities)

Question		
What was **BEST** about the LT meetings and what was **WORST** about LT meetings (any or all)?	BEST A number of people presenting tying it to a real-life school experience because real-life analogies helped LT members understand to tie it to their own learning.	WORST When people finally did their homework and came prepared to the LT meetings, their "reward" was to get even more homework! The next week they should have had homework at all as a reward. There should have been a balance of the workload for LT members.
Other Comments	It was very irritating to divide into committees because we didn't analyze who would have leadership of committees and didn't have boundaries to give tasks to other committees. There was an invasive use of "power" between committees. A group had assumed control by micro-managing over other committees, giving more importance to their work than others and that affected morale and attendance because it required much more time to go to EXTRA meetings!!! - I enjoyed the information received in the LT. - I liked meeting people in different roles in MSDDT. - I liked meeting parents in high school. - I saw many different personalities within the LT. - I thought we multi-tasked too much. - We needed to blend the district and the LT more. - I believe we lost a couple of CORE people when we expanded the group.	

Interview Questions

Interviewee 1:010/2:013 Role Teacher Date 12/06/06 Time 2:10pm Place MSSDDT Central Office

This research study is interested in finding out what might be causing absence of LT members to meetings.

I am studying attendance patterns of the LT (i.e., arriving on time, arriving late, leaving early, not attending) in an effort to help the Decatur team in their Journey Toward Excellence. This study and its results are important because when LT members are absent or late to meetings, they miss opportunities to contribute to the LT; they might not be able to keep up with the progress that the LT is developing. This could disrupt and even delay the change process.

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> In a team, some members may focus on control, and as annoying as that may be, they are still participating.

> Some members may choose to accommodate, and though they may not be proactive, they are still participating.

> However, other team members, maybe many members may choose to withdraw either by being present or absent, but they no longer participate.

> Whether is for process or product issues, the worst case scenario is when people choose to be absent. When it comes to the LT, this could really hinder the change process.

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Do you have questions about what I have shared with you? Please allow me describe the interview process.

Your responses to these questions will remain confidential. Only your role in the district will be used for reference (e.g., teacher). I will make every possible effort to ensure that your identity cannot be traced back to any of your comments. For this purpose, you will have the opportunity to review a draft of the write-up once I have completed the data collection and analysis portion of my research project. I will at that point encourage you to contribute any thoughts or amendments needed for approval to the publishable text before it goes to print.

With your permission, I will digitally record our conversation. Doing so will allow me to pay more attention to our interaction while we chat.

Do you have any questions? Are you ready to participate in this interview? Let's begin.

Question	LT1	LT2
What is your stakeholder role in the LT?	Teacher in Decatur. Currently serving as Academic Coach helping teachers out of the classroom. Special Ed (CARE and MAPING programs).	
According to our data (i.e., schedule of meetings and DVD recordings of meetings), your attendance record to the LT meetings is as follows	** Show each individual with color coding – color pictures **	
Can you remember why you were absent to meetings a, b, and c, or at least to some of these meetings (2003-2004)?	** ...data show you were present at these meetings…can you recall what made that possible? **	** ...data show you were NOT present at these meetings…can you recall what made that NOT possible? ** - I was either sick or traveling…I'm rarely sick.
Can you remember what factors were present in your **personal life** at that time which may have impacted (positively or negatively) your attendance to the LT meetings? (e.g., **family, work, health**)	- I have great admiration for Don and his attempt to reform the district in the correct manner. I wanted to support him. - As co-president and teacher representative I wanted to be an example.	- I wanted to be informed with first-hand knowledge about the change process. - I wanted to contribute what I could.
How **motivated** were you to attend the LT meetings? And, did your **motivation change** over time? **Why**?	- I am interested in reform…what LT teaches is different from reform by changing the culture (vs. a band-aid approach). - Having food available during LT mtgs. doesn't hurt. - NOT knowing where LT meetings were could be problematic...keeping time, day, and place consistent is important! - Having a purpose: learning how to improve teachers' lives, students' lives, parents' lives is what's important… - The LT mtgs. gave parents, teachers, and administrators a chance to work and communicate at the same level. That was a motivator. That was nice.	** personalities ** - Finding a passion for the cause/chance is missing. - How do you sustain the passion if you're not in the trenches?! - School board members might be missing LT mtgs. more and more. - LT members have a difficult time seeing this is the best use of their time.

Question	LT1	LT2
Can you identify factors in the LT **environment** that contributed to your **attendance or absence** at LT meetings? (e.g., **facilitators, length of meetings, topics of meetings, leadership, internal politics, make-up of group**)	- There were a lot of factors! - TIME (particularly for parents who need to care for a young family). - They may not consider participating in the LT team as the best use of their time. - Change takes time and it's hard (e.g., building trust, changing culture). - Some LT members were interested in seeing a product or a decision made vs. learning through the process.	- Some LT members were intimidated by the learning (articles). - Roles played by members in committees should have been more significant. - An example of how attendance influences the success of a working team is Don's work with the "re-structuring" effort (vs. re-districting). All participating stakeholders attended ALL mtgs. and didn't think of missing one because the stakes were very high. The systemic change effort is a low-key, low-priority effort in contrast. People don't mind missing mtgs. - Those stakeholders in the district who are comfortable with how things are ran by the district are not seeing the urgency for change.
What would have **motivated** you to attend more LT meetings? And, what would have helped you **logistically** to attend more LT meetings?	*ideal vision - brainstorm* - I believe we were on to something good. - My co-president of the teachers' association wouldn't come any more to the LT mtgs. because they multiplied exponentially (committees). - Babysitting may have helped, though some teachers did bring their older children to work quietly in a corner through the meetings. - What's most important is to make personal, one-on-one contact to let those missing know that they are needed.	** ideal vision - brainstorm ** - Food helps. A stipend would be very helpful. Those who use their own car and pay for gas to commute would benefit from receiving a stipend to come to the LT mtgs. - The agenda of the LT mtgs. was driven by a few people. They could ask the LT members where to go before the mtg. concluded to include everyone into the planning process and the creation of the next mtg. agenda (ownership). I guess they didn't do it to save time. - Too many people were invited ONLY to have warm bodies in the meeting vs. contributing, though we were all learning. - Some evenings could have been more exciting. Changes could have been made to how we shared our learning – cliff notes helped. - Evolving into a fixed amount of people to serve as long as they want, but being able to leave when they want after a basic learning period in the LT will help attendance. - Retreats are good and energizing sources of team-building for LT members. - Active members feel recognized based on intrinsic motivation, but those that abandon could enjoy the recognition upon their departure.

Question		
What was **BEST** about the LT meetings and what was **WORST** about LT meetings (any or all)?	BEST Retreat – because we focused on grounding the mission and beliefs. We enjoyed the product.	WORST Breaking into committees – because it was too frustrating. I didn't understand my charge. I didn't quite choose my committee because equal representation was manipulated for participation in committees. The process made LT members lose sight of what the LT was meant to be and do. IT fractured the LT and it is just now coming back together. Attendance wise, the committees DOUBLED the commitment in mtg. time required. In addition, there were strong conflicts of personalities and work loads between committees.
Other Comments		

Interview Questions

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Question	LT1	LT2
What is your stakeholder role in the LT?	Elementary School Principal (parent).	
According to our data (i.e., schedule of meetings and DVD recordings of meetings), your attendance record to the LT meetings is as follows	** Show each individual with color coding – color pictures **	
Can you remember why you were absent to meetings a, b, and c, or at least to some of these meetings (2003-2004)?	** ...data show you were present at these meetings…can you recall what made that possible? **	** ...data show you were NOT present at these meetings…can you recall what made that NOT possible? ** - I was getting ready for graduation from doctoral degree.
Can you remember what factors were present in your **personal life** at that time which may have impacted (positively or negatively) your attendance to the LT meetings? (e.g., **family, work, health**)	- I had a personal commitment to the process having been a member of the initial Core Team. - I was part of the LT out of respect for my leader.	- People attended the LT because they wanted to achieve a product, not go through a process (Framework). - It was very difficult for people to understand the growth needed through the process.
How **motivated** were you to attend the LT meetings? And, did your **motivation change** over time? **Why**?	- I had a dual role as resident and employee: I wanted Decatur to be the best school for my children. - My work ethic is what kept me coming.	** personalities ** - People were worn out from breaking out into committees. Initially we thought it would help, but they promoted less accountability, fragmentation of the group, and overlapping of work making LT members' participation confusing! - People get frustrated because they want to do a good job and if they are not clear about what they are supposed to be doing they feel threatened by not being able to do a good job.

Question	LT1	LT2
Can you identify factors in the LT **environment** that contributed to your **attendance or absence** at LT meetings? (e.g., **facilitators, length of meetings, topics of meetings, leadership, internal politics, make-up of group**)	- "Did you find a relationship between your work in graduate school and the work at the LT mtgs?" Some. I was working on mentorship. I helped newcomers and parents. - We should have focused on real work: we taught them but they were busy people and couldn't see the relevance of the process in the LT activities/learning. - We were meeting twice a month and felt frustrated because we had their wheels spinning. - In addition the relationship between district and teachers was just healing after political stress. The LT relationships were new, as well as this was a new beginning for the district with a school board.	- Christmas and Easter are very busy seasons of the year for me because I actively participate in Choir rehearsals in my church. - My son is autistic and has special needs. I need to be home to help him with his homework. → Interruption: phone call from son for 2min. during interview ← - I have been fortunate to have a leadership (i.e., Don) that understands the need to balance these forces in my personal life as they interfere with my professional responsibilities. - My priority has always been my children (family). - I believe parents would have had the same difficult time attending the LT mtgs.
What would have **motivated** you to attend more LT meetings? And, what would have helped you **logistically** to attend more LT meetings?	- LT members lacked an understanding of where we were going with what we were doing…even Core Team members did. This lead to great frustration! - The urgency to help the change process turned into being burned out!	** ideal vision - brainstorm ** - A better understanding of the job of being a member in the LT. - Develop accountability descriptions/descriptors. - Stipends – never been tried. - Recognition – never been tried. - Attendance keeper & caller – she made one-on-one contact with absentees…impact? I don't know, but at least she gave the LT members attending some sense of the reasons why others might not be present.

Question		
What was **BEST** about the LT meetings and what was **WORST** about LT meetings (any or all)?	BEST Getting a final version of the Framework – because they were powerful meetings. Although intense and tiring, we worked hard and they were good.	WORST Presentations – because some of them were very dull. Some people talked over heads of members, ignoring learning styles and how tired people were at that time of the day.

Other Comments	- No exit point to member participation in the LT. That is too scary for anyone who considers joining this venture.
	- Financial incentives are important. Dr. Reigeluth has tried to get money.
	- Having food has been important.
	- Commitments out of the LT are the driving force behind absenteeism.
	- How can we communicate the urgency or make seem important to stakeholder members what the LT does?
	   o About 15 years ago a pyramid phone call system was established to remind people of mtg. times
	   o A clear sense of beginning and end for their participation was defined
	   o An intense recruitment process to monitor attendance was established
	   o Attendance was excellent. The team was successful in their task.	

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Question	LT1	LT2
What is your stakeholder role in the LT?	Transportation Director (for many years).	
According to our data (i.e., schedule of meetings and DVD recordings of meetings), your attendance record to the LT meetings is as follows	** Show each individual with color coding – color pictures **	
Can you remember why you were absent to meetings a, b, and c, or at least to some of these meetings (2003-2004)?	** ...data show you were present at these meetings…can you recall what made that possible? ** - I have a family tradition, being Irish, to attend the local parade and enjoy the festivities of St. Patrick's Day. I didn't come to work that day (03/17/03).	** ...data show you were NOT present at these meetings…can you recall what made that NOT possible? ** - I was sick on 01/06/04 for the first mtg. of the year. - I was on vacation the first week of February (02/03/04) for the LT mtg. - I stopped attending the LT temporarily due to a family emergency. I took in my youngest sister's children (new born from hospital and six year-old with cerebral palsy) for foster care until she cleaned up her drug addiction (03/02/04 – 04/22/04). My husband was just retired and my youngest, out-of-the-house child was already 25 years-old. It turned my life up-side-down. I was able to continue coming to work, but had absolutely no time for anything else.
Can you remember what factors were present in your **personal life** at that time which may have impacted (positively or negatively) your attendance to the LT meetings? (e.g., **family, work, health**)	- No matter what was happening in my life, this was important to me. - I am an employee, parent, grandparent, and resident in this area. It is very important to me that we build standards upon which students grow and develop.	- Receiving foster children in my home at a retiring age provoked systemic change in my life style and routines.

Question	LT1	LT2
How **motivated** were you to attend the LT meetings? And, did your **motivation change** over time? **Why**?	- I felt it was my duty to step up to be able to have a say on what was happening. - I just needed someone to tell me what needs to change and do it. - I love the school district and want to be here to help. - I believe we have the best teachers and administrators.	** personalities ** - I have become an advocate for special education students in the district. - As a stakeholder in the LT, my voice is reflecting that of other members of the school district and their needs for services toward this population. - I just want to make our district better. - I want to help our children succeed. - I want to help our children to stay in this area once they graduate.
Can you identify factors in the LT **environment** that contributed to your **attendance or absence** at LT meetings? (e.g., **facilitators, length of meetings, topics of meetings, leadership, internal politics, make-up of group**)	- People in the LT made my attendance possible. - I liked that we could share everything and nobody would look at me differently. - We learned to do consensus. - Some thought it was strange to have different voices from stakeholders who all had something to gain.	- I enjoyed the small group-to-large group dynamic activities. - LT participants were terribly busy people! → Interruption: Rosie would take the time to greet cleaning staff members or people walking by ← - LT members were interested in product vs. process. - They didn't know how to process (e.g., communication, understanding, trust, change [how to go about it]) to be able to achieve products. - Administrators thought we knew what they knew…a learning curve took longer than they planned.

Question	LT1	LT2
What would have **motivated** you to attend more LT meetings? And, what would have helped you **logistically** to attend more LT meetings?	- What would have helped me to attend mtgs. when my family or tradition engagements were a priority would have been if LT logistics accommodated to my needs (e.g., change in dates), but they can't do that for all of the LT members!	*** ideal vision - brainstorm *** - I begin my work day before 6:00am! By the time the LT mtg. begins I have been at work for more than 12 or 13 hours. I am tired and burned out. If meetings were from 4-6pm that would make a great impact on my ability to contribute, but that is difficult for people who does not work within the district (e.g., community members, facilitators). - Stipends - people don't expect money; they want to see the **relevance and urgency** of this change effort! - Recognition – doesn't matter; I just want to be part of it and make this part of my contribution during my time in the district. If a child has a problem, that where we can and should help them. - Childcare – it could be of benefit to some parents, but it is irrelevant to me. - Food – it is good that they provide it at the LT mtgs., but it is irrelevant to me.
What was **BEST** about the LT meetings and what was **WORST** about LT meetings (any or all)?	BEST Having many people communicating – because they are in team when they would otherwise wouldn't be in the same team and they realize they actually are similar and can work together.	WORST Change takes a long time! – because most LT members are product-oriented and expect more from the mtgs. *[Maybe product-oriented tasks could be incorporated into LT mtgs. to give members a sense of accomplishment. SMP.]*
Other Comments	- Our participation in the LT is a wonderful process because I have witnessed many improvements. Don has made us a team (vs. a leader with followers). He made us equal in how we looked at things…everyone is involved! - People really enjoyed participating in the LT. They spoke their minds and attending this activity is worth-while.	

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What is your stakeholder role in the LT?	Initially, in the Core Team and first LT, I was (NT) the President of the Teachers Association. Now my role is that of an administrator since I serve as Director of Facilities.	
According to our data (i.e., schedule of meetings and DVD recordings of meetings), your attendance record to the LT meetings is as follows	** Show each individual with color coding – color pictures **	
Can you remember why you were absent to meetings a, b, and c, or at least to some of these meetings (2003-2004)?	** ...data show you were present at these meetings…can you recall what made that possible? **	** ...data show you were NOT present at these meetings…can you recall what made that NOT possible? ** - I can't remember why I was absent. I'm never sick.
Can you remember what factors were present in your **personal life** at that time which may have impacted (positively or negatively) your attendance to the LT meetings? (e.g., **family, work, health**)	- Administrators are required to attend these meetings! - My boss tells me to be there, so I'm there. - As a teacher I believe I should be there, particularly when I was representing the teacher body of the district.	- In the Core Team I wanted to be there. It became a value; part of my belief system. - My boss could honor my request to exit if I asked for it since I am so busy. "I don't know how much longer I'll have a husband with so many meetings at night!"
How **motivated** were you to attend the LT meetings? And, did your **motivation change** over time? **Why**?	- I was motivated because teachers finally would be partners with administrators. - The LT included all stakeholders: teachers, parents, business, administrators – giving them/us a voice.	- I would choose to keep the LT over other commitments. - Many LT members would attend for the "glory/reward" with no intrinsic motivation. Hence, when there were no extrinsic rewards (e.g., pay), they failed to contribute/attend. - Over time, making a commitment and a priority of the LT is my job.
Can you identify factors in the LT **environment** that contributed to your **attendance or absence** at LT meetings? (e.g., **facilitators, length of meetings, topics of meetings, leadership, internal politics, make-up of group**)	- Parents – time at night for mtgs. is problematic. Daytime would be better because most people are already here. We should try it. - While it is not tangible, people need to learn to have faith in the change process.	- People don't make the LT a priority because they don't feel the importance of it. They don't think they are making a difference. If they thought so, they would be here. For example, for the design and production of the Framework, they were here, because they thought they were making a difference.

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Question	LT1	LT2
What would have **motivated** you to attend more LT meetings? And, what would have helped you **logistically** to attend more LT meetings?	- Bonding with the group deeply would help them feel a commitment to each other to know they can't work without each other (attendance). - Have a retreat immediately. - Make each member wonder…How can they work without me? It is about establishing strong personal relationships! - There needs to be a PURPOSE for the LT. Not having one is a big discourager for attendance of LT members. - We used to send emails to remind people. I also used to call people and leave messages. These tactics would at least leave them without an excuse to miss the meetings since they couldn't say anymore that they forgot about it.	** ideal vision - brainstorm ** - Get to know these people through a retreat (study and social time) ---maybe even overnight against participants resistance to attend. - If Don says this is important, people will make it a priority simply to please Don (he could black-mail them into attending an overnight retreat). - Once a team, they would need to figure out how to keep coming and accomplish goals - It is important that LT members have ideas and discussion that are used and implemented in schools (product vs. only process). - A parent noted "I can't believe the difference in the community" based on LT work through the years. LT members are noticing benefits, but there is no tangible success of their effort. - There should be an emphasis on product vs. process. - Money could help…anybody would come for money to the LT mtgs. - Dinner has helped - (--there was a 3-5min. interruption by a parent who entered the room to share how proud she was of her student who received a diploma) - We, LT members, need to engage in an honest/open discussion about attendance within the LT (vs. only planning committee members) to build trust and accountability. Maybe we can identify partners within the LT who will MAKE (ensure that) each member come(s).

Question		
What was **BEST** about the LT meetings and what was **WORST** about LT meetings (any or all)?	BEST When we study educational issues, thought I don't like it when we're given articles to read ahead of time.	WORST When we pretend to have a discussion – because only 3-5 people in the entire room participate, assuming that consensus has been reached. For example, in one occasion 15 people were silent during a decision. When the sign-up sheet to help went around only 4 people signed to help out. I would go around each table to hear everyone's voice, even if it is only to say: I agree or disagree, instead of staying silent!
Other Comments	- We need to help LT members become friends instead of strangers by spending time together and learning from each other (vs. hearing from others) in a study or social environment within the LT mtgs.	

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Question	LT1	LT2
What is your stakeholder role in the LT?	Board Member. Initial Core Team member and Facilitation Team member.	
According to our data (i.e., schedule of meetings and DVD recordings of meetings), your attendance record to the LT meetings is as follows	** Show each individual with color coding – color pictures **	
Can you remember why you were absent to meetings a, b, and c, or at least to some of these meetings (2003-2004)?	** ...data show you were present at these meetings…can you recall what made that possible? ** - I was at a police department meeting.	** ...data show you were NOT present at these meetings…can you recall what made that NOT possible? ** - The first time I was away in spring break. - The second time I was celebrating my daughter's birthday.
Can you remember what factors were present in your **personal life** at that time which may have impacted (positively or negatively) your attendance to the LT meetings? (e.g., **family, work, health**)	- I can schedule my attendance to these meetings as long as they fall on Mondays or Wednesdays in the afternoon since I have to be at the police department by 7pm. - It helps a lot to have food at the meetings because that's where I have my dinner!	- It can be a circus to coordinate my life, but it can be done.
How **motivated** were you to attend the LT meetings? And, did your **motivation change** over time? **Why**?	- I am very motivated - I can give input and is interesting. - I am here to listen and observe. - I am here to assist Don. - I have learned, too. - As a Board member I got to see the process; it was cool! - The LT work is reflect in MSDDT in the new buildings, where new learning communities are beginning to form. Also in the Framework of beliefs which is posted throughout the	- The LT was not done right! - We tried to involve <u>too many</u> stakeholders! - We should have identified leaders from key groups (some of these have been excluded from the LT – e.g., principals). - The LT should be integrated ONLY by all principals, one teacher from each school (so that other teachers depend on that teacher for information), and one parent from each school (that is directly recruited by each principal for accountability – participation/attendance). - There should be a beginning and ending date to monitor progress.

	district and by which we all abide.	

Question	LT1	LT2

Can you identify factors in the LT **environment** that contributed to your **attendance or absence** at LT meetings? (e.g., **facilitators, length of meetings, topics of meetings, leadership, internal politics, make-up of group**)	- Facilitators dictated meetings early on.
	- 1LT "spinned our wheels" without knowing WHY we were here.
	- 2LT were ½ way through the meetings when the Framework came to life and they finally felt productive.
	- Staff (administrators/teachers) were attending LT meetings, but other stakeholders weren't (parents/community members).
		- Attendance is affected by commitment of members. Some may stop attending because:
		   o Seasons of the year change
		   o School year ends
		   o There is no goal for their effort (their participation in the LT should be more product-oriented)

What would have **motivated** you to attend more LT meetings? And, what would have helped you **logistically** to attend more LT meetings?	- <u>Principals, teachers, and parents have the most to gain and the most to lose from attending or missing LT meetings!</u> because they are providing direct services to the students…they have a direct investment in the change effort… - Alumni (retired parents of graduated students and other members of the community – e.g., business people) are not interested in attending LT mtgs. because they have nothing to gain, but only time/money to lose. - IF people have something to GAIN they WILL show up to the LT mtgs! - You could, after LT members work on it, invite community	*** ideal vision - brainstorm *** - It is not about resources…it is not about the WHAT, but about WHO you put on the LT! - LT members have to be committed to the LT. - Paying them could help. - Principals, teachers, and parents have something to gain and something to lose from not coming. Alumni don't care.

	members to a mtg. to share with them the change process and district/student needs and how they can help. That would be much more productive!	
Question		
What was **BEST** about the LT meetings and what was **WORST** about LT meetings (any or all)?	BEST When good things begin to happen after 10 meetings even though it should have taken only 5 meetings!	WORST Small discussions – because LT members seek refuge with buddies about personal conversations instead of working on task.
Other Comments	- Include every single system in that school system in the district-wide change. - The ideal LT would be integrated by all principals, 1 teacher from each school, and 1 parent from each school. There would be no Core Team and no Board member representation (Don could inform the Board about the process). Community members could be invited to sporadic informational meetings throughout the year.	

This research study is interested in finding out what might be causing absence of LT members to meetings.

I am studying attendance patterns of the LT (i.e., arriving on time, arriving late, leaving early, not attending) in an effort to help the Decatur team in their Journey Toward Excellence. This study and its results are important because when LT members are absent or late to meetings, they miss opportunities to contribute to the LT; they might not be able to keep up with the progress that the LT is developing. This could disrupt and even delay the change process.

I am inviting you to participate in this research study because you were a member of the first and second LT groups (2003-2004). You may even remember that the first LT was put on hold after only 5 meetings because of attendance issues. It was until several months later that a second LT started meeting again in 2003.

I believe I am addressing one of the most fundamental aspects of this systemic change process because we're talking about the LT of the district-wide change effort. I would like to help find strategies to prevent this phenomenon.

In working with teams, I have found out that one of the major threats to the performance of a team is when its members lose interest and STOP participating.

In a team, some members may focus on control, and as annoying as that may be, they are still participating.

Some members may choose to accommodate, and though they may not be proactive, they are still participating.

However, other team members, maybe many members may choose to withdraw either by being present or absent, but they no longer participate.

Whether is for process or product issues, the worst case scenario is when people choose to be absent. When it comes to the LT, this could really hinder the change process.

What I am trying to do is improve the guidance offered to Decatur by prescribing preventive measures that assist the LT members against this threat.

I am inviting you to share your input through this interview because I need you to tell me what's important through your experience. The literature identifies issues, my experience points me in certain directions, my observations will identify important factors influencing attendance, but it is your first-hand experience as a member of the LT that will shape the improvements needed to enhance the attendance at LT meetings.

I want to clarify that while this research study will examine the attendance habits of LT members during 2003-2004, it will not study you or your personal attendance, but simply request your expert advice to make improvements to the change process in which Decatur is engaged.

Do you have questions about what I have shared with you? Please allow me describe the interview process.

Your responses to these questions will remain confidential. Only your role in the district will be used for reference (e.g., teacher). I will make every possible effort to ensure that your identity cannot be traced back to any of your comments. For this purpose, you will have the opportunity to review a draft of the write-up once I have completed the data collection and analysis portion of my research project. I will at that point encourage you to contribute any thoughts or amendments needed for approval to the publishable text before it goes to print.

With your permission, I will digitally record our conversation. Doing so will allow me to pay more attention to our interaction while we chat.

Do you have any questions? Are you ready to participate in this interview? Let's begin.

Question	LT2
What is your stakeholder role in the LT?	Board Member. Participated as of the 2LT.
According to our data (i.e., schedule of meetings and DVD recordings of meetings), your attendance record to the LT meetings is as follows	** Show each individual with color coding – color pictures **
Can you remember why you were absent to meetings a, b, and c, or at least to some of these meetings (2003-2004)?	** ...data show you were present at these meetings…can you recall what made that possible? ** ** ...data show you were NOT present at these meetings…can you recall what made that NOT possible? ** - I was in another meeting at the time.
Can you remember what factors were present in your **personal life** at that time which may have impacted (positively or negatively) your attendance to the LT meetings? (e.g., **family, work, health**)	- I was committed to this team. - I believe in the process and how it affects the school system. - When I say I would volunteer for something I show up. - We're not good enough at welcoming people. - Reminding calls about upcoming meetings are important. - New members feel out of place when they come to the LT meetings.
How **motivated** were you to attend the LT meetings? And, did your **motivation change** over time? **Why**?	- I remember feeling LOST when I came to the LT team meetings. - There was nobody to help me catch up with what was going on. - I didn't have any special help to catch up…I was on my own. - A session for new members to catch up is very important! - Welcome new members affectively is very important. - Making personal contact with new members to motivate them is important.

Can you identify factors in the LT **environment** that contributed to your **attendance or absence** at LT meetings? (e.g., **facilitators, length of meetings, topics of meetings, leadership, internal politics, make-up of group**)	- There are great conversations in the LT team.
	 - We were happy to see that the Framework of Beliefs came to life.
	 - Some problems with attendance may be due to:
	     o Double scheduling
	     o Working until late and arriving late to mtgs.
	 - Highlighting the readings was very helpful
	 - Having Dr. Reigeluth assist with the text and providing handouts was very helpful. Readings were difficult.
	 - Reading in groups made it easier. Small groups changed constantly, sometimes by design.
	 - It is a comfortable and trusting team…a close group.

Question	LT2
What would have **motivated** you to attend more LT meetings? And, what would have helped you **logistically** to attend more LT meetings?	** ideal vision - brainstorm ** - Retreats are good – day and one half events are helpful to reflect on what you're working on and come up with a process (e.g., Framework of Beliefs). - Group work – more group dynamics to know each other better.
What was **BEST** about the LT meetings and what was **WORST** about LT meetings (any or all)?	BEST Breaking into groups – because we could listen to others. As a parent with grown children, I appreciated current parents talking about their children in the school system and listen to teachers much more closely than ever before. As a Board member it was very interesting. WORST Readings – because getting them done on time (homework) almost never happened; even though I was committed…I would forget, arrive to the LT mtg. and feel terrible because I would have completed my readings. Therefore, I appreciated very much the assistance and provided with notes and highlighted text, and reading in groups. It picked my interest and even bought a couple of books on my own to read at home.
Other Comments	- Make new members welcome. - Send a note or email or postcard. - Gary would send agenda or pertinent info via email, but that's not enough for new members. - Human contact and encouragement for new members coming into a new group is very important!

Appendix F

Interview Data – LT1

Questions	Member Response
How motivated were you to attend the LT meetings? What factors were present in your life that impacted your attendance to LT mtgs.?	- 1:020 – The LT has a high priority on my list of things to do because I feel strongly that systemic change in schools is needed; I believe Decatur can be successful. I was disappointed to see people not attending meetings, but never lacked motivation to attend myself. Some meetings went late and that impacted my time with family (e.g., dinner time). - 1:011 – I was very intrigued and saw the potential to do positive things in Decatur through the LT1. There was a progressive flavor to try new things. I had grown up children at home which facilitated my attendance to meetings; I simply stayed after work. It was helpful to have food at the LT meetings. - 1:010 – I have great admiration for our leader and wanted to support him. I wanted to be an example in my position in MSDDT; I wanted to be informed with first-hand knowledge about the change process and contribute what I could. The LT meetings gave parents, teachers, and administrators a chance to work and communicate at the same level; that was a motivator and was nice. - 1:013 – I was part of the LT1 out of respect for my leader and had a personal commitment to the process. My work ethic is what kept me coming; I wanted Decatur to be the best school for my children. It was very difficult for people to understand the growth needed through the process. - 1:016 – It is very important to me that we build standards upon which students grow and develop. I felt it was my duty to step up to be able to have a say on what was happening in my district; I love the school district and want to be here to help. A family situation at home prevented me from attending several meetings. - 1:001 – Administrators are required to attend these meetings. My boss tells me to be there, so I'm there. I also wanted to be there; it became part of my belief system. Attending so many meetings after work "I don't know how much longer I'll have a husband." - 1:023 – I am very motivated because I can give input and observe; I am there to assist the superintendent and to listen. Scheduling my attendance can be difficult to coordinate, but it can be done. Having dinner at the meetings has helped a lot.

NOTE: Codes are LT member-identifying numbers as used in attendance lists preceded
by 1: or 2: for first or second LT phases

Questions	Member Response
What factors contributed to your attendance or absence at LT meetings?	- 1:020 – LT1 developed a good culture and discussions. Other people may have been absent because of multiple commitments and changes in meeting location. - 1:011 – It was confusing when we didn't know who was supposed to lead our small groups and what we were supposed to do during the LT meetings. Instruction was difficult and long for some people, especially since energy is absent at that time of the day. Core Team members seemed bored; they should have remained separate and allowed LT1 members to grow as a team so that they didn't have to rush our learning curve. - 1:010 – Some people may not consider participating in the LT as the best use of their time; change takes time and it's hard (e.g., building trust, changing culture). Some LT members were interested in seeing a product or a decision made vs. learning through the process. - 1:013 – We should have focused on real work: we taught them but they were busy people and couldn't see the relevance of the process in the LT activities/learning; they felt frustrated because we had their 'wheels spinning.' - 1:016 – People in the LT1 made my attendance possible; I liked that we could share everything and nobody would look at me differently. - 1:001 – While it is not tangible, people need to learn to have faith in the change process. Evening meetings might be problematic for some parents; daytime meetings would be better for them and for business people in the community. However, we decided to accommodate most parents by having evening meetings even though evening meetings are a struggle for staff. - 1:023 – Facilitators dictated meetings early on and 'spinned our wheels' without knowing why we were there.

Questions	Member Response
What would have motivated you and helped you logistically to attend more LT meetings?	- 1:020 – It is a matter of priorities; assessing what are the likely effects of my absence against the negative and positive effects of my attendance should be brought to balance to decide whether to attend the LT meetings or not. - 1:011 – Principals should have been involved earlier on, who in turn would have involved parents from the community. - 1:010 – I believe we were on to something good. Making personal, one-on-one contact to let those missing know that they are needed might have made a difference in attendance. - 1:013 – LT1 members lacked an understanding of where we were going with what we were doing; this lead to great frustration. The urgency to help the change process turned into being burned out. - 1:016 – It would have been helpful if they had considered family (holiday) traditions when scheduling meetings, but I understand they can't do that with every LT member. - 1:001 – Bonding with the group at a deep level would help LT members feel a commitment to each other to know they can't work without each other. It is about establishing strong personal relationships. There needs to be a purpose for the LT; not having one is a big disappointment for LT members who attend meetings. - 1:023 – If people have something to gain or lose they will show up to the LT meetings. Alumni and retired parents are not interested in attending LT meetings because they have nothing to gain, but only time/money to lose. Principals, teachers, and involved parents have the most to gain and the most to lose from attending or missing LT meetings because they are providing direct services to the students; they have a direct investment in the change effort.

Questions	Member Response
What was best about LT meetings?	- 1:020 – Good attendance because it means people are really interested and committed and should be able to make progress. - 1:011 – A number of people presenting tying it to a real-life school experience because real-life analogies helped LT members understand that and tie it to their own learning. - 1:010 – The retreat because we focused on grounding the mission and beliefs; we enjoyed the product. - 1:013 – Getting a final version of the Framework because these were powerful meetings; although intense and tiring, we worked hard and they were good. - 1:016 – Having many people communicating because they are suddenly in a team when they wouldn't be otherwise and realize they actually are similar and can work together. - 1:001 – When we studied educational issues, though I never liked it when we were given articles to read ahead of time. - 1:023 – When good things begin to happen after 10 meetings even though it should have taken only 5 meetings. - 2:004 – Breaking into groups because we could listen to others. As a parent with grown children, I appreciated current parents talking about their children in the school system and listened to teachers much more closely than ever before.
Other comments?	- 1:011 – I enjoyed the information received in the LT and meeting people in different roles in MSDDT. I thought we multi-tasked too much and needed to blend the district and the LT more. - 1:013 – There is no exit point to member participation in the LT; that is too scary for anyone who considers joining this venture. - 1:016 – Our participation in the LT is a wonderful process because I have witnessed many improvements; our leader has made us a team (vs. a leader with followers). He made us equal in how we looked at things; everyone is involved.

Interview Data – LT2

Q	Member Response
What factors contributed to your attendance or absence at LT meetings?	- 2:025 – Personal motivation wanting to see the systemic change effort succeed in a school district; a sense that I should be a good example to others through my attendance habits. I also had mixed emotions to see that even though I was attending others were not; I felt disappointed and betrayed because people didn't make this a priority, not realizing how important this is to so many people. - 2:015 – Some LT members were upset about new member policies implemented to bring new people into the team; some LT members stopped participating because of this and the practices needed to be revised. The number of LT meetings increased exponentially when committees were formed; it was irritating to divide into committees because we didn't analyze who would have leadership of committees and didn't have boundaries to give tasks to other committees. There was an invasive use of "power" between committees. These dynamics plus the number of extra meetings affected morale and attendance because it required much more effort and time. - 2:013 – Finding a passion for the cause/change is missing; how do you sustain the passion if you're not in the trenches? LT members have a difficult time seeing this is the best use of their time. Some LT members were intimidated by the learning (articles). Stakeholder members in the district who are comfortable with how things are run by the district are not seeing the urgency for change. - 2:017 – Breaking out into committees promoted less accountability, fragmentation of the group, and overlapping of work, making LT members' participation confusing; people get frustrated because they want to do a good job; and if they are not clear about what they are supposed to be doing, they feel threatened by not being able to do a good job. My priority has always been my family; I believe parents would have had the same difficult time attending the LT meetings. - 2:021 – I am motivated because I want to make our district better, I want to help our children succeed, and I want to help our children to stay in this area once they graduate. As a stakeholder in the LT, my voice is reflecting that of other members of the school district and their needs for services. LT members were interested in product vs. process; they didn't know how process (e.g., communication, understanding, trust) could help them to achieve products. - 2:001 – Many LT members would attend for the "glory" of it with no intrinsic motivation; hence, when there were no extrinsic rewards (e.g., stipends) they would fail to contribute/attend. People don't make the LT a priority because they don't feel the importance of it; they don't think they are making a difference, if they thought so, they would be at the meetings.

Q	Member Response
What factors contributed to your attendance or absence at LT meetings?	- 2:032 – The LT was not done right; we tried to involve too many stakeholders. The LT should be integrated only by all principals, one teacher from each school, and one parent from each school. There should be a beginning and ending date to monitor progress. Attendance is affected by commitment of members; some may stop attending because of changes in the seasons of the year, or because the school year ends, or because there is no goal for their effort in the LT. - 2:004 – I was committed to this team; when I say I would volunteer for something I show up. I believe in the process and how it affects the school system. I remember feeling "lost" when I came to the LT meetings, and there was nobody to help me catch up with what was going on; I was on my own. A session for new members to catch up is very important. Welcoming new members affectively is very important. Making personal contact with new members to motivate them and remind them about meetings is important. Some problems with attendance may be due to double scheduling and working until late. Highlighting the readings and having the IU facilitator assisting our reading process was very helpful.
What was worst about LT meetings?	- 2:025 – Low attendance because the LT might not accomplish any progress. I believe attendance is related to success because when one member is absent that weakens the bond/connection between us. The members who are absent will not make the same progress, diminishing the collective progress. - 2:015 – When people finally did their homework and came prepared to the LT meetings, their "reward" was to get even more homework. The week after homework was due there should have been no homework required as a reward. There should have been a balance of the workload for LT members. - 2:013 – Breaking into committees was too frustrating. This doubled the commitment in meeting time required and there were strong conflicts of personalities and work loads between committees. Charges within and across committees were not clear; there was no equal representation. This process made LT members lose sight of what the LT was meant to be and do. It fractured the LT and it is just now (2006-2007) coming back together. - 2:017 – Presentations because some of them were very dull. Some people talked over heads of members, ignoring learning styles and how tired people were at that time of the day. - 2:021 – That change takes a long time. Most LT members are product-oriented and expect more from the meetings. - 2:001 – When LT members pretend to have a discussion because only 3-5 people in the entire room participate, assuming that consensus has been reached, when in reality it hasn't. People need to speak up. - 2:032 – Small discussions because LT members sought refuge with buddies about personal conversations instead of working on task. - 2:004 – Readings because getting them done on time (homework) almost never happened; even though I was committed.

Other comments?	- 2:015 – There is a gap between what is done in the LT and what LT members do in their professional environments when it comes to application of systems to new responsibilities based on learning within the LT. - 2:017 – Commitments out of the LT are the driving force behind absenteeism. How can we communicate the urgency or make seem important to stakeholder members what the LT does? - 2:021 – People really enjoyed participating in the LT; they spoke their minds and attending this activity is worth-while. - 2:001 – LT members need to become friends instead of strangers by spending time together and learning from each other (vs. hearing from others) in a learning or social environment within the LT meetings. - 2:004 – Make new members feel welcome; send a note or email or postcard. The LT 'knowledge worker' would send the agenda or pertinent information via email, but that's not enough for new members. Human contact and encouragement for new members coming into a new group is very important.

NOTE: Codes are LT member-identifying numbers as used in attendance lists preceded
by 2: for second LT phase

Interview Data – Ideal vision for improving LT attendance patterns

Question	Member Response
If we had access to all resources (financial, human, physical) what could we do to improve member attendance at LT meetings?	- 2:025 – Advanced scheduling, day care options, paid stipends, meeting reminders, public recognition for exemplary attendance, transportation to meetings (for parents). - 2:015 – Public validation (e.g., framed picture, celebration), completion of a Leadership Program Certificate. - 2:013 – Having food in meetings, providing a stipend (e.g., gas expenses), having all members design meeting agendas instead of only a few people, using [excerpts of readings], having fixed periods for service in the LT and allowing people to stay as long as they want, having retreats, recognizing LT members upon their departure. - 2:017 – Having food in meetings, having someone who calls people to remind them about LT meetings and to keep attendance, developing a better understanding of the job of being a LT member, developing accountability descriptors for LT members (e.g., what is expected of their performance as active members of the LT). - 2:021 – Accommodating meeting schedules to LT member's schedules, offering childcare options and food. - 2:001 – Having food in meetings. - 2:032 – Providing stipends. - 2:004 – Having retreats, developing group dynamics to know each other better.

The eight codes used are LT-member-identifying numbers as used in attendance lists.

These identifying numbers are preceded by the number 2, which refers to the second LT phase.

Appendix I

Interview Data – Additional Comments about LT attendance patterns

- 2:015 – Attendance dropped when the appointed 'knowledge work coordinator' took over the coordination of the LT meetings (vs. our superintendent); LT members attended and participated as long as they had high visibility before their leader (i.e., superintendent) in an effort to boost their career opportunities.

- 2:013 – Too many people were invited only to have warm bodies in the meeting; the focus was lost and LT members stopped contributing, though some learning did take place.

- 2:021 – By the time the LT meeting starts I have been at work for more than 12 hours; I am tired and burned-out. Stipends won't make a difference; people want to see the relevance and urgency of this change effort.

- 2:001 – If our leader (i.e., superintendent) says this is important, people will make it a priority simply to please him. It is important that LT members have ideas and discussions that are used and implemented in schools (product vs. only process); there should be an emphasis on product. We need to get to know these people through a retreat, maybe even overnight against participants' resistance to attend; once a team, they would need to figure out how to keep coming and accomplishing goals. LT members need to engage in an honest/open discussion about attendance within the LT (vs. only planning committee members) to build trust and accountability. Maybe we can identify partners within the LT who will make (i.e., ensure that) each member come(s).

- 2:032 – It is not about resources; it is not about the what, but about who you put on the LT. LT members have to be committed to the LT. Paying them could help, but the bottom line is who has the most to lose and the most to gain from participating in the LT. Principals, teachers and parents have something to gain and something to lose from not being part of the LT. Alumni and community members don't really care. The ideal LT would be integrated by all principals, one teacher from each school, and one parent from each school. There would be no Core Team and no Board member representation (the superintendent could inform the Board members about the process). Community members could be invited to sporadic informational meetings throughout the year in which their participation could be requested.

- 2:004 – One and one-half day retreats are helpful to reflect on what you're working on and come up with a process.

NOTE: Codes are LT member-identifying numbers as used in attendance lists preceded by 2: for second LT phase

Appendix J
List of suggestions to improve attendance patterns of LT members[6]

- Public recognition for attendance patterns (e.g., perfect attendance record)
- Public affirmation of validation (e.g., framed picture, celebration)
- Recognizing LT members upon their departure could help
- Completion of a Leadership Program Certificate

    - Food in meetings is helpful
    - Food might help
    - Dinner has helped
    - Having food has been important

- Meeting reminders,
- An attendance keeper and caller might be helpful
- Advanced scheduling
- Meeting schedule (e.g., by the time the LT meeting starts I have been at work for more than 12 hours; I am tired and burned-out)

    - Paid stipends
    - A stipend would help (e.g., gas expenses).
    - Stipends won't make a difference; people want to see the relevance and urgency of this change effort
    - Paying them could help, but the bottom line is who has the most to lose and the most to gain from participating in the LT

- Cliff notes helped
    - Childcare might help
    - Day care options
- Transportation services (e.g., parents)
    - Having fixed periods for service in the LT and allowing people to stay as long as they want may help attendance patterns
    - Too many people were invited only to have warm bodies in the meeting; the focus was lost and LT members stopped contributing, though some learning did take place
- More group dynamics to know each other better are needed
    - Retreats help energize sources for team-building
    - Retreats are good. One day and one half events are helpful to reflect on what you're working on and come up with a process (e.g., Framework of Beliefs)
    - We need to get to know these people through a retreat, maybe even overnight against participants' resistance to attend; once a team, they would need to figure out how to keep coming and accomplishing goals
- Agenda should be designed by all members instead of driven by a few people
- A better understanding of the job of being a LT member; develop accountability descriptors

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[6] Bullets indicate repetition of ideas

Appendix K

List of comments about attendance patterns of LT members

- Attendance dropped when the appointed 'knowledge worker' took over the coordination of the LT meetings (vs. our superintendent); LT members attended and participated as long as they had high visibility before their leader (i.e., superintendent) in an effort to boost their career opportunities.

- If our leader (i.e., superintendent) says this is important, people will make it a priority simply to please him.

- It is important that LT members have ideas and discussions that are used and implemented in schools (product vs. only process); there should be an emphasis on product.

- LT members need to engage in an honest/open discussion about attendance within the LT (vs. only planning committee members) to build trust and accountability. Maybe we can identify partners within the LT who will make (i.e., ensure that) each member come(s).

- It is not about resources; it is not about the what, but about who you put on the LT. LT members have to be committed to the LT. Principals, teachers and parents have something to gain and something to lose from not being part of the LT. Alumni and community members don't really care.

- The ideal LT would be integrated by all principals, one teacher from each school, and one parent from each school. There would be no Core Team and no Board member representation (the superintendent could inform the Board members about the process). Community members could be invited to sporadic informational meetings throughout the year in which their participation could be requested.

Appendix L

<u>MSDDT Framework of Beliefs</u>

MSD of Decatur Township

A Journey Toward Excellence

<u>Mission</u>

Decatur Township Schools – Learning communities
where all stakeholders
are empowered to achieve excellence.

<u>Vision</u>

MSD of Decatur Township is an information-age school corporation
committed to being learner centered.
A focus on learning and
continuous personal growth is promoted
in a safe, respectful and caring environment
characterized by high expectations.
Learning Communities are the means to fostering
collaboration and empowerment.
Assessments, interventions and accommodations are used to meet the
academic, social, emotional, physical, and developmental needs of all
learners.

Supporting Belief Statements

1. Learning

We believe a focus on learning must be part of the culture of our school community because learning is a community responsibility.

- Different learning and teaching styles will be used to cultivate the talents of each child.
- Varied interventions, strategies, and resources will provide students with multiple opportunities to meet their intellectual, emotional, social, behavioral, and physical needs.
- Teachers will be guides and facilitators to provide differentiated learning experiences and to empower students to take charge of their own learning.
- Students will be encouraged to pursue ambitious learning goals and assume responsibility for their own learning, and their progress will be monitored and supported.
- Throughout the learning process, each student with appropriate stakeholder support will persist until learning is achieved.
- Technology will be an integrated part of the learning process and will be accessible to every stakeholder.

2. Learning Environment

We believe the school must provide a welcoming, safe, productive, learner-centered environment for learning to occur. This nurturing climate will foster trust and high expectations. All stakeholders will be:

- treated with dignity and respect,
- viewed as individuals, and
- provided support for learning.

3. Assessment

We believe assessment must be used to guide the learning process to meet individual student needs rather than to compare students. Therefore, assessment must be used to:

- determine what learning has occurred,
- identify what interventions are needed,
- provide timely and continuous information to guide teaching and student learning,
- customize new learning based on students' prior knowledge and learning styles, and
- provide all stakeholders with feedback.

4. The Learning Community

We believe the relationship between the school and the larger community must be an interdependent one because students learn in both settings. Therefore,

- All stakeholders will be represented and empowered through a collaborative approach to decision making, to develop leadership and to secure sustained school improvement.

- All parents will work with teachers and students to foster learning.

5. Professional Development

We believe that professional development is important to provide all stakeholders with the skills to improve student learning. Professional development must be:

- sustained over a long period of time,
- relevant to stakeholder needs,
- focused on ways to serve student learning, and
- advanced through professional learning communities.

Professional learning communities are built around collaborative exchange in which educators direct their professional growth by working together, reflecting on their practice, exchanging ideas, and sharing strategies to improve student learning.

In support of these beliefs, appropriate time, money, and resources must be allocated.

A Compass for Decatur's Journey Toward Excellence

Approved 2-8-05

Curriculum Vitae

Sari M. Pascoe
sydpascoe@yahoo.com

Summary of Skills & Experience

- Over 10 years of successful professional experience administering programs, managing/supervising staff, and/or facilitating direct services in the fields of Higher Education, K-12, and Adult Education.

- Over 7 years of successful, progressive performance in higher education administration, leadership, collaboration, instruction, design implementation, evaluation, research, and grant-writing development at Indiana University, Bloomington and University of North Texas.

- Over 10 years of public-speaking experience, instructing and presenting to multiple and diverse stakeholders of community, higher-education, and K-12 environments, including the instruction of 10 undergraduate-level and co-instruction of 4 graduate-level Indiana University for-credit course sections.

- Over 10 years of instruction, technology, research, and management experience with multiculturally diverse populations in the United States and Mexico.

- Over 140 graduate credit hours in the fields of Teacher Education, Adult Learning, Educational Systems, Training and Instructional Design, Technology, Research, and Fundraising.

- Developed Mexico-US bicultural integration and Spanish-English bilingual/biliterate proficiency, as well as literacy in French.

- Traveled extensively in Europe (over 30 cities in 5 countries) and in America (over 75 cities in 5 countries). Also traveled in Asia (8 cities in 4 countries).

- Gained academic and professional expertise in process consulting, particularly in the topics of systemic transformation in education, cross-cultural integration, and K-5 Best Practices.

Education

Ph.D. – Education. 2008.
>Indiana University. Bloomington, IN.
Major: Instructional Systems Technology. 4.0 GPA.
Concentration: Systemic Transformation in Education.
Minor: Inquiry and Fundraising/Grant-writing.

M.A. – Education. 2001.
>San Francisco State University, CA.
Major: Instructional Technologies. 4.0 GPA.

Clear Multiple-Subject Teaching Credential. 1999.
>San Francisco State University, CA.
K-12 and Adult Education. 4.0 GPA.
Concentration: Spanish BCLAD

B.A. – Business. 1996.
>Eastern University, PA.
Major: Organizational Management.

Major in Early Childhood Education. 1991.
>Berta Von Glumer College, Mexico City, MEX.

Awards

Larson Award for Professional Development, 2007
>($250 *received* award).
IUB. Instructional Systems Technology.

Outstanding Associate Instructor Award, 2003
>($500 *received* award).
IUB. School of Education.

Travel Award, 2003
>($100 *received* award).
IUB. Grad. Prof. Student Organization.

Larson Award for Professional Development, 2002
>($400 *received* award).
IUB. Instructional Systems Technology.

Travel Award, 2001
>($300 *received* award).
IUB. Multicultural Ed. Student Association.

Distinguished Achievement Award for Academic Excellence, 2001.
>SFSU. Instructional Technologies.

Valedictorian Graduate Student, 1999.
>SFSU. Multiple Subject Teaching Credential
Spanish BCLAD (Bilingual Crosscultural Language and
Academic Development).

Grant Procurement and Fundraising

Pascoe, S. M., et al. (2007). Project CAMVA (Central American & Mexican Video Archive). Indiana University - CLACS ($152,000 *received* grant – Y3).
Washington, DC: Department of Education – TICFIA Grant.

Pascoe, S. M., Gould, J. (2007). Project CAMVA (Central American & Mexican Video Archive) Digitization contribution. IU - CLACS ($12,000 *received* contribution).
Bloomington, IN: College of Arts and Sciences – Dean's Office

Pascoe, S. M. (2006). Project CAMVA (Central American & Mexican Video Archive) Travel Grant. Indiana University ($400 *received* grant – maximum award).
Bloomington, IN: Off. of the Chancellor and IUB Prof. Council.

Pascoe, S. M., et al. (2006). Project CAMVA (Central American & Mexican Video Archive). Indiana University - CLACS ($152,000 *received* grant – Y2).
Washington, DC: Department of Education – TICFIA Grant.

Pascoe, S. M., Gould, J. (2006). Project CAMVA (Central American & Mexican Video Archive) Travel Grant. IU - CLACS ($2,000 *received* grant).
Bloomington, IN: IUB Libraries and Office of Int. Services

Siegel, M., Pascoe, S. M., et al. (2003). Web-based Scenarios for Parents. NSF – SBIR Grant, Phase II ($500,000 requested grant).
Bloomington, IN: WisdomTools, Inc.

Reigeluth, C. M., Richter, K., Pascoe, S. M., et al. (2003). Systemic Change in a Public School Corporation. Proffitt Endowment ($40,000 requested grant).
Bloomington, IN: School of Education.

Pascoe, S. M., et al. (1999). BASRC (Bay Area School Reform Collaborative) Review of Progress. Golden Gate Academy ($62,800 *received* grant – Y2).
San Francisco, CA: SF Unified School District/BASRC.

Pascoe, S. M. (1991). Eastern Theological Seminary. Phonathon Fundraiser Contest ($10,000 *received* donations).
1st Prize Winner ($100 *received* student award).
Wynnewood, PA: Eastern Seminary.

Work History – <u>Administration,</u> Instruction, & *Research*

2007-present   *<u>Associate Director</u>*
TxCDK (Texas Center for Digital Knowledge)
SLIS – University of North Texas

2005-2007   *<u>Grant Director</u>*
Project CAMVA – TICFIA Grant. DoE, Washington, DC.
IUB – Center for Latin American & Caribbean Studies

2001-2007   *Associate Researcher [Academic]*
Formative, Qualitative, Quantitative Research
IUB – Instructional Systems Technology Dept.

1999-2007   Higher Education Instructor
W200, R626, R667, Software Literacy (SFSU)
Indiana University – School of Education

2004-2006   Instructional Designer/Consultant
La Plaza, Inc. & Hispanic Ed. Center. Indianapolis, IN.

2004-2005   <u>Coordinator of Programming</u>
Women In Science Program
Indiana University – Office for Women's Affairs

2004-2005   <u>Academic Program Analyst</u>
Indiana University – University Graduate School

2001-2002   <u>Graduate Assistant</u>
T3 Teaching License Program
Indiana University – Curriculum & Instruction Dept.

2000-2001   <u>After School Program Director</u>
César Chávez Elementary School
San Francisco Unified School District. SF, CA.

1996-2001   <u>Elementary School Educator</u>
Two-Way Spanish Immersion K-5 Classrooms
San Francisco Unified School District. SF, CA.

1998-1999   <u>Public School Vice-Principal</u>
Golden Gate Elementary School
San Francisco Unified School District. SF, CA.

1995-1996   <u>Program Coordinator</u>
IMECAL (Instituto Mexicano del Centro de California)
Mexican Consulate. Fresno, CA.

1991-1995   <u>Youth Counselor [volunteer]</u>
Religious organizations. PA. & CA. in the US, & Mexico.

Work Experience

<u>Administration and Cross-Cultural Leadership</u>

Associate Director. Texas Center for Digital Knowledge, (2007-present). SLIS – University of North Texas, TX.

> Responsible for Center's financial management, supervision of administrative and support staff, strategic and operational planning, and securing and supporting external funding for research undertaken by faculty and students involved in the research enterprise. Support the Center's interdisciplinary focus through active engagement with and initiation of communication among relevant disciplines and units on campus. Provide direct services to faculty members for development of grant-writing skills through an individualized coaching system (time/project management, narrative/language development, budget management, methodology/evaluation analysis).

Grant Director. Center for Latin American & Caribbean Studies, (2005-2007). Indiana University, IN.

> Responsible for day-to-day operation and management of Project CAMVA (Central American and Mexican Video Archive – http://www.indiana.edu/~clacs/CAMVA), a four-year, $600,000 funded program by the USA Department of Education. Responsible for financial, risk, and facilities management. Write annual reports to meet agency requirements in Washington, D.C. Closely work with Principal Investigator, Indiana University staff, and members of international partner institutions in Mexico (CIESAS), El Salvador (MUPI) and Nicaragua (IHNCA), coordinating communication, program design, and production.

Associate Researcher. School of Education, Instructional Systems Technology Department (2001-2007). Indiana University, IN. [*volunteer*]

> Participated in published, longitudinal research studies conducted at the Decatur Township School District in the outskirts of Indianapolis. Conducted quantitative, qualitative, and formative research studies about systemic change implementation in the Decatur school district. Developed publishable journal articles and presented research findings numerous times in varied professional national/international conferences. Developed literacy in data collection/analysis and management strategies/methodologies.

Coordinator of Programming. Office for Women's Affairs (2004-2005). Indiana University, IN.

> Coordinated and designed programs for the Women in Science Program (WISP) in IU. Provided university-wide career advising for women in science fields, targeting graduate and undergraduate students. Designed and implemented academic and social events targeting female faculty, and female graduate and undergraduate students in science fields. Played central role in the design and successful implementation of the 2004-2005 Outstanding Women Scientists lecture series in IUB (invited nationally-recognized guest speakers). Designed and promoted bi-annual WISP publications and conducted monthly meetings with IU faculty and administrators. Supervised the design and development of new WISP website. Played a primary role in establishing new initiatives that support women in science (e.g., policy reform to provide childcare services for infants/toddlers).

Academic Program Analyst. University Graduate School (2004-2005). Indiana University, IN.

> Functioned as team leader for university-wide system redesign efforts in charge of designing, coordinating, and implementing new data collection and analysis systems about graduate programs and students in IU (e.g., identification of meaningful data fields to be reported to departments and units). Coordinated leadership team to assist and promote re-design and development of new university-wide Course Remonstrance process. Assisted Deans and staff of UGS in networking across IU campi and IUB units, participating as needed in meetings and events.

Graduate Assistant. T3 Teaching License Program (2001-2002). Curriculum & Instruction Department, School of Education. Indiana University, IN.

> Supported program coordinator and principal researcher. Designed and implemented new licensing program, coordinated and administered resources (e.g., student participant identification and recruitment processes, conduction of interviews and data collection/analysis for research), attended meetings and conducted record keeping. Developed networking systems with all eight campi in Indiana University.

After School Program Director. César Chávez School (2000-2001). San Francisco Unified School District, CA.

Designed and implemented program and activities. Designed curriculum and classes, and coordinated and administered resources. Managed, developed, and implemented training for staff members. Offered consultation services for Best Practices and pedagogical skill development. Coordinated after-school services offered at this elementary school site by three different programs. Evaluated principle consistency and systematic training across programs.

Public School Vice-Principal. Golden Gate Academy (1998-1999). San Francisco Unified School District, CA.

Coordinated and managed school-wide bilingual programs and reform efforts. Designed and implemented Two-Way Spanish Immersion program. Managed and coordinated Cantonese-bilingual program. Coordinated and implemented school-wide reform efforts and professional development efforts for staff members (e.g., career development advising). Developed lectures, workshops, and forums to address diversity issues between school staff and its community. Implemented administrative duties, such as budget, payroll, and hiring. Managed and was responsible for daily operation of BASRC grant responsibilities, including reports. Coordinated and managed other school-wide events, such as community meetings and holiday events (e.g., Latino Festival). Developed data-collection system to create School site and Teachers' Portfolios.

Program Coordinator. Mexican Consulate (1995-1996). Fresno, CA.

Coordinated and managed programs and events. Created and managed administrative systems to coordinate day-to-day functions. Coordinated and implemented cultural and community-wide events. Served as bi-cultural and bilingual liaison for recent immigrants to this country. Provided career development advising services.

Cross-Cultural Exchange Trip Coordinator. St. John's Presbyterian Church and Eastern University; Horeb Baptist Church (1993-1994). Devon and St. Davis, PA; Mexico [*volunteer*].

> Coordinated and assisted during planning and implementation of cross-cultural youth trips. Assisted in identification of resources, fundraising activities, and trip arrangements to travel with youth groups from the US to Mexico, and youth groups from Mexico to the US. Language proficiency development in Spanish as first language and English as second language. Literacy development in French as third language.

Instruction and Training

Instructional Designer/Consultant. You Can Go To College/Querer Es Poder & Your Future/Tu Futuro (2004-2006). La Plaza, Inc. & Hispanic Education Center. Indianapolis, IN.

> Designed and produced bilingual (English/Spanish) instructional and career development workshops for high-school junior-senior students, non-traditional students, and parents/community members on the what, how, and when to apply for college for first generation Latinos going to College in the US.

University Instructor.

Undergraduate level: W200: Using Computers in Education (2002-2004). IST Dept., SoE. Indiana University, IN.

> Designed and implemented a required three-credit course for pre-service teaching students (face-to-face). Designed course and curriculum, taught and advised students.

Graduate level: R626 (Instructional Strategies and Tactics) and R667 (Educational Systems Design) (2003-2007). IST Dept., SoE. Indiana University, IN.

> Co-instructed and supported the implementation of three-credit Ph.D. level courses (face-to-face and on-line). Designed instruction, coordinated group dynamics and advised students.

Multi-level: Technological literacy (1999-2004). San Francisco State University, CA., and Indiana University, IN.

> Developed literacy in: Dreamweaver, Photoshop, Director, PowerPoint, Flash, HTML, XML, mySQL, Cold Fusion, Java, Internet, Image Ready, Sound Edit, Ardvack, Soundblast, Quick Time multimedia, Aftershock, Free Hand, iMovie, Word, Excel, Publisher, Access, End Note, SPSS, Advance Link, Page Maker, File Maker Pro, Kid-Pix and Cruncher software applications, for both PC and Mac platforms.

Elementary School Educator. Two-Way Spanish Immersion K-5 Classrooms (1996-2001). San Francisco Unified School District, CA.

Designed and implemented bilingual curriculum for student classrooms integrated by 1/3 English only speakers, 1/3 Spanish only speakers, and 1/3 bilingual students. Designed course and curriculum, planned and implemented special events, and taught and advised students and their families/care-givers. Assisted teaching through technology (computers) and nature (classroom garden/field trips).

School Staff Trainer: Designed and implemented professional development workshops for teaching and supporting staff (e.g., served as Mentor Teacher, mentoring classroom teachers and modeling lessons in their classrooms). Developed and implemented after school programs training sessions for staff, volunteers, student teachers, and parents/community members (e.g., literacy development for specific grade levels).

Youth Counselor. Religious organizations (1991-1995). Wayne, PA; Devon, PA; St. Davis, PA; Del Rey, CA; Mexico City, Mexico [*volunteer*].

Designed and implemented curriculum, activities and events for youth (grades 6th through 16th). Aligned curriculum across age-levels, Coordinated, designed, and implemented events, weekly meetings, and activities. Counseled and advised youth in their personal development.

Pre-K Classroom Teacher. Kindergarten Classrooms, ages 2 through 6 years-old (1989-1991). Secretaría de Educación Pública, México.

Designed and implemented curriculum and activities for students. Taught children, advised families, prepared materials, coordinated community events, and provided academic advising during parent meetings.

Service

Member and Proposal Reviewer in AECT (2002 – present)
Association for Educational Communications & Technology. IN.

Member Racial Incidents Team (2006 – 2007)
Office of Student Ethics and Anti-Harassment Programs. IUB, IN.

Member and presenter in GIST (2001 – 2007)
Graduates in IST. IUB, IN.

Manuscript Reviewer for TechTrends Magazine (2005 – 2006)
Association for Educational Communications & Technology. IN.

Graduate Student Representative in Policy Council (2002 – 2004)
School of Education. IUB, IN.

Member and presenter in MESA (2002 – 2004)
Multicultural Education Student Association. IUB, IN.

Member in OWA (2002 – 2005)
Office of Women's Affairs. IUB, IN.

Member, presenter, and author in SOTL (2002 – 2005)
Scholarship of Teaching and Learning. IUB, IN.

Graduate Student Representative in Administrative Review Committee
(2002 – 2003)
School of Education. IUB, IN.

Graduate Student Representative in Restructuring Committee
(2002 – 2003)
School of Education. IUB, IN.

Member, trainer, and facilitator of community meetings (1996 – 2001)
San Francisco Unified School District, CA.

Instructor and advocate. Native Indian communities (1987 – 1991)
Mexico.

Assistant and participant in religious communities' youth camps
(1986 – 1991)
Mexico.

Professional Conferences Attended

AECT International Conference (October, 2008). Orlando, FL.

21st Century Challenges to Sexuality and Religion Conference (January, 2008). San Francisco, CA.

TICFIA Conference (April, 2007). Albuquerque, NM.

AERA Conference (April, 2007). Chicago, IL.

IST Conference (April, 2007). Bloomington, IN.

AECT International Conference (October, 2006). Dallas, TX.

AERA Conference (April, 2006). San Francisco, CA.

TICFIA Conference (April, 2006). East Lansing, MI.

IST Conference (April, 2006). Bloomington, IN.

AECT International Conference (October, 2005). Orlando, FL.

IST Conference (April, 2005). Bloomington, IN.

In America's Interest: Welcoming International Students. The Role of Higher Education Conference (April, 2005). Bloomington, IN.

IST Conference (April, 2004). Bloomington, IN.

AECT International Conference (October, 2003). Anaheim, CA.

National Conference on Graduate Student Leadership (October 2003). St. Louis, MO.

AERA Conference (April, 2003). Chicago, IL.

IST Conference (April, 2003). Bloomington, IN.

AECT International Conference (November, 2002). Dallas, TX.

IST Conference (March, 2002). Bloomington, IN.

NASAGA Conference (October, 2001). Bloomington, IN.

BASRC Conference (February, 1999). Berkeley, CA.

BASRC Summer Conference (July, 1998). Santa Cruz, CA.

National Two-Way Bilingual Immersion Conference (Summer 1996). Long Beach, CA.

Presentations

Variables Affecting the Performance of Leadership Teams Pursuing Systemic Change in their Educational Systems
Pascoe, D. and Pascoe, S. M.
　　AECT Conference, 2008

Systems Design
Pascoe, D. and Pascoe, S. M.
　　21st Century Challenges to Sexuality and Religion Conference, 2008

Technological Innovation and Cooperation for Foreign Information Access: CAMVA – Y2 (Central American and Mexican Video Archive Project).
Pascoe, S.M.
　　TICFIA Conference, 2007

The Systemic Transformation Process of MSDDT. Leadership Teams: Process and Research.
Pascoe, S.M.
　　AECT Conference, 2006

District-wide Systemic Transformation in the Decatur School District. Leadership Teams: A Dissertation.
Pascoe, S.M.
　　IST Conference, 2007

CAMVA First Annual Workshop: A progress report.
Pascoe, S. M.
　CAMVA Workshop, 2006

Research on the Systemic Transformation Process in Education. Leadership Teams: A Literature Review.
Pascoe, S.M.
　　AERA Conference, 2006

Technological Innovation and Cooperation for Foreign Information Access: CAMVA – Y1 (Central American and Mexican Video Archive Project).
Pascoe, S.M.
　　TICFIA Conference, 2006

Decision-Making and Self Efficacy Development Effects of a College Freshman/Sophomore Career Development Course.
Pascoe, D., Pascoe, S.M., Grossman, J., Rodocker, J. L, Sullivan, K. M.
　　Career Development Center of IUB, 2005

District-wide Systemic Transformation in the Decatur School District: A Progress Report and Research Studies. Leadership Teams: A Literature Review.
Pascoe, S.M.
　　AECT International Conference, 2005

Decision-Making and Self Efficacy Development Effects of a College Freshman/Sophomore Career Development Course.
Pascoe, D., Pascoe, S.M., Grossman, J.
    IST Conference, 2005

District-wide Systemic Transformation in the Decatur School District: A Progress Report and Research Studies. Leadership Teams: A Literature Review.
Pascoe, S.M.
    IST Conference, 2005

GSTE: A Stakeholder-Based Process for District-wide Systemic Transformation. Evolution of Mindsets.
Pascoe, S. M., Pascoe, D.
    IST Conference, 2004

Teacher Education Instructor Training, Award-winning Associate Instructors panelist.
Pascoe, S. M.
    School of Education, IUB, 2003.

Making the Most of Attending Conferences.
Pascoe, S. M.
    GIST Roundtable, IUB, 2003.

Teaching About Systemic Change.
Reigeluth, C. M. & Pascoe, S. M.
    AECT International Conference, 2003

Systems Thinking for D&D and T&R. The Beginning of a Dialogue.
Pascoe, S. M., et al.
    AECT International Conference, 2003

GSTE: A Stakeholder-Based Process for District-wide Systemic Transformation. Evolution of Mindsets.
Pascoe, S. M., Pascoe, D.
    AECT International Conference, 2003

Towards a Strategic Plan for AECT's National Leadership.
Reigeluth, C. M., Pascoe, S. M., et al.
    AECT International Conference, 2003

Diversity: The Role of International Students in Graduate School.
Pascoe, S. M.
    National Conference on Graduate Student Leadership, 2003

PRD Theory. An Applied Instructional Theory.
Pascoe, S. M., Pascoe, D.
    IST Conference, 2003

Facilitating Systemic Change: The Role of a Support Group.
Pascoe, S. M., Reigeluth, C. M.
    IST Conference, 2003

GSTE: Evolution of Mindsets.
Pascoe, S. M., Keller, J., Kang, S. P.
　　　　IST Conference, 2003

Course Portfolio Exposition: Designing and Producing an Instructional Website poster.
Pascoe, S. M.
　　　　Scholarship of Teaching and Learning Program, 2003

Teacher Education Instructor Training, Award-winning Associate Instructors panelist.
Pascoe, S. M.
　　　　School of Education, IUB, 2002.

Personal Relationship Development Theory. An Application.
Pascoe, S. M., Pascoe, D.
　　　　AECT International Conference, 2002

Facilitating Systemic Change: The Role of a Support Group.
Pascoe, S. M., Reigeluth, C. M.
　　　　AECT International Conference, 2002

Systemic Change in K-12: Community Meetings.
Reigeluth, C. M, Pascoe, et al.
　　　　AECT International Conference, 2002

Personal Relationship Development Theory.
Pascoe, S. M.
　　　　IST Conference, 2002

Publications

Pascoe, S. M. (2008). Factors Influencing Attendance for a Leadership Team in a School District. Dissertation – Instructional Systems Technology Department, School of Education.
　　　　Bloomington, IN: Indiana University Publisher

Pascoe, S. M. (2005). You Can Go To College/Querer Es Poder. La Plaza, Inc.
　　　　Indianapolis, IN: La Plaza, Inc. Publisher

Pascoe, S. M. (2005). Your Future/Tu Futuro. Hispanic Education Center.
　　　　Indianapolis, IN: HEC Publisher

Pascoe, S. M. (2003). Designing and Producing an Instructional Website. In Meta-Robinson & Karpa-Wilson (Eds.), *Course Portfolio Exposition: Making Visible the Intellectual Work of Teaching.*
　　　　Indiana University, Scholarship of Teaching and Learning Program. Bloomington, IN: IUB Publisher

Pascoe, S. M. (2002). <u>Personal Relationship Development Theory. A Theory of Instruction</u>.
    Association of Educational Communications and Technology International Conference proceedings. Dallas, TX: AECT Publisher

Joseph, R., Pascoe, S. M., Keller, J., Cakir, H. (2002). <u>Facilitating systemic change: Analyzing community needs through community meetings</u>.
    Association of Educational Communications and Technology International Conference proceedings. Dallas, TX: AECT Publisher

Pascoe, S. M., Narahara, S. (2001). <u>Allow Us to Introduce: Alicia Rojas</u>.
    Performance Improvement Journal. 41(1), pp. 8-10.

Pascoe, S. M. (2001). <u>Web-Based Performance Resources for New Teachers. An Instructional Website</u>. Instructional Technologies department, School of Education – M.A. Thesis.
    San Francisco, CA: San Francisco State University Publisher

Pascoe, S. M. (1995). <u>Software Application Manuals</u>. Educational Ministries Department. Winter, 1994.
    Valley Forge, PA: American Baptist Churches

Pascoe, S. M. (1994). <u>God…I'm a Single Parent!</u>
    The American Baptist Woman Journal. Winter, 1994-1995, p. 36. Valley Forge, PA: American Baptist Churches Publications

Pascoe, S. M. (in progress). <u>Is Standardized Testing our Best Option?</u>
    Journal article.

Pascoe, S. M. (in progress). <u>Facilitating Systemic Change: The Role of a University-based Support Group.</u>
    Journal article.

Pascoe, S. M., Pascoe, D. (in progress). <u>Personal Relationship Development Theory: An Application.</u>
    Journal article.

Pascoe, S. M., Pascoe, D. (in progress). <u>Evolution of Mindsets.</u>
    Journal article.

Pascoe, S. M., Pascoe, D. (in progress). <u>Personal Relationship Development Theory: A Workbook.</u>
    Book.

Research

CAMVA – Central American and Mexican Video Archive.
   IUB, IN. 2005-2007.

Systemic Transformation of Education in K-12 settings and Higher
   Education Institutions.
   IUB, IN. 2001-2007.

Decision-Making and Self Efficacy Development Effects of a College
   Freshman/Sophomore Career Development Course.
   IUB, IN. 2004-2006.

PRD Theory (Personal Relationship Development).
   IUB, IN. 2002-2004.

ICE-NGS (Indiana Center for Evaluation – National Geographic
   Society).
   IUB, IN. 2002; 2003.

T3 Teaching License Program.
   IUB, IN. 2001-2002.

SPRT (Sequential Probability Ratio Test). IST core course.
   IUB, IN. 2001.