LEADERS FOSTERING RESILIENCY IN SCHOOLS

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This single case study of a school district described how school leaders created educational programs and practices that feature elements of a caring environment within which students were frequently offered choices in their learning experiences. Data from a survey, school observations, interviews and formal documents were analyzed using a mixed method qualitative approach of triangulation, expansion and complementarity methods of analysis. The study determined that a caring environment with student choices existed in the district and its programs and practices were consistent with the literature on resiliency. The study also found the environment that developed through several critical events over eighteen years translated a vision into the organizational mission and belief. The leadership role was characterized by commitment to vision, mobilization of structure, a superintendent's stable tenure, and a proliferation of programs in a small school district size.

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1.0 CHAPTER I: REVIEW OF THE LITERATURE

This chapter includes a review of research related to factors that influence the academic success of high-risk students. The first section contains longitudinal studies on resiliency. The second section covers schools as caring environments in relationship to the resiliency literature. The third section comprises literature on student autonomy and its relation to resiliency.

1.1 RESILIENCY

1.1.1 Garmezy- Longitudinal Study

A psychologist and research professor at the University of Minnesota, Garmezy (1971) is known for his work in vulnerability research and the Project Competence Study. In earlier studies, Garmezy (1971) extrapolated from and summarized Heston and Karlsson's research on the consequences of children born to schizophrenic mothers and into disadvantaged economic and social conditions. He noted that the studies found that about 50% of such children were largely symptom-free. As adults, those children exhibited healthy personalities, had good jobs, bought homes away from inner city poverty areas, had low divorce rates, and displayed few mental disorders.

The studies of high-risk children revealed a group who were more apt to lead dysfunctional lives, yet managed to avoid these risks and lead healthy lives. To describe these successful

children, Garmezy coined the term "invulnerability;" that is, they were not affected

by the negative factors in their early lives but, instead, displayed good peer relations, academic

achievement, commitment to education, purposive life goals, and successful work histories.

For Garmezy, finding what caused these children to be invulnerable might have

implications for a wide range of intervention actions, social and educational programs. He

called for research on relevant behavioral parameters that separated high-risk maladaptive

children from high-risk adaptive children and non-risk children.

Concerned with the effects of life stresses on the competency levels of elementary

students, Garmezy (1987) studied a group of children from Minnesota. This study, Project

Competence research, started in 1971 and lasted through 1983. It was part of an international

consortium of research groups developing empirical data on the development of children born to

schizophrenic mothers. Child vulnerably to schizophrenia/psychopathology was initially the

foremost concern of the research team at the University of Minnesota, but the team turned to

normal-behaving at-risk children to find forces that allowed such children to adapt.

Originally, the research made multiple comparisons between normal control cohorts and

three psychopathological groups (i.e. children born to schizophrenic mothers, children from non-

schizophrenic but depressive and personality-disordered mothers, and children referred by

school and child guidance personnel as being over inhibited or hyper-active). The Minnesota

Project Competence Team along with a productive international consortium of research groups

measured social and motivational competence, acquisition of cognitive skills, occupational skills

and attentional functioning. The results were that, with the exception of the children who had

been referred because of behavior problems, only a very small portion of the other two at-risk

groups seemed to display any deficit. The efforts from that extensive research, from 1971

through 1983, became the basis for a decade-long research commitment to study at "stress resistant" children to find protective factors.

At the time, the study of stress-resistant children and their families included three cohorts. The first group consisted of 29 children with physical handicaps who had been moved from special schools into mainstream classes. The second was comprised of 32 children suffering from a life threatening congenital heart defect. The third group was made up of 205 children of central city volunteer families who were sending their children to two contiguous elementary schools. This last cohort of 205 children is the one that received most of the researchers' attention.

During the study, Garmezy and the consortium measured the cohorts using instruments that included: six hours of interviews with the mothers; two hours of interviews with the children; achievement tests; an abbreviated intelligence test; cumulative school records; sociometric data from classmates; teacher ratings; and lab procedures. The lab procedures measured such things as the degree of delayed gratification exhibited by the child, impulsiveness versus reflectiveness, problem solving ability, humor comprehension, humor appreciation, divergent thinking, and humor generation.

In the first phase of the study, the researchers used correlation and factor analysis to determine the affects of individual factors. These factors included competence, social cognition, reflexiveness-impulsiveness, stress and status. In the second phase, researchers used multiple regression analysis to determine the affects of a combination of factors, such as competence, on such factors as cognitive abilities, social status, stress, and measures of social problems.

Children from low socioeconomic status families who had less positive family experiences and lower IQ's were less competent and more disruptive in school. The researchers did find,

however, that some of these children were competent and did not engage in disruptive behavior. This prompted the researchers to ask why some children were not adversely affected by these conditions.

According to Garmezy (1987), the important factors in child resilience were: a supportive person in the child's environment, a supportive, cohesive family situation, and certain personal characteristics that provided the child with the ability to cope with adversity. More specifically, the findings of the Minnesota Project Competence study were:

1)   Competence, as assessed by both peers and teachers, was related to the child's degree of disengagement and class disruptiveness. The more disruptive and disengage the child was, the lower the competence assessment.

2)   The greater a child's assets (IQ, socioeconomic status, family stability, and cohesion), the more likely the child was to be competent and socially engaged.

3)   Children with fewer assets were more disruptive, especially when under stress.

4)   These four assets "protected" boys and girls equally from stress though

     positive family attributes were more important for girls than boys.

5)   Social engagement was related to IQ, socioeconomic status (SES), and social comprehension (i.e., interpersonal understanding, problem solving ability, humor comprehension, apperception, and production).

6)   Family stability (number of moves, job changes, divorce, and home up-keep) and family cohesiveness (number of things done together as a

family, displays of affection, rules, and parent-child communication) were protective factors. Garmezy found that the fewer of these protective factors the child experienced, the lower his intelligence and competence, and the higher his likelihood of disruptive behavior would be as a response to stress.

7) Lower SES families were more likely to have fewer of the positive qualities, and children from those families were likely to be less competent and intellectually able when faced with stress.

8) The effects of stressful events seemed to be cumulative in a child's lessening of engagement and increasing disruptiveness.

Looking just at children disadvantaged in social economic status, Garmezy (1985/87) listed the several protective factors. 1) the temperament of the child – level of activity, reflectiveness when meeting novel situations, cognitive skills and positive receptiveness to others, 2) family traits – warmth, cohesion in the presence of a caring adult, and 3) external support – strong maternal substitute, a caring teacher or a caring agency such as a church.

While poverty, according to Garmezy (1991), was a major factor in causing children to suffer life failures, many other stressful conditions may lead to the same result. Garmezy found that children at risk experienced one or more of the following risk factors:

moderate to severe prenatal complications

mothers with little education

developmental delays or irregularities

genetic abnormalities

parental psycho pathology

prolonged separations from the primary care giver

birth of younger siblings within two years of the child's birth

chronic family discord

sporadic unemployment of parents

constant change of residence

remarriage of parent (stepparent)

death of a parent

foster placement.

Therefore, according to Garmezy, most children can be termed "at-risk" at some point in their lives (1991).

1.1.2 Werner – Longitudinal Study

Garmezy recognized Werner, a psychologist and research professor at the University of California at Davis, as the "Mother of Resilience" for her contributions to the field. She is known for the longitudinal study in 1955 on high-risk children in Kauai, Hawaii. The Kauai Study involved an interdisciplinary team drawn from the Universities of California and Hawaii. The goal of the study was to chart the development of children from the prenatal period to adulthood.

The children were defined as high-risk in that they came from poverty level households that exhibited poor child raising conditions, family instability and discord, and parental psycho pathology. In the first phase of the study, five nurses and one social worker compiled a household census of women of childbearing age (12 years and older). An explanation of the

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study was provided to a community of leaders for approval.   Once agreement was established, letters were sent to these households.   In addition, messages were printed on milk bottles delivered to these households asking women to participate in the study. Local doctors agreed to report to the team which women came to them for monthly prenatal care.

From 1955-1956, 1,713 live births were included in the study as the cohort. Periodic interviews were conducted, and assessments of prenatal complications were reported. Following a two-year follow-up, the pediatricians and the psychologists examined 97% (1,666) of the cohort. At the end of the examinations, a clinical rating of each child was established. The ratings were grouped into four categories: above normal, normal, questionable, and below normal. Ten years later, the cohort, then at 1,012, was evaluated.   At this point 262 children were cited as the high-risk group identified in 1955-56. The results of the ten-year evaluation showed a relationship between the high-risk factors and the observed developmental deficiencies, poor school achievement, physical handicaps and retardations. Later, when visiting the original cohort, then at age 18, Werner and Smith found that two-thirds of the at-risk children were having life difficulties, teenage pregnancies, difficulty with the police, and were utilizing mental services (1977). Roughly one-third of the high-risk cohorts, however, were competent and caring young adults. As children, this group was less ill than the other at-risk children and was seen as active, affectionate, and responsive by their parents. Werner and Smith found that these children had certain individual attributes such as self-help skills, good sensory motor coordination, and good language skills. Problem solving skills, communication skills, and motor development continued into their early teens and, by their late teens, they had a good sense of self-esteem and were achievement orientation (Werner & Smith 1977).

Werner began to question what went right for that one-third of youngsters in her study. Many from that high-risk cohort outperformed others who did not have as many risk factors. At this point, she began to focus her work on "protective factors" (Werner & Smith, 1982/1998). The following key protective factors were noted in the research as contributory to resiliency:

1) age of the parent- younger mothers for boys and older fathers for girls

2) four or fewer sibling

3) more than a two year difference between the resilient child and the next born sibling

4) alternative care givers such as fathers, grandparents or older siblings

5) mothers employed outside of the home

6) the amount of attention from the primary care-giver in infancy

7) rules and structure in the household

8) supportive relations with an extended family and friends

9) resilient boys were often the firstborn son.

Twelve years later, this cohort, at age 30 and finally at age 40, continued, with the exception of two, to lead successful lives. They were very adept in social situations and at obtaining social support. Werner noted that about one-third of the 210 remaining subjects that she classified as high-risk developed into competent, confident, and caring young adults.

The environment of the resilient children differed from that of the children who developed problems in that the resilient children had external support systems and affectionate ties with family. The resilient children relied on peer, sibling, and parental support; they saw this support as necessary and positive.

A study by Werner and Smith (1992) indicated that there might be a role for gender in resilience. Scholastic competence at age 10 was more predictive of moving into successful

adulthood for men than women. The predictors for women were efficacy, high self-esteem, and control over one's life by the age of 18. Further, males were found to be more vulnerable to risk factors than females in the first 10 years of life.

Werner conducted a multi variate analysis of the data from her previous studies. The analysis showed that temperament, gregarious personalities, and social factors such as early bonding played a significant role in the success of these children (Werner & Smith, 1982/1998). Of all the above, bonding was viewed as a key factor. The research showed that those who bonded with surrogate adults were the ones whose futures appeared most promising (Werner & Smith, 1982/1998). Werner purported that the nurturing adults included adult mentors, teachers and coaches. At a Congressional Breakfast in 1996, Werner told the audience:

> These children actively recruited informal support networks in their community. Among the most prominent examples were teachers, especially in the early grades. These children despite all the chaos in their own family had a sense of coherence, a faith that things could be overcome and that they were in control of their fate (Butler, 1997).

Werner's research found that most of the children who succeeded as adults reported that they attributed their ability to cope with life's adversities to an adult who demonstrated caring, nurturing support.

To summarize, Werner and Smith found the following protective factors for disadvantage children: 1) parental factors – being supportive, setting rules and regulations at home, and showing respect for their children's individuality, and 2) factors of the child – being in good health; having active social involvement; having a sense of autonomy; finding and relating to positive adult role models; developing good peer relationships; being willing to seek support; having multiple interest in hobbies; having good reasoning and reading skills; and having good goal setting skills.

1.1.3 Rutter – Longitudinal study

In an early epidemiological study conducted by Rutter (1975), it was noted that certain children of mentally ill parents in London and the Isle of Wight did not become mentally ill themselves nor display poor or inadequate adaptive behavior. Familial risk factors faced by these children were identified as severe marital distress, low social status, overcrowded or large family size, paternal criminality, maternal psychiatric disorder, and/or foster placement of the children. Rutter reported that these risk factors had a progressive affect on the children. That is, one factor itself had no major effect, but two together raised the potential for psychiatric disorder in the child by four times, and four factors together raised the potential for negative affects by a factor of ten. The source of the children's resilience in the face of an unfavorable and difficult home environment seemed to be genetic factors that contributed to the children's individual personality characteristics and intelligence. In addition, certain protective factors were provided in the schools, specifically in fostering personal student growth, feelings of achievement, and providing opportunities for expanded social contacts.

Rutter theorized that a child's exposure to risk should be reduced to the greatest possible extent, and that investigations should be conducted on factors that help children to cope. Rutter believed that an investigation should examine the successful coping methods and social problem-solving strategies that children use to overcome situations of risk and the positive environmental experiences that may reduce harm from situations of risk.

Turning to children in institutions, Rutter concluded that the "protective factors," (factors that created resistance to the stresses that he identified) included: 1) establishment of a stable child-adult relationship, 2) placement in foster homes without family discord, and 3) effective classroom management.

After a comparison of two London schools, Rutter identified effective classroom management as having 1) a high degree of classroom structure, 2) a prepared and well-planned teacher, 3) an emphasis on homework and exams, 4) pupils who are free to take responsibility for their actions and school/classroom activities, 5) a well maintained, positive social atmosphere, 6) an emphasis on work-oriented goals, 7) incentives and rewards, 8) student clubs and sports, 9) use of a library, 10) an expressed appreciation of good work, and 11) a nucleus of children of at least average intelligent.

Garmezy (1991) identified in Rutter's work an additional factor, that of school personnel esprit. School personnel must feel they are putting forward the best effort in the schools; they must feel that the school is a worthy social enterprise. They must see themselves as protective figures whose task it is to do everything possible to enhance student competence and build a protective shield to help children deal with the multiple vicissitudes they will encounter in life.

1.1.4 Masten, et al. – Resiliency

Masten, et al. (1988) investigated the role of four potential mediators affecting a child's success in school following stress exposure. The factors were: 1) intellectual ability, which has been associated with one's ability to adjust, the occurrence of behavior problems, social competence, and school achievement; 2) gender, where boys have been described as at-risk for disruptive behavior following major stress events like divorce earlier than girls (who seem somewhat immune until middle school); 3) socioeconomic status, which potentially exposes lower SES children to more frequent negative life events, prenatal complications, and which seem to lead to less success in school; and 4) the quality of parenting, which included parental supervision,

structure, parental warmth (with at least one parent), and family cohesion as mediators in a child's exposure to stress.

Masten determined success in school by academic achievement, the degree of disruptive/aggressive behavior, and the degree of social engagement. Masten used the data reported in the Minnesota study conducted by Garmezy et. al. in 1971. Relying on the Minnesota study's raw data, Masten et. al. applied their own multi variate analyses and found the following: 1) IQ, SES, and competent parents do not make children immune to stress. However, they do affect children's responses to stress in the areas of disruptive behavior and degree of social engagement. 2) Disadvantaged children (those having lower IQ, being from lower SES, and experiencing fewer positive family qualities), when subjected to high stresses such as family discord and instability, became disruptive. 3) Children with more assets (higher IQ, SES, and more positive family qualities), when faced with stress, were less disruptive and aggressive than disadvantaged children. They tended instead to become withdrawn and disengaged. 4) For boys, the critical mitigating factors for disruptive behavior were IQ and high SES in which cases they tended to become disengaged instead of disruptive. For girls, the mitigating factor for disruptive behavior was the quality of maternal competence. Irrespective of IQ and moderate to high SES, girls were less likely to become disengaged; they were more likely to seek social support when faced with stress. 5) Girls were less vulnerable to stress than were boys largely because of their engagement in social networks, though the researchers speculated that the advantage would largely disappear after middle school. 6) Academic achievement was unaffected by short-term stress. Sustained stress affected academic achievement negatively though achievement seemed to rebound quickly for children who had the assets of high IQ, moderate to high SES, and

competent parents. 7) Competence in middle school and being more advantaged predicted successful adaptation in later adolescence.

Masten posited that children with multiple adversities lasting for long periods of time were less likely to be resilient (Masten, 1977). Masten noted that no child is expected to exhibit any type of resiliency unless a safe and normative environment is provided (1977). An important part of a safe and normative environment is the protective resource of a strong relationship with a caring adult. Adding protective resources to a child's life may counterbalance their likelihood for failure (Masten, 1977).

1.1.5 Grotberg – Resiliency

The International Resilience Project was an endeavor to learn what different cultures did to promote resiliency. The study consisted of 14 countries. The findings from the study were reported during the months of September 1993 through August 1994. The instruments used in the study consisted of a survey of 15 adverse situations, three standardized tests, actual experiences of adversity that included the respondents' reactions to those experiences, and a checklist of resiliency statements. Five hundred and eighty-nine children participated in the study: 48% girls and 52% boys. Most of the children were aged 9 to 11 with the remainder being six years of age and under (Grotberg, 2000). The study suggested that every country that took part had a common set of resiliency factors. Those factors were then categorized under three headings: I HAVE, I AM, and I CAN.

I HAVE factors featured supports such as people who trust and love the child unconditionally, people who establish protective parameters around the child, people who role model the correct way of doing things, people who encourage and teach the child to be self-

sufficient, and people who nurture the child when ill (Grotberg, 2000). I AM qualities included: the child's capability of showing emotions such as like and love, the ability to extend those affectionate characteristics to others by doing nice things and showing concern for others. Other qualities of I AM included respect for self and others, taking responsibility for actions, and being confident that life's journey will lead to a positive end (Grotberg, 2000). The I CAN traits encompassed the social/interpersonal skills. Social/interpersonal skills were identified as the child's ability to talk to someone when he or she is feeling threatened or troubled, the ability to problem solve, the ability to show self control when confronted with unpleasant situations, the ability to distinguish when to seek help and when to take action, and the ability to find someone to help when help is needed (Grotberg, 2000).

Grotberg noted that less than one-half of the respondents used resilience promoting behaviors, and socioeconomic levels contributed very little to variations in responses (2000). In fact, what contributed to the differences in response were the cultural differences. For example, some cultures relied more on their faith in the face of adversity than on problem solving. Some relied on punishment and guilt while others relied on discipline and reconciliation. Still other cultures encouraged children to rely on others in times of adversity rather than be autonomous (Grotberg, 2000). Grotberg also noted that some communities expected their children to be more independent by five years of age, and those children who were resilient managed the rejection implied by this, while others who were not resilient, did not. Despite the cultural differences, Grotberg found that the promotion of resiliency in children depended more upon adults' behaviors. Parental resiliency promotion was reported on a scale of one to three. A score of one, represented parents who did not promote resiliency. A score of two represented parents who had a combination of non-promoting and promoting behaviors, and a score of three

represented parents who promoted resiliency. One-third of the parents promoted resiliency, and their children faired well. The remaining two thirds of the children (where resiliency was low) took more and more responsibility onto themselves as they grew older. However, the parental promotion of resiliency was a more important factor in the development of resiliency than the children promoting it on their own (Grotberg, 2000). The implication of the data was that adults contributed much in promoting resiliency in the lives of children. Resiliency does not develop in a vacuum but in context (Grotberg, 2000).

1.1.6 Clark - Resiliency

Related findings come from an outcome study by Clark (1983). He found that parents transmit family values while delegating responsibilities in the home and at school. These values become the basis for how well the child achieves in school. The following patterns were associated with high achievers (the opposite is true for low achievers):

1.   Frequent school contact is initiated by parents.

2.   The child has exposure to stimulating, supportive schoolteachers.

3.   Parents expect to play a major role in the child's schooling and expect the child to
       do likewise.

4.   Parents establish clear, specific role boundaries and status structures while serving
       as the dominant authority.

5.   Conflict between family members is infrequent.

6.   Parents frequently engage in deliberate achievement-training activities.

7.   Parents exercise firm, consistent mentoring and rule enforcement.

8.   Parents provide liberal nurturing and support.

9.   Parents are able to defer to the child's knowledge on intellectual matters when appropriate.

1.1.7 Bernard - Resiliency

Bernard sought to focus on "self righting" capacities of the longitudinal studies that were emphasized in Werner's study and what schools could do to promote resiliency in students. Bernard posited that fostering resiliency is a process not a program. It "…is a process of connectedness, of linking to people, to interests, and ultimately to life itself" (Henderson, Bernard, & Sharp-Light, 1999, p. 8). Resiliency functions on a profound structural, systemic human level, and can be a part of every human interaction (Bernard, 1991). The protective factors, noted by Bernard, make it possible for children to engage in the "self-righting capacities" spoken of by Werner. According to Bernard, resilience is not a genetic trait but an inborn capacity that can be fostered through eliciting self-righting behaviors. Bernard (1991) stated:

> We are all born with innate resiliency, with the capacity to develop the traits commonly found in resilient survivors: social competence (responsiveness, cultural flexibility, empathy, caring, communication skills, and sense of humor); problem-solving (planning, help-seeking, critical and creative thinking); autonomy (sense of identity, self-efficacy, self-awareness, task-mastery, and adaptive distancing from negative messages and conditions); and a sense of purpose and belief in a bright future (goal direction, educational aspirations, optimism, faith, and spiritual connectedness) (p.31).

Self-righting abilities are tools that children, schools, families, and communities use to promote success (Werner & Smith, 1992). Fundamental to these self-righting capacities are the characteristics of resilient children. Bernard cited four characteristics of children who succeed

despite adversity. These children are socially competent, have good problem solving skills, have a strong sense of their own identity, and have healthy expectations (Bernard, 1991).

The environmental "protective factors" that Bernard found as essential to promoting resilience fell into three broad categories: caring relationships that show consideration genuine concern, high regards, and an atmosphere of trust and safety; high expectations that convey a sincere belief in the youth's potential as opposed to centering on the his or her negative pathology; and opportunities for meaningful contribution and the opportunity to be responsible via autonomy, having a voice, decision making, and the ability to showcase one's talents (Bernard, 1991).

Bernard purported that "school-wide structure that fosters a sense of community and family within the school-that acknowledges nurturing, respectful, inviting relationships which in turn create a sense of belonging-are the keys to student growth and learning" (Bernard, 1996, p. 5). Bernard quoted "an ex-gang member who made the comment that kids could walk around trouble if there was a place to walk and someone to walk with" (Bernard, 1991).

1.1.8 Bartlet – Resiliency

Bartlet had a major objection to the concept of resiliency as developed by the various researchers. His objection rested in the subjectivity of the concept and observational interpretations (1994). Resiliency was never directly observed; it is implied. Children who successfully adapted when confronted by unusual stress (or a number of stressors) were said to show evidence of resiliency; children who did not were said to evidence an absence of resiliency.

The problem, according to Bartlet, was that the definition of success was too dependent upon the external evaluator and third parties such as teachers, administrators and public policy

makers. The danger was extending a normative version of the Protestant Ethic into the educational context of poor people, thus leading to a failure to distinguish between a child's adaptation to socially approved goals and goals that are personally meaningful to the child.

According to Bartlet, the child may see school as irrelevant to his immediate needs in an environment where his major concern is surviving the next day. In such an environment, simply getting to school, negotiating dangers on the street corners, and handling dysfunctional family relations may use up much of a child's resiliency before he ever gets to school and before it is ever measured by a researcher and applied to activities that the child thinks "uncool."

Bartlet's question seemed to be, What does resiliency, as defined in the research, mean in a community context where the family is poor, has every prospect of remaining poor, and a strong pro family ethic causes the child to drop out of school to obtain a full-time job as soon as possible? Furthermore, as seen by Bartlet, there is an increasing isolation of communities that have not responded well to economic conditions. These communities are a world apart from the academic and achievement oriented communities where jobs become increasingly dependent on educational certificates and the skills that society attaches to them. Over time, the economically isolated communities develop a feeling of failure that is shared by outside mainstream society. That feeling of failure is ascribed to schools in such communities. In a sense, the school, the student, the community and the wider outside community, know that even with the child's success in the school, decent economic rewards are still out of his reach. Bartlet concluded that educational success means very little to a child in such a community when academic success does not lead to economic opportunity.

Bartlet recommended the concept of resiliency be moved from a focus on the person, the family/community and the school, (all of which may have very different goals and values), to

how to link the three. He recommended that the questions for resiliency are how to create communities in which resilient children and resilient schools can function and what role schools might play in building such communities.

> Until we can guarantee some measure of coherence between everyday life, schools, and the transition from schools to community membership, we beg the issue of resilience, as we assume that our students attach value to such schooling. Unless we can make that valuation real, resilient students will not perform in schools, but use their resiliency for survival on the streets. (Bartlet, 1994, p.107)

Bartlet's argument may have some merit in that inner-city children may not value education that is based on a world outside of their experience. It may be that, in that world, remaining alive one more day measures resilience. However, Bartlet's assumption that children will grow to adulthood in that environment may not always be the case. Several of the longitudinal studies (especially those of Werner & Rutter) showed that children grew and moved out of those neighborhoods into the broader economic society in very successful ways. If there is potential for movement into the wider economic community, does it not make sense that the values and skills required for success in that wider community be fostered in inner-city schools? It may be those developing children's independent thinking skills and self-assurance in a safe, non-threatening and nurturing environment may go a long way in creating opportunities for a child to leave his deprived community upon maturity.

In summary, Garmezy initiated the study of resiliency during his work with the Project Competence Study, which involved at-risk children from parents with schizophrenia. During his study, his focus shifted to children who succeed despite high-risk factors. As a result of his study, he coined the term "invulnerability." This term was taken a step further by Werner as she began her study in Kauai, which resulted in the term "resiliency" as it related to education.

Werner noted protective factors and combined them into two categories, parental involvement and those related to the child.

Masten, investigated the four possible mediators that could affect children. Masten focused on academics, parental quality, socioeconomic status, and gender. She noted that if these factors were present in the lives of these children, it could balance the student's life, thus reducing the chance for failure. Grotberg identified factors that were categorized into three categories I HAVE, I AM, and I CAN. These categories position all the factors mentioned by the researchers into positive terms children can process in their psyche. Benard also embraced Grotberg's notion as she posited that "self righting" capacities are the tools that cause students to excel despite adversities. Those capacities, as mentioned by Benard, were grouped into three categories that aligned with Grotberg's philosophy. One of Bernard's claims was caring relationships. This idea correlates with Grotberg's I HAVE. Associating the two, one can state I HAVE some one who cares. Another category mentioned by Bernard was high expectations, which is parallel to a belief in oneself; I AM. Finally, opportunities for meaningful participation fall in line with I CAN.

Table 1.1 Summary Of Factors Associated With Resiliency

WITHIN THE CHILD	FAMILY TRAITS	EXTERNAL SUPPORT

Higher intelligence (G,R,M)
Cognitive skills (G,M)
    Good reasoning skills (W)
Reflectiveness (G)
Receptivity of others (G)
Good health (W)
Active social involvement (W,B)
Sense of autonomy (W)
Good peer relationships (W)
Finding/relating to adult role models (W)
Willingness to seek support (W,IRP)
Good reading skills (W)
Good goal setting skills (W)
Gregarious personality (W)
Gender differences in stress response (M)
Healthy expectations (B)
Strong sense of identity (B)
Good problem solving skills (B,IRP)
Capacity to show emotions (IRP)
Ability to extend affection to others (IRP)
Respect for self (IRP)
Confidence in future (IRP)
Take responsibility for actions (IRP)
Self control (IRP)
	Higher socioeconomic status (G,W,R,M)
	Educated mother (G)
	Presence of a caring adult (G)
	Cohesive family (G,M)
	    doing things together (G)
	    parent/child communication (G)
	    setting rules (G,W,C)
	    supportive (W,C)
	    respect for the child (W)
	Family structure (M, IRP,C)
	Stable family (G,W,R)
	    Lack of marital distress (R)
	    consistent employment (G)
	    little discord (G,W,R,C)
	    non-prolonged separation (G)
	    remaining in the same place (G)
	    little remarriage (G)
	Few competing siblings (G,W)
	    at least two years from next sibling (W)
	Good mental health of parents (G,W,R)
	Little prenatal/development problems (G)
	Employed mothers (W)
	Affectionate family (G,W,M, IRP)
	    attention (W)
	Lack of parental criminality (R)
	Lack of overcrowding (R)
	Parental supervision (M)
	Parents serving as role model (IRP)
	Adult behavior
	    that promote resiliency/self sufficiency (IRP)
	    frequent school contact (C)
	    expose child to stimulating, supportive teachers (C)
	    play a major role in child's schooling and expect the child to do likewise (C)
	    engage in deliberate achievement training (C)
	    defer to child's knowledge in intellectual matters(C)
		Extended support systems (G,W)
		    Caring teacher (G)
		    Caring agency (G)
		    Caring coach/mentor (W)
		    Stable adult/child relationship outside of the family(R) Schools
		    Fostering personal growth (R)
		    Fostering feelings of achievement (R)
		    Providing expanded social contacts (R)
		    A core of average intelligent students (R)
		    Sense of belonging/community (B)
		    Nurturing (B)
		    Inviting relationships (B)
		    Respectful of the child (B)
		Classroom management
		    High structure (R)
		    Teacher preparation and planning (R)
		    Emphasis on exams and homework (R)
		    Child responsibility for actions (R)
		    Child responsibility for class activities (R)
		    Positive social atmosphere (R)
		    Goal orientation emphasis (R)
		    Incentives and rewards (R)
		    Clubs, sports (R)
		    Use of library (R)
		    Appreciation of good work (R)
		    Esprit of teachers (R)
		Environmental
		    Caring relationships (B)
		    Genuine concern (B)
		    High regards (B)
		    High expectations (B)
		    Sincere belief in the child's potential (B)
		    Opportunity for child to show talents (B)
		    Opportunity for child to contribute (B)
		    Opportunity for child to be responsible (B)
		    Opportunity for child's decision making (B)

SOURCES: (G) Garmezy, (R) Rutter, (M) Masten, (C) Clark, (W) Werner, (B) Bernard, (IRP) International Resilience Project

The path of resiliency began with Garmezy who coined the term "invulnerability". It continued with Werner who framed the term "resiliency". Rutter, Masten, and Grotberg all sought to define characteristics related to resiliency by identifying protective factors. [Table 1](#) illustrates the factors identified by the researchers and provides a framework. However, the most prominent factors that resonate in the literature are caring environments and student choice.

1.2 RESILIENCY AS IT RELATES TO CARING ENVIRONMENT

What role can schools play in providing the factors summarized in [Table 1](#), which lead to resiliency? Schools are in the position to provide many factors associated with resiliency.   In the narrowest sense, schools can utilize the normal curriculum to address cognitive, reasoning, problem solving skills, good reading, and goal setting skills. They can assure that the normal curriculum is academically challenging, emphasizes exams, focuses on homework, and the use of the library. Schools can utilize normal procedures to assure teacher preparation and planning. In a broader sense, by establishing caring environments, schools can provide for psychological resiliency factors within the child and sociological resiliency factors in the environment. Though schools cannot act as an alternative care giver nor take the place of the family, schools can create an environment that supplements the home, especially if some of the family-imparted resiliency factors are lacking. That is, schools can provide stability (i.e. rules, structure, ongoing adult/child relationships, and supervision of school behavior). They can provide cohesiveness (i.e. the class doing things together, good adult/child communications, and respect for the child). They can expose children to stimulating, supportive teachers, caring adults and adult role models. Schools can provide expanded social contacts leading children to become more socially active and more

socially receptive of others. Schools can impart a sense of belonging and community in which the child feels safe to invite relationships and seek support.

Also, by allowing children opportunities to show their talents, to contribute, to be responsible for their actions, and to be responsible for classroom and school activities, schools can foster personal growth and feelings of achievement. Schools can contribute to developing a child's sense of autonomy, identity, self-respect, responsibility, self-control and the decision making and goal setting skills reported by the literature on resiliency as necessary for successful adult lives.

Several writers in the resiliency literature have noted the utility of a caring environment to promote child resiliency. Garmezy (1987), stated, "The ethos of the school and of its teachers and administrators seemed to nurture a major protective factor in the developing child and adolescent: the acquisition of cognitive and social competencies that form the basis for survivorship in a stressful world" (p. 166).

1.2.1 Rutter – Longitudinal Study on Resiliency As It Relates to Caring Environment

In 1979, Rutter found that children who overcame life stresses did so because of the assets in their environment (Rutter, 1981). Second only to the home, school is where children spend most of their time, approximately 15,000 hours from grades K-12. Rutter (1979), in his study of two schools, investigated the kinds of environments that foster learning and found that one of the primary differences in schools whose children performed well and those that did not was the school's climate. He reported in the book, *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*, that the environment of any school can have a significant impact on student performance when the entire organization is functioning under the same philosophy and

where the fulfillment of the system's standards by its members functions synergistically (Rutter, 1979). Rutter found that students were influenced by the norms and values that permeated their school community. Both academic attainment and behavior proved to be better in schools with pleasant environments. Rutter and Quinton's follow-up study of women institutionalized in childhood revealed that environments designed with resiliency factors could have an impact on students replete with risk (Rutter, 1987, p. 324).

1.2.2 Bernard – Resiliency and Caring Environments

Bernard saw caring environments in terms of restructuring to promote prevention. She posited that caring environments, participation, and high expectations were key factors in promoting positive academic and social outcomes in youths (Benard, 1991). Bernard pointed to Sarason as one of the many social scientists who has shown that "School is first and foremost a social situation, and that educational change must address the mechanisms which nourish and sustain the life-giving qualities of these relationships" (Bernard, 1993, p. 9).

1.2.3 Gilligan - Resiliency and caring environments

Gilligan advanced the notion that the target should be to reduce the net total of undesirable situations (the presence of four or more risk factors) in the student's profile or functioning (1999). Gilligan (2000) purported that there are five key concepts when looking at the resiliency of young people who are exposed to adverse situations: reducing the stockpile of problems; steering through the pathways and turning points in development; and having a secure base, self-esteem/self-worth and a sense of self-efficacy. The "Reducing the stockpile effect" centered on

minimizing the amount of negative factors in a child's life. The idea is that a small change within a child's profile or functioning can provide enough leverage for the child to embrace and that this could have a ripple effect (Gilligan, 2000).

Gilligan used the analogy of taking a journey on a yacht to describe the "pathways and turning points in development" concept. On such a journey, as described by Gilligan, one could experience a storm and be blown off course, but one could survive the storm and be placed back on course. With a little steering, an "off course" youngster would be provided with the support to forge ahead. A "turning point" in a child's life could change the trajectory of that child's development (Gilligan, 2000). A positive encounter could have an impact on a child's life. While one cannot generalize over a population, one certainly cannot dismiss the fact that a simple change in any system has a synergistic effect (Gilligan, 2000).

Invulnerable relationships furnish children with an unfailing "secure base" which inspires them to reach beyond their boundaries (Gilligan, 2000). This "secure base" is cultivated by a sense of belonging within supportive social networks, by attachment relationships to reliable and responsive people, and by routines and structure in their lives (Gilligan, 2000, p.39). While it is vital that youngsters have an important primary base, those who do not, could benefit from a lesser relationship that could provide a significant protective role (Gilligan, 2000). Therefore, for youngsters who do not have those support mechanisms in place, a "base camp" of social support could serve as the best substitute. Sustaining such a "base camp" fosters reconnaissance and helps the child to survive the vicissitudes of life (Gilligan, 2000).

One does not have to arbitrarily seek out such support systems in contrived situations. One could possibly acquire such a buttress in day-to-day routines such as school.

A classroom that is carefully adorned, consistently managed, with a warm sincere relationship where celebrations are a part of the routine may provide a student who is deprived with a base that could serve as a protective measure (Gilligan, 2000). Gilligan purported that such care could "…help give a sense of order in a life which may have been dominated by disorder" (p. 40).

Gilligan classified "care" into four discrete, concurrent functions: maintenance, protection, compensation, and preparation. While these functions are outlined for public care they can be adapted and applied to schools, as they are commensurate among caring environments (1999). Maintenance, as it relates to education, refers to age appropriate emotional care and sensitivity to the child's inner concerns. These children are vulnerable since they enter the system already shattered from abuse and exploitation (1999). It is the system/school's responsibility to ensure that these students are protected from these types of situations upon entry. As helping agencies, schools should protect children's rights and interests as they are being groomed to be upstanding citizens (Gilligan, 1999). Compensation, as it relates to education, refers to helping children regain some of what was lost during their time of emotional detritus.

Gilligan claimed that the ways educators can help to compensate for some of what was lost is by providing extra educational support, remedial help, and therapeutic support (1999). In a caring environment, compensation provides surroundings where students feel free to take risks, to be vulnerable. The last function of care as outlined by Gilligan was preparation. Preparation is "...equipping the child or young person with the emotional resilience and practical techniques and knowledge to make their way in the world" (Gilligan, 1999, p.188). The four

functions mentioned by Gilligan help to rebuild confidence and are eminent of nurturing environments (Gilligan, 1999).

1.2.4 Battistich - Resiliency and Caring Environments

Battistich (1978) posited that when the school's climate contains the characteristics of a caring environment, students are committed to the school. Commitment promotes protective factors such as belonging, which in turn promotes a sense of identity and bonding. Such a situation fosters the type of relationships that the literature on resiliency encourages (Battistich, 1978). A caring environment can be identified by the way in which its inhabitants interact with one another. It is characterized by its attitudes and the values of adults and children in the school. It is a place that is recognized for its shared values and the active participation of all of its stakeholders. It is a place where support is prominent (Battistich, 1997).

1.2.5 Krovetz - Resiliency and Caring Environments

Krovetz (1999) reported schools that performed better were schools that promoted caring environments. He stated:

> Such schools are full of adults who believe that all students are capable of learning. All students know they are cared for, that expectations are high, that purposeful supports are in place, and that their participation is valued (Krovetz, 1999, p. 144).

Krovetz (1999) presented very explicit operational characteristics of a school with a caring environment. Many of these operational characteristics are noted in Table 1. According to Krovetz (1999), a caring school environment has the following elements:

- There is a sense of belonging. Students talk about being respected, supported by teachers, administration and peers; teachers and staff talk

about being respected, supported by parents, administration, peers and students.

- Cooperation is promoted. Cross-age tutoring is in place as is cooperative learning, and conflict resolution is taught in all classes. Students of different races, ethnicity, and genders can be seen to mix easily.

- Success is celebrated. Contributions from teachers, students, staff, parents, and members of the community are recognized. People think of the school unified and talk freely about things that work and things that don't.

- Leaders spend a lot of time with members. Administrators interact positively with students and know many of their names. Teachers, students, staff, and parents think of the principal as being everywhere.

- Resources are provided with a minimum of effort. There are a lot of materials in the classrooms. Copying materials are available, and the storage closets are open.

- Academic responsibility is maintained. Every child must read, write, and compute. There are high expectations for all regardless of race, ethnicity, gender, economic status, or learning disability.

- The curriculum is meaningful. The curriculum is thematic and integrated. Students know what they are doing and why. The curriculum recognizes diversity; students have a choice in what they learn, how they learn, and how they display what they have learned.

- Flexible instruction is provided. Students are actively engaged in work and the teacher engages with individual students or small groups. Students have extended time with the same teacher and the same peers. Time is available for teachers to develop instructional strategies and peer coaching.

- There is meaningful student assessment. Student work is displayed throughout the school and evaluation is demonstrated in meaningful ways; rubrics are developed with student input.

- Decision making is collaborative. All stakeholders' meetings are designed for open discussion, consensus building, and allow enough time for people to reflect. There is agreement on the ground rules for decision-making that are

followed and reassessed on a regular basis. Conflict resolution is taught and practiced.

- Teacher collaboration is encouraged. Teachers meet to share information and discuss students.

- A strong advisory system in place. The load is reasonable, regular contact is maintained with parents, including positive feedback. Teachers, parents and students collaborate on individual learning plans.

- The discipline policy is well designed. Expectations are reasonable, known by all, and enforced with consistency. Student discipline is done privately in a problem-solving mode. Primarily the classroom teacher deals with classroom discipline.

Cohen (1999) reported students were more likely to flourish in environments where they felt accepted, appreciated, welcomed and connected. He observed that school, as caring environment, is one of the key mechanisms of increasing self-esteem and motivation thereby reinforcing resiliency (Cohen, 1999). It becomes clear that a caring environment is a central component of fostering resiliency.

1.2.6 Summary of Caring Environment

Rutter pointed out that the number of hours a student spends in school could have a positive influence on children. Garmezy further supported that notion by focusing on the impact the culture of the school had in nurturing protective factors in children. Gilligan believed that a secure base such as the school's environment could make a difference in a child's life. Battistich claims a positive school climate would cause the student to be committed to the school thus promoting factors necessary for resiliency. Krovetz, along with the researchers mentioned, supported the

notion that schools with caring environments can resemble a family environment thus promoting protective factors that could lead to resiliency in students replete with risk factors.

In a caring environment, students feel cared for, expectations are high for all students, and supports are in place (Benard). The resiliency literature clearly supports the concept of a caring environment and its impact on students. Schools have phenomenal power in the lives of children. It follows that a school's climate is a fundamental element of education that provides the foundation within which students, teachers, administrators, and parents work cooperatively and productively (Kelly, 1980). Similarly, Foster claimed that

> School is more than simply a class to attend or a degree to attain; rather it's a loving statement of culture and of value that forms a part of the consciousness of every social member (1986, p.12).

The focus is no longer on "fixing kids" but on creating an environment of support. By doing so, educators are providing a protective measure that could change the trajectory of vulnerable children (Edens, 2001).

Table 1.2 summarizes the features of a caring environment as it illustrates the resiliency factors common to caring environments. Additionally, the table outlines external supports, provides a glance at what such an environment looks like and the actions required for creating such an environment.

Table 1.2 Summary Of Caring Environment Literature

Factors from the Resil-iency Literature Corres-ponding to Caring Envir-onment (Family Traits)	General Climate of a Caring Environment	Actions for a Caring Environment
Doing things together (Garmezy)	Sense of belonging (Gilligan, Cohen, Battistich, Krovetz)	Classroom carefully adorned (Gilligan)
Support (Garmezy)	The security of routine (Gilligan)	Classroom managed in a consistent manner (Gilligan)
Respect (Garmezy)	Emotional care and sensitivity to child (Gilligan)	Warm/sincere relationships (Gilligan)
Affection (Garmezy, Werner, Masten, International Resiliency Project)	Protect the rights and interests of students (Gilligan)	Celebration of student success/on display (Gilligan, Krovetz)
External Support from the Resiliency Literature Corresponding to Caring Environment	Compensate what child loses in outside environment (Gilligan)	Opportunities for students to attach to reliable, responsive people (Gilligan)
Caring Teacher (Garmezy)	Feeling of acceptance (Cohen)	Extra educational support (Gilligan)
Caring agency, school (Garmezy)	Feeling of apperception (Cohen)	Remedial help (Gilligan)
Caring coach, mentor (Werner)	Feeling of connection (Cohen)	Therapeutic support (Gilligan)
Sense of belonging (Bernard)	Values shared by all the school community (Battistich)	Teach practical techniques for life and emotional success (Gilligan)
Nurturing (Bernard)	Feeling of support (Edens)	Peer teaching and mixing diversity (Krovetz)
Inviting relationships (Bernard)	Loving (Foster)	Active teacher engagement with individual students and group (Krovetz)
Foster achievement and personal growth (Rutter)	Cooperation and collaboration (Krovetz)	Teachers collaborate (Krovetz, Kelly)
Positive social atmosphere (Rutter)	Mutual respect among all parities (Krovetz)	Decision making done collaboratively (Krovetz, Kelly)
Caring relationships (Bernard)	Meaningful curriculum (Krovetz)	Strong advisory system in place (Krovetz)
Genuine Concern (Bernard)		Reasonable, consistent discipline (Krovetz)
High regards (Bernard)		Success of teachers, administrators celebrated (Krovetz)
Sincere belief in child's potential (Bernard)		Frank discussion of things that need to be improved (Krovetz)
Opportunities to display talents (Bernard)		Leaders spend a lot of time with members (Krovetz)
		Resources obtainable with little effort (Krovetz)
		Academic responsibility and rigor maintained (Krovetz)
		Curriculum recognizing diversity (Krovetz)
		Curriculum accommodating student choice (Krovetz)
		Integrated, thematic curriculum (Krovetz)

1.3 RESILIENCY AND STUDENT AUTONOMY

While the research includes an emphasis on caring environments as one of the primary protective factor in fostering resiliency, it also points to student autonomy as a means of nurturing resiliency.

As Table 1 indicates, the authors on resiliency identified several resiliency factors associated with the concept of autonomy. From factors within the child, Warner contributed a sense of autonomy, and good goal setting skills. Bernard noted a strong sense of identity and good problem solving skills, and the International Resilience Project listed respect for self, self-control and taking responsibility for one's own actions. From factors listed in the family traits category, Clark offered adult behavior that promotes self-sufficiency and that defers to the child's knowledge in intellectual matters when greater than that of the parents. Finally, from the external support category, Rutter listed what schools do to foster personal growth, feelings of achievement, classroom management that emphasizes goal orientation, child responsibility for class activities and personal actions. Within this same general category, Bernard added high expectations, and opportunities for the child to contribute responsibly, to show talents, and engage in decision-making. The following philosophers, researchers, and theorist emphasized the importance of student autonomy. A connection is then made to illustrate how autonomy is an attribute that fosters resiliency in students.

1.3.1 Dewey- Resiliency and Student Autonomy

The notion of student autonomy appeared in the philosophy of education fairly early with Dewey (1913, 1940) who believed that giving the child the instruments of effective self-direction would add to the greater democratic society. He saw the self as a product of interacting in a social

environment and participating in social life and action. To Dewey, schools were a form of community life. So, the self that the child developed would depend upon the kind of community in the school. Dewey proposed that autonomy was a significant moral responsibility of the school in that it would give the student

> …such possessions of himself that he may take charge of himself; may not only adapt himself to the changes that are going on, but have power to shape those changes (Dewey, 1964a, p.114).

Society changes; one can never be sure where society will be tomorrow. Therefore, the child should be prepared in a way that gives him command of himself. The student should be trained so that he will have full and ready use of all his capabilities. The child could be prepared through self-directed activity, but not left to his own devices; the teacher should bring guidance and direction. "What does democracy mean save that the individual has to have a stake in determining the conditions and the aims of his own work?" (Dewey, 1940, p. 66)

Dewey advanced a theory that the purpose of education was to teach students to be independent thinkers and to respect the rights of others. Children are active learners from birth. Their natural curiosity is stifled by traditional education with discipline and autocratic teachers who believe that they are the full vessel piping knowledge downward into the empty vessels of children who are, by nature, reticent and inherently opposed to education. Dewey proposed that if schools do not connect learning to the students' interests (personal advantage), student learning would be shallow. He stated that the major difficulty with our schools is that they have not adequately enlisted the interest and energies of children in schoolwork (Dewey, 1913, p. viii).

Each phase of growing has its distinctive needs, qualities, and powers. Study has to be organized so that learning will satisfy those needs, enrich those qualities, and mature those

powers. "The child's own instincts and powers furnish the material and give the starting point for all education"(Dewey, 1940, p. 4).

1.3.2 Piaget- Resiliency and Student Autonomy

As an advocate for active education, Piaget (1973) argued from his interpretation of various social philosophers and psychological research on learning, and used his personal observations on abandoned, displaced children in Europe after World War II. Piaget supported students as active, authoritative participants in learning rather than passive recipients.

According to Piaget, students who used free investigation and spontaneous effort would retain these skills, stimulate their own continuing curiosity, and acquire a methodology that they would be able to use for the rest of their lives. Traditional education depended upon rote learning where memory was more important than reasoning power. Students were required to accept an already organized academic discipline instead of learning how to reason. What was needed was autonomous activity where students discovered relationships and ideas by themselves. To that end, the teacher would become an organizer, presenting useful problems to the child; that is, the teacher would serve as an organizer but leave the student free in his own efforts. The teacher would serve as a mentor stimulating initiative and research by providing counter examples that cause reflection. The teacher would provide activities that would alternate between individual work and group work with an emphasis on group work that would allow free collaboration among the students themselves.

In a similar manner, traditional classroom authority conditioned students, by rote, to the traditions of earlier generations instead of generating respect of self and of the rights and freedoms of others. Unilaterally enforced respect was often accompanied by feelings of hurt and

injustice, a quenching of a student's ethical personality, and students acting by rote without an understanding of the rules they obeyed. What was needed, according to Piaget, was to decentralize authority from the teacher to student/self, and foster independent discipline so that students developed life long feelings of respect and ethical personalities.

Decentralization was not an abdication on the teacher's part but self-government, as far as possible, as required and tied to the collective nature of 'active' academic work. Students would work with others to generate the rules. The group would re-educate new comers. This reciprocity would develop mutual respect, acceptance of punishments, and the notion of justice because there would be ownership among the parties.

1.3.3 Callan - Resiliency and Student Autonomy

Callan (1988), in a philosophical argument on autonomy in the schools, cautioned that one must take care in how the child's interest is interpreted into curriculum. What reflects the child's interest (his personal advantage) is not necessarily the same thing as what interest the child (likes at the time). Letting children do whatever they desire, what they happen to like at the time, with the teacher getting out of the way was, to Callan, egregiously permissive and did not necessarily serve the child's longer term self-interest. The best policy, according to Callan, was to show respect for the child's current level of autonomy, but not let him do whatever he wants. Instead, the teacher should systematically base teaching with a regard to what the child values.

That is, give the child options pertaining to the interests, allow the child to study in areas that will kindle interests, and adjust curriculum and pedagogy in ways that stimulate new interests and encourage exploration.

1.3.4 Garrison - Resiliency and Student Autonomy

Garrison (2003) claimed democracy was crucial to education. He proposed that democratic values of freedom and self-governance are requisite components of learning, and the absence of these values in the classroom render the very process of education powerless. Garrison felt that students have the semblance of learning for the sake of grades, credits, and promotions. Though students may take on a considerable body of knowledge and skills, most do not retain that knowledge and skill over a long period of time, and this loss may rob many of their desires to be life-long learners (Garrison, 2003). Garrison stated that "When education is understood as the construction of meaning, rather than merely the transmission of knowledge the primacy of the student's engagement in the process becomes self-evident" (p. 526, 2003). In order to achieve this type of pedagogical approach, a democratic environment is required where self-direction and constant discovery of oneself are prominent.

Further, Garrison claimed that self-directed learning is derived out of the student's interest or desire to discover. That interest energizes the learner and that energy sustains the student's interest to prevail despite difficult learning task. Learning, according to Garrison, is subject to "…individual freedom and liberty: to make choices and take action, to formulate understandings, and to test those understanding in actual experience" (p. 527, 2003). In this sense, a more democratic educational experience lends itself to growth and maturity. Garrison posited that these experiences foster self-imposed limitations and decision making that affect students' lives, work, community, environment and relationships. Further, growing from immaturity to maturity denotes a reservoir of knowledge, experience, and a mechanism for transmitting society's values as interpreted by the individual through the democratic process

(Garrison, 2003). What is learned from experiences constantly changes perceptions and reconstructs the understanding of reality. Garrison states:

> Education is fundamentally a process of empowerment. Empowerment grows as we experience and learn from the effects of our choices and actions. This process of education as empowerment means that a society-or classroom- becomes more educative as it becomes more democratic, and more democratic as it becomes more educative (p.528)

There is a fundamental democratic way of learning that educators enjoy, yet when delivering instruction to children educators do not employ the same practices Garrison, (2003).

1.3.5 Passe - Resiliency and Student Autonomy

Passe (1996) offered that when students have positive outcomes from educational experiences in which they have had input, intrinsic motivation is fostered. Intrinsic motivation, according to Passe, promotes a sense of competence, which in turn establishes genuine interpersonal involvement. When students are given opportunities, with each other and with teachers, to make decisions about their education it adds tremendous relevance to their lives (Passe, 1996). Further, intrinsic motivation and optimal educational outcomes follow those students who have input in their education for the rest of their lives.

Focusing his attention on Dewey's child centered curriculum, Passe (1996) claimed that mandated curriculum that does not include children's input often results in 40% of off-task behavior. While Passe purported that some of the misconduct was a result of home environment, poor parental modeling, media and peer pressure over which schools have little control, there was one contributor over which schools did have control – the assignment of tasks which do not allow for student autonomy.

Learning is entertaining when students view the lessons as valuable. Passe went on to explain a phone call that he received from a parent when he taught fourth grade. Passe originally thought that the phone call would be from an irate parent; it turned out to be from a parent calling to praise. The parent wanted to know what Passe was doing in his class because the parent had never seen her child so enthusiastic about learning. Passe explained that he gave students choice in the assignment, which resulted in the students valuing the education.

A report of comments that students made during a series of classroom interviews revealed that students preferred classes where they could chose the topics. In each instance, as reported by Passe, student outcome was more in-depth and the average grade ranged from 80% to 90% in such classes. The approach fits within Dewey's theory that students who have input into their subject matter exercise their thinking skills to a greater degree.

1.3.6 Goodman – Longitudinal Study of Student Autonomy

Goodman conducted a year-long study on democracy in an elementary school in Bloomington, Indiana. Goodman's research sought to analyze and form visual concepts of elementary schooling for critical democracy (1996). The research method involved interpretive research containing observation, interview, program literature, course outlines, announcements, and samples of student assignments. The fieldwork covered the span of approximately one year from July 1987 to June of 1988. The methodology was initially structured around various issues of concern to the researchers, however, as notes were reviewed categories emerged, and investigations lent themselves toward those new categories.

Goodman's concentration on student autonomy was captured in his notion of connectionist structure, which emphasizes "…the social responsibility that comes with

individual freedom and power" (p.109). As a result of his study, Goodman (1992) proposed that decisions and democracy could not take place without including students. His position was that the connectionist power structure of schools was to include students in noteworthy decision-making. While there is a clear distinction between student and teacher power, Goodman felt that setting limits and creating opportunities for students to have their own forum for making decisions was central to the democratic education mentioned by Dewey (Goodman, 1992).

While providing this democracy for student participation, Goodman declared that students would not have absolute reign over what happened in their school, but they should have a major impact on some decisions regarding social responsibility and personal freedom.

1.3.7 Cohen - Resiliency and Student Autonomy

Cohen wrote that when students are not considered in the decision-making process, and when they are consistently being told what to do they will be less likely to engage in those activities demanded of them. Cohen held that motivation and self-esteem are encouraged when students feel that they have some control over what is transpiring in the school environment. He believed that providing students with opportunities to participate gives them a sense of accomplishment and pride. That sense of pride and accomplishment, according to Cohen, could begin to foster an "island of competence" which could give students the courage, motivation, and strength "…to venture forth and confront learning tasks that have been problematic for them in the past" (1999).

Table 1.3 below summarizes the major aspects of autonomy in this section. The chart also demonstrates the role that schools and teachers could play in autonomy and consequent

student benefits. When reviewing these benefits it is interesting to note the striking similarities between the goals of autonomy and the resiliency factors noted in Table 1.

Table 1.3 The Role of School/Teacher in Autonomy and Resiliency
Traits Resulting from Autonomy

Autonomy Role of School, Teacher to Build Resiliency Factors Within the Child as Noted in the Resiliency Literature	Autonomy Role of School, Teacher	Goals of Autonomy

(From table 1.1)
Foster personal growth (Rutter)
Foster feelings of achievement (Rutter)
Emphasize goal orientation (Rutter)
Build child responsibility for class activities and personal actions (Rutter)
Have high expectations (Bernard)
Provide opportunities for child (Bernard)
  to show talents
  to contribute
  to be responsible
  to make decisions
 	
Resiliency Factors Related to Autonomy within the Child as Noted in the Resiliency Literature
(From table 1.1)
Sense of autonomy (Warner)
Good goal setting skills (Warner)
Sense of identity (Bernard)
Good problem solving skills (Bernard)
Respect for self (International Resiliency Project)
Self control (International resiliency Project)
Taking responsibility for own actions (International Resiliency Project)
Self-sufficiency (Clark)
	Show respect for child's current level of autonomy (Callan)
	Let child have input (Callan, Passe, Goodman, Cohen)
	Adjust curriculum and pedagogy to stimulate interest (Callan,Dewey)
	Encourage exploration (Callan)
	Allow joint decision making between students and teacher (Passe)
	Set a forum for student decision making on discipline (Goodman)
	  teacher sets limits/guidelines
	Allow free investigation and spontaneous effort and discover relationships themselves (Piaget)
	  teacher is organizer, presents useful projects
	  teacher is mentor who stimulates initiative and research, presents counter examples to cause reflection
	  encourage free collaboration by alternating individual and group work
	Decentralize authority (Piaget)
	  a student work with others to develop rules
	  group re-educates new members
	Provide students opportunity for decision making (Henderson)
	Provide students opportunities for problem solving (Henderson)
	Provide students opportunities for goal setting (Henderson)
	Allow self directed learning/activities Garrison, Callan)
	  student stake in determining condition and aims of own work (Dewey)
	  self governance - students make choices, take action, formulate understanding and test understanding in actual experience (Garrison)
	Enlist student energy and interest in designing school work (Dewey)
	Design learning to satisfy and nurture child's stage of needs qualities and powers (Dewey)
		Child's full and ready use of his capabilities (Dewey)
		Independent thinker (Dewey)
		Respect rights of others (Dewey)
		Taking charge of self (Dewey)
		Ability to adapt to change (Dewey)
		Power to shape change (Dewey)
		Self imposed limitations (Garrison)
		Child's integration into society (Garrison)
		Growth and maturity (Garrison)
		Understanding of reality (Garrison)
		Interest (Garrison)
		Perseverance (Garrison)
		Competence (Passe)
		Interpersonal evolvement (Passe)
		Life long learning (Passe)
		In-depth knowledge (Passe)
		Feeling that education is relevant (Passe)
		Sense of pride (Cohen)
		Sense of achievement (Cohen)
		Desire to discover (Garrison)
		Courage, motivation and strength to venture forward (Cohen)
		Continued curiosity (Piaget)
		Life long learning methodology (Piaget)
		Ability to think for oneself (Piaget, Passe)
		Increased commitment to school (Henderson)
		Increased adherence to school rules (Henderson)
		Seeing relevance of the education (Garrison, Callan, Passe)

As summarized in <u>Table 1.3</u>, student autonomy, then, can be a critical component of resiliency. Authors on resiliency have noted the importance of a child's sense of self-respect, self-identity, self-control, achievement and responsibility for himself/herself as leading directly to building resiliency factors within the child. Dewey and Piaget noted that these attributes could be instilled in the child by effective self-direction and the use of free investigation in a school environment where students are free to make choices and take actions. Such an environment leads to "at risk" students, and ultimately, adults who can persevere when facing difficult tasks.

These self-directing environments, as outlined by Garrison, lead to students who are committed, engaged and observant of school rules. The students are likely to see education as relevant to their lives and develop desires to learn. They are prone to continuing curiosity and life long learning. Further, the positive influence of student autonomy can translate into an adult who is a functioning member of society; who respects the rights of others, adapts to change, reasons and makes good life choices.

Piaget reports the advantages of student autonomy means schools need to take certain actions to foster it. Teachers would assume the roles of organizer, motivator, guide, and mentor as well as retaining the roles of setting limits and guidelines. Teachers would foster involvement where students would engage in joint decision making with the teacher and other students on curriculum and discipline. Teachers would involve students in goal setting and encourage self-exploration and free investigation.

1.4 CONCLUSIONS

The resiliency literature highlights factors students need to manage adversities and be successful in school. Life's adversities can stifle students who do not have the protective factors mentioned in the resiliency literature. While there is no substitute for a stable home environment, in the absence of that, the school can play a role as noted in studies throughout the resiliency literature. Though the literature advocates various approaches, which seems to be supported by empirical studies, there is, nevertheless, very little to be found about the actual implementation of a program aimed at resiliency and student choice in an actual school district. The absences of this aspect leads to the question, how does a nourishing environment that fosters resiliency while focusing on the importance of student choice and care in the school come about and what is the role of school leadership in this process?

2.0 CHAPTER II: RESEARCH DESIGN

Resiliency theory, as presented in the literature, postulates that nurturing, caring environments that focused on relationship building mimic the protective factors that a family would typically provide. Can visionary school leaders set the tone for a nurturing, caring environment with student choice?   Given the claims documented in the literature, it seems that leadership is a key component in fostering protective factors for children who lack such factors in their home environment. The following case study included documentation of the beliefs and actions of school leaders who worked together in one district for almost two decades to create an educational environment in which all students were viewed as candidates for greatness.

2.1 STATEMENT OF THE PROBLEM

How did the school leaders create educational programs and practices that featured elements of a caring environment within which students were regularly offered choices in their learning experiences?

2.2 RESEARCH QUESTIONS

The following research questions guided the development of this case study:

1. What evidence can be verified to support the school leaders' claims that the dominant characteristic of the educational programs and practices in the district was that they provided both a caring adult-student relationships and choice for learners?

2. What incidents and/or events contributed to the evolution of educational programs and practices that provided caring adult-student relationships and educational choice for learners?

3. What actions resulted from school leaders' recognition of incidents and/or events associated with the development of this unique educational environment?

4. What features of this unique environment reflect the conditions and relationships included in the literature on resiliency?

2.3 PROCEDURES FOR GATHERING DATA

2.3.1 Document analysis

An analysis of the contents of documents about the school environment was conducted to identify evidence of resiliency, a caring environment and student choice. Documents included:

•   Minutes from meetings of the Administrative Cabinet, Curriculum Council, Tri-State School Leaders, and Tri-State Steering Committee for Strategic Planning in the district;

•   Miscellaneous documents which included the budget narrative, a speech by the superintendent, the superintendent's biographical sketch, minutes

from one meeting of the Communities that Care Coalition, a high school report, and the district's school board communication update;

- The district's strategic plan; and
- The superintendent's survey to school leaders to assess the extent to which administrators and teacher leaders implemented District's PSBE program.

It was expected that analysis of theses sources would lead to a description of the environment and identify evidence that caring and choice existed in the district. An analysis of the contents also was expected to have identified key participants and incidents leading to current district practices.

Data from the documents were organized into three charts: the Meeting Document Organization Chart in Appendix G, the Organization of Miscellaneous Documents Chart in Appendix H, and the Strategic Plan Organization Chart in Appendix I. These charts were used to organize data and narrow the data to the specific subjects of a caring environment and student choice.

2.3.2 Interviews

Interviews were conducted to identify references that described the school environment, to determine evidence of the existence of caring and choice in the district, and determine the process and events by which caring and choice, if present, were accomplished in the district. Three kinds of interviews were conducted. First, exploratory interviews which were open ended in an effort to identify other interview subjects and to determine if there were essential elements unanticipated by the researcher.

During these initial interview**s,** the interviewer asked additional**,** probing questions to elicit more details. The use of such probing questions resembled a journalistic inquiry. The initial interview of this type was with the Superintendent. Subsequent exploratory

interviews were conducted with each person recommended by the superintendent. These interviews were conducted with five principals (one retired), three anonymous employees, a counselor, two teachers and a school nurse. As part of that interview, these ten people were asked to identify others who functioned as leaders for further interviewing.

Second, a structured interview was conducted with persons identified as leaders in the schools by the four employed principals. The questions were sent by email to all identified leaders. Respondents responded by regular mail. Two principals and the school nurse responded to these questions by mail as well though they already participated in the exploratory interviews. These structured interviews asked the following six questions:

- This school claims to be a personalized-standards based environment. What do you do here to illustrate that claim?
- Can you explain how it is that you can have something standards based and personalized?
- Is there anything written down that governs this process that you may want to share with me?
- Can you identify characteristics that have become a matter of practice without having become a matter of policy? About when did these things take place?
- Can you identify anything you have done, have been pleased with, and or you have developed and continue to utilize?

Third, it was anticipated that the interviews would lead to additional questions. These additional questions necessitated follow-up interviews with participants which were conducted through e-mail.

2.3.3 Observations

The researcher spent three days in the school district observing all of its three schools. The observation checklist used by the researcher is in Appendix C. The checklist was adapted from

a checklist provided in Krovetz (1999) book. The purpose of the observations was to find

evidence of the existence of a caring environment and student choice.

2.3.4 Assessment of School Resiliency Building Survey

The survey was distributed to all 118 teachers in the District (See Appendix A). SPSS software

was used to calculate the descriptive statistics reported in Chapter III of this study and are

included in more detail in Appendix B. The Assessing School Resiliency Building survey was

developed by Henderson as an informal tool to assess perceptions of resiliency in school

buildings. It was developed for use with decision-making, results-findings, and inference-

making (Henderson, Benard, & Sharp-Light, 2000).

> All were, however, developed based on an intensive review of resiliency-related
> research. Many, many individuals and schools have reported in the past eight years that
> the figures have been very useful for changing schools in a positive direction (Personal
> Communication, 2004).

2.4 PROCEDURE FOR CONDUCTING THE FINAL ANALYSIS

The final analysis was conducted by organizing the data into an analysis matrix as can be seen in

Appendix I. This was done by sorting data from all data sources in terms of the research

question they addressed. The result of that process was a matrix that compared each data source

to each research question. The resulting contents of each cell, then, displayed the specific data

from each source as it applied to answering the four research questions. All data sources were

used, surveys, interviews, observations and the results from organizing and analyzing the

documents (See Appendices G, H and I for document organization and analysis charts).

2.5 STRATEGY FOR ANSWERING THE FOUR RESEARCH QUESTIONS

A mixed strategy was used to answer the research questions. The mixed method involved triangulation, expansion, and complementarity (Greene, 2001).

Table 2.1 Relationships Between Research Questions and Mix Social Inquiry Methods

Methodology _____ Research Question	Triangulation	Expansion	Complementarity
Number 1 Evidence of a caring environment and student choice in the district	Surveys, Observations, Interviews (Questions 1 and 2), and Superin-tendent's Survey were used to show that validity was obtained by cross referencing the constructs		
Number 2 Identifying critical events in establishing a caring environment and student choice		Formal Documents and Interviews (Questions 3and 4) offered the extent and series to which the events emerged	
Number 3 Process in establishing a caring environment and student choice			Formal Documents, Interviews (Questions 3, 4, 5 and 6) provided clarification of the process
Number 4 Attributes of the District that relate to the resiliency literature			Formal Documents, Interviews, Observations and Resiliency Literature allowed for a more distinct illustration

By triangulating the data in Question 1, the researcher attempted to determine the extent to which there was an agreement in several data sources for the existence of a caring and choice environment. Observations were made in the schools, school leaders were interviewed and

documents were collected on the same day in each of the buildings. Later, a survey was administered to all teachers in the district. To determine the recurrence of caring environment and student choice concepts in the data sources, the researcher analyzed the interview responses, school observations, one of the documents which was pertinent to the research question (the superintendent's survey), and survey responses.

Utilizing the expansion technique for Question 2, the researcher extended the breadth and range of the inquiry. The strategy was used to determine critical events in the process which didn't exist specifically in any one data source but which emerged from consideration of the data from other sources. For example, the interviews suggested some events, the establishment of PSBE philosophy and various supportive programs. When analyzing the minutes, other programs emerged that were a critical part of the broader PSBE philosophy as it applied to a caring environment and student choice. Analyzing the data sources (formal documents and interviews), the researcher was able to identify other events and organize them in such a way to illustrate the span of incidents that facilitated the PSBE environment. In that way, the data sources came together in an organized way to illustrate the genuine character of events.

The complementarity strategy was used for questions three and four. In general, the strategy measures convergence of distinct facets from the different data sources. It allows elaboration, clarification, and/or illustration. More specifically, the data came together in question three to combine chronology and process and, therefore, elaborated, clarified, and illustrated the complete evolutionary and implementing processes. As for research question four, the complementarity strategy clarified and illustrated the features of what the District accomplished as related to the literature on resiliency.

2.6 STRUCTURE OF THE RESEARCH REPORT

The structure of the research report is as follows: Chapter I outlines the literature on resiliency, leadership, and student autonomy. Chapter II outlines the study. It states the purpose of the study, provides definitions of terms, and explains the research design. Chapter II identifies the statement of the problem and the research questions. Chapter III contains the findings that describe the case study. The description is derived from data, document analysis, and the interviews, which were compiled and organized according to the research questions. Chapter IV outlines the summary, conclusions, implications for leadership practices, and implications for the development of resiliency in schools.

Table 2.2 Organization Of Case Study Report

Assessment of documents, observations, interviews and School Resiliency Assessment Survey	First, the readers will understand from an analysis of documents, minutes, and reports the context in which resiliency emerged in the district. The readers will understand from the perspective of the participants how they viewed the evolution of resiliency in their schools and the extent to which resiliency exists.
Mixed Methodology (i.e., documents, surveys, observations and interviews)	Third, the readers will understand that where the sources agree. Further understanding will derive from an expansion method where sources emit a chain of occurrences. Understanding will also come from complementarity method where various sources illuminate and provide a lucid illustration of the process and its existence. Those sources could include interviews, documents, and/or surveys.
Reporting of the findings	Fourth, information will be from the data and conclusions will be drawn and organized from the mixed methods to determine what leaders did to foster resiliency.
Implication for future practice	Finally, the readers will understand what needs to be done to construct such an environment

2.7 LIMITATIONS

Even though this is a case study of one school district's environment, it provides a deeper understanding of what leadership have done to help shape an environment that fosters resiliency in children through the development of a caring environment with student choice.

2.8 DEFINITIONS

<u>Caring Environment</u> - In this study, a caring environment is an environment in which "…care for another person, in the most significant sense…help[s] him grow and actualize himself" (Mayeroff, 1971, p. 1).

<u>Leader</u> – In this study, a leader is one who appreciates and encourages the healthy ways in which good teachers combine caring and professional decisions. (Noddings, 1992, p. 102).

<u>Resiliency</u> – In this study, resiliency is a "…universal capacity which allows a person, group, or community to prevent, minimize, or overcome the damaging effects of adversity" (Grotberg, 1999).

<u>Choice</u> – In this study, choice is meaningful participation where inputs/choices from students are sought and valued and where engagement becomes the norm. When there is choice, students are viewed as participants rather than clients, thus creating a sense of belonging and partnership (Milstein & Henry, 2000).   In this study choice and student autonomy are interchangeable.

<u>Personalized Standards Based Education (PSBE)</u> – In this study PSBE is based on the philosophy that "every child is a candidate for greatness." The educational practices centers on

personalizing education by implementing programs and strategies, and designing pedagogy to meet the specific needs of each student while providing students with choice.

Comprehensive Data Analysis is a technology tool used to store and retrieve student data. It allows for queries that will lead to instructional decision-making.

Capacity Building - Building a structure so that goals can be accomplished through such devices as selecting human infrastructure, enculturation, sustaining a sense of purpose and conversion of practice into policy.

Administrative Cabinet – Administrative cabinet includes the superintendent, and all the principals in the school district.

Tri-State Area School Study Council of the University of Pittsburgh – is a university collaborative serving several school districts in Western Pennsylvania. Its mission is to seek ways to increase organizational capacity in schools so all students will be better prepared to make contributions to both our democratic society and the world community.

2.9 CONTEXT OF CASE

This case study described how resiliency evolved from initial ideas into actual practices in various organizational components from central administration to the classroom. The case study told the story from the viewpoint of the participants themselves.

The site for this case study was a rural school district in Western Pennsylvania. The school district consisted of three buildings, two elementary, and one high school. There were 1,648 students in the district. The school, as characterized by the Standards and Poor's analysis, was identified as

one of 24 districts in Pennsylvania that exceed the state averages for PSSA mean scores and participation rates, despite serving an above-average proportion of economically disadvantaged students. This district may serve as a valuable source of effective strategies and practices for other districts in Pennsylvania that are looking for ways to improve student performance (SES PA [SES_PA@standardandpoors.com]).

The following facts were also reported in the Standard and Poor's analysis. This school district consistently produced scores that were 10 – 60 scaled score points higher than the state in math, writing, and science across grade levels, and students scored 27 points above the state on their SAT's and 20.7% higher on the ACT's. While attendance is usually a major problem for economically disadvantaged schools, this school district's attendance was 96.3%, which is above the state average of 93%.

In addition, the dropout rate remained lower than the state average from grades 7 through 11. However, at grade 12, the dropout rate was slightly above the state average by six-tenths of a percent. When comparing the district's class size with the state, the class size was similar to the state average of 24-27 students per class. Surprisingly though, the school district fell behind the state in advanced placement in math, yet students in the district exceeded or matched the state in advanced placement in science.

3.0 CHAPTER III: PRESENTATION OF DATA

3.1 RESEARCH QUESTIONS

The research questions articulated in Chapter II were:

1. What evidence could be verified to support the school leaders' claims that the dominant characteristics of the educational programs and practices in the district were that they provided both a caring adult-student relationships and choice for learners?

2. What incidents and/or events contributed to the evolution of educational programs and practices that provided caring adult-student relationships and educational choice for learners?

3. What actions resulted from school leaders' recognition of incidents and/or events associated with the development of this unique educational environment?

4. What features of this unique environment reflected the conditions and relationships included in the literature on resiliency?

The questions flowed into each other. Question 1 asked for evidence that a caring environment and student choice actually existed in the district. If a caring environment and student choice actually existed in the district, Question 2 provided the next step in seeking evidence of key events that led to that caring and choice environment. Question 3 became more detailed in that it sought to display the process by which initiatives, arising from the events in

Question 2, were translated into action. Question 4 showed evidence that the implementation of the initiatives related directly to the resiliency literature. Question 4 then circled back to Question 1 in that it could corroborate evidence that a caring and choice environment actually existed.

3.2 SOURCES OF DATA

The data were obtained utilizing the case study method. The data sources were surveys, interview questions, observations, and official documents. There were two surveys used. The first was the "Assessing School Resiliency Building" which was designed by Henderson and Milstein, 1999. It asked teachers to assess the degree of resiliency that existed in the District. If resiliency existed, then the characteristics of a caring environment and student choice would be present. The second survey was a survey designed by the District Superintendent and distributed to cognate leaders (department chairs in English, math, etc.) and principals to determine how Personalized Standards Based Program (PSBE), which embraced the District's caring and choice environment, was being implemented.

Interviews were conducted to obtain information from school leaders about process, implementation, and the roles of the people involved. The first set of interviews was conducted in person with the major school leaders and was exploratory in nature. For the second set of interviews, the researcher designed six interview questions. These interviews were conducted by mail. Questions 1 and 2 were designed to elicit evidence of the presence of a caring environment and student choice in the District. Questions 3 and 4 were directed at discovering formal and informal practices for implementing a caring environment and student choice in the

District. Those questions sought to determine what those practices were, how they were authorized and governed by formal documentation, or if they had been created more informally by teachers and staff on their own, and the chronology of their emergence. Question 5 centered on the role of the identified school leaders in fostering a caring environment and student choice in the District. Question 6 sought to identify other major actors and their roles in fostering a caring environment and student choice in the District. Given the nature of the interview, follow-up questions were necessary for clarification, expansion, or substantiation of claims.

Observations were conducted to examine the interactions of teachers/principals with students, to determine if the environment had the appearance of resiliency as outlined in the literature, and to determine any other features of the environment that supported the claim that the District embraced a caring environment and student choice. The researcher visited all the schools in the District for observations. There was a total of 18 hours of observations with approximately six hours in each building. Informal discussion with teachers occurred during the observations.

Official Documents that were obtained were administrative cabinet minutes, curriculum council committee minutes, administrative staff meetings minutes, Tri-State School Leaders meeting minutes, Tri-State Steering Committee for Strategic planning meeting minutes, the District's strategic plan, program rationale, superintendent's philosophy statement and biographical sketch, and other miscellaneous documents. The researcher reviewed these documents for references to the caring and choice environment specifically to determine the existence of that environment, the chronology of related events and actions, and the implementation of initiatives.

3.3 FINDINGS

3.3.1   Research Question 1: Evidence of a Caring Environment and Student Choice

Research Question 1 required evidence that the characteristics of the district's educational programs and practices provided both caring adult-student relationships and choice for learners. To that end, four data sources were used to triangulate: 1) the "Assessing School Resiliency Building" survey, 2) observations by the researcher when she made on-site visits to the District's schools, and 3) the responses to interview Questions 1 and 2 and 4) Questions A, B, C, G, and H of the superintendent's survey.

If a caring environment and student choice existed in the District, one would expect the data from these sources to closely reflect the characteristics of caring environment and student choice that were identified in the resiliency literature

3.3.1.1 Assessing School Resiliency Survey

The "Assessing School Resiliency Building" survey seemed useful as it included six categories: pro-social bonding; clear, constant boundaries; teaching life skills; caring and support; high expectations and opportunities for meaningful participation. The total of the results of all six categories in the survey could range from 36 total points to 144 total points. The range of scores for each of the six sections was six to 24 points. The survey also was constructed so that the first two questions in each of the six categories described students. The next two questions in each of the six categories described staff and the final two described characteristics associated with the school generally. The range of possible scores for each of these three divisions was from 12 to

57

48 points. In all of these ranges (the six sections and the three divisions of students, staff and school), the lower scores indicated positive resilience building and the higher scores indicated a need for improvement. This survey instrument was only intended to describe how the teachers saw the characteristics in this survey - if they saw the characteristics in the subject school district. There was no intention to make comparisons to other studies, districts, or to assess the degree or strength of characteristics. For the purpose of description, as it apples to this study, evidence that the characteristics of the district's educational programs and practices provided both caring adult-student relationships and a choice for learners would be shown by an average respondent score nearer the resiliency side of the continuum of scores and a majority of the respondents' scores clustering at that same end in all of the survey segments above (six categories and three divisions).

3.3.1.2 Survey Results

The surveys were distributed to all 118 teachers in the District and 63 completed surveys were returned. SPSS software was used to calculate the descriptive statistics reported below and included in more detail in the Appendix B. The 63 survey results for the survey total points were:

Table 3.1 Total Survey Results

Mean	Median	Range	Minimum	Maximum	Skewness	Std. Error of Skewness
64.67	60	78	40	118	1.032	0.302

The survey results showed that respondents believed that resiliency, caring adult-student relationships, and choice for learners, as defined in the survey, existed in the district. The Total

Survey Score diagram below illustrates these finding. In this diagram, the solid vertical line, the

mid-scale reference line, simply divides the point spread in half at the mid point of the scale, 90.

This mid-point reference line was drawn by the researcher to assist in the visual interpretation of

the chart. In relationship to this visual reference line, one can see that the mean, as indicated by

the dotted vertical line, is toward the resiliency end of the scale. Further, a large number of the

respondents scored in that direction as well; only 5 respondents, or 7.9% of teachers scored at or

higher than the mid point line.

Figure 3.1 Distribution of Survey Total Scores
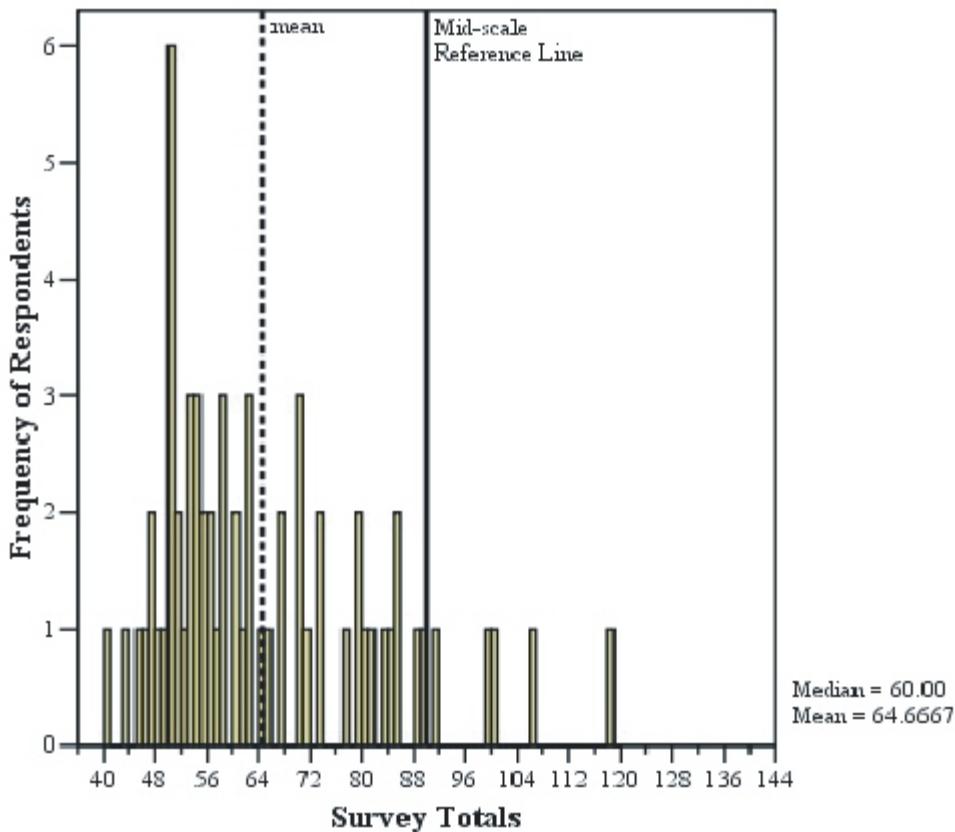
The skewness statistic in the table above is positive, indicating a long right tail of the

distribution (toward less resiliency). A skewness value more than twice its standard error is

taken to indicate a departure from symmetry. In the case of this survey, the skewness value was more than three times the standard error. This indicated that there were respondents whose total scores were more "non-typically" toward the non resilient extreme of the scale. The diagram below shows these respondents detached from the large number of respondents that tended to cluster more closely together. These extreme values, or outliers, would be reflected in the mean which is an arithmetic average. As the median is the mid point of the respondents, it is not affected by outliers. A median of 60 may be a more appropriate measure of the average score than the mean.

Reviewing the findings within each of the six resiliency categories included in the survey, the results mirrored the total survey results.

Table 3.2 Results for Survey Categories

Survey Category	Mean	Median	Range	Skewness	Std. Error of Skewness
Pro-Social Bonding	10.06	9	12	1.142	0.302
Clear, Consistent Boundaries	10.97	10	15	1.058	0.302
Teaching Life Skills	9.83	9	11	1.173	0.302
Caring and Support	10.98	10	14	0.721	0.302
High Expectations	11.8	11	14	0.667	0.302
Opportunities for Meaningful Participation	11/02	11	16	0.677	0.302

Each category had a mean toward the resiliency side of the continuum and each had a median that was lower than the mean except for the participation category where there was very little difference between the mean and median. In all categories, there were outliers in the non-resiliency direction that affected the mean. The median may be a more realistic measure of average.

Each had a large number of respondents that scored in the direction of resiliency as well. This is summarized in the table below in which the categories are presented from high to low in terms of the percent of respondents on the resiliency side of the mid point reference line.

Table 3.3 Percent of Respondents on the Resiliency Side of the Mid-Point Reference Line by Survey Category

Survey Category	% below the mid-scale reference line (toward more resiliency)	% at or above the mid-scale reference line (toward less resiliency)
Pro-Social Bonding	92.1	7.9
Teaching Life Skills	90.5	9.5
Caring and Support	85.7	14.3
Clear, Consistent Boundaries	84.1	15.9
Opportunities for Meaningful Participation	82.5	17.5
High Expectations	76.2	23.8

These observations are easily visible in the charts in Appendix B which have been constructed from the data and which are consistent with the Total Survey Score diagram above.

Turning to the three divisions, students, staff and school, the survey results were:

Table 3.4 Results for Survey Divisions

Survey Division	Mean	Median	Range	Minimum	Maximum	Skewness	Std. Error of Skewness
Students	21.25	19	25	12	37	0.85	0.302
Staff	21.86	20	32	14	46	1.212	0.302
School	21.56	20	26	13	39	0.875	0.302

As with all of the previous findings, each division had a mean toward the resiliency side of the continuum, and each had a median that was lower than the mean. In all categories, there were outliers in the non-resiliency direction that affected the mean. Again, the median may be a more realistic measure of average.

Each had a large number of respondents that scored in the direction of resiliency as well. This is summarized in the table in which the categories are presented from high to low in terms of the percent of respondents on the resiliency side of the mid point reference line.

Table 3.5 Percent of Respondents on the Resiliency Side of the
Mid-Point Reference Line by Survey Division

Survey Division	% below the mid-scale reference line (toward more resiliency)	% at or above the mid-scale reference line (toward less resiliency)
Students	90.5%	9.5%
Staff	90.5%	9.5%
School	88.9%	11.1%

These observations are easily visible in the charts in Appendix B which have been constructed from the data and which are consistent with the Total Survey Score diagram above.

Though not detailed here, one finds the same pattern, i.e. mean, mode and distribution of respondents toward the resiliency end of the scale, when looking at the six survey categories as they relate to each of these divisions. To review this finding in detail, refer to Appendix B.

3.3.1.3 School Site Observations

The researcher has had 10 years experience teaching children with disabilities and was familiar with observing student behavior. In addition, the researcher has had two and one half years as school administrator conducting teacher observations. In the researcher's judgment, the three days of observations for this study were representative of typical school days in the buildings. Nothing appeared to have been organized by school participants to create a particular impression.

One set of observations was conducted in the school without any prior notice, and there was no opportunity for anyone to prepare. While the principals of the other two schools had prior notification and had prepared an itinerary for the observations, the researcher deviated

substantially from those itineraries, entering class rooms and parts of the buildings spontaneously.

Even though prior notice of school visits was given for two schools, the notice was sufficiently short. It was highly unlikely that so many teachers and students were rehearsed. It was also improbable that the observed immaculate school environment, adorned with large amounts of student work and other decorations aimed at creating a friendly and inviting atmosphere, was contrived. Extemporaneous remarks made by teachers were in private and left a very definite feeling of sincerity, especially as there were many similar remarks made by other teachers in the school and in the other schools.

In each of the buildings there was a natural flow of educational practices and students continued working on their on-going individualized activities and projects. Student movement and teacher interaction were natural and fluid, demonstrating routines and activities with which all were familiar. The researcher observed that the students were well versed in what they were doing, and they continued their activities as though there was no one observing. Interactions between administrators/staff and students and administrators/staff and faculty had the same quality of spontaneity, genuineness and an aura of long and usual practice.

The researcher spent three days in the school district observing schools. One complete day was spent at each of the schools using a checklist to document observed characteristics of a caring and choice culture. The days started in the principals' offices where two of the principals provided the researcher with an itinerary and one explained whom the researcher would see and what the researcher would do. Meetings with two of the principals began by receiving documentation and research-based information regarding programs. The meeting with the principals was then followed by a tour of the buildings and visitation of selected classrooms.

The researcher recorded observations on a Caring and Choice Observation Checklist which was organized according to the six "Assessing School Resiliency Building" survey categories identified in the Assessing School Resiliency Survey above (See the Caring and Choice Observation Checklist in Appendix C). Observations were recorded by placing a check mark next to observed characteristic in the checklist, and the actual behavior or situation that was observed was written in the margin next to the characteristic on the checklist.

Each observation below is sorted by the school in which it occurred and is the actual behavior seen. The appropriate "Assessing School Resiliency Building Survey" category into which an observation falls is in parenthesis following the observation. In elementary building one, the researcher observed the following*:*

- principal positively interacting with students: students came to see principal about personal matters before school started, students running up to the principal to share their excitement about accomplishments as though it was a daily occurrence (caring and support) (pro-social bonding)

- principal redirecting students in a firm yet positive way (clear, consistent boundaries) (caring and support)

- principal's office was adorned with Friday "A" papers (high expectations)

- hallways adorned with student class work and service learning projects (caring and support)

- students conducting morning meetings (meaningful participation)

- positive interactions between teachers and students (caring and support)

- immaculate building (caring and support)

- students conducting morning meetings (meaningful participation)

In elementary building two, the researcher observed the following:

- students conducting morning meetings (meaningful participation)

- students complimenting each others on their accomplishments (caring and support)

- students respecting one another (caring and support)

- students choosing learning activities they were going to engage in (meaningful participation)

- hallways adorned with student class work and service learning work (caring and support)

- teachers answering students using the questioning technique (high expectations)

- students actively engaged-teacher facilitating (teaching life skills)

- positive interaction between teachers and students (caring and support)

- immaculate building (caring and support)

- flexible grouping and personalized instruction (caring and support)

- resource availability (caring and support)
- common instructional strategies in most of the classrooms/grade levels (clear

  consistent boundaries)

- positive calls and notes home/newsletter (pro-social bonding)

In middle/high school building, the researcher observed the following:

- students moving throughout the building respecting each others space (teaching

  life skills)

- hallways adorned with student projects (caring and support)

- positive interaction between teachers and students (caring and support)

- immaculate building (caring and support)

- well-defined safety net in place to accelerate failing students (caring and support)

- office staff interaction freely with students (caring and support)

- newsletters and positive calls home(pro-social bonding)

- building was immaculate (pro-social bonding)

When talking informally with some of the teachers in the buildings, the researcher learned that many of the teachers embraced the philosophy of PSBE. During one of the observations, a teacher made an extemporaneous remark that, "This has been my philosophy, and I am fortunate to work in a district that promotes what I believed in."

3.3.1.4 Interview Questions

There were 29 interviews. Five principals (one retired), a school counselor, three anonymous persons, a school nurse, and 20 teachers were interviewed. Follow-up questions were submitted to some subjects by email to amplify or resolve issues arising from their answers.

The researcher's interviews with principals, and individuals identified by principals as leaders in the process, revealed data describing a caring environment and student choice. The evidence came primarily from interview Questions 1 and 2, though germane data was scattered throughout the responses to the remaining four interview questions.

As with the observations above, pertinent data from the interview responses were sorted according to the six "Assessing School Resiliency Building" survey categories to facilitate triangulation. The five categories: caring and support; high expectations; teaching life skills; pro-social bonding; clear and consistent boundaries are related to a caring environment as shown in Appendix A. The sixth category, opportunities for meaningful participation, is related to student choice, again, as shown in Appendix A.

There are two general explanatory observations about repetition in this section that should be made before detailing the interview findings. First, Personalized Standards Based Education (PSBE), and the various programs developed in the District to support it, was seen by several respondents as serving several resiliency goals. For example, a business plan activity described by a teacher was duplicated because it was seen by that teacher as related to student choice and to the caring environment characteristics of high expectations and teaching life skills. Second, repetition also occurred because respondents often saw strong inter-relationships between several of the categories and answered accordingly. For example, standards reflecting high expectations were linked by respondents to personalization of curriculum and pedagogy to meet individual children's needs another aspect of caring and support. When the personalization resulted in interdisciplinary, thematic, and project-based exercises, personalization was seen by some to relate life skills (a caring environment characteristic) and to student choice when students had academic choices within the exercises.

Detailing the findings, the existence of caring and support was demonstrated in seven aspects. First, Principal 2, the secondary principal, reported that students were recognized for their contributions in a wide variety of ways such as student of the month, picture in the paper, honor roll, and booster's club recognition. Principal 1, the elementary principal, said that he wanted to "catch them (staff and students) doing something good (Principal 1 interview, March 2004);" he then rewards student with ice cream, the principal's breakfast list, and pizza parties. Teachers were complimented in front of peers, with personal notes, and positive comments on their lesson plans. Principal 1 also reported adorning his door, on a weekly basis, with students' work, when students with academic or behavior problems did excellent work, and recognizing students who had positive reports for the entire term in front of other students at lunch. Teacher

1 reported making daily positive phone calls to parents on their children's accomplishments stating that, "Anyone who tries should get rewarded (Teacher 1 interview, March 2004)." The teacher also used library displays so that, "…creative kid's were allowed to show off their talents."

Second, an effort was made to include students in the life of the school and not isolate them at the fringe of the school or classroom. Principal 3, the elementary principal, explained that recognition applied to anyone who had improved, not just those on the honor roll. The principal continued that the self directed computer lab program, book club, and literature circles were for all so that no one should be left out. Teacher 1 used projects to include all students stating, "Everyone ends up with something they're very proud to share, and we display those in the library (Teacher 1 interview, February 2004)." The school nurse described the Fit Can Be Fun Program, which was designed so that "non-sport types" had an opportunity to belong to groups. The Sophomore Retreat and the Freshman Frolic were reported as events fostering non-competitive group cooperation, bonding, and team building.

Third, the parents' role in supporting student learning was seen as valued and supported. Principal 3 reported that The Read to Succeed teacher visited parents in the home to train them on how to help their children. Principal 3 noted, "We meet the parents and we really value that parent's input. If a parent can't come in, we go to the home" (Principal 3 interview, February 2004). Principal 2 reported that parents organized the Booster Club as a vehicle to reward all students for their accomplishments. The counselor reported that meetings where the students, parents and teachers attended were a tradition in the school. He also noted that there was a web site for weekly assignments to which parents had access.

Fourth, members of the community were seen supporting student learning. The District reported Principal 2 as having secured such support as the Kiwanis, Key Club, City Council, the media, and the general campus community in helping to reach the goals of PSBE. Also, the counselor noted that there were a large number of teachers seen at sports and social events. Teacher 19 commented:

> Many initiatives in our school to further support personalized instruction have been implemented by partnerships between Title 1 classroom teachers, speech/language clinicians, and the administration. We use these team approaches in an effort to see the whole picture as we provide personalized instruction to students of varying needs whether they are advanced, proficient, or below basic (Teacher 19 interview March 2004).

Support from the general "outside" community included the parents Booster's Club, BUGS (Bring Up Your Grades) sponsored by the Kiwanis, and community input on scholarships. Principal 3 reported that the schools and the community offered band concerts, musicals, and athletic events. From Principal 2, another example of general community involvement was a $150,000 community grant for Communities that Care, attended by police and county commissioners, among others. Principal 2 also reported that the Communities that Care group aimed to determine

> how we can make a better community, make it more user friendly for kids...the kind of assistance we think [children] need and then developing parent/community groups to try and help promote [that assistance]...(Principal 2 interview March 2004).

Principal 2 also cited a resource where a police officer from the local department came into the school for nine months and then returned to his department for the three months of summer. The officer knew at-risk children and their families and could provide assistance when needed. Fifth, there was a well-defined safety net in place for students who were falling behind academically or experiencing behavioral difficulties. Principal 3 identified "flexible grouping"

and use of a Reduction of Class Time Grant that allowed Title I teachers to work with students in need of more intensive interventions. The principal also identified the "child studies" team approach where administrators and teachers met monthly to determine the best approach to help identify children who were not making progress. The child study approach was, at one time, mandated by the state, now however; it is no longer a state requirement. Further evidence of the district's safety net was a teacher's remark that,

> The principal comes down and talks with us before any decision is made...not a 'black and white' behavior policy or consequence chart...what would be in the best interest to change this [challenging social and academic] behavior (teacher – February 2004).

In the secondary school, the counselor commented that teachers were available, for one half hour every day, before and after school for students who wanted help. Further, schedule changes were permitted to ensure that students were placed to have more success. The counselor stated that he worked with students to tailor schedules to their needs as much as possible. The counselor taught guidance classes to get students used to talking about "sensitive stuff" with such issues as dating, breaking up, home issues, self esteem, and the profile of an ideal date. Reflecting on the subject of general safety, the counselor noted,

> Kids know that they can get out of harm's way down here. . . if they are having a bad day, rather than getting into an argument, or ending up breaking down in tears in class, they'll [come to the Guidance Office] (Counselor 1 interview March 2004).

Principal 1 reported calling all the parents every Monday, Wednesday, and Friday to make sure that their children arrived home safely.

Principal 2 identified the STAR team (a group of administrators, teachers, counselors, the school nurse, and the attendance officer) who identify remedies for students identified as "at risk." The Pupil Personnel Services group (composed of two administrators, the nurse, guidance

counselor, and the attendance officer) dealt with programs and staff, but student problems from the STAR Group often crossed over. Principal 1 reported reading all midterm reports and talking to students face to face. He also stated that he worked directly with students who were experiencing difficulty until their grades improved to an A or B.

Sixth, teachers individualized and modified instruction to address the learning styles and special needs of students. Individualization, as an aspect of caring and support, was well established throughout the interviews. The Superintendent reported,

> If you are going to personalize, you are going to do everything involved in individualization, but the key would be because you care. You care what's happening; you care about each student and how they are going to progress and achieve...It's just innate; how could you not care? ... It's just something that has to be there (Superintendent interview March 2004).
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> Support for individualization came from principal 3 who described how Title I, part-time

teachers and the computer support aide team taught to accomplish individualization. The principal commented, "[We] put programs together that meet our kid's needs (Principal 3 interview February 2004)." In their interviews, all of the teachers agreed that the District individualized. Over half referred directly to the use of assessment to determine individualized needs. Teacher 2 and Teacher 12 reported personalizing lessons to student's own lives or interests. Teacher 20 identified the use of workshops and flexible grouping as ways to develop lessons around student needs. Teachers 15 and 18 also noted the use of literacy and math ladders in accomplishing personalization. Literacy and math ladders were appropriately sequential steps created by teachers for students to reach proficiency.

Seventh, though described in the most detail by Principals 2 and 3, several respondents, the superintendent, principals and teachers, referred to comprehensive data analysis as a way of providing caring and support. The database was used to identify students and track their progress over a number of years. The database contained all of the students' achievements in every area,

and on every test. Respondents saw comprehensive data analysis as a tool in establishing caring and support by targeting individual students and groups of students so as to guide teachers in personalizing instruction to address weaknesses. Comprehensive data analysis was seen to bridge the caring and support characteristic and the high expectation characteristic of a caring environment. Additionally, respondents linked the high expectation characteristic with the teaching life skills characteristic of a caring environment.

Other than the use of comprehensive data analysis as an implementation tool for establishing education improvement and meeting standards, respondents detailed evidence for high expectations and teaching life skills in a number of ways. First, students were reported to be actively engaged in interdisciplinary, thematic, project-based work. For example, Principal 3 identified Compass Learning (computer lab) as embracing themes and units incorporating reading, writing, and math. Teacher 1 used projects involving writing, research, and presentations; Teacher 2 conducted a mock trial and utilized a business plan requiring writing, math, problem solving, and "real life stuff" such as getting a bank loan and running the business.

Second, Principal 3 reported that teachers reviewed student work and other assessment data to guide school and classroom practice. In this regard, the principal referred to Comprehensive Data Analysis (CDA) and noted that teaches kept a running record (on going assessment for reading) along with assessment instruments (DRA, Sygonce), writing samples (rubric assessment), and formal Title I assessments. "Child Study" meetings were held monthly to look at all students in the building – "every child, even the gifted ones." "[We look for] what else can we do for that child...ways to bring them, their progress up to rate (principal 3 interview March 2004)." About three times a year teachers, staff, and administrators reviewed PSSA and Terra-Nova data in these meetings. Assessments were used constantly to look for needed

curriculum and pedagogy changes. The developmental approach started with kindergarten and documentation of children's progress was kept in their portfolios.

Third, it was reported that time was provided for teachers to work together on curriculum, instruction, and assessment. Principal 1 reported using common planning times of 40 minutes a week. Principal 3 responded that part-time teachers and the Title I computer support aid and teacher, team-teach with regular teachers. As mentioned above, Principal 3 identified the monthly "child study" team approach as the best way to determine how to help identified children make progress. Teacher 1 noted the importance of monthly meetings, headed by cognitive leaders, on such matter as policy change, updates in curriculum, availability of textbooks and supplies, and otherwise securing teacher's needs to assure that everyone was on task and up to date on their assignments.

Respondents saw the pro-social bonding aspect of a caring environment in three ways. First, conflict resolution skills were taught and practiced. The counselor identified the Sophomore Retreat and Freshman Frolic as opportunities in which non-competitive group cooperation and team building were taught and practiced. Second, students spent time in service learning projects on and off campus. Principal 3 listed Key Club service projects, the Make a Wish project, and student participation in the Good Shepard Center. Third, the school nurse identified opportunities for a feeling of safety and bonding including the Sophomore Retreat and Freshman Frolic, mentioned above, and the Therapeutic Retreat where teachers and students engaged in bonding, caring and support activities. The Retreat also allowed for grief counseling. A large number of students voluntarily participated in these events. The counselor stated that three quarters of the students attended the Sophomore Retreat and, over the last three years,

attendance at the Freshman Frolic was 105 out of 150, 89 out of 120, and 129 out of 150. "We know students well enough to allow them to call us by first name." Principal 1 reported he knew most of the students by name. Teacher 3 stated,

> Absolutely everyone in the building does their part and more to make each and every child successful. As far as the role each person takes - pick a hat. Sometimes we are moms, dads, grandparents, nurses, friends, mentors, role models - most of all we are the people present 180 days a year out of the child's life. Sometimes we are the only safe and secure person the child can depend on (Teacher 3 interview March 2004).

Respondents described evidence for the existence of clear and consistent boundaries in the areas of building self-esteem and success, and acceptance of others. Principal 3 expressed that a major purpose of the school was assuring that people cared about one another and creating a learning environment where students experienced success. The counselor noted Sophomore Outreach and the Freshman Frolic as devices for self-esteem activities and group cooperation activities. Teacher 2 used lessons as a forum to instill respect for other students - to listen to and respect the student that "has the floor." Teacher 2 used the required court etiquette of the mock trial to teach and practice respect for others. Teacher 1 and Teacher 2 both incorporated techniques for students to learn to cooperate and share. The school nurse pointed to the BABES program where second graders presented a puppet show that acted as a vehicle for student role modeling, fitting into society, and dealing with drugs, alcohol and peer pressure.

There were several areas reported as evidence of the existence of student choice. First, the school nurse reported that cross-age tutoring supported student learning in the Junior/Senior Icons programs where students chose to serve as and student leaders and mentors to other students. Principal 1 reported students helping students by judging the Equations Strategy Game and the more "technologically savvy" students volunteering to help students with less skill.

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Second, there was evidence that students were given classroom and school wide responsibilities and decision making of increasing importance with age. Principal 3 noted,

> …through the years they're in school, students do have an increasing number of choices... the longer you stay within the system and go up through the grades, the greater those choices will be (Principal 3 interview February 2004).

The counselor noted that Junior class officers were in charge of the Prom and raising money for it. KEY Club was identified by Principal 2 as a student led organization which developed leadership.

Third, teachers saw that students had choices in what they learned, how they learned, and how they presented what they learned. There was evidence from respondents that students had academic choice. Responses from teachers 2, 4, 5, 15, 17, and 20 ranged from a general acknowledgment to detailed examples. General acknowledgment could be found in the use of such phrases as academic choice, participation, and opportunities to become self directed learners. Teacher 3 mentioned the Responsive Classroom as a way to "take input from students as to what they would like to do."More specifically, it was noted that students could add any issue to any lesson, they could help determine the remediation they needed to tailor instructional, curriculum, and classroom goals; that may have even included a student's choice to 'leave the room or work in the room' as noted by Teacher 3. Principal 1 described the I-Search Project as a method where students not only determined the themes of their projects but also decided when they wished to present their project and evaluate their own performance. It was reported that students enjoyed doing these projects and would give up their recess to work on them "because they choose what they are going to do and they work at their own pace" (Principal 1). Other examples of choice mentioned by Principal 1 were the Equations Strategy Game, and

communications students choosing their readings and deciding when and how to make their presentations.

Fourth, respondents stated that projects had significance to students and were based on important questions raised by students, teachers and community members. Teacher 1 reported the use of a "stock market exchange," a form of interpersonal trading among students, for each to come up with an assignment of personal importance; ".... learn to cooperate and share...end up with something they prefer (Teacher 1 interview March 2004)." Teacher 2 allowed students to take a product of interest in developing a business plan and tied lessons to student issues, issues in the school, and issues in the classroom - to the real world, things they cared about. The computer lab was self directed toward things students wanted to learn as was done through literature circles, the book club, and "break through" (Principal 3 interview February 2004).

3.3.1.5 Superintendent's Survey

The superintendent's survey fell into the official documents category of data sources. The survey was distributed to principals and cognate leaders. It was intended to assess the extent to which administrators and teacher leaders implemented the District's PSBE program. There were 11 questions put into an alphabetical list from A to K (See Appendix D). Of these 11 questions, five (A, B, C, G, and H) were germane to the caring and choice environment that the District claimed had been built into that program. Thirteen people responded to the survey. One of the notions of a caring environment as noted in the literature (Table 1.2, pg 30) was to provide students with multiple types of assessments. Question "A" of the superintendent's survey sought to determine the number of ways students were being assessed. Respondents reported a range of assessment types from a minimum of 4 to a maximum of 23.

Incentives were directly reported in the literature as a caring factor (Table 1.2, pg. 30); they were forms of motivation and thus reported in this document as such. Question "B" asked leaders to identify incentives that existed for students to improve their performance. Most of the incentives were typical while others spoke directly to the resiliency literature in that extra efforts were made to ensure success. Some incentives included "respect tickets", student choice projects, Friday "A" papers, opportunities to share accomplishments with peers, and "seventh grade dollars."

Question "C" was centered on the flexibility of the grade levels. This question related to adjusting curriculum and pedagogy and to learning designed to satisfy and nurture a child's stage of needs and abilities in the autonomy portion of the literature (Table 1.3). Many of the respondents maintained very traditional positions on this question. For example, one reported that "while this type of a system sounded good in theory, in practice among hundreds of students it would be impossible"; another felt that "students progress from one grade level without the responsibility of learning." Yet there were those who responded to the question by stating that students "accelerated course levels depending on placement exams." Another mentioned electives with a crossover of grade levels. Other ways mentioned included adapting the grade level within the current grade via curriculum adaptation and enrichment. Some strategies to address the flexibility of grade level were accomplished by providing "part-time courses and independent studies." Despite the sensitivity surrounding this question, some respondents reported that they were creative in providing grade level flexibility thus further fostering an environment of choice and caring.

Question G asked for demonstrations that students evaluated their own work. Students used self-guided writing rubrics, portfolio reflections, personalized student contracts, self-

corrections, and critiques. Students chose the type of evaluation, final exam, video interview, and portfolio. Students decided what to include in their portfolios. Students evaluated each other, critiqued each other's work, and engaged in self-evaluations in groups and pairs. Self-evaluation may have occurred before work was returned for a grade.

Question H asked about opportunities for student decision-making. Respondents identified several opportunities for students to become part of decisions. Students sat on District committees, served as officers in their own organizations elected their own representatives to serve on councils and executive boards, and chose what was to be published in the two school newspapers.

Within the classroom, students developed classroom rules and consequences. Students chose the form to meet academic objectives - project choice, topic choice, and choice of reading materials. Additionally, students could chose from a variety of enrichment clusters, extra curricular activities, and lunchtime groups.

3.3.2   Research Question 2: Identifying the Critical Events in Establishing a Caring Environment and Student Choice in the District

The sources of data that addressed this question were the formal documents and the interviews, primarily questions 3 and 4, which were designed to elicit the important events that led to a caring environment and student choice. The expansionary technique was used to expand the breadth of the findings for this question. Data from the interviews focused on one event and did not provide sufficient detail on the existence of any additional events. Data from the formal documents provided the support necessary to substantiate additional subsidiary events. A clearer identification of critical events emerged from considering data from the two separate sources.

The overwhelming response in the interviews was personalized education and Personalized Standards Based Education (PSBE), which was seen by educators in the District as personalized education operationalized. However, there seemed to be evidence of other events. First, scattered throughout the interview answers were additional references to other programs/strategies such as, Responsive Classroom, Communities that Care, and Alternative Classrooms.

Second, various respondents referred to an evolving process in establishing PSBE, which seemed to indicate that other activities might have occurred as well. For example, the Superintendent noted there were other programs and activities that followed as a way of implementing PSBE. Principal 5 mentioned, "It became an on-going never ending process of growth and change (Principal 5 interview, February 2004)." Principal 4 reported

> We did go through some service programs and specifically asked departments to generate their vision or description of what personalize meant within their department. So we've gone through that and tried to condense [it] in some meaningful way and refine it, re-tune it, from year to year (Principal 4 interview, February 2004).

These additional references to programs/strategies and evolution led to a need to extend the breadth of the original data to discover all of the critical events in the establishment of a caring environment and student choice. Data from the official documentation was used in such an expansion methodology.

For the initiation of a program or strategy to qualify as a critical event the program/strategy had to pass four criteria:

1. The program/strategy had to have a purpose directly related to the characteristics of a caring environment or student choice as reported in the resiliency literature.

2.   The program/strategy had to contribute in a significant way to caring

        environment and student choice in the District.

3.   The program/strategy had to be sufficiently different from other programs

        and initiatives in the District to be considered unique.

4.   The program/strategy had to have become established in practice or policy

        in the District.

The following programs or strategies met all four criteria: Responsive Classroom, teacher looping, Communities that Care, Choice Theory, Classroom Plus, Alternative Classrooms and Respect Based Schools. All of these programs and strategies have caring environment or student choice as a purpose. These programs and strategies were significant in that they were adopted widely through the district as they impacted pedagogy and student behavior throughout the district. Each program employed different strategies and tactics which added distinct attributes to the fabric of the schools. All of the programs/strategies were implemented.

3.3.3   Research Question 3: The Process in Establishing a Caring Environment and Student Choice

 The sources of data pertinent to research question three were the interviews, primarily interview Questions 3, 4, 5 and 6, and the formal documents, primarily the minutes of meetings from:

Table 3.6 Meeting Body and Participants

Meeting Body	Participants
Administrative Cabinet	Superintendent, Principals
Tri-State School Leaders	Tri-State Staff, Administrative Cabinet
Curriculum Council	Cognate Leaders (Teacher Department Heads
Tri-State Steering Committee for Strategic Planning	Administrative Cabinet, Tri-State Staff, Cognate Leaders

Using the complimentarily approach, it was expected that the data from these two separate distinct sources would provide a full representation and clarification of the process establishing a caring environment with student choice.

The process started with the Superintendent's commitment to personalized education when she first came to the District. As found in the documents, the Superintendent's 1973 biographical sketch outlined her passion for personalized education. The superintendent stated in her biographical sketch:

> The single most rewarding experience was my student teaching . . . The philosophy of personalized, individualized instruction became mine . . . Nothing is more critical to personalizing educational programs than helping children generate a genuine feeling of accomplishment . . . I strongly feel that the teacher must become closely aware of the welfare and needs of her students and less preoccupied with dispensing information . . . When a teacher gives personal help to her student, she is truly personalizing the education process . . . In the hands of an understanding teacher, every child in every classroom is a candidate for greatness (Superintendent interview February 2004).
>
> In her interview the superintendent reported that personalized education was her

philosophy, and she wanted to make sure the district followed her philosophy. When asked about the process used to make sure the District followed the philosophy, the superintendent affirmed there were not any established policies, but that she introduced and discussed the concept regularly and it just started to "take off." According to superintendent, she started with a few people, team leaders, and from there it was a "snowball effect." She stated:

> There was no organized plan. The plan may have been in my head, but that's the kind of environment I envisioned. And whenever I interviewed with the school board here I explained the kind of an environment that I would envision in terms of the kind of interaction, the kind of results, the kind of programs and things that should be occurring in the ideal district... It just evolved, based on my intuitive list of what should come next. What are we ready for now? How much? And I could tell then there [were] times whenever I felt I was moving too quickly and whenever I would feel resistance I sort of backed [off] a little bit. But, I pushed the principals, I'll have to say that, they were pressed to do things [be]cause they would tell me that you can't do too many things at once, the teachers can't ..
> But I said a lot of these things you have to do simultaneously, you can't just work

on this one avenue without this, these things have to come, these are total kind of packages actually, programs that we have to do them together or else nothing will be successful. If you just work on, say, the instructional program without the caring attitude or without this or that, then everything will be fragmented (Superintendent interview February 2004).

Principal 5 reported that she read some research that said . . . you could start with your short term goals and if your institution is viable there is a growth process that keeps on going" and that is what [she] thinks happened.

She continued,

We just took care of this, we need to look at this, then we need to look at this and so it became an ongoing, never-ending process of growth and change (Principal 5 interview February 2004).

As reported by Principals 2, three anonymous interviewees and one of the guidance counselors, the superintendent's method of implementing a personalized education program was tantamount to "A Message to Garcia." One leader reported that the superintendent gave them a short book published in 1899 by Hubbard on the "Message to Garcia," describing President McKinley's order for Rowan to deliver a message to the Cuban insurgent leader, Garcia during the Spanish-American War. The Message to Garcia refers to the superior/subordinate relationship. That is, though taking initiative in the means of implementing an order, the subordinate carries out the wishes of his superior without question – "to be loyal to a trust, to act promptly, concentrate their energies: do the thing" (*Columbia World of Quotations* citing Hubbard).

Once administrators were given "the message" they sought to find research based programs and strategies that would bring about the outcome they were seeking. According to Principal 2,

Members of the administrative cabinet were the movers and shakers that paved the road for positive change. This included the research necessary to make

effective decisions. Input was certainly welcome from teachers within each cognate but I would say in reality that the responsibility to provide research to support the vision clearly rests among members of the administration (Principal 2 interview February 2004).

During her tenure, the Superintendent hired teachers and administrators who embraced her philosophy. She stated:

...any time we had the opportunity to make changes in the staff, we made sure that we were taking people and hiring people that would reflect that same philosophy . That was a condition of employment, that they supported that philosophy. [Perspective principals] may not have articulated 'yes, I have a personalized philosophy,' but in the interviewing, the questions were asked in a way that you could determine, just as you would with a teacher, how would you react, or how would you function, or how would you deal with this situation. And by those kinds of responses then we know what kind of philosophy the person had. It may not have been labeled as such, yes I come in and I have my personalized philosophy, but the way that they would respond (Superintendent interview February 2004).

Supporting the Superintendent's claim, Principal 1 reported that the superintendent " .was able to find people who matched her philosophy and were able to find positions to work in that matched our philosophy" (Principal 1 interview February 2004). Though the superintendent had the final say as to who got hired, the principal reported the superintendent rarely disagreed with the principals' recommendations. However, the principals actively sought staff and teachers who supported PBE. Principal 4 felt that having a stable administration and a stable Board helped in promoting the Superintendent's philosophy.

Data from the interviews provided a description of the overall process as initiated by the Superintendent. The formal documentation provided a more specific depiction of roles in developing the programs to implement the personalized philosophy. Data from the documentation also supported the process explained in the interviews. The process for each critical event initiated in the Administrative Cabinet was approved there, and principals were charged with carrying out initiatives in their respective buildings.

Principal 1 reported that it took a commitment from every administrator and every teacher. This administrator felt that it was up to the administrator to convey the message to the teacher. One of the anonymous interviewees reported that some of the strong leadership necessary to have a caring environment, and to project that to the students, was not solely the responsibility of the top leaders. This person felt that it was the teachers in the classrooms that "carried the ball."

While the process for PBE, as previously mentioned, began at the onset of the superintendent's tenure, documentation of the process of adopting the Superintendent's educational philosophy into the formal plan began in 1997 at a Tri-State School Leaders meeting. At that meeting, the Superintendent discussed plans to include practices based on individual characteristics derived from data. Instructional interventions were to be based on the concept of personalized based standards where involvement included intensive intervention during the school day, after school, extended time, summer school, and the use of student profiles. During a subsequent meeting held on December 11, 1997, all administrators were given an article, "Resilience in Children at-Risk" to read for discussion.

At the next meeting, held on January 27, 1997, the concept of resiliency was discussed. From that discussion, administrators recognized the need for data to support the concept and the need to place less emphasis on standardized testing and more emphasis on social dimensions of learning. Discussion centered on the need to understand the total child. Many discussions were held during the Tri-State School Leaders meetings (TSSL), and actions were taken to initiate this program. These discussions, which dated from January 1998 through April 1998, included clearly defining PBE routines, structures, expectations, curriculum development, instructional practices, instructional leadership, assessment processes, and data driven decisions making.

On February 1998, the administrative cabinet discussed requesting the Board develop policies to support PBE. In August of 1998, the TSSL team discussed approaches to augment PBE to include standards based education program. This led to the new designation of Personalized Standards Based Education (PSBE).

In October of 1998, the concept, which also included the notion of student choice and reflection, was formally presented at the TSSL meeting. In November 1998, the TSSL team reviewed the status of PSBE and further defined PSBE to include assessment that aligned with student choices, and integration of subject.

While the vision was provided, principals and schools leaders repeatedly worked to refine and redefine the concept. From January through March of 1999, the TSSL team considered midpoint revisions to PSBE. At that time, the PSBE focus was on literacy. This revision included linkage between home and school, and linkage between community and school through technology, as well as incorporating family participation in classroom activities. This movement also expanded student access to information. Once the expectations were set, the principals set out to accomplish the goal by researching programs and strategies that centered on personalization.

The first program arising from the principals' research on personalization was the Responsive Classroom (RC). RC was introduced by Principal 5. Upon researching the attributes of RC, the principal presented the information to the Administrative Cabinet where a unanimous decision was made to implement the program. Teachers were then sent to the workshops and training sessions where they learned how to implement the program. According to Principal 1, Principal 5 sent two of her teachers to workshops to learn how to implement the program. By November 1998 one school was deemed a model for Responsive Classrooms. In August 1999,

the administrative cabinet made plans to disseminate information about the Responsive Classroom to the remaining buildings. By October 1999, many teachers had been trained in the elementary level, and the program was adapted by teachers and school leaders to add academics to students' social skills. For consistency teachers developed a handbook.

Teacher Looping, Communities that Care, Choice Theory, and Alternative Classrooms were structural and philosophical changes that also came from the Administrative Cabinet. Analyses of the interviews and documentation showed the process of initiation to implementation of these structural and philosophical changes followed the same process as for RC described above.

As each supporting program and philosophy was identified, professional development followed. With regard to professional development, the Superintendent reported:

> We needed to do a lot of staff development. [We had] teachers do the research, only because we found that most of the teachers were eager to do what's right for the kids. [Additionally, we gave them more literature] and the more literature, or anything, we were able to give them to read, plus we sent them to any kind of workshop. We talked to them personally about [PSBE]. I did workshops, and the principals did. Any occasion that we've had for implementing any changes as minor as changing the report card to reflect [PSBE, we did]. But our hope was, and that's what came about, that the teachers themselves could see that they needed to make adjustments and it was frustrating for them to be able to continue with a traditional type of delivery system and not get any results. So, these were ways we were trying to show them that they would see results and once they started, and it only took a few people, and that's what we were hoping, a few people that would [be] leaders to start doing it and others [would embrace it] (Superintendent's interview February 2004.

Principal 2 reported that a mentoring program for new teachers was in place to assure they followed the correct practice and use of PSBE principals. Principals 2 and 5 reported that teachers trained teachers via in-service where they illustrated how they personalized. According to Principal 2 and 5, administrators and teacher leaders attended workshops and seminars on

specific researched topics where they acquired the skills necessary for implementation. They then utilized the train-the-trainer model to implement the various initiatives and trained staff on the various philosophies found to support PSBE. Once the training was completed, as reported by Principal 5, those trained would implement the strategy in one classroom and eventually use that room as a model for the district.

It appeared from the interviews that there was some decentralized decision making at the application level in the schools. In support, the Superintendent reported organizing the staff into cognate areas as part of her desire to create decentralization in decision-making and joint decision making.

Principal 1 reported that departments were asked to generate, through in-service programs, their vision or description of what PSBE meant within their department. According to this principal, once this was done, the information obtained was condensed, refined, and re-turned in a meaningful way from year- to-year.

During an informal conversation, which occurred during observation, two principals and one counselor stated that initiatives were constantly changing. Administrators and teachers were reportedly met and discussed changes and the progress of programs or initiatives. During such time, if it is agreed that something is not working, they collectively decided on how to change or eliminate what was not working.

3.3.4   Research Question Four: Attributes of the School District that Relate to the Resiliency literature

The data sources used for question four were formal documents, interviews and observations. These sources are documented in Table 1 in Chapter I.   They were organized using the

complementarity method. The data sources and resiliency literature were integrated to show weather or not the attributes of the District were tantamount to the characteristics outlined in the resiliency literature.

Bernard (1993) mentioned social competence, which refers to responsiveness, planning, help-seeking, critical and creative thinking, as traits of resiliency. These traits were thought to be innate in self-directed, project based philosophies supported by Dewey and Piaget. More specifically stated, Bernard's, (1995) Dewey's, (1940) and Piaget's (1973) positions centered on meaningful participation. Meaningful participation was one resiliency attribute common to this district. Students had a choice in what they learned, how they learned, and how they displayed what they learned. Dewey (1913, 1940) believed that giving the child the instruments of effective self-direction would add to the greater democratic society. He saw the self as a product of interacting in a social environment and participating in social life and action. The child could be prepared through self-directed activity, but not left to his own devices; the teacher should bring guidance and direction. In interviews, teachers in the subject district reported that they provided students with an outline, and students made the choice as to how they would achieve the stated goal.

Dewey stated that the major difficulty with our schools was that they have not adequately enlisted the interest and energies of children in schoolwork (Dewey, 1913, p. viii). In this school district, as mentioned in interviews by administrators and teachers, students were given opportunities to present projects or assignments using their interest as long as they were based on the standards and the stated objective. It was noted by the teachers and observed by the researcher that, when given those liberties, most of the assignments were outstanding "because students choose their medium."

According to Piaget, (1973) given some autonomy, students would retain skills, stimulate their own continuing curiosity, and gain skills that they would be able to use for the rest of their lives. The teacher would become an organizer, presenting useful problems to the child; that is, the teacher would serve as an organizer but leave the student free in his own efforts. The teacher would serve as a mentor stimulating initiative and research by providing counter examples that cause reflection.

Teachers reported that when students were given choice, they are intrinsically motivated and the outcome was greater. One teacher reported that minimal projects or assignments in her class were from students who were severely academically challenged. Even so, reported the teacher, the minimal projects/assignments were considered good, given the student's functioning level.

Documents and interviews taken from this school district show that some of the primary mediums used that allowed for self discovery (which resulted in intrinsic motivation) were Responsive Classroom, Choice Theory, and with the use of I-Search Projects. Principal 3 indicated that the RC was fully implemented in all the elementary and in some of the middle school classrooms. The Responsive Classroom was described as being an integrated curriculum - a method of teaching that encourages communication, assertiveness, responsibility, empathy, and self-control in children while teaching the academic curriculum. Six key components of RC which address the caring and choice traits mentioned by Bernard (2004), Dewey (1940), and Piaget (1973), were:

- **Morning Meeting**: A classroom routine that builds community, creates a positive climate for learning, and reinforces academic and social skills. Regular all-school meetings (assemblies) also build a sense of connection within the school.

- **Rules and Logical Consequences**: A clear and consistent approach to discipline that fosters responsibility and self-control.

- **Guided Discovery**: A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment.

- **Academic Choice**: An approach to giving children choices in their learning that helps them become invested, self-motivated learners.

- **Classroom Organization**: Strategies for arranging materials, furniture, and displays to encourage independence, promote caring, and maximize learning.

- **Family Communication Strategies**: Ideas for involving families as true partners in their children's education.

Taking these six components into account, the RC teaches students how to be receptive and sensitive to others needs as well as their own.

Choice theory focuses on developing appropriate responses that result in positive productive outcomes. Those responses often require students to plan and seek out appropriate resources to accomplish the desired behavior they are seeking to address. It is an explanation of human behavior developed by Glasser. Glasser explained

> that all we do all our lives is behave, and that we choose our behavior in an attempt to meet one or more of the five basic human needs that are built into our genetic structure (sctboces.org/choicetheory/theory. htm).

According to Principal 2, Choice Theory was thought of as " the power of student choice . that translated into recognizing that when students are given choices of how to learn greater relevance and meaning results."

The I-Search Projects provided opportunities for students to be creative and to demonstrate creative thinking skills. I-Search was not an ordinary report or research project.

The I-Search directed students to actually design a research adventure about a topic of their choice and then challenged them to become actively involved in thinking about and assessing the actual research, writing, and presenting the processes. This approach placed the student in the 'driver's seat" as the thinker, planner, writer, and presenter of their work. I-Search projects consisted of five distinct parts, each with its own characteristics and task: part 1) the I-Search questions; part 2) the I-Search plan; part 3) an explanation of what the student has learned; part 4) an explanation of what this means to the student; and part 5) the student's references. As evidenced by the description, the characteristics of such programs empowered the District with tools that were synonymous with a caring, autonomous environment as outlined in the Charts on pages — that summarized the caring environment and student autonomy characteristics in the residency literature.

Administrators and teachers reported that these programs allowed students to make decisions that resulted in purposeful behavior where a variety of performance tasks were encouraged. Through such decision-making, students learned to become self efficient, to become knowledgeable about their own personal attributes, and they learned how to master tasks. Innate in these types of resourceful behaviors is a sense of purpose and belief in a bright future.

Other environmental "protective factors" that Bernard (1995) found as essential to promoting resiliency were developing caring relationships that show consideration and genuine concern, having high regards, and creating an atmosphere of trust and safety. Documentation, such as meeting minutes, and observations clearly showed that the District embraced those traits mentioned. A few examples were:

Caring relationships: On December 1998, administrators worked to have students attach to reliable, responsible, caring persons for the purpose of building relationships. During an administrative cabinet meeting on January 2000, principals were admonished to demonstrate respect and care for staff and students and to have teachers focus on students' strengths rather than weaknesses. Another aspect of caring, as reported by Principal 3, was the high school's affiliation with Key Club. Key Club was a 'student-led organization that taught leadership through serving others. Members of Key Club built themselves as they built their schools and communities. Key Club's motto was 'Caring–Our Way of Life' because these words more clearly conveyed members' reasons for helping others (http://www.keyclub.org/keyclub/about/).

High regards: During September of 2000, administrators were directed to have teachers make positive calls home to parents as opposed to negative calls. Both the strategic plan and the administrative cabinet meetings, dated March 2001, sought to implement the notion of a customer service approach; thereby seeking to accommodate the students in order to glean the most from the student/customers.

Trust and Safety: Principal 1 reported making calls home three times a week to make sure students arrived home safely. In some classes, teachers met with students to establish academic and behavior goals. A resource officer was located in the high school building to help ensure a safe environment. Guidance counselors created a safety net where students could go for refuge, thus creating an atmosphere of trust. Students trusted teachers since teachers were recognized by students as serving many surrogate roles.

In a caring environment, such compensation provided schools with adults who "…believe that all students are capable of learning. All students know they are cared for, expectations are high, [and] that purposeful supports are in place" (Krovetz, 1999, p. 144).

Gilligan, a proponent of resiliency, believed a classroom that was carefully adorned, consistently managed a classroom where celebrations were part of the routine, provided students a base that could serve as protective measures (Gilligan, 2000). As observed on March 2004, classrooms and hallways were adorned with student work and extra efforts were made to ensure beautification of the buildings. Many pieces of the students work were professionally framed, and those that were not framed were organized on the walls in such a way as to cause students to feel a sense of pride. Observations revealed that classrooms were carefully managed to include choice, personal interactions, and acknowledgment of even the very smallest accomplishments. The researcher observed that teachers were organized and systematic regarding their day-to-day routines. As reported by two principals, incentives were used such as the Door of Fame (a show case of the work of students who were academically and behaviorally challenged), names in newsletters, and awards were given not only to students who not met the high standards but also to those who showed any type of improvement.

Academic compensation was also identified in the literature as a resiliency trait. Gilligan claimed that many students deplete of resiliency were further behind their peers academically. According to Gilligan, educators could counterbalance some of what was lost by providing extra educational support, remedial help, and therapeutic support (Gilligan, 1999). Battistich also reported that a caring environment was a place where support was prominent (Battistich, 1997). References, noted in minutes taken from April 1999 regarding the remedial approach offered by the district, indicated that the school resonated with programs and support systems to help

struggling students. According to the minutes, April 1999, remedial help was to be an approach based on conceptual developmental levels. Many technology programs and strategies were instituted to provide such support. Compass Learning, A+ Math, Earobics, and a Phonemic Awareness Program, to name a few, were implemented as types of remedial and help programs. Mentioned below are just a few support programs offered in this district to help students experience success.

- **Compass Learning** was a K-12 software program for mathematics, reading, and language arts. Compass Learning focused the student on ability level lessons. There were paths that documented what skills students needed extra academic help with. Students could not move from one path to the next until they met the proficiency level (75%) established by the school district.

- **A+ Math** was an internet site that was used to help struggling students with basic skills. This web site was developed to help students improve their math skills interactively. The school district linked their web page to A+ Math to provide students with skill building practices that would enable them to improve their basic skills.

- **Earobics** was a software literacy program that focused on the foundations for success in reading. It allowed for group and individual progress summary data-tracking and reporting. Other features involved daily performance and progress reports to assess each student's progress and plan for instruction and intervention. Earobics software was designed to be used three times a week for 15-20 minutes per session with a classroom connection of two activities per day.

- **A Phonemic Awareness** program for kindergarten students was developed by the staff. It was a six week program of activities that focused on sound and word discrimination, rhyming, blending, and segmentation. The directory of activities was based on a program

developed by Carol Bucklin in conjunction with Wattsburg School District.

- Alternative classrooms had two components: 1) a comprehensive charter school for at-risk youth. The charter schools provided non-traditional students with the additional support and caring environment necessary for success. 2) Distance learning allowed students choice in earning high school credits from other institutions.

Evidence of additional remedial support derived from the minutes and mentioned in the interviews were time set aside before school, study halls, after school and during home room, and in some cases lessons were tailored to at least four ability levels.

Bernard (1994), Krovetz (1999), Rutter (1979), Mastern (1988) and others, suggested that involving the community in the life of the school served as a resilient trait. In this district, community support included the local Kiwanis Club, which donated its time and funds to sponsor a program for junior high school students called Bring-Up Your Grades (BUG). The BUG program provided recognition for students who brought up their grades without going down in any subjects. Other ways the district involved the community was through Academic Boosters Club (ABC). The ABC was mentioned as an active club that sponsored scholarships, Honor Roll Breakfasts, and teacher and student appreciation events held throughout the school year. The Rotary was a community service organization that sponsored or made donations toward various programs within the schools. The school district's Rotary planned to donate $200 towards sending the Technology Education teacher to the Technology Education State Conference held in October 2004. This was not the only community service organization that offered its time and funds for noteworthy endeavors.

The SMILES program provided tax relief for senior citizens willing to volunteer 50 hours within the schools. In return, they were forgiven an amount from their school taxes. This program had been in operation for many years. Volunteers have donated their time in all three schools.

Krovetz (1999) believed that cross-age tutoring, cooperative learning, and conflict resolution were viable strategies for promoting resiliency. According to the minutes dated May 2000, this school district engaged high school students in tutoring lower level students. In addition, upper level elementary students read to lower level students and helped them with their class work. Teachers reported that the RC had a built in component of conflict resolution where students worked daily on how to solve conflicts. The high school guidance counselor reported having peer conflict resolution groups. The notions of cooperative learning and flexible groupings were observed and noted, in one of the miscellaneous documents.

Krovetz (1999) also believed that resilient schools had people who thought of the school as a unified entity where people talked freely about things that worked and things that didn't. During an informal conversation, which occurred during an observation, two principals and one counselor stated that administrators and teachers meet often to discuss changes in how programs were implemented. When parties agreed, changes occurred.

Another measure of school resiliency was the availability and accessibility of resources (Krovetz, 1999). During the observations in March, the researcher noticed a plethora of materials in the classrooms. Classrooms were filled with books, writing materials, and specific materials for alternative learning styles. An "open closet" policy was seen to be available. Principal 3 reported that whatever materials were needed for

academic success where made available to teachers. For example, teachers were not limited to a set number of copies per month; the number of copies they could make was open ended. Books, desks, and other resources were provided upon demonstration of a need.

Krovetz (1999) further stated that, in resilient schools, every child must read, write, and compute, and that the curriculum was thematic and integrated.   Introduced in many of the meeting minutes from 1998-2003 (See appendix F), the school district sought to include reading and writing across the curriculum. Much emphasis was placed on developmentally appropriate education; therefore all students were reading, writing, and computing at their ability level. Principal 3 reported that they started where the students were, academically, and that they worked to accelerate their learning.   In 1998, the District implemented thematic units to expand pedagogy. In 1999, developmental reading programs were in place. According to the miscellaneous documents (See Appendix G), many educational software packages were purchased to augment the reading, writing, and math programs. Such programs, according to the teachers and principals, were aimed at providing enrichment or remediation. Documentation also indicated that academic activities were based on ability and learning styles thereby addressing all students' academic needs.

Krovetz (1999) was also a proponent of students having extended time with the same teacher and the same peers. This school district accomplished this goal, beginning in the year of 2000, by utilizing the Teacher Looping method. This method involved a teacher moving with his or her students to the next grade level rather than sending them

to another teacher at the end of the school year. Teacher looping was initially advocated in the early 20th-century by the Austrian educator, Steiner.

In two of the elementary schools, students followed the same teacher and cohort of students for two years, thus extending time students had with teachers and with peers. Another practice that resulted in extended time with teachers, as mentioned in the interviews was the time teachers set aside to work with students before and after school. According to all three of the principals, teachers were not paid for their extended time. Teachers went above and beyond the call of duty because they were passionate about their jobs, and they cared about the students.

As a proponent of meaningful student assessment, Krovetz (1999), Bernard (1991), felt evaluation should be demonstrated in meaningful ways. Efforts in the District were made to ensure that multiple assessments were used. In August 1998, meeting minutes indicated that students were directed to evaluate themselves through the use of rubrics. During 2002, teachers were directed to adapt tests for all students in order to meet their individual needs. Students were also given many opportunities to retake an assessment to improve scores. The district used multiple indicators to show student growth. Report cards were also modified to align with the PSBE program.

Krovetz (1999), Bernard (1991), Henderson (2003) further purported that a strong advisory system should be in place to assist students in academic success. Teachers reported that they were charged with making sure that regular contact was maintained with parents, primarily positive contacts. Other advisory systems documented in the minutes dated November 2002, were the District's enlistment of the Big Brothers and Big Sisters program, and a discussion on March 2003 centered on extending the mental health

programs. At the high school level, a Students at Risk (STAR) team was organized as a support and advisory system to promote student success. Principals 1 and 3 stated that, at the elementary level, SIP and IST served to advise its members of students who were in need of additional support.

3.4 CONCLUSIONS

The data supported the school leaders' claims that dominant characteristics of the educational programs and practices in the district provided both caring adult-student relationships and choice for learners. Respondents on the Assessing School Resiliency Building" survey described the existence of these characteristics in their combined survey scores, in all individual statements, and in the categories of questions describing students, staff and the school. Survey findings were supported by responses in the Superintendent's survey of administrators and cognate leaders, by the researcher's observations, and in interviews with teachers and staff.

All of the data sources provided data that corresponded to a caring environment as defined by pro-social bonding; clear, consistent boundaries; teaching life skills, caring and support; and high expectations. All of the data sources provided data that corresponded to meaningful participation.

The data indicated that the introduction of the PSBE concept was the one seminal event that contributed to the evolution of educational programs and practices that provided caring adult-student relationships and educational choices for learners. PSBE was first and it started a chain of subsequent events, the introduction of the

programs/strategies, above, in its evolution over the period of this study. The introduction of each of its programs and strategies were also critical events as each directly related to establishing a caring environment and student choice in the District.

The complex environment included in this study, which reflected the conditions and relationships included in the literature on resiliency, developed in the District over a period of 18 years. The environment featured in this study was developed using leadership practices that were at variance with much of the current thinking regarding leadership. The data in this study supported a top down (administrative cabinet) leadership model. Recently, such a model has been de-emphasized in favor of a more bottom up, grass roots, or collective approach in which employees at various levels are significantly involved in higher level decision making and policy formulation. Indeed, even the model of student choice implemented by this District embraced meaningful student participation in aspects once reserved for the teacher or administrator.

An article recently written by Lambert focused on leaders building capacity within schools. While the superintendent's leadership style appeared to be from an older paradigm, Lambert's notion of sustaining leadership capacity accurately depicted the Superintendent's style. Lambert points to "a sustained sense of purpose; succession planning and selection; enculturation; and conversation of practice into policy as strategies for sustaining leadership capacity" (Lambert, 2004).

Within each of Lambert's conditions, the Superintendent's strategies for obtaining a resilient district can be noted. The Superintendent sustained a sense of purpose by continuously using the PSBE language. The Superintendent conducted surveys to determine the extent to which PSBE was being implemented, to garner

evidence that PSBE existed, to inquire about suggestions and to make adaptations in the application of PSBE.

Regarding succession planning and selection, the Superintendent purposely hired administrators and staff who supported and upheld the District's philosophy of PSBE and those that believed "that every child is a candidate for greatness." With regards to enculturation, the Superintendent made sure new staff members were assigned a mentor, she aligned professional development with the District's vision, and resources were in place to support the vision. Such meticulousness was purposeful to ensure that the culture of the district would remain seamless and the philosophy would continue to flourish.

To ensure the rhythm of development was not interrupted, the Superintendent reported that she sensed when too much was being asked of her staff and would pull back on some of the less significant work in creating the desired culture in order to prevent overload. Further, one teacher reported administrators' were sensitive to personal issues, and when such issues arose individuals could opt out of specific task. The data showed that some programs were consolidated, reflections occurred on a weekly basis in the administrative cabinet, and monthly reflections occurred during Tri-State School Leaders and Curriculum Council meetings. Additionally, various PSBE driven tasks were rotated between principals, cognate leaders, and teachers. Practice as policy can be noted in the data as administration sought to have PSBE put into policy, and subsequent meetings were held where administration and leaders constantly revisited methods to implement the vision.

In many respects, the Superintendent had a vision where she relied upon intuitiveness to accomplish her goal of PSBE. Her instinctive steps paralleled the four quadrants outlined by Lambert. The first quadrant "developing reciprocal relationships" centered on establishing the norms of the vision. The Superintendent accomplished this through cabinet, curriculum council, and Tri-State Leadership meetings. Principals followed similar procedures, when they returned to their respective schools, by involving cognate leaders. The reciprocal relationship management styles within those groups fostered the second quadrant of "creating a shared purpose." The leaders in those groups collaborated and engaged in action research to support the vision. The Superintendent used the third quadrant, "going to scale," by consistently talking about PSBE in leadership meetings to invite refinement and introduction of new initiatives. Continuously planning, adapting existing programs, adopting new programs, achieved the fourth quadrant, sustainability, and reinforcing theoretical approaches that aligned with PSBE in its evolution.

The findings in this Chapter illustrate how the Superintendent's leadership approach was congruent with sustaining leadership capacity. As shown throughout the various meetings and interviews, the Superintendent kept the big picture, i.e., PSBE, in the forefront, created synergy, engaged administrators, leaders, and teachers in seeking programs, initiatives, and theories that supported the PSBE philosophy and utilized those same human resources for continuous planning and problem solving.

4.0 CHAPTER IV

SUMMARY AND IMPLICATIONS FOR POLICY AND PRACTICE

4.1 SUMMARY

The resiliency literature identified factors in some high-risk, economically and socially disadvantaged students that allowed them to manage adversities and be successful in school. The factors leading to success were within the child, within the family and provided by external support. Among the several ways that schools could provide external support, the literature identified two major ways to foster resiliency in children. The schools could provide a caring environment and provide student autonomy, student choice.

Various characteristics, activities and approaches were identified in the literature that schools could use to provide a caring environment and student choice. There was, nevertheless, very little to be found about the actual implementation of programs aimed at caring and student choice in an actual school district. This absence led to the research problem of this study, that is, to determine how school leaders create educational programs and practices that feature elements of a caring environment within which students are regularly offered choices in their learning experiences.

This case study examined how leaders in a specific school district created an educational environment that featured care and student choice. The school district seemed ideal. First, it was characterized as socially and economically disadvantaged by Standard and Poor's (S&P's) and

therefore, as a community in which a significant number of students faced economic and social disadvantages. Second, students in the District showed repeated success on assessment measures that identified school districts as successful or failing. The S & P school evaluation report was based on an analysis of five years of data submitted to the Commonwealth. The "analysis indicated .…[the] school district is one of 24 districts in Pennsylvania that exceed the state averages for PSSA mean scores … despite serving an above-average proportion of economically disadvantaged students (SES PA [SES_PA@standardandpoors.com]." Third, the school district reported having instituted programs and practices that embraced the notions of a caring environment and student autonomy.

To address the research problem, four research questions were posed:

1. What evidence can be verified to support the school leaders' claims that the dominant characteristics of the educational programs and practices in the district were that they provided both a caring adult-student relationships and choice for learners?

2. What incidents and/or events contributed to the evolution of educational programs and practices that provided caring adult-student relationships and educational choice for learners?

3. What actions resulted from school leaders' recognition of incidents and/or events associated with the development of this unique educational environment?

4. What features of this unique environment reflected the conditions and relationships included in the literature on resiliency?

The data sources used to answer these questions were surveys, interview questions, observations and formal documents. Two surveys were used. One administered by the researcher was aimed at determining the degree to which respondents agreed that a caring environment and student choice existed in the district. The second survey fell into the category

of official documents. It was designed by the District Superintendent and distributed to cognate leaders and principals. Five of its questions directly related to how a caring and choice environment was being implemented.

The researcher conducted 28 interviews. There were two kinds of interviews. The first kind was exploratory where respondents expanded their answers. The second kind was a prepared questionnaire in which Questions 1 and 2 were designed to elicit evidence of the presence of a caring environment and student choice in the District. Questions 3 and 4 were directed at discovering formal and informal practices for implementing a caring environment and student choice in the district. Question 5 centered on the role of the identified school leaders in fostering a caring environment and student choice in the District, and Question 6 sought to identify other major actors and their roles in fostering a caring environment and student choice. Observations were conducted at the district's three school buildings to seek evidence of resilience. The researcher paid careful attention to attributes in the school environments that mirrored characteristics in the resiliency literature.

Formal documents were comprised of meeting minutes, the District's strategic plan, program rationale, the superintendent's philosophy statement and biographical sketch, and other miscellaneous documents. The researcher reviewed these documents to determine the existence of a caring and student choice environment, the chronology of related events and actions, and the implementation of initiatives.

To analyze this data, they were placed in matrices that related the data to the research question that they answered. The second step was to use mixed methodologies to bring the data together in answering each of the four research questions. By triangulating the data from different data sources that related to question one (the two surveys, observations, and interview

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Questions 1 and 2), the researcher cross-examined the data sources to arrive at a confirmation

that a caring and choice environment existed in the District. Utilizing the expansion technique

for question two, the researcher determined critical events in the process from two data sources,

the interview questions (primarily, Questions 3 and 4), and the official documentation (primarily,

meeting minutes). The complementarity strategy was used for questions three and four. The

strategy allowed the data from interview Questions 3 through 6 and the formal documents to

come together in Question 3 to clarify and illustrate the complete evolutionary and

implementation processes. As for research Question 4, the complementarity strategy clarified

and illustrated the features of what the District accomplished as found in the formal documents,

interviews, and observations related to the literature on resiliency.

Using these research methods and strategies the researcher found:

1. The presence of a caring environment and student choice existed in the District as evidenced by the surveys, observations, interviews, and documentation as reported in Chapter III.

2. The seminal event in producing a caring environment and student choice was the introduction of personalized education, which evolved over the years and continued until the present, by the introduction of programs and practices in the District. The first recorded evidence was documented in 1997.

3. The role of leadership was to a top down leadership model where the vision for a personalized education was communicated by the superintendent. Programs and practices to accomplish it were developed by her administrative cabinet, the principal members of which implemented decisions in their respective schools with some ability for adaptation of application by practitioners.

4. The practices and programs associated with the personalized education that were introduced and adopted were consistent with a caring environment and student autonomy as described in the resiliency literature. The district's approach to fostering an environment where care and choice were traits of resiliency was reminiscent of the key points in the literature on resiliency. For example, Krovetz (1999), Bernard, (1991), and Gilligan (2000) all claim that caring and support, student participation and contributions are protective factors that lead to resiliency. Each one of the indicators encompassed a host of related factors. One example that stands out in the data is looking beyond a child's problem and focusing on the child's strength. The superintendent clearly stated that "every child is a candidate for greatness" no matter what the economic background, personal traits, or ability level. With regard to participation and contributions, the superintendent sought to make sure every child had a voice and was involved in making decisions that directly impacted their educational outcome. Her outlook regarding student choice was based on Dewey's and Piaget's philosophies.

4.2 IMPLICATIONS FOR POLICY AND PRACTICE

There were five primary factors that led to the translation of the vision into the culture of the District: commitment to the vision; mobilization, which refers to building commitment to the vision by developing a policy making and implementation structure consistent with the vision; stable tenure over a relatively long time; proliferation/ permeation, i.e., the creation of a culture based upon the vision by spreading the vision throughout the district using a great number and variety of programs and practices; and small district size .

4.2.1 Commitment to the Vision

Basically, superintendents should have a vision/philosophy about education that encapsulates students holistically as opposed to a laundry list. A superintendent should be able to logistically follow through with that vision/philosophy by keeping the vision in the forefront, planning, researching, implementing, and evaluating. The message to policy makers was consistency and focus. The success of this school district would not have occurred if every four to five years a new regime entered the scene.

The superintendent came to the District with the vision. She explained the kind of interaction, results, programs and services that she thought should be occurring in an ideal district to the Board when she was hired. She maintained policy support from the Board. It was reported in the interviews that there had been very little change in the School Board membership. A stable Board certainly seemed to have helped as its member's initial agreement with her philosophy would have been maintained over time.

With continued policy support, the Superintendent worked tenaciously to make that vision a reality, turning the vision into the official District's mission. Though she admitted in her interview that she did not have a formal plan, she never lost focus. She used task motivated leadership to complete the goal of establishing the vision. In her words,

> It just evolved, based on my intuitive list of what should come next. What are we ready for now? How much? And I could tell then there [were] times whenever I felt I was moving too quickly, and whenever I would feel resistance, I sort of backed [off] a little bit (Superintendent interview February, 2004).

4.2.2 Mobilization

The Superintendent came to the District in 1986. She reported that she worked on her vision from the outset. Yet, the vision did not move to becoming the official mission until it was included in the District's plan in 1997, and adopted by the Board in 1998. 1998 was also the year that the programs that created caring and choice started to proliferate: Student choice in 1998, Alternative Classrooms in 1998, Responsive Classroom in 1999, teacher looping in 2000, Communities that Care in 2000, Choice Theory in 2001, Classroom Plus in 2001, and Respect Based Schools in 2003.

The success of these changes depended on how well the values, beliefs, and technical skills were developed. At the on-set of the superintendent's tenure, she skillfully established her standards and ideas for the educational environment for which she had strong convictions. Her ideas required considerable departure from predictable practices, thereby requiring new skills and attitudes. The period between 1986 and the proliferation of programs starting in 1998, was devoted to building capacity and creating a sense of oneness with the vision throughout the district. While she did not have a plan, she had a focus, and she looked to her cabinet to design the structure and implement the practices. Consequently, the superintendent's success seemed to center on Newman's philosophy, the "Circles of Support (COS)."

The COS encompassed four key components, student learning, authentic pedagogy, school organizational capacity and external support (Newman, 1995). The researcher ascribed these attributes to the subject school district as tools used to reconstruct their environment. First, the superintendent established a shared vision about high quality learning. In doing so, all activities were oriented toward the vision of student learning. For example, her hiring practices, pedagogy, student services, multiple assessment methods, and curriculum reflected her vision.

Second, the pedagogy was authentic; teachers taught according to the vision. Personalized education, with some choice, was the theme in practically every classroom. Student projects required students to think critically, to engage in decision-making, which resulted in a correlation between classroom activities and the real world. Third, Newman, 1995, posited that school organizational capacity is

> ….find[ing] a way to channel staff and student efforts toward a clear, commonly shared purpose for student learning; they created opportunities for teachers to collaborate and help one another achieve the purpose; and teachers in these schools took collective-not just individual- responsibility for student learning. The superintendent obtained this level of capacity by establishing a shared vision, by

setting-up cognate leaders, by utilizing the train-the-trainer model, by providing opportunities to meet for the purpose of engaging in discourse about strategies and techniques, by talking about what worked and what did not, and by discussing students' performance. Through this type of capacity building, the district was able to create and sustain the PSBE pedagogy.

Finally, the superintendent harnessed external support to help finance programs that supported the vision, to gain political support of the vision, to finance professional development, and to become partners with the district in its new initiatives. Of notable importance, the Superintendent was actively engaged in hiring like-minded staff. The staff turnover continued until there was enough internal support for her vision to become the District's mission. At that point, the mission could be fully developed and implemented.

Cognate leaders were selected and served as teacher-leaders. In cabinet meetings, the vision was constantly kept before the administrators, and they were charged with researching and developing ways to implement the PSBE philosophy. In some cases, consultants were hired to train administrators and teacher-leaders on initiatives introduced and agreed upon by the

cabinet. Research articles that were conducive to creating the desired environment were frequently disseminated in cabinet meetings and discussed at length in subsequent meetings.

The process continued as principals turned to cognate leaders, using the train-the-trainer model, to implement programs and introduce theoretical concepts that lend themselves to the fulfillment of the vision. On occasions, teachers and cognate leaders offered suggestions and were authorized to make adaptations/modifications to programs based on the population and its needs.

At the beginning, as indicated in the interviews, the Superintendent engaged in some selling behaviors to mobilizing structure. Once people of like mind were in enough critical positions (administrative cabinet, cognate leaders, and teachers in the class room), the right time came for the Superintendent to use mostly telling behavior – the "Message to Garcia," where staff smartly saluted and then went about integrating the vision into practice in the schools.

By 1997, the Superintendent also was able to use delegating behavior. There were enough key staff members of like mind that were both able and willing to find the way to implement the vision. Front line administrators (principals in the administrative cabinet) were actively engaged in determining the programs and making the higher-level decisions. Lower levels, though not involved in higher-level decisions, were able to modify program application for effective implementation.

With decisions made and implementing programs developed, it was time to orient members of the wider school community to the mission. Techniques used to spread the vision system wide included teachers teaching teachers and model programs in class rooms.

By the time of this research, there appeared to be a definite culture of caring and student choice in the District. The researcher noted, in her observations and interviews, a wide spread

ownership over the District's mission. This ownership seemed consistent at the administrative cabinet level as the major decisions on direction, policy and programs were made there and would foster their commitment.

The ownership at lower levels seemed somewhat surprising. Current management philosophy credits ownership to active involvement in policy making and participation in managerial decision making. However, the pattern that emerged was of a more centralized process. Even though policy involvement was limited at this level, having hired enough teachers who agreed with the vision went a long way towards helping general acceptance of application. It is unnecessary to convince the true believer.

4.2.3 Stable Tenure Over Time

A hallmark of this district was stable leadership. The process of integrating the vision into the District needed a long time to work. It took time to reach a point where caring and student choice become a matter of culture. Caring and student choice had to have been articulated often enough to be generally accepted. Turnover in personnel had to result in supporters in enough positions. Also, programs from the caring and choice paradigms had to be accepted by enough teachers. At the point where these occurred, the vision became the culture, and it perpetuated itself. As reported in the interviews, people of like mind came because they identified. Changes in programs and new programs were consistent as a matter of natural extension of the paradigm. The culture defined what acceptable practice was.

4.2.4 Proliferation of Programs

The District developed a wide number of programs. Their number and diversity of application permitted a comprehensive approach to providing resiliency factors for children in the class and in the community. Not only did breadth expand the capacity for success, but it also became so pervasive in every day practice that it became the vision operationalized. The programs became the culture, and the culture perpetuated itself in new initiatives from the same paradigm.

4.2.5 District Size

Perhaps one of the most important aspects of what happened in this district was its size. A small district facilitates centralized decision making in hiring. Small districts allow more simplified, direct supervision over front line administrators (principals). The number of key personnel to replace is relatively small.

Large districts have many more employees and, therefore, require a much larger number of replacements. There are several administrative levels between the superintendent and front line administrators. The superintendent is required to spend more time on other administrative functions. Hiring is more decentralized. In short, superintendents in larger districts have less direct control.

Continued policy support is also more problematic in large districts. There is a larger diversity of interest and elections tend to be more politically volatile. It is less likely in large districts that a board could maintain one consistent philosophy of education over time or, for that matter, maintain the support required for a superintendent to serve for more than a few years.

4.2.6 Recommendations

The best way in which to foster resiliency in large urban districts, then, rests at the building level. In some large school districts, principals seem to remain in their positions longer than superintendents. Principals can use some of the same practices outlined in this study to foster resiliency in their buildings. For example, grant writing can be utilized to obtain resources necessary for program implementation and for costly identified services. Principals may have to become politically savvy to enlist community partnerships with business, churches, and civic authorities to harness support and potential services. Also, principals would have to be creative in adopting research based practices and theories that foster a resilient environment while adhering to their district's agenda. Finally, those principals that have authority in staffing their buildings could hire professionals who embrace their vision/philosophy.

Given the present focus on NCLB and the standardization of education practices, planning has become a process that is widespread. Schools are expected to develop a plan for practically everything. For example, school districts must develop a plan if they do not meet AYP and develop strategic plans to name a few. The superintendent in this study had no plan, but she maintained her focus and skillfully accomplished the intent of her focus. Does it follow that one needs to have a plan to have a focus, or is it possible to have a plan and still not have a focus? Is there a need to examine the extent to which planning leads to focus?

Since there is an established sense that superintendents and principals have short tenures, it seems that it would be difficult to develop a caring environment, particularly since caring is a humanistic trait that comes more from a deep, emotional belief about relationships. One cannot establish that kind of relationship if there is no consistency in leadership. The question then

becomes, "Can a caring environment be implemented in other ways than by having someone at the top emphasizing the important ideas associated with a caring environment?"

Choice, on the other hand, is a more technical aspect of resiliency. It requires changes in paradigms, a shift in philosophies and practices. Leaders advocate that students be allowed choice, yet students are continuously denied input on educational matters that affect their lives. Student input seems to be an approach that rarely becomes a practice?

Finally, if a large school system is implementing strategies, programs or initiatives, they receive a lot of attention; smaller school systems receive less attention. Could a large, urban school district use research conducted in a smaller system to implement a focus on resiliency?

4.2.7 Reflection

Fostering resiliency requires a compilation of a variety of programs and services that imbue protective factors necessary for students to bounce back. Leaders must be futuristic and see children for what they can be and work toward that end. The superintendent in this study organized her school district from a visionary standpoint as opposed to relying on a formal plan. Her approach, though not typical, yielded results that large school districts, after much planning, often have difficulty obtaining. From observing this district, the researcher saw, first hand, evidence of protective factors outlined in the literature that caused students to be resilient. District documents served to support what the researcher observed and what members of the district proclaimed in their interviews regarding resiliency. Surveys further confirmed the fact that people in the district believed it was indeed an environment that fostered resiliency in children.

It seems as though working from a vision and a strong belief and allowing the environment to dictate the plan of action for moving the vision forward are more practical than designing a plan and forcing the environment to fit the plan. It is obvious one can not have a plan without a vision; nor can one expect to fulfill a vision without a plan. Nothing is constant; therefore, planning and implementation are on-going, never-ending processes in the eyes of a true visionary. In the researcher's estimation, a three/five year plan does not necessarily guarantee attainment particularly in education where many variables can have a significant impact on a plan. It stands to reason that visionary leadership relies on leaders keeping their fingers on the pulse of the environment, maintaining focus; ensuring resources are in place and being intuitive and flexible enough to know when to adopt or abort a strategy. Currently, the NCLB requires a plan for practically everything. Does a plan lead to focus or does focus drive a plan?

4.3 IMPLICATIONS FOR FURTHER RESEARCH

This study was limited to a single case. It tells the story of how a school environment characterized by caring and student choice came to be in one district. A next step would be to expand the study. Such an expansion could take one of several directions.

4.3.1 To Add to the Resiliency Literature

This study could be replicated as a case study in another district to describe how school leaders create educational programs and practice that feature elements of a caring environment within which students are frequently offered choices in their learning experiences.

The response rate for the Assessing of School Resiliency Building Survey used in this study was about 56%. There is no indication that those who did not choose to respond to the survey were any different than those who did respond. Further, the triangulation method used for research question one affirmed the presence of resiliency factors. Yet, were this study to be replicated, one might form a few focus groups from the non-respondents to determine if there is a difference in how they saw the presence of those factors.

4.3.2 To Make Comparisons

The study could be conducted in a different district or several districts to discover commonalities and differences in leadership characteristics, factors and roles leading to a caring environment with student choice. Such a study could be used to determine if a comparison would lead to useful conclusions about the degree of resiliency and degree to which leadership characteristics and roles identified in this study exist elsewhere. The comparison also could be used to discover the relative importance of leadership factors. For example, one could conduct an input-output analysis where leadership factors are the inputs and where the degree of a caring environment with student choice is the output. Such an approach could lead to useful conclusions about the importance of the various leadership factors.

4.3.3 To Expand the Use of the Assessing School Resiliency Building Survey

At the time of this study, the survey had not been normed. It could only be used to describe the surveyed population. Applying the survey to several school districts could lead to the survey's use in measuring degrees of resiliency.

4.3.4 To Determine the Importance of Political and Community Linkages

This study focused on a superintendent's role within the district's administrative structure in fostering a caring environment for students and student choice. Another dimension for study could be the leader's political role and/or historical ties to the community. In that regard, one could focus in at least two directions - one, on the ways the leader secured the school board's support or, second, on the ways the leader secured community support in establishing the policy.

4.3.5 To Determine the Importance of Community Characteristics

Questions might be explored to determine if there is a linkage between reform leading to a caring environment with student choice and community characteristics. Do, social/economic characteristics of the district's population have any relationship to the acceptance of caring environment and student choice in the schools? Is there an effect from the dominant community industry (service, manufacturing, tourism or simply a residential community from which most residents commute to other areas for work)? For example, it may be that the general academic atmosphere of a "university town" may have something to do with the willingness of the community to accept innovative educational reforms.

Appendix A

Assessing School Resiliency Building Survey

Assessing School Resiliency Building

Evaluate the following elements of school resiliency building using a scale of 1 to 4, with:

1.   indicating "We have this together,"
2.   indicating "We've done a lot in this area, but could do more,"
3.   indicating "We are getting started,"
4.   indicating "Nothing has been done."

Pro-social Bonding

_____Students have a positive bond with at least one caring adult in the school.
_____Students are engaged in lots of interest-based before, after, and during school activities.
_____Staff engage in meaningful interactions with one another. Staff has been involved in
        creating meaningful vision and mission statements.
_____Families are positively bonded to the school.
_____The physical environment of the school is warm, positive, and inviting.
_____**Total Score**

Clear, Consistent Boundaries

_____Students are clear about the behaviors expected of them and experience consistency in
        boundary enforcement.
_____Students use an intervention process (core or care team) that helps them when they are
        having problems.
_____Staff are clear about what is expected of them and experience consistency of expectations.
_____Staff model the behavioral expectations developed for students and adults.
_____The school fosters an ongoing discussion of norms, rules, goals, and expectations for staff
        and students.
_____The school provides training necessary for members of the school community to set and
        live by behavioral expectations.
_____**Total Score**

Teaching Life Skills

_____Students use refusal skills, assertiveness, healthy conflict resolution, good decision-making and problem solving, and healthy stress-management skills most of the time.

_____Students are engaged in cooperative learning that focuses on both social skills and academic outcomes.

_____Staff work cooperatively together and emphasize the importance of cooperation.

_____Staff have the interpersonal skills necessary to engage in effective organizational functioning and the professional skills necessary for effective teaching.

_____The school provides the skill development needed by all members of the school community.

_____The school promotes a philosophy of lifelong learning.

_____**Total Score**

Caring and Support

_____Students feel cared for and supported in the school. Students experience many types of incentives, recognition, and rewards.

_____Staff feel cared for and appreciated in the school.

_____Staff experience many types of incentives, recognition, and rewards.

_____The school has a climate of kindness and encouragement. Resources needed by students and staff are secured and distributed fairly in the school.

_____**Total Score**

High Expectations

_____Students believe that they can succeed.

_____Students experience little or no labeling (formally or informally) or tracking.

_____Staff believe members can succeed.

_____Staff are rewarded for risk-taking and excellence (e.g., merit pay).

_____The school provides growth plans for staff and students with clear outcomes, regular reviews, and supportive feedback. An attitude of "can do" permeates the school.

_____**Total Score**

Opportunities for Meaningful Participation

_____Students are involved in programs that emphasize service to other students, the school, and the community.

_____Students are involved in school decision-making, including governance and policy.

_____Staff are involved in school decision-making, including governance and policy.

_____Staff are engaged in both job-specific and organization-wide responsibilities

_____Everyone in the school community (students, parents, staff) is viewed as a resource rather than as a problem, object, or client.

_____The school climate emphasizes "doing what really matters" and risk taking.

_____**Total Score**

Overall Assessment Score (total of each of the six sections)
Student (total of the first two scores in each section)
Staff (total of the second two scores in each section)
School (total of the last two scores in each section)
Range of scores: overall, 36-144; each section, 6-24; students, staff, and the school, 12-48.
Lower scores indicate positive resilience building; higher scores indicate a need for improvement.

SOURCE: Henderson & Milstein (1996)

Appendix B

Assessing School Resiliency Building Survey Results

One hundred eighteen surveys were distributed to teachers in the District; 63 completed surveys were returned. The Assessing School Resiliency Building survey was interpreted in three ways: 1) according to the total scores for all responses in all categories within the survey, 2) according to the total scores of responses for each, individual category, and 3) according to the three divisions of the survey, i.e. the first two questions of each category which were aimed at student resiliency, the second two questions in the survey aimed at staff resiliency, and the last two questions in each category which were aimed at school resiliency. Statistics and graphs were developed using SPSS.

1. Total Scores for all Responses in all Categories

The Assessing School Resiliency Building survey had six categories with six statements each to which respondents could rate the statement on a scale of one for the most resilient to four the least resilient. The range of possible scores for all statements totaled was 36 for the most resiliency to 144 for the least resiliency. The frequency distribution for these total scores is in the chart below:

Frequency Distribution for Total Survey Scores

SCORE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
40	1	1.6	1.6
43	1	1.6	3.2
45	1	1.6	4.8
46	1	1.6	6.3
47	2	3.2	9.5
48	1	1.6	11.1
49	1	1.6	12.7
50	6	9.5	22.2
51	2	3.2	25.4
52	1	1.6	27.0
53	3	4.8	31.7
54	3	4.8	36.5
55	2	3.2	39.7
56	2	3.2	42.9
57	1	1.6	44.4
58	3	4.8	49.2
60	2	3.2	52.4
61	1	1.6	54.0
62	3	4.8	58.7
64	1	1.6	60.3
65	1	1.6	61.9
67	2	3.2	65.1
70	3	4.8	69.8
71	1	1.6	71.4
73	2	3.2	74.6
77	1	1.6	76.2
79	2	3.2	79.4
80	1	1.6	81.0
81	1	1.6	82.5
83	1	1.6	84.1
84	1	1.6	85.7
85	2	3.2	88.9
88	1	1.6	90.5
89	1	1.6	92.1
91	1	1.6	93.7
99	1	1.6	95.2
100	1	1.6	96.8
106	1	1.6	98.4
118	1	1.6	100.0
TOTAL	63	100.0	

Graph of the Frequency Distribution for Total Survey Scores
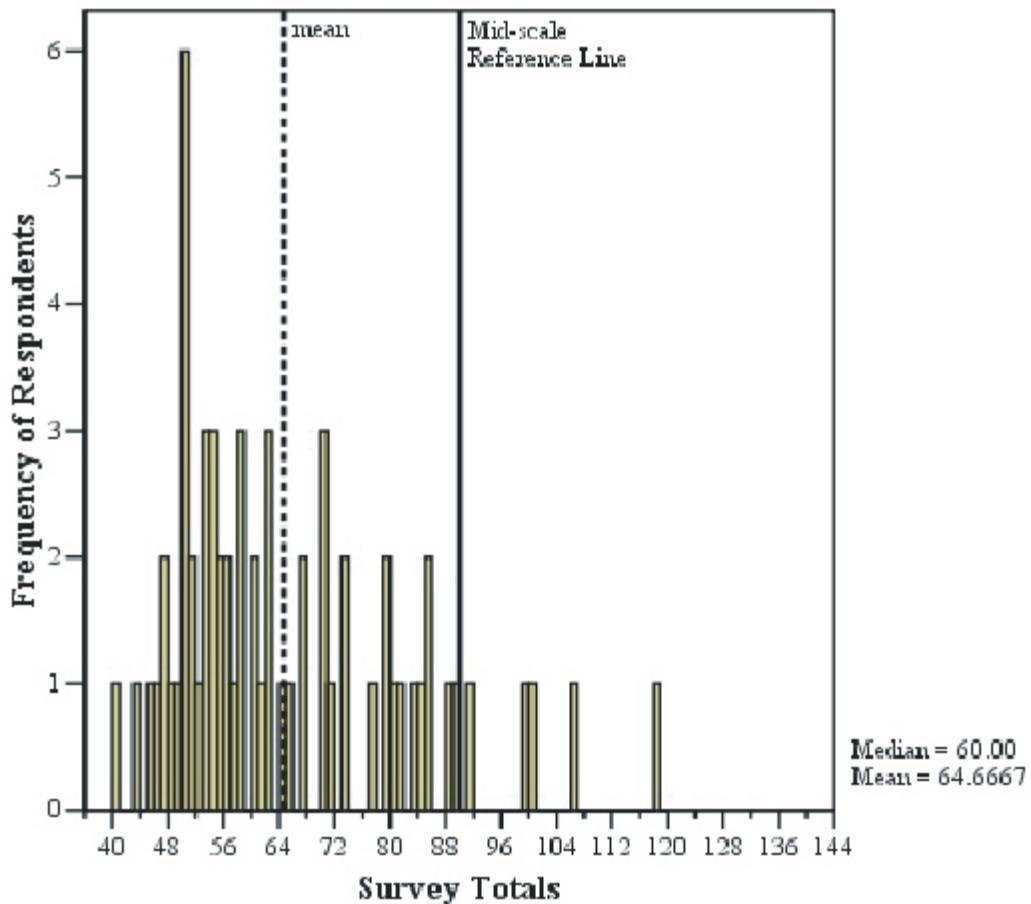
2. Total Scores of Responses for Individual Categories

The chart below shows the summary statistics for respondent scores on the survey. The first six columns corresponded to the six survey categories and the total column describes the characteristics of the total scores of respondents described above.

Survey Summary Statistics

	Bonding Score	Boundaries Score	Life Skills Score	Caring Score	Expectations Score	Participation Score	Total Score
Mean	10.063	10.968	9.825	10.984	11.810	11.016	64.667
Median	9	10	9	10	11	11	60
Skewness	1.142	1.058	1.173	0.721	0.667	0.677	1.032
Std. Error of	0.302	0.302	0.302	0.302	0.302	0.302	0.302
Range of values	12	15	11	14	14	16	78
Minimum Value	6	6	6	6	6	6	40
Maximum Value	18	21	17	20	20	22	118

The charts and graphs on the following pages show the findings for the responses in each of the six response categories in the survey. The scores in each category could range from six, the most resilient, to 24, the least resilient.

Pro-Social Bonding Survey Scores

Frequency Distribution

Score	Frequency	Percent	Cumulative Percent
6	3	4.8	4.8
7	5	7.9	12.7
8	10	15.9	28.6
9	17	27	55.6
10	8	12.7	68.3
11	5	7.9	76.2
12	3	12.7	81
13	5	4.8	88.9
14	2	7.9	92.1
15	1	3.2	93.7
16	1	1.6	95.2
17	1	1.6	96.8
18	2	3.2	100
Total	63	100.0	

Distribution of Pro-social Bonding Total Scores
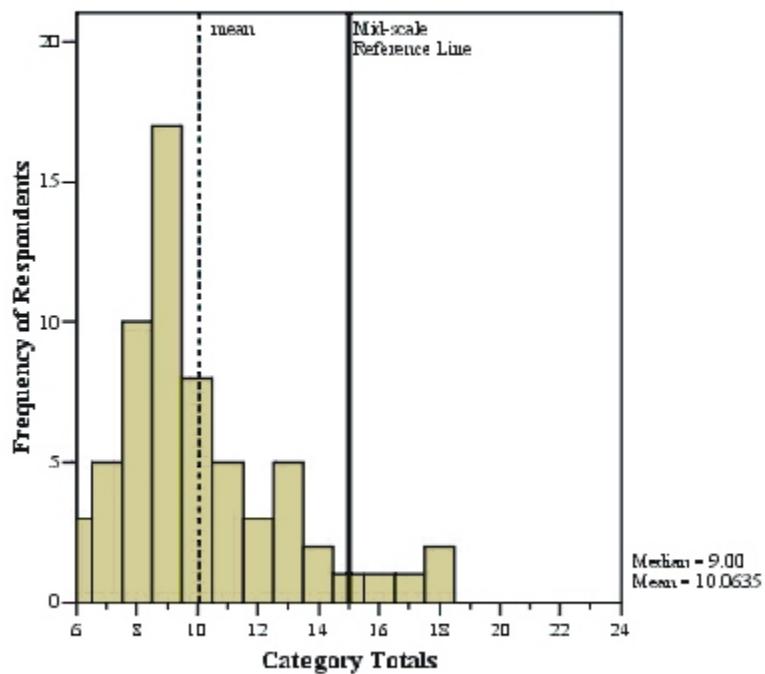
Clear, Consistent Boundaries Survey Scores

Frequency Distribution   .

Score	Frequency	Percent	Cumulative Percent
6	4	6.3	6.3
7	2	3.2	9.5
8	15	23.8	33.3
9	10	15.9	49.2
10	5	7.9	57.1
11	2	3.2	60.3
12	8	12.7	73.0
13	3	4.8	77.8
14	4	6.3	84.1
15	2	3.2	87.3
16	1	1.6	88.9
17	2	3.2	92.1
19	2	3.2	95.2
20	1	1.6	96.8
21	2	3.2	100.0

Distribution of Clear, Consistent Boundaries Total Scores

Median = 10.00
Mean = 10.9683

136
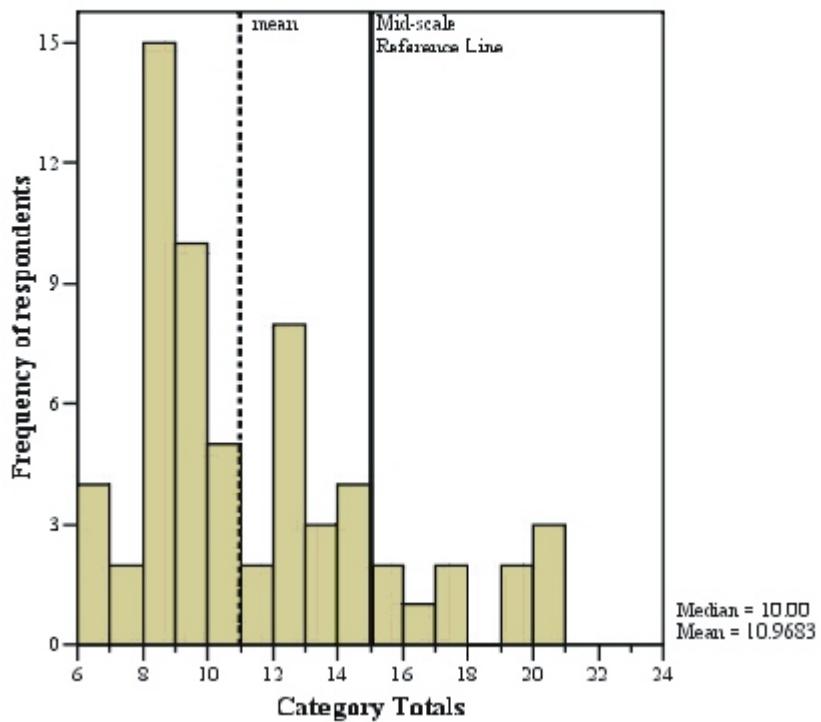
Teaching Life Skills

Frequency Distribution

Score	Frequency	Percent	Cumulative Percent
6	2	3.2	3.2
7	7	11.1	14.3
8	13	20.6	34.9
9	14	22.2	57.1
10	10	15.9	73.0
11	3	4.8	77.8
12	5	7.9	85.7
13	3	4.8	90.5
15	2	3.2	93.7
16	2	3.2	96.8
17	2	3.2	100.0
Total	63	100.0	

Distribution of Teaching Life Skills Total Scores

Median = 9.00
Mean = 9.8254
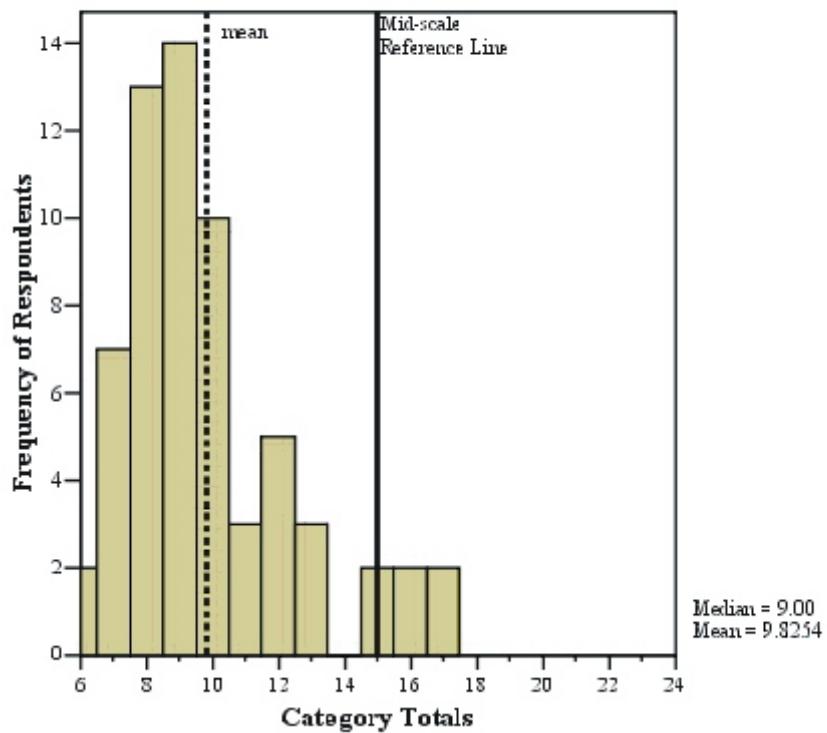
Caring and Support

Frequency Distribution

Score	Frequency	Percent	Cumulative Percent
6	7	11.1	11.1
8	8	12.7	23.8
9	10	15.9	39.7
10	8	12.7	52.4
11	3	4.8	57.1
12	8	12.7	69.8
13	5	7.9	77.8
14	5	7.9	85.7
15	4	6.3	92.1
16	2	3.2	95.2
20	3	4.8	100.0
Total	63	100.0	

Distribution of Caring and Support Total Scores

Median = 10.00
Mean = 10.9841
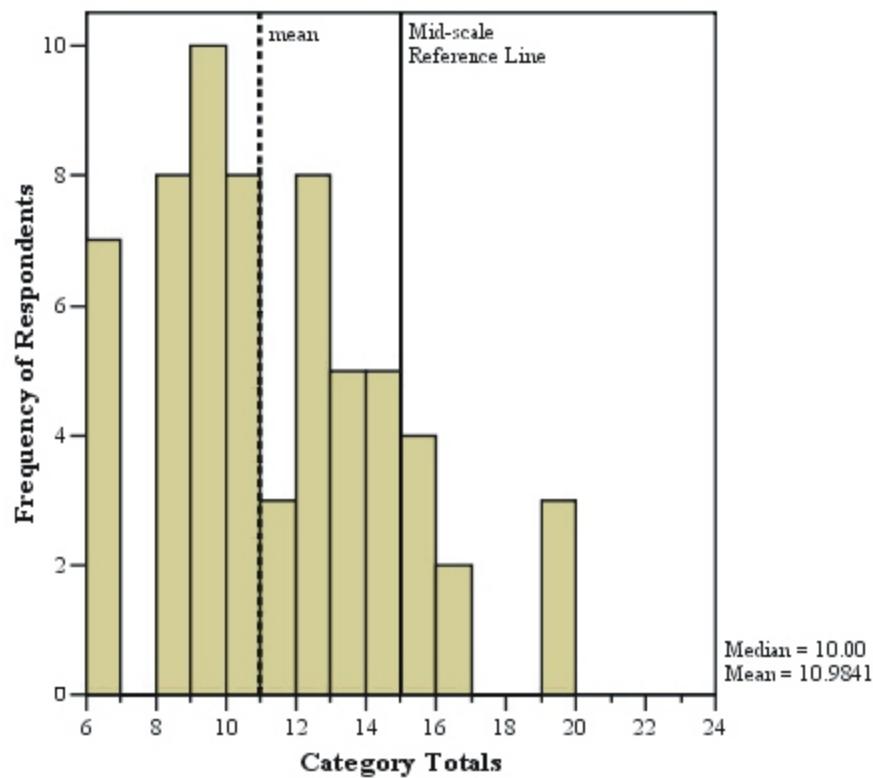
High Expectations

Frequency Distribution

Score	Frequency	Percent	Cumulative Percent
6	1	1.6	1.6
7	3	4.8	6.3
8	7	11.1	17.5
9	9	14.3	31.7
10	8	12.7	44.4
11	6	9.5	54.0
12	7	11.1	65.1
13	5	7.9	73.0
14	2	3.2	76.2
15	3	4.8	81.0
16	3	4.8	85.7
17	4	6.3	92.1
18	1	1.6	93.7
19	2	3.2	96.8
20	2	3.2	100.0

Distribution of High Expectations Total Scores

Median = 11.00
Mean = 11.8095
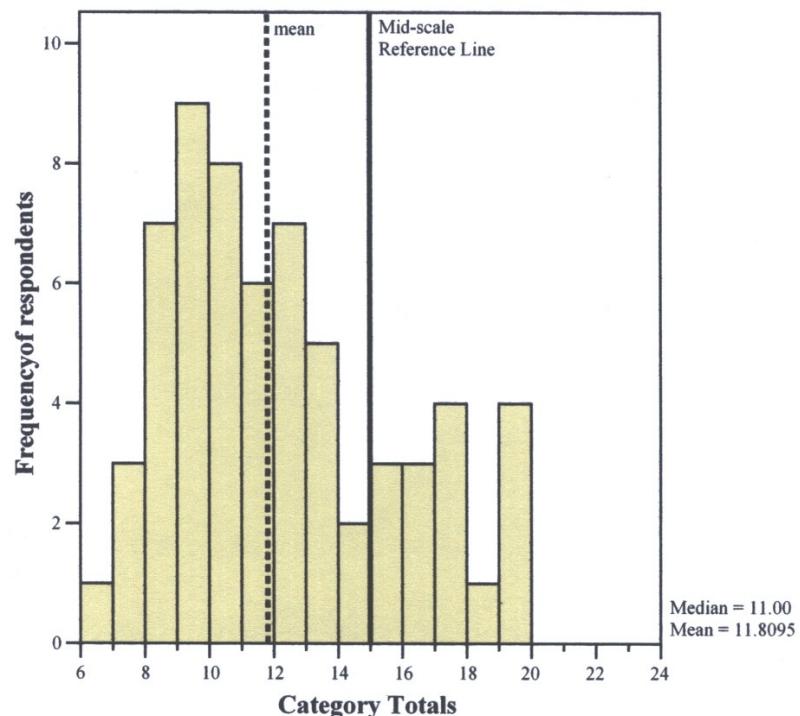
Opportunities for Meaningful Participation

Frequency Distribution

Score	Frequency	Percent	Cumulative Percent
6	5	7.9	7.9
7	6	9.5	17.5
8	9	14.3	31.7
9	9	14.3	46.0
10	1	1.6	47.6
11	5	7.9	55.6
12	7	11.1	66.7
13	5	7.9	74.6
14	5	7.9	82.5
15	5	7.9	90.5
16	1	1.6	92.1
17	1	1.6	93.7
18	2	3.2	96.8
19	1	1.6	98.4
22	1	1.6	100.0
Total	63	100.0	

Distribution of Opportunities for Meaningful Participation Total Scores
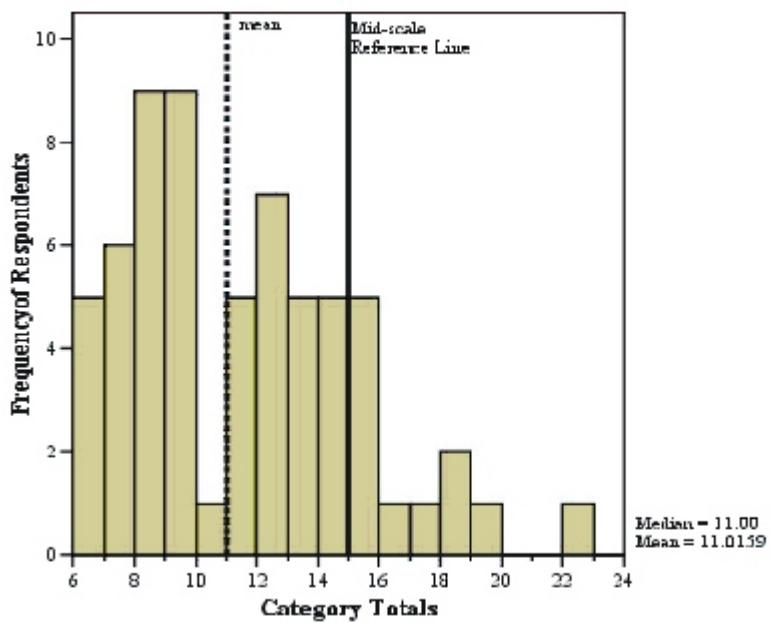
3. Student, Staff and School Resiliency

The range of scores for each division was 12, the most resilient, to 48, the least resilient.

A. Students

Student Division Summary Statistics

	Bonding	Boundaries	Life Skills	Caring	Expectations	Participation	Total
Mean	3.349	3.968	3.524	2.921	3.698	3.794	21.254
Median	3	4	4	2	3	4	19
Skewness	1.024	0.634	0.413	1.004	0.593	0.583	0.850
Std. Error of	0.302	0.302	0.302	0.302	0.302	0.302	0.302
Range of values	5	6	4	4	5	6	25
Minimum Value	2	2	2	2	2	2	12
Maximum Value	7	8	6	6	7	8	37

Frequency Distribution for Total Student Scores

SCORE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
12	1	1.6	1.6
14	3	4.8	6.3
15	4	6.3	12.7
16	3	4.8	17.5
17	9	14.3	31.7
18	6	9.5	41.3
19	6	9.5	50.8
20	1	1.6	52.4
21	4	6.3	58.7
22	2	3.2	61.9
23	5	7.9	69.8
24	2	3.2	73.0
25	5	7.9	81.0
26	2	3.2	84.1
28	2	3.2	87.3
29	2	3.2	90.5
31	2	3.2	93.7
33	2	3.2	96.8
35	1	1.6	98.4
37	1	1.6	100.0
Total	63	100.0	

Graph of Frequencies of Student Resiliency
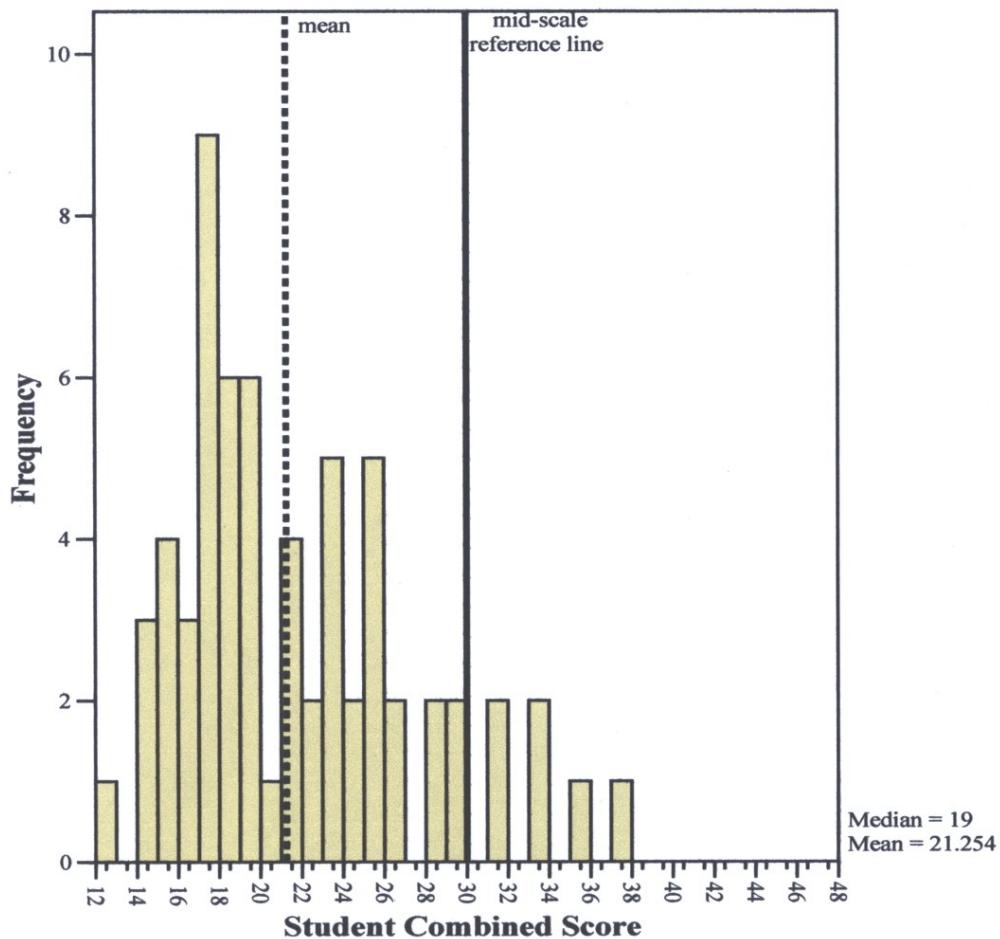
Frequency Tables for Each Survey Category within the Student Division

Pro-social Bonding

Score	Frequency	Percent	Cumulative Percent
2	13	20.6	20.6
3	29	46.0	66.7
4	11	17.5	84.1
5	7	11.1	95.2
6	2	3.2	98.4
7	1	1.6	100.0
Total	63	100.0	

Clear, Consistent Boundaries

Score	Frequency	Percent	Cumulative Percent
2	13	20.6	20.6
3	17	27.0	47.6
4	10	15.9	63.5
5	12	19.0	82.5
6	6	9.5	92.1
7	3	4.8	96.8
8	2	3.2	100.0
Total	63	100.0	

Teaching Life Skills

Score	Frequency	Percent	Cumulative Percent
2	10	15.9	15.9
3	21	33.3	49.2
4	24	38.1	87.3
5	5	7.9	95.2
6	3	4.8	100.0
Total	63	100.0	

Caring and Support

Score	Frequency	Percent	Cumulative Percent
2	38	60.3	60.3
4	21	33.3	93.7
6	4	6.3	100.0
Total	63	100.0	

High Expectations

Score	Frequency	Percent	Cumulative Percent
2	10	15.9	15.9
3	24	38.1	54.0
4	12	19.0	73.0
5	10	15.9	15.9
6	24	38.1	54.0
7	12	19.0	73.0
Total	10	15.9	88.9

Opportunities for Meaningful Participation

Score	Frequency	Percent	Cumulative Percent
2	13	20.6	20.6
3	17	27.0	47.6
4	15	23.8	71.4
5	8	12.7	84.1
6	9	14.3	98.4
8	1	1.6	100.0
Total	63	100.0	

B. Staff

Staff Division Summary Statistics

	Bonding	Boundaries	Life Skills	Caring	Expectations	Participation	Total
Mean	3.333	3.143	3.095	4.111	4.429	3.746	21.857
Median	4	3	3	4	5	4	20
Skewness	1.088	0.923	1.489	0.571	-0.035	0.503	1.216
Std. Error of	0.302	0.302	0.302	0.302	0.302	0.302	0.302
Range of values	6	4	6	6	6	6	32
Minimum Value	2	2	2	2	2	2	14
Maximum Value	8	6	8	8	8	8	46

Frequency Distribution for Total Staff Scores

SCORE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
14	2	3.2	3.2
15	4	6.3	9.5
16	7	11.1	20.6
17	8	12.7	33.3
18	5	7.9	41.3
19	5	7.9	49.2
20	3	4.8	54.0
21	2	3.2	57.1
23	3	4.8	61.9
24	2	3.2	65.1
25	3	4.8	69.8
26	4	6.3	76.2
27	5	7.9	84.1
28	3	4.8	88.9
29	1	1.6	90.5
30	1	1.6	92.1
31	1	1.6	93.7
33	1	1.6	95.2
35	2	3.2	98.4
46	1	1.6	100.0
Total	63	100.0	

Graph of Frequencies of Staff Resiliency
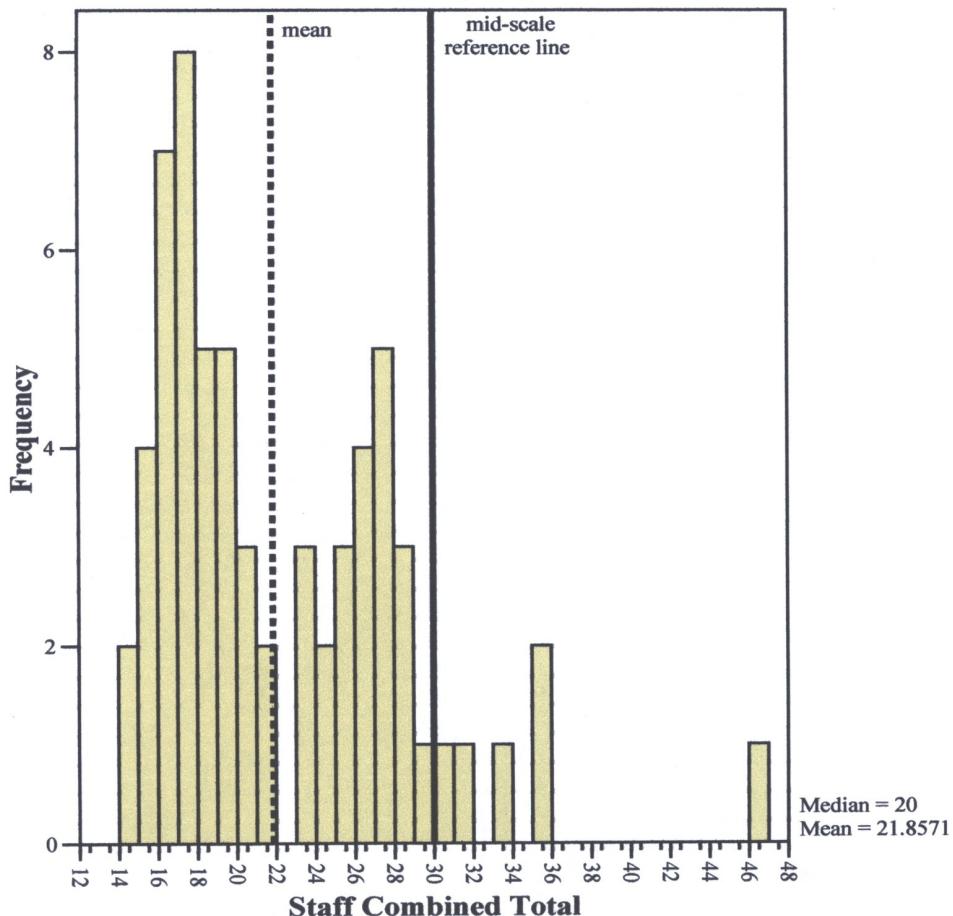
Frequency Tables for Each Survey Category within the Staff Division

Pro-social Bonding

Score	Frequency	Percent	Cumulative Percent
2	31	49.2	49.2
4	24	38.1	87.3
6	6	9.5	96.8
8	2	3.2	100
Total	63	100.0	

Clear, Consistent Boundaries

Score	Frequency	Percent	Cumulative Percent
2	24	38.1	38.1
3	19	30.2	68.3
4	11	17.5	85.7
5	5	7.9	93.7
6	4	6.3	100.0
Total	63	100.0	

Teaching Life Skills

Score	Frequency	Percent	Cumulative Percent
2	25	39.7	39.7
3	18	28.6	68.3
4	14	22.2	90.5
5	3	4.8	95.2
6	2	3.2	98.4
8	1	1.6	100.0
Total	63	100.0	

Caring and Support

Score	Frequency	Percent	Cumulative Percent
2	8	12.7	12.7
3	16	25.4	38.1
4	18	28.6	66.7
5	9	14.3	81.0
6	7	11.1	92.1
7	4	6.3	98.4
8	1	1.6	100.0
Total	63	100.0	

High Expectations

Score	Frequency	Percent	Cumulative Percent
2	6	9.5	9.5
3	12	19.0	28.6
4	12	19.0	47.6
5	18	28.6	76.2
6	13	20.6	96.8
7	1	1.6	98.4
8	1	1.6	100.0
Total	63	100.0	

Opportunities for Meaningful Participation

Score	Frequency	Percent	Cumulative Percent
2	20	31.7	31.7
3	6	9.5	41.3
4	18	28.6	69.8
5	12	19.0	88.9
6	4	6.3	95.2
7	2	3.2	98.4
8	1	1.6	100.0
Total	63	100.0	

C. School

School Division Summary Statistics

	Bonding	Boundaries	Life Skills	Caring	Expectations	Participation	Total
Mean	3.381	3.857	3.206	3.952	3.683	3.476	21.556
Median	3	3	3	4	4	3	20
Skewness	0.660	0.775	0.820	0.723	0.503	1.168	0.875
Std. Error of	0.302	0.302	0.302	0.302	0.302	0.302	0.302
Range of values	4	6	4	6	6	6	26
Minimum Value	2	2	2	2	2	2	13
Maximum Value	6	8	6	8	8	8	39

Frequency Distribution for Total School Scores

SCORE	FREQUENCY	PERCENT	CUMULATIVE PERCENT
13	2	3.2	3.2
14	6	9.5	12.7
15	1	1.6	14.3
16	4	6.3	20.6
17	5	7.9	28.6
18	4	6.3	34.9
19	7	11.1	46.0
20	4	6.3	52.4
21	4	6.3	58.7
22	3	4.8	63.5
23	2	3.2	66.7
24	3	4.8	71.4
25	3	4.8	76.2
26	3	4.8	81.0
27	2	3.2	84.1
28	1	1.6	85.7
29	2	3.2	88.9
30	2	3.2	92.1
33	1	1.6	93.7
34	1	1.6	95.2
36	2	3.2	98.4
39	1	1.6	100.0
Total	63	100.0	

Graph of Frequencies of School Resiliency
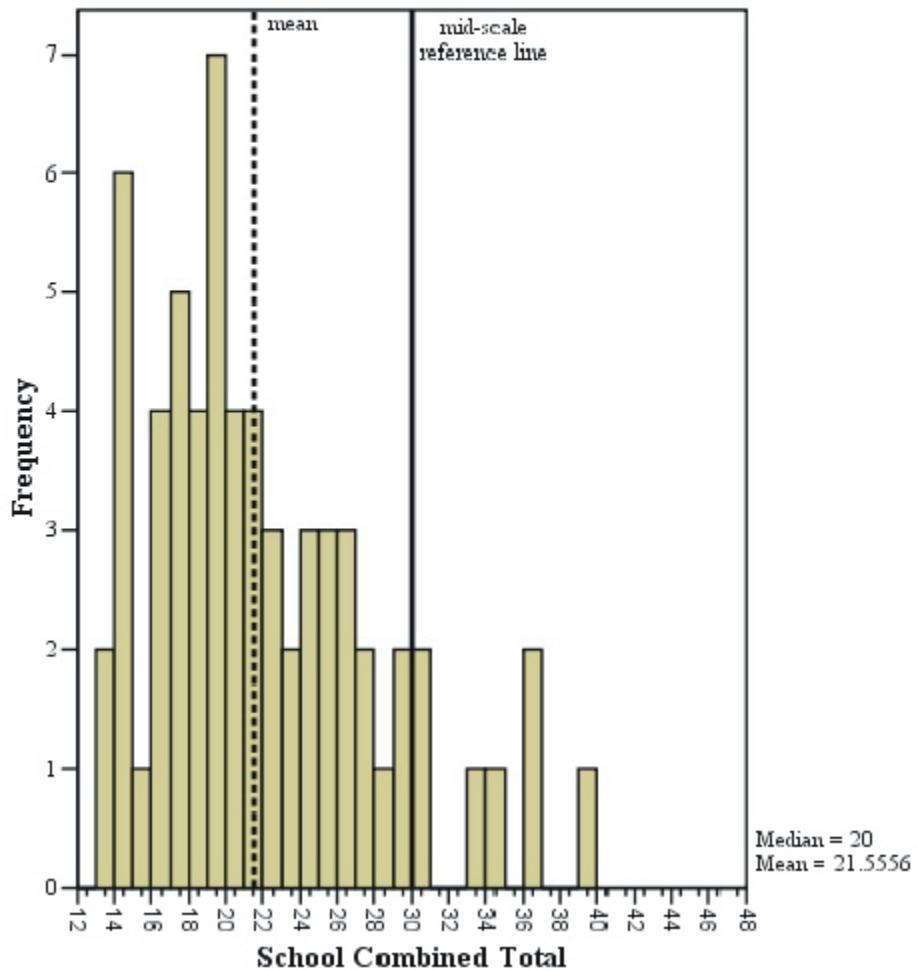
Frequency Tables for Each Survey Category within the School Division

Pro-social Bonding

Score	Frequency	Percent	Cumulative Percent
2	12	19.0	19.0
3	25	39.7	58.7
4	19	30.2	88.9
5	4	6.3	95.2
6	3	4.8	100.0
Total	63	100.0	

Clear, Consistent Boundaries

Score	Frequency	Percent	Cumulative Percent
2	15	23.8	23.8
3	17	27.0	50.8
4	10	15.9	66.7
5	12	19.0	85.7
6	3	4.8	90.5
7	4	6.3	96.8
8	2	3.2	100.0
Total	63	100.0	

Teaching Life Skills

Score	Frequency	Percent	Cumulative Percent
2	19	30.2	30.2
3	23	36.5	66.7
4	13	20.6	87.3
5	5	7.9	95.2
6	3	4.8	100.0
Total	63	100.0	

Caring and Support

Score	Frequency	Percent	Cumulative Percent
2	8	12.7	12.7
3	18	28.6	41.3
4	17	27.0	68.3
5	14	22.2	90.5
6	2	3.2	93.7
7	3	4.8	98.4
8	1	1.6	100.0
Total	63	100.0	

High Expectations

Score	Frequency	Percent	Cumulative Percent
2	23	36.5	36.5
4	28	44.4	81.0
6	11	17.5	98.4
8	1	1.6	100.0
Total	63	100.0	

Opportunities for Meaningful Participation

Score	Frequency	Percent	Cumulative Percent
2	17	27.0	27.0
3	19	30.2	57.1
4	17	27.0	84.1
5	4	6.3	90.5
6	3	4.8	95.2
7	2	3.2	98.4
8	1	1.6	100.0
Total	63	100.0	

Appendix C

CARING AND CHOICE OBSERVATION CHECK LIST

Caring and Support

students talk freely about feeling respected, supported and known by teachers, administrators, and peers____
teachers and classified staff talk easily about feeling respected, supported, and known by administrators, peers, students ____
office staff are friendly and courteous to students, staff ____
administrators are seen interacting with students in positive ways____
administrators know and use the names of all or most students____
teachers, students, parents and staff talk about the principal seeming to be everywhere____
class does not stop when the principal walks in____
body language in the halls is unanxious-students are not afraid of other students; student body language does not change when adults approach____
teachers report that office staff are supportive of their teaching____
the supply closet is open and copy machines are readily available____
there is a well-defined safety net in place to accelerate students who are falling behind in their academic progress____

Pro-social Bonding

positive communications go home from the teachers and administrators regularly____

Teaching Life Skills

cross –age tutoring programs are in place to support student learning____
cooperative learning is taught and practiced in all classes____
conflict resolution skills are taught and practiced throughout the school____
students are seen mixing easily across race, ethnicity and gender____
students, teachers, staff are recognized for their contributions in a wide variety of ways
people use the "we" word when talking about the school____
people talk openly about what didn't work and what was learned____
the campus is clean and orderly____
there are lots of books in classrooms____
classes are heterogeneously grouped for most of the day with regrouping as appropriate_____

students usually are working in small groups or independently____
students are working in the library, computer lab, laboratories , and hallways, individually and collaboratively with peers____

Clear Consistent Boundaries

common instructional strategies are being used in most classrooms within and across grade levels____

High Expectations

when teachers ask questions, students are required to use higher-order thinking skills to answer, and all students have equal access to respond____
when students ask questions, teachers usually reply with a question that requires thought by the student rather than with the answer. ____

Opportunity for Meaningful Participation

students are engaged in required helpfulness____
Older students are seen working with younger students____
students are engaged with peers as peer helpers, conflict resolvers, and tutors____
Students spend time each week in service learning projects and off campus____
class meetings and school wide forums are held regularly together student input regarding meaningful school issues. These meetings are often facilitated by students____
an effort is being made to include all student groups in the daily life of the school; students are not seen on the fringes of the school campus, alienated and voicing displeasure with the school, staff, and peers____
a large percentage of the students participate in and lead a wide range of school activities____
most students, faculty, and staff are known and community members are known and welcomed by name. ____
teachers can be seen working in a collegial school culture –adults talk with one another, observe one another, help one another, laugh together, and celebrate together____
students are actively engaged in interdisciplinary, thematic, project- based work____
projects have significance to students and are based on important questions raised by students and teachers____
teachers individualize and modify instruction that addresses learning styles and special needs of students____

Appendix D

The Superintendent's Survey

This questionnaire titled, **"A Personalized Standards – Based Education: What Does It Mean To Us?"** was designed by the superintendent February 2001, to determine the extent to which administrators and teacher-leaders implemented the district's PSBE. In this study, the responses were treated as part of the official documentation in that the questions asked for factual evidence of implementation practices. Thirteen people responded to the questionnaire. There are eleven questions of which five (A, B, C, G, H) were germane to the caring and choice environment.

a. Multiple indicators showing student growth: What are the ways we evaluate student growth?

b. Student improvement: What incentives exist for students to improve their performance?

c. A fluid structure in contrast to a rigid structure: How Flexible is our current grade level structure?

d. Reporting student progress: Do our current practices accurately reflect student progress? How might improvement occur?

e. Assessment processes: How can we increase our teachers' repertoire of assessment strategies?

f. Time management skills: Is time managed sufficiently to provide a climate for personalization?

g. Student self-evaluation: How and when are students taught to evaluate their work?

h. Student choice: How can we increase opportunities students have to become part of decisions which affect them?

i. Practices associated with a learning community: How can we better create an "esprit de corps" that distinguishes [the district] from others? How do we celebrate?

j. Accommodation of differences: How is accommodation defined with our school? How is it achieved?

j. Dissemination of personalized standards-based concept: How do we promote formal and informal conversations about the concept?

Appendix E

Interview Questions

1. This school claims to be a personalized standards based environment. What do you do here to illustrate that claim?

2. Can you explain how it is that you can have something standards based and personalized?

3. Is there anything written down that governs this process that you may want to share with me?

4. Can you identify characteristics that have become a matter of practice without having become a matter of policy? About when did these things take place?

5. Can you identify anything you have done, have been pleased with, and or you have developed and continue to utilize?

6. Who are some of the people involved and what are some of the roles they play?

Appendix F

MEETINGS, DOCUMENT ORGANIZATION CHART

This chart was used to organize and narrow information. Minutes from meetings of the Administrative Cabinet, Curriculum Council, Tri-State School Leaders, and Tri-State Steering Committee for Strategic Planning in the district were placed in chronological order as to their creation. Their contents were scrutinized for evidence of resiliency as described in the literature and a caring environment and student choice. The results of this chart were included in the Analysis Matrix Relating Data Sources to Research Questions in Appendix I.

Meetings Document Organization Chart

Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
10/9/97	TSSLM	Discussed plans to include strategies for classroom practices based on curriculum concerns and individual characteristics-derived from data; instructional interventions were used based on a concept of personalized based standards; revisit planned course documentation on Cardman		Identified strategies for those students performing below standard: intensive intervention during school day; after school extended time; summer school; student profiles
12/11/97	TSSLM	Directive was given for each cognate area to develop an action plan on how reading and mathematics impacts all areas; monthly progress reports were used to monitor progress toward this goal		Each administrator was given the article "Resilience in Children at-Risk" to read for discussion
1/27/87	TSSLM	Defined personalized based education (PBE) to include student expectations and assessment processes are clearly described; performance is closely monitored, routines and structures facilitate development of expectations; curriculum development, instructional practices and assessment methods are addressed in ways to improve the quality of the above mentioned		Discussed the concept of resiliency-need data on student need for support services related to the concept; emphasis on test score should not be high priority where concepts of resiliency are emphasized; need to align action plans to address social dimensions of learning; need to understand the total child in the present focus on achievement and high academic standards
2/13/98	TSSLM	All of the members of the professional staff were admonished to provide all		

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Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
		students with appropriate opportunities to learn; this is to be accomplished via PBE; the boards contribution to the PBE is one in which they develop policies to support this concept and remove those that restrict its implementation		
3/18/98	TSSLM			Reviewed status of governance process included accountability that affect education; citizens who put children first should be recruited; candidates should be strong advocates for children and knowledgeable of student achievement and needs
3/24/98	TSSLM	Focus was on instructional leadership; advocated the use of a variety of student assessment processes; communicating clear expectations to students; promote concepts of construction of knowledge; emphasized the importance of making learning enjoyable through the use of variety of instructional methods.		Focus also included centering on the child as a whole; promoting child-centered activities; promoting policies in which parents can meet with teachers to the extent that no parent is denied opportunities to talk to teachers; recognition of diversity and responding to this diversity
4/21/98	TSSLM	Accountability was described as shared responsibilities by all stakeholders. As a result, school district goals were identified and served as a frame of reference for each group clarifies their areas of responsibility. School leaders were expected to use data to identify what needed to be done and provide opportunities for		Leaders were admonished to be aware of student results as the bottom line of all initiatives and that doing what is best for all children requires multiple opportunities for them. Leaders were encouraged to focus on students' strengths rather than their weaknesses. Therefore, leaders were charged with developing an

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Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
		all students to improve their performance in terms of linking research findings to the needs which are identified for and with students		environment in which both students and teachers experience success in their work. Leaders were to work with staff the way they expect teachers to work with children; i.e. respect, caring, and high expectations
5/12/98	TSSLM			This meeting also reinforced the notion of the leaders' role in that it reiterated that doing what is best for all children requires multiple opportunities for them. Leaders focused on students' strengths rather than their weaknesses. Leaders developed an environment in which both students and teachers experienced success in their work. Leaders worked with staff the way they expected teachers to work with children; i.e. respect, caring, and high expectations
8/19/98	TSSLM	Discussed one approach to standards-based education which included using academic standards with the emphasis on creating life long learners; teach the students the standards; show how students work will be evaluated against the standards; teach the rubric; teach students how evaluate their own work; curriculum council and cognate leaders were to be included in leadership strategies to implement a standards-based education program;		

Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
9/15/98	TSSLM	Implementation of standards-based education is underway evidence the use of Cardman; building active participation in learning activities; discussion of implementing a PBE is underway-professional staff identifies what is needed to teach each students; PBE will incorporate instructional strategies which feature alternative classrooms structures to enhance personalized approaches to learning; this approach required changes in a variety of educational expectations and practices to be formulated by the entire professional staff	The alternative classroom structures require students to make important decisions about their learning, the district's personalized approach included the development of a variety of student skills, habits and attitudes which will be used by the student to manage themselves in alternative structures	Including community as a viable part of the school
10/21/98	TSSLM	Concept PBE included the notion that students have a choice in how they want to learn—staff concern of control issues; further discussion lead to the need for existing practices which represented examples of PBE. Such examples should include experiences where students had a choice and is standards based when evaluated against an academic standard. This concept included a change in lesson plans that included a focus on documenting the development of students across the scale of advanced, proficient, basic, and below basic. A concept of student reflection on their development was discussed. Descriptions of reflection varied from reflection as recall of an		The approach addresses concerns about student attitudes; by taking care of student attitudes, academic standards will be addressed. An example of this approach is when students are required to deliver a speech; a rubric for making speeches is developed and shared with students. All students are then required to deliver the speech. It is personalized when the students decided how, what, when, and where to do the activity.

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Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
		experience to evaluate student work to reflection of action as a process by which reflections are shared during the experience		
11/9/98	TSSCSPM	Professional staff prepares details for a personalized standards based education program (PSBE) to provide opportunities for all students to succeed; included in the planning are alternative classroom structures, student choice; development of a variety of student skills, habits and attitudes which the student will use to make decisions; changes in expectations and practices		
11/18/98	TSSLM	Defined PSBE to include personalized instruction and assessment to meet academic standards; choices available for instruction and assessment will be based on the type of assessment, standards being evaluated, curriculum features and development stage of the students; reviewed present status of PSBE examples to determine progress toward goal; plans to develop parent survey for feedback		
11/17/98	CCC	Discussion of portfolio updates include plans for teaming for more integration of subjects include more basic skills than the curriculum offers, one school is a model for Responsive Classroom		
12/15/98	CCC			Teachers call the students come to talk with them individually to give them

Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
				a sense of belonging. Efforts are being made to make this a wide spread effort throughout the district
7/23/98	TSSLM	Discussed student profile as it related to PSBE; curriculum instruction and student assessment concepts; strategies for capacity building		
1/6/99	TSSLM	Plans to discussed a midpoint revision statement on PSBE		
3/16/99	CCC			Telephones were placed in the classrooms for so that everyone would make contact with the parents mainly for good reasons; thus building relationships with parents and increasing students' desired academic and social behavior.
3/5/99	TSSLM	Discussed performance based education as a resource since it emphasizes the practice of having student demonstrate their learning through a variety of performance tasks; can also identify student work that is below district expectations; early detection can function as a preventive measure; the interpretation of a PSBE program includes a focus on literacy for the new millennium. The operational structure of this idea will include an emphasis on opportunities available to all citizens for access to information, the need to learn how to organize the information and the importance of learning what this information means to all		

Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
		students and adults; linkages include; linkage between home and school-classroom home connections through technology; incorporating family participation in classroom activities-linkage between community and school vocational technical school, school to work, each school in the district with a web page, community web page, county web page, linkage between the school district and higher education; expanding access to information for school district students, expanding participation of higher education students in the school district activities		
4/12/99	TSSLM 4/12/99 TSSLM, Cont. from above	Plans involved curriculum, instruction and assessment concepts to promote educational program articulation, i.e. interdisciplinary studies emphasized to increase student knowledge, to make more applicable and closely relate to real world; assessment system should be designed to determine the degree to which all students are achieving		
4/12/99	TSSCSPM	Plans for a committee of teachers (Technical Planning Committee) to develop proposals for the school district assessment system, planned instruction, and remedial program for students who do not meet the school boards expectations for the academic standards as it aligns with PSBE		

Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
5/17/99	CCC	Language Arts program at the elementary level is an integrated approach to teaching reading, writing, and spelling. The program is consecutive in a non-graded manner based on conceptual developmental levels as opposed to grade levels.		
5/18/99	TSSLM	Reviewed the evaluation process to identify the lowest passing grade in a PSBE program; discussed the PSBE components		
6/9/99	TSSCSPM	Discussed was to improve student achievement by developing class profiles which include an analysis of instructional prototypes using CBAM to identify instructional concerns		
8/16/99	ACM	Plans to disseminate information about Responsive Classroom		
8/16/99	ACM	Responsive Classrooms were discussed to implement across the district in elementary and middle		
9/9/99	ACM			Planned for additional student services programs and focus was on customer service
9/27/99	CCC	Discussed Chapter 4 standards, clear expectations, portfolios, and consistency with grades in a PSBE program		
10/99	CCC	At the elementary level, the Responsive Classroom (RC) is of high importance. Many teachers attended the training as a result an additional classroom was added. RC program was organized to tie academics to students' social skills. A handbook was developed		

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Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
		by teachers for consistency. A new reading program was implemented; *Developmentally Appropriate Practice*. Classroom size was reduced by adding 3 half time teachers at the elementary level.		
1/14/00	ACM	Shared reading "Who Moved My Cheese" the idea of having administrators read and later discuss this book was to help facilitate change		
1/20/00	TSSLM	At this meeting the focus was on developing the strategic management plan. Included in the plan was the mission statement, leadership expectations—being aware of student results as the bottom line of all initiatives, acknowledge that doing what is best for students requires multiple opportunities, focus on strengths of students rather than weaknesses, facilitate the development of an environment in which students and teachers experience success in their work, work with the staff in ways which illustrate how they expect teaches to work with students, accountability is a shared responsibility, district school goals interlink, use of data to identify student needs and provide opportunities for improvement ,PSBE will incorporate instructional strategies which features alternative classroom structures, the development of a variety of student		

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Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
		skills, habits and attitudes to be used by the learner, changes in a variety of expectations and practices, see 1/20/00 the six planning processes included in the is strategic management framework for more details		
2/7/00	ACM	Students at the elementary level loop so as to spend a couple of years with a class enabling teachers to accumulate more in-depth knowledge of students' personalities, learning styles, strengths, and weaknesses. This longer contact reduces time spent on diagnosis and facilitates more effective instruction. It also helps teachers build better relationships with parents		
2/9/00	TSSCSPM	Focus of this meeting was on the district's graduates; plans include four technical core of the PSBE program planned instruction, local assessment system, improve student achievement and provided additional instructional opportunities. Six expectations were also discussed; mastery of basic skills, analyze, think and problem sole independently and cooperatively, communication, experience and appreciate creative arts, develop self-control and responsible behavior, understand and demonstrate the importance of respect and concern for others and self		
4/13/00	TSSLM	Discussed the continuation of curriculum planning		

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		with Cardman, having the reading, writing, and mathematics incorporated across the entire educational program by the end of school year cognate areas and grade level groups will meet in units to analysis plans to improve student achievement		
4/26/00	CCC	Differentiated instruction was discussed to further support the notion of PSBE. Articles were passed out for members to read and discussed how this approach can help the district attain its goal of PSBE by incorporating the strategies mentioned in the differentiated instruction literature		
5/23/00	CCC		High school students chose to go to the elementary schools to help students with various programs-sense of community	
6/00	TSSCSPM	Aligned the curriculum with the academic standards using Cardman; continued with other curriculum development through the Cardman software; continued staff development with a focus on Responsive Classroom, Balanced Literacy, Integrated Learning System, Assessment, Writing in the High School, PSSA, Integrating Technology Across the Curriculum, and Personalized Instruction		Safety and Security issues were discussed
8/14/00	ACM	District hires a new career coordinator to assist principals with designing career planning programs		A mentoring program was also discussed for grades 4, 7, and 9. An in-service program was

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		for students; Read to Succeed and Responsive Schools articles that were written by the staff were posted in the newsletter as a means of communicating the districts direction with the community		planned for the members involved in the mentoring program.
9/9/00	TSSLM	Continued working on action plan to align the curriculum with the academic standards using Cardman; continued with other curriculum development through the Cardman software; continued staff development with a focus on PSBE		
9/14/00	ACM	Identified Programs to address student needs: Compass Learning, Break Through Literacy	Forensic Science was selected by the students as a new elective	Communities that Care Grant was won to improve school and community relations
9/26/00	CCC	Latest version of Cardman was discussed; teachers were charged with using testing data to conduct longitudinal studies on individual students with the objective to move students from the bottom quartiles want to make sure each of the students achieve to his and her greatest potential.		Reinforcing the notion of community by reiterating the need to make personal contacts with parents to emphasize the positive
10/24/00	TSSLM	Discussed action plan to improve student achievement; what is the group doing to improve student achievement; how well is it working; what indicators do have that the plan is working; what changes do you want to make in your plan; what is expected when students do not meet expectations: make adaptations in the instructional delivery; conduct conferences with		

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		parents; provide 'one-on-one' assistance to the student; refer the situation to the Guidance Counselor; develop a specific plan for remediation		
10/26/00	ACM	Committee reported career education is implemented in every building and is moving along fine		
12/1/00	TSSLM	Modified the Performance Evaluation Report to align with District goals; concerns about the report are: differentiated instruction is more evident with lower level students; in elementary differentiated instruction is implemented by content differentiation; at secondary level differentiation is more by processes; versions of PSBE is evident in about 50% of the elementary classrooms; few examples are evident at the secondary level; discussed strategies school leaders could use to further the implementation of PSBE, i.e. staff retirements and additions such as aides; recognized the need to identify specific components of PSBE; suggested the practice of sharing operational examples of PSBBE and recognizing these examples of how this concept should be implemented by doing so the concept of learning community is created		
12/11/00	ACM	Everyone was encouraged to emphasize the fact that a personalized curriculum was being done with differentiated instruction, however, the term		

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		personalized should be uppermost as opposed to differentiated		
1/5/01	ACM	Discussion focused on having increased communication between and among grade levels so as to provide students with the necessary prerequisites for next level Discussed obtaining grant for career program		WIB Grant provided additional resources for students at-risk
1/11/01	TSSLM	Identified indicators of PSBE: growth of students and improvement of performance on academic standards; continuous improvement; more fluid structure such as 'levels' in place of the rigid structure of grade levels; family friendly report card; more apparent with assessment processes; develop classroom climate for PSBE which would orient teachers to use time more effectively; student self assessment; personalized professional development program which would focus on limiting whole group instruction; identify key concepts for PSBE; general strategy to implement PSBE is to work toward developing learning communities		
1/23/01	CCC	A copy of the district's PSBE was distributed to all members. The paper reviewed the general philosophy, and then charged the group to respond to eleven questions in conjunction with the respective departments. The principals will be meeting with leaders in their buildings to respond		

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		to the questions.		
2/20/01	CCC	Discussed PSBE program and everyone turned in a plan and most answered the questions. There were some who did not assimilate the information and who do not even respond to the questions. However, the information was used as a critique of the philosophy as opposed to acceptance and response		
3/5/01	ACM	Everyone was strongly reminded to be supportive of and to tell all teachers/cognate area leaders to make sure that they are incorporating career awareness into all of the areas; an article on retention was distributed for dissemination		Raving Fans was discussed as a means of providing satisfactory service in everyway not only just to teachers and professionals but every person in the district; a book was given on customer service to discuss ways the district will be able to have more satisfied customers; emphasis was placed on the quality of the inner personal relations which is the key to personalization
3/12/01	TSSLM	Defined PSBE; discussed reading and writing to learn		
3/12/01	ACM	Recommended an alternative classroom for students who were having academic problems; for the gifted students there was a proposal to have more adaptations to technology in addition to other areas; discussed expanding the requirements for gifted to include various types of gifts (talents)		
3/27/01	CCC	Project Success was discussed as an alternative to retention or social promotion; discussion took place about students that		Recommendation was made to spotlight those students who were distinguished graduates to illustrate success stories

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		repeat should only repeat the subjects they fail as opposed to the whole year		and to provide feedback to the teachers on the impact that they have had on students throughout their careers
4/25/01	CCC	Another article was distributed as an alternative to social promotions or retentions. Continuation of alternatives was encouraged		
5/01	TSSLM	Performance Evaluation Plan included: continued attendance to the importance of collaborative relationships in labor and management interactions to support the continuing development of learning organization with adequate financial resources. Focus on the importance of active participation in school-community relations as the school district continues to move forward with the implementation of educational reform agendas.		Promote the development of social skills in the school environment that will contribute to optimal student learning, safety and security for all learners; maximize the use of the school district physical plant to support the development of a learning community
5/11/01	TSSLM	Reviewed PSBE concept for possible revisions, modifications, or adaptations		
5/22/01	CCC	Committee talked about the good discussions they had on the alternatives to retention topics and would like to have assignments and review the information periodically; Project Success will be implemented the next school year as an alternative to social promotion or retentions		
6/14 /01	ACM	Personalized approach continued to be emphasized		
6/24/01	ACM		Discussion was made on the	

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			research that was conducted on Distance Learning; there was a draft of an application for students that might be interested in a particular course	
7/19/01	ACM		Efforts were made to see if there were any other in-service programs for Choice Theory	
8/6/01	ACM		Chair talked with Choice Theory consultant to secure a date for in-service and to obtain more information about cost	
9/18/01	CCC	literature on reading across the curriculum was distributed for cognate leaders and grade level leaders to discuss with their group and to be prepared to discuss in the next meeting		
9/14/01	ACM		A consultant introduced Choice Theory and the major components and concepts to the administrative staff; the next step was to discuss this program with the people in the district who might be considered as leaders who could effectively initiate the program	
9/28/01	ACM		Discussed Choice Theory and came up with some tentative names of people to be part of the planning and implementation	
10/9/01	ACM	Reviewed data to develop a strategy for addressing the	The decision to have Choice Theory was	

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		needs of students performing below expectations; one strategy included developing an action plan for each student performing below expectations	made and a consultant agreed upon	
10/15/01	ACM		Hired a consultant to conduct an in-service on Choice Theory	
10/22/01	CCC	Department plans for personalized instruction was to be submitted to the chair; continued discussion occurred to further formalize PSBE		
10/25/01	ACM		It was decided that the District would have the Choice Theory mini in-service two teachers from each building will be involved; train-the- trainer model	
11/1/01	ACM	Discussed how to make Cardman uniform across the District although each level will have more specific inclusions	Choice Theory seminar was held, principals were to work with their respective representatives after the program, be prepared to discuss at the next cabinet meeting ;an outline of where the District's direction with this program	
11/5/01	ACM	Discussed the continued development of Career Education in every building and getting the community involved at the various grade levels		Collaborated with Community Safe House Program to ensure the safety of the students in the community Discussed .Kids That KARE
11/9/01	ACM	Committee reinforce their commitment to have reading and writing across the curriculum as a general	Discussed the next step for Choice Theory; discussed combining the	

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		district focus	Responsive Classroom with Choice Theory	
11/29/01	ACM	Classroom plus adds a bonus to the PSBE program as it allowed for small groups of students for reading and math; principals identified which students would qualify for this program		
12/4/01	CCC	Articles were distributed for reading in the content area for discussion at the next meeting; personalized opportunities was discussed further discussion at the next meeting		
1/29/02	CCC	Planned to personalize in-service to curtail to individual building needs; planned for consultant to address entire district on issues of students at-risk; a positive report was given on how many teachers were personalizing; tapes on personalizing was helpful and available for anyone who wanted to review them		
2/2/02	ACM	Discussed alice.org a website teachers can use in classrooms to assist struggling students; discussed hiring a new principal		
2/27/02	ACM	Discussion lead to a decision to adapt tests for any student that need it –regular ed as well; Classroom Plus, after school academic tutoring, was offered to students who qualified; Cardman is functioning at capacity-an intense training was scheduled for the CCC leaders		

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3/19/02	ACM	Discussed CARDMAN training schedule and coordinating the efforts throughout the district		
4/5/09	ACM	Cardman training was being conducted with grade level and cognate leaders; provided admin staff with a list of legal questions for the principal interview and discussed some of the answers		
4/12/02	ACM	Discussed the principal interviews and selected some potential candidates		
4/23/02	ACM			MYRACE program
4/30/02	ACM	Discussed CARDMAN being presented to second elementary; the first one is done; surveys went out to the staff regarding summer school; interpret data to determine need; a program coherence rubric was discussed		
5/12/02	ACM	Discussed the AED procedure		
5/20/02	ACM	Discussed Classroom Plus encouraged staff to increase interest so program can start sufficiently		
8/14-15/02	ACM	Discussed development of distance learning program; experiential education program is scheduled; discussed the pros and cons of programs and made decisions based on the outcome		
10/8/02				Big Brothers Big Sisters program was organized; identified students from the elementary will be paired with trained students from the local college

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10/15/02	CCC	Reinforced that reading and writing across the curriculum was a focus for everyone		
10/18/02	ACM		Students requested advanced math; efforts were made to accommodate the students; stated was everyone that was interested and able to have advance math should be able to	
10/23/02	ACM			Marketing campaign Pride and Promise; everyone was to promote this campaign; after suggestions and changes, the proposed procedure for class size was given to administrators to review; Pride and Promise marketing campaign was well on it's way
11/8/02	ACM	Programs on technology was the focus of the Leadership Academy; a copy of the proposal for the proposed charter school was reviewed; sent one member to a workshop on new evaluation forms		Names of students for the Big Brother Big Sister Program were to be sent to the appropriate person
11/22/02	ACM	Disturbed copies of the Blueberry Story; everyone was to continue on their action plan for student achievement; trained intern on expectations		
12/6/02	ACM	Actions plans are due Friday; progress reports are on line; developed a chart expressing the expertise in different areas of staff throughout the district		Successful parent meeting
1/8/03	ACM	Decided to include AP courses in English this is the only district that did not have an AP English course; the district has AP course		

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		in all other subjects; most districts have then in only two or three subjects		
2/7/03	ACM	Participated in the a state value added assessment system with the intent to use it as a tool to improve the district's instructional program; discussed technology update; professional development was curtailed to specific teachers' needs and was approved based on those premises		Looking into acquiring money to incorporate a national school fitness program in the district
2/28/03	ACM	Focused on attendance latitude; reports regarding the Westminster Workshops; discussed campus systems; discussed CDA Support from IU		Received a grant from safe and drug free schools
3/7/03	ACM			An updated reference manual of the latest Mental Health Providers services were distributed along with supplemental materials to use with CDA
3/15/03	ACM	Discussed the importance of working together as a team and sharing information		
3/24/03	ACM	Discussed a more efficient way of tracking attendance; planned to meet with health providers to increase services; update on CDA process		
4/3/03	ACM	Discussed CDA, the Follett system, and new class servers from Microsoft;		

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		discussed the problems with substitutes		
4/8/03	ACM	Follett installed in each building for 90 research project; distributed test charts for IU that indicated district was in satisfactory standing, administration won't settle for satisfactory motivated staff by emphasizing don't want the results to stay the same; want improvement		
4/25/03	ACM	Ready to access CDA; discussed EETT grant and the survey; scheduled next years events		
5/6/03	ACM	Data continued to be entered into CDA; review E-Rate forms for next year; discussed shared decision making in the hiring		Discussed the problems associated with door security to arrive at solutions
5/15/03	ACM	Almost all the data is in CDA and will be up and running soon; shared summer tech course with cabinet; collaborated on any projected work in curriculum-math will be writing the new integrated math program and continued work on the comprehensive Spanish program; administrators work on self evaluations in preparation for workshop		
5/30/03	ACM	Discussed summer training for word and excel programs; discussed the implication of phasing in more Spanish		Big Brothers/Sisters Parent Meeting ; staff permitted to attend
6/10/03	ACM	Held a discussion with maintenance, and administrators to align services; training on CDA will be scheduled on July 15 and subsequent training		
6/17/03	ACM	Attempted to unify teacher observations to align with		

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		PSBE and to provide consistency		
6/26/03	ACM	Discussed the ways in which teachers personalized a program for students plus how they connect the lesson to a particular standard and how building goals aligned with district goals	Discussed the ways in which to modify the teacher observation form; wanted to include evidence of student participation	
8/13/03	ACM	Reminder of training on CDA; principals are responsible for updating their website; principals are to submit their in-services agendas		Induction luncheon scheduled -
8/15/03	ACM			Protocols for Balanced Leadership was distributed which reported the correlation of the behavior of the principals in buildings and student achievement; principals were directed to review the article thoroughly and identify areas that are being done and what needs to be done in a more focused manner
8/28/03	ACM	Discussed an alternative to teacher portfolios presentations on CD Rom to streamline the process		
9/17/03	CCC	A research article was presented to the committee members reporting that the more she students write across the curriculum, the better they are in all subjects; the article depicted very specific applications to integrating writing into all of the content areas		

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9/19/03	ACM	Organized the curriculum cycle to have reading English and language arts moved into needs assessments; everyone reviews a series of proposed board policies to be discussed at next meeting; building action plans are due; continued discussion about AED		
92603	ACM	McRel Leaflet on Balanced Leadership was distributed to everyone. Cabinet was briefed on it and was asked to read it thoroughly before the next meeting so that they could make comments and discuss where they might be able to strengthen their program		
10/9/2003	ACM	Discussed CDA training program and its access; performance improvement action plans were submitted; discussed research based accelerated course information		Administrator shared experiences gained from a workshop on Respect-based Schools Summary - the workshop was worthwhile although it was nothing new to the district; affectively, it was good to be reminded and to have what you know reinforced
10/15/03	CCC	Presentation of the Comprehensive Data Analysis was explained; staff and administration will have ample opportunity to have access/hands-on experience to familiarize themselves with the program for the purpose of retrieving data for the purpose of properly serving each of our students; committee was reminded to read the article on Writing in the Content Areas as preparation for the next meeting		

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11/9/03	ACM	Principals were directed to include a written monitoring plan to be discussed regularly at meetings in their action plans requiring monitoring of lesson plans as well as observations		Described the Make A Wish project to involve the media classes and students for Charity; agreed upon a timeframe for the project to begin and end; district report card was on the website
12/5/03	ACM	Continued follow-up on monitoring the action plans which were created to improve student achievement; thorough reports are to be submitted in writing by each principal by next meeting		
12/12/03	ACM	CDA manuals arrived and were distributed; piloted a Palm software and decided to purchase for improved lines of communication; science and technology assessment indicates a need for a consultant to assist in aligning the two		School Messenger was considered as another means of communication with parents; discussed opening the fitness center to the public further discussion 12/15
12/5/03	TSSLM	Reviewed the status of the balanced literacy program, the writing process, and integrated math; discussed an Integrated Learning System that provided an on-line placement test, Compass Learning, Cognitive Tutor and CCC are included in the system; strategic plan was discussed		
1/24/03	ACM	Received letter saying they were one of the first cohort for the New Values Added Assessment System; CDA contract was sent and now in full operation		
2/5/04	CCC	Follow-up was centered on the CDA training where reports were requested in subsequent meetings on how they were able to use		

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		the CDA efficiently and effectively		
2/23/04	ACM	Principals were reminded to harness teamwork in their building and throughout district; resources were being placed in areas of need as opposed to equitable destruction; brought to the for front was the zero based budget and everything is being justified.		Holding breakfast at each of the schools to talk about resource allocation and other issues of concern with the staff per principal's convenience
3/2/04	ACM	The charter school, A.C.E.S., is intended for the students with emotional problems, not necessarily labeled as special education in grades 2 through 7		
1/12/04	ACM	A program, for the fitness curriculum was submitted; discussed two concerns about the public using the pool ventilation and not regularly cleaned once those issues are resolved, the public can use the pool; staff administer schedules meeting to train peers on use of satellite; discussed adding AP courses		Everyone was admonished to be very sensitive to others and always mindful of any conversation and/or wrong words being used that might cause concern
1/21/04	ACM	CDA training going well; requested to review staffing and potential configurations; discussed the monitoring process that was expected to go on with the expelled students to make sure that their curriculum is what they are supposed to be doing		Coordinated board recognition throughout the entire district
1/28/04	ACM	Compared CDA survey data with IU and state to make sound education judgments; tech ed reports with compiled and typed for meeting on		Discussed school safety closings

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3/5/04	ACM	Looking to streamline communication more efficiently; set-up interview committees for potential new hires; discussed the importance of when the company of potential providers/resources don't become defensive (making excuses) ; use those times as an opportunity to convince that person/group to be a partner in the district's effort.		

Appendix G

ORGANIZATION OF MISCELLANEOUS DOCUMENTS CHART

This chart was used to organize and narrow information. Miscellaneous documents included the budget narrative, the superintendent's speech, the superintendent's biographical sketch, minutes from one meeting of the Communities that Care Coalition, a high school report, and the district's school board communications update. Their contents were scrutinized for evidence of resiliency as described in the literature and a caring environment and student choice. The results of this chart were included in the Analysis Matrix Relating Data Sources to Research Questions in Appendix I.

Organization of Miscellaneous Documents

Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
1971	S	The district superintendent (DS) remained consistent with belief: Stated teachers most important quality is compassion; DS, teacher at the time of speech, felt "what goes into the heart is just as important as what goes into the mind; in the hands of an understanding teacher, every child in every classroom is a candidate for greatness" in closing the speech, the DS quoted Abraham Lincoln's words he said to his son "if you can't be a highway, just be a trail; if you can't be the sun, be a star; it isn't by wishing that you win or fail; it's by being the best of whatever you are."		
1973	BS	DS believed in the golden rule; during undergraduate work, the philosophy of personalized, individualized instruction emerged as the focus in the superintendent's life; embraced Dewey's philosophy - teach to the students special area of interest; hands-on		Create opportunities for students to sense genuine feeling of accomplishment; the DS stated "I strongly feel that the teacher must become closely aware of the welfare and needs of her students and less occupied with dispensing information. When a teacher gives personal help to her student, she is truly personalizing eh education process. In the hands of an understanding teacher, every child in every classroom is a candidate for greatness."

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5/23/02	CTCC	Batter-Up Program an anti-drug and alcohol message		CTC Training "Promising Youth" ; plans to develop website for the Big Brother and Big Sister program
5/02	HSR	AP courses in chemistry, biology, and physics that complemented accelerated courses in English, reading, and mathematics; state-of-the-art science equipment and facilities to provided opportunities for performance-based learning activities through simulated laboratory experiences; coordinated vocational opportunities through County Career Center Offered a total of seventeen shop areas; full range of special education programs; over 75% of students who graduate pursue post-secondary education-higher education;	Collaborates with local college program provides qualified high school students opportunities to enroll in college level courses for transferable credit	Comprehensive drug and alcohol program; student-to-student tutorial programs; cross age peer assistance; student outreach programs involved-sophomore retreat, the freshmen frolic, the 7th grade Happening, and Shakespeare Festival. Teachers serve in a leadership role; staff create opportunities for community involvement and career exploration through a service-oriented volunteer program (Students Offering Service), career education experiences and work-study programs; these efforts received additional support which was a career resource center located in the guidance center; there was a proactive parent-teacher organization and boosters associations which promoted academic excellence and sports; honor roll students and those who have brought up their grades are routinely recognized; extracurricular programs offered a variety of highly successful and well-coached intramural and athletic programs; the administrative staff and the student body strive to create the vest possible educational system. In turn, students are expected to strive for

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				excellence in their work and to expect excellence form themselves in their scholastic, personal, and social lives.
03-04	BN	training was provided at building level; annual conferences and with neighboring schools		academic excellence grants-in-aids were used to reward individuals or groups who took the time and initiative to develop an idea which benefits the educational program
3/10/03	BCU			At this meeting the committee brained stormed ideas to improve parent involvement
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				hands of an understanding teacher, every child in every classroom is a candidate for greatness."
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				the student body strive to create the vest possible educational system. In turn, students are expected to strive for excellence in their work and to expect excellence form themselves in their scholastic, personal, and social lives.
03-04	BN	training was provided at building level; annual conferences and with neighboring schools		academic excellence grants-in-aids were used to reward individuals or groups who took the time and initiative to develop an idea which benefits the educational program
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				center; there was a proactive parent-teacher organization and boosters associations which promoted academic excellence and sports; honor roll students and those who have brought up their grades are routinely recognized; extracurricular programs offered a variety of highly successful and well-coached intramural and athletic programs; the administrative staff and the student body strive to create the vest possible educational system. In turn, students are expected to strive for excellence in their work and to expect excellence form themselves in their scholastic, personal, and social lives.
03-04	BN	training was provided at building level; annual conferences and with neighboring schools		academic excellence grants-in-aids were used to reward individuals or groups who took the time and initiative to develop an idea which benefits the educational program
3/10/03	BCU			At this meeting the committee brained stormed ideas to improve parent involvement

Appendix H

STRATEGIC PLAN ORGANIZATION CHART

This chart was used to organize and narrow information. The contents of the Strategic Plan were scrutinized for evidence of resiliency as described in the literature and a caring environment and student choice. The results of this chart were included in the Analysis Matrix Relating Data Sources to Research Questions in Appendix I.

Strategic Plan Organization Chart

Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
99/05	SP	Planning for Implementation of Chapter 4 incl: creating learning environments throughout the community; personalized standards based educational program will be implemented to result in performance evaluations of all students which focus on rigorous academic standards; major goals marketing the school district's mission PSBE; strategic plan; leaders must take the initiative of linking research findings to the needs which are identified for and with students; accountability is within the context of the school goals and the needs of students; personalized approach to the standards-based education program will be developed incl. instructional strategies that will feature alternative classroom structures; will require changes in a variety of educational expectations and practices; Teacher support for the concept of personalized standards-based education has been noted with their focus on the importance of academic skills. Administration is considering the use of literacy as a focus of the PSBE recognized and identified the resources needed for the program; worked with the professional staff to develop support for the concept which may result in significant changes in the schooling processes; attrition will open the		Major goals: customer service; student services and programs building safety and security; major references to school leaders for implementation of an educational reform agenda included autonomy in terms of the way district goals were to be achieved in their perspective buildings; make decisions based on data; acknowledge that doing what is best for students' requires multiple opportunities for them; focus on facilitating the development of an environment in which both student and teachers experience success in their work by leaders working with staff the way they expect teachers to work with students; develop teacher/administrator relationships; the entire professional staff will be encouraged to endorse the belief that the school district first has the responsibility to provide opportunities for all students to succeed; school leaders will take the initiative to mobilize the community (school) into a support system for all students as the PSBE –the support system will be broad-based in the entire community will be encouraged to participate first by becoming

Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
		door to hire personnel who are supportive of recent trends in the education of children; professional development model goal is to promote the entire community as a learning environment; district is focused on developing a learning organization in public school; school leaders to take the initiative of acquiring the support from community organizations; the PSBE concept with a focus on literacy required the school leaders to actively implement a marketing plan through which these concepts will be clarified; alternative structures to enhance personalized approaches to learning include: extended school day, curriculum mapping; reading analysis. Life long learning, continuous progress; curriculum compacting enrichment clusters'/school-wide enrich. Model; professional networking, adapt-adopt training; on-site visitations; research; inclusionary application; technology will be incorporated into planned instruction through the following processes: remediation, prescriptive instruction, assessment and evaluation, information management, teacher management tools, enrichment, diagnostic tools, instructional support, word processing, communication, research; classroom teachers responsibilities to remediate involves: Adapting instruction, materials and assessments, refer to ist, breakfast club, summer school, issue progress reports, develop an action plan for remediation through support personnel and classroom teachers; re-teach as need, contact parents at home, provide one-on-one support, request parent conferences, refer to guidance/student services; criterion referenced test are administered k-12 for data collection; cognate areas and grade level groups will be part of continuous improvement efforts with the organization; 4		informed about the academic expectations for all students; then the leaders will encourage families, community organizations and business enterprises; expand activities to ensure every student is in an extracurricular program; use data and information systems to identify concerns and local development for students; consider the development of mentoring program in which students spend non-instructional time with an adult; emphasis being on a personal touch across the education program through one-on-one interactions which will take place, including opportunities for older students to interact with younger students; descriptors of a PSBE consistent, flexible, relevant, adapted instruction, rigorous, accountable, creative, measurable, innovative, challenging, practical, motivating, developmentally appropriate, performance-based instruction; motivate students to achieve maximum student effort by including student self-assessment, teacher observation, guided practice, evaluation of work through use of rubrics, frequent assessment and monitoring of attendance; Grades K-6 the following provisions are listed as opportunities available: title I mathematics and

Date of Document	Document Type	Evidence of curriculum planning and Processes	Evidence of Student Choice	Evidence of Caring Environment
		components of the action plan for continued improvement were: identification of baseline data, development of a goal for the year, design the instructional intervention ; evaluate performance at the end of the school year and analyze the results to judge the level of change; students will be identified by title I, read to succeed, IST, grades, standardized test, recommendations of school counselor; a variety of instructional strategies include: flexible grouping, use of appropriate level materials, small group instruction, additional opportunities to succeed in reading, writing, and mathematics; teachers monitor student growth and make reports to administrative staff about the results of the opportunities; induction plan will include references to the needs of the professional staff for the implementation of the districts PBSE; staff development focus will be on: responsive classroom, balanced literacy, integrated language system, assessment, writing in the high school, the PSSA assessment, integrating technology across the curriculum, safety and security and personalized education		language arts, summer school program, instructional support process, parent volunteer – tutoring, re-teaching of content skills and application, working with students on inst. levels, extended school year-special needs, breakfast clubs, study skills groups; grades 7-12 opportunities are: students at risk committee, extended school year—special needs students, charter school placement, re-teaching of content, skills, application, study skills classes, study skills program, tutoring, extended learning time, summer school-neighbor school district, breakfast club, parent volunteers – personal care, repeating courses or grades; student involvement at the high school level includes routine class meetings; students in grades 7-12 are monitored weekly through Students at Risk (STAR) team; community service programs include: SMILES, Rotary, Scholarship, Senior Citizen Passes, Newsletters, BUGS (Bring Up Grades), Student of the month Luncheons, Academic Boosters, Key Club, Walking, Band and Coral Concerts, Athletics Activities and Plays/Musicals

Appendix I

ANALYSIS MATRIX RELATING DATA SOURCES TO RESEARCH QUESTIONS

The matrix chart was used to answer the four research questions. This was accomplished by elating each question (the head of columns) and data source (the head of rows) and placing the pertinent resiliency factors and evidence for a caring environment and student choice data into the cells where rows and columns met. All data sources were used, surveys, interviews, observations and the results from the Meetings, Document Organization Chart in Appendix F, the Organization of Miscellaneous Documents Chart in Appendix G and the Strategic Plan Organization Chart in Appendix H.

Analysis Matrix Relating Data Sources to Research Questions

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
	Surveys, observations and interviews indicate the extent to which the following attributes of caring relationships and choice exist in the district. 1. superintendent's survey 2. Assessing School Resiliency Building Survey a. Pro-social bonding b. Clear, consistent boundaries c. Teaching life skills d. Caring and support e. High expectations f. Opportunities for meaningful participation	Meeting minutes, observations and informal conversations, misc. documents, interviews, and strategic plan indicate incidents or events leading to:	Meeting minutes, observations, misc. documents, interviews, and strategic plan indicate actions developing the educational environment include: a. planning b. implementation c. monitoring d. revisions e. professional development f. structural changes/strategies g. programs h. services i. technology j. process	Meeting minutes, observations, misc. documents, interviews, and strategic plan indicate features reflecting conditions and relationships of the district to characteristics in the resiliency literature from: a. Chapter 1 table 2 column 3, Actions for Caring Environment b. Chapter 1 table 3 column 2, Autonomy Role of School, Teacher
Meeting Minutes		Seminal Event PBE 1/97 a. defined personalized based education (PBE) Ensuing initiatives arising from PBE 9/98 introduced the notion of alternative classroom 11/18/98d. redefined PSBE to	10/97 a. planned instructional interventions; planned to organize curriculum on CARDMAN 12/97 b. developed action plan reading/mathematics across curriculum d. monitored plan monthly 2/98 b. board developed PBE policies; professional staff admonished to move forward with PBE 3/98 b. determined type of leadership needed for PBE - Instructional leadership 4/98 b. designed PBE based on data analysis	8/98 b. students' evaluating themselves 10/98 b. students reflections 11/98 a. integration of thematic curriculum and more emphasis on basic skills 12/98 a. opportunities for students to attach to reliable responsive person – personal calls 3/99 b. variety of performance tasks 4/99 a. remedial help a. elementary level integrated approach

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
		included personalized instruction, assessment and choice 10/99 introduced Responsive Classroom 8/99 a. disseminated information about Responsive Classroom (RC) 2/00 introduced teacher looping 9/00 communities that care 7/01 Choice Theory initiated 11/01 Classroom Plus 11/03 Respect based schools discussed	7/98 a. developed strategy for professional development 8/98a. developed approaches to standards based education 9/98 a. determined alternative classroom structures 9/98 b. standards based education implemented using CARDMAN – 11/98 c. reviewed present status of PSBE 7/98 c. developed of student profiles to facilitate personalization 1/99 d. planned for mid-point revisions of PSBE 3/99 a. focused on literacy within the PSBE framework –b. streamlined communication for all stakeholders 4/99 d. aligned PSBE interdisciplinary units to closely relate to real world 5/99 b. identified lowest passing grade in PSBE program and PSBE components 6/99 b. used CBAM to develop class profiles and identify instructional concerns 10/99 a. reduced classroom sizes 1/00 e. preparation for change "who moved my cheese" administrator/CCC prep for change 4/26/00 e. differentiated instruction articles disseminated 4/00 i. established policy to have curriculum planning using CARDMAN to be fully implemented	based on conceptual developmental levels opposed to grade levels 10/99 b. Developmentally Appropriate Practice reading program in place 1/00 a. modeled respect and care for staff and students with a focus on strengths rather than weakness 2/00 a. implemented teacher looping 5/00 a. high school students mentored elementary students 8/00 a. mentoring program 9/00 b. student requested forensic science course added 9/00 a. personal positive calls to parents 9/00 g. implemented Compass Learning/ Break Through Literacy 10/00 a. implemented career education program in every building 10/00 a. remediation program in place 12/00 a. differentiated instruction is implemented to aid in a personalized curriculum 12/00 a & b. PSBE is implemented in 50% of the

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
			across the education program 6/00 i. continued curriculum development with CARDMAN 6/00 e. discussed Responsive Classroom, Balanced Literacy, Integrated Learning System, Assessment, Writing, Integrating Technology across the curriculum and personalized instruction 8/00 f. hired career coordinator consultant 9/00 i. continuation of CARDMAN development 9/00 g. developed communities that care program 10/00 a. developed specific plans for remediation 12/00 d. designed performance evaluation report to align with district goals 1/01 f. planned for more fluid structure to replace grade level – f. developed learning communities 1/01 fluid structure discussed 2/01 c. PSBE plans were submitted 3/5/01 e. distributed article on retention 3/12/01 d. redefined PSBE –f. continued planning for alternative classroom –g. expanded gifted program 3/27/01 f. discussed alternative retention strategies 4/25/01 e. distributed second retention article 5/01 d. reviewed PSBE concepts 9/8/01 b. discussed	buildings 3/5/01 a. customer service; implemented Raving Fans; improved inner quality personal relations 3/27/01 a. positive feedback to teachers (distinguished graduates) 5/01 a. improved school-community relations – social skills 6/01 b. opportunity for distance learning 11/01 b. career development in every building 2/02 a. test for all students in need adapted 2/27/02 a. Classroom Plus implemented 10/18/02 b. students requested advanced math 10/23/02 a. Pride and Promise campaign 11/02 a. Students are in Big Brother Big Sister 1/03 b. Students requested AP English 3/03 a. existence of mental health providers 9/03 d. writing across the curriculum 11/03 a. Make a Wish project 2/04 a. staff breakfast in every building

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
			hiring Choice Theory consultant 9/14/01 e. discussed Choice Theory in-service 9/01 e. discussed reading across the curriculum 10/01 a. used data analysis for decision making in PSBE 10/22/01 c. department plans for PSBE submitted 11/01 b. held Choice Theory seminar 11/9/01 b. fused Choice theory with Responsive Classroom 11/29/01 b. discussed Classroom Plus; a. hired consultant on at-risk strategies 1/02 e. PD designed to meet the needs of each building 2/02 i. disseminated information to struggling students about alice.org 2/27/02 i. CARDMAN functioning at capacity 3/02 e. CARDMAN training 10/02 a. planned and organized Big Brothers Big Sister program 11/02 f. proposed charter school for non-traditional students 2/03 e. PD plan approved for specific teacher needs 3/03 g. developed mental health providers manual 4/8/03 i. Follet installed in every building 6/03 students evaluating teachers 6/03 a. unified teacher observations to align with PSBE	1/04 a. staff admonished to be sensitive to all students

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
			6/26/03 a. created policy to include student participation in teacher observations 8/03 Balanced Leadership 8/03 b. discussed balanced leadership; e. CDA training for individualization 9/03 e. disseminated a leaflet on balanced leadership passed out 10/03 e. reported on Respect Based School seminar 11/03 c. submission of monitoring plan to show compliance to PSBE in lesson plans and observations 12/03 c. submitted written reports monitoring action plans showing evidence of PSBE	
Surveys	2/01 1. Superintendent's survey: f. students sit on district committees f. serves as officers in school organizations f. choice of topics to study f. optional ways to present information f. participation in developing classroom rules and consequences, students choose from enrichment clusters f. novel choices, after goals are met choice of on-going projects f. students choose what will be published in school newspaper f. students choose research projects.			

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
	f. self evaluations using rubric and criteria sheets e. compare work using models f. choose portfolio contents and debate topics e. oral and written self evaluations d. esprit de corps d. discuss success in whole/small group, individually/ in school newsletter/website and local paper d. celebrate weekly in homeroom of successes/ more assemblies d. monthly faculty celebrations a. incentives post-secondary scholarships eligibility for extra-curricular activities/lunch privileges teacher recognition/extra recess student of the month/respect tickets/popcorn parties/movies honor roll/certificates Friday "A" Papers/Principal rewards/Citizenship awards Classroom Pets Opportunities to share accomplishments with peers Gibson award/Seventh Grade dollars/praise/parents contacted 2. Assessing School Resiliency Survey teachers felt the attributes of caring			

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
	relationships and choice exist in the district (see section on survey results)			
Miscellaneous Documents		1971 Speech highlighting vision PBE 1973 biographical sketch highlighting educational PBE philosophy	Developed a caring attractive environment	a. Initiated mentoring program a. many opportunities to retake an assessment to improve scores a. Multiple approaches, cooperative learning, grouping and problem solving a. Tactile adaptations b. Choice of style and medium a. Used learning skills series for language arts – allows for individualizing b. Students have choices in how they will demonstrate mastery b. Choice of type of test – matching, multiple choice, short answer, choose any 5 question, and a list of 10 essay question Oral assessments b. Can choose designs a. Expand lessons a. Interest driven assignments b. Choice of assignment within a broad range of an assignment a. Variety of strategies b. Several categories available

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
				for student choice a. Education software packages that allows for personalization a. Use of templates a. Compass Learning to personalize a. Geometry Carnegie Learning Software to personalize b. Freedom of interpretation with adequate support a. Time set aside to help students complete their work on time (before school, study hall, homeroom, after school) gentle reminders were required a. Open ended instead of recipe style instructions b. Test out of a lesson with a minimum mastery of 90% a. Use of Portfolios a. Individual plans to accomplish goals students must retake any test where their score was not the contracted grade b. Added Elective class for students to select from in physical education a. Varies activities based on ability and learning style b. Multiple academic programs
Strategic Plan		9/99 additional student services and	11/9/98 b. assessed status of PSBE for further refinement of PSBE- instruction,	99/05 a. implemented customer service program

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
		focused on customer service 99/05 alternative classroom structures and variety of educational expectations and practices; professional staff to develop support for the PSBE concept; hire personnel who support the concept through attrition, professional staff to implement the districts PBSE via staff development on: responsive classroom, maximum student effort by including student self-assessment	assessment, choice, developmental stage 4/99 a. technical committee proposal for PSBE assessment system 10/99 b. teachers attended RC training; organized to tie academics to RC; RC handbook made 2/00 a. technical core of PSBE for graduates six expectations discussed 99/05 planned to focus instructional strategies on research based findings; ; planned for extended school day, planned for enhanced personalized approaches to included: extended school day, curriculum mapping; reading analysis, curriculum compacting enrichment clusters'/school-wide; professional networking, adapt-adopt training; on-site visitations; inclusionary application; technology incorporated into instruction via remediation, prescriptive instruction, assessment and evaluation, information management, teacher management tools, enrichment, diagnostic tools, instructional support, communication, research; planned for teachers remediation involved: adapting instructional materials and assessments; planned for extended opportunities to include breakfast club, summer school, progress reports,	b. allowed for autonomy in perspective buildings b. provided multiple opportunities for students a. provided opportunities for peer mentoring a. provided extended opportunities by implementing: breakfast clubs, study skills groups, extended school year, charter school placement, study skills classes, study skills program, tutoring, extended learning time, parent volunteers – personal care, repeating courses or grades; student routine class meetings; Students at Risk (STAR) team; a. implemented community service programs to include: SMILES, Rotary, Scholarship, Senior Citizen Passes, Drug and Alcohol Prevention, Freshmen Frolic, Newsletters, BUGS (Bring Up Grades), Student of the month Luncheons, Academic Boosters, Key Club, Walking, Band and Coral Concerts, Athletics Activities and Plays/Musicals

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
			action plans for remediation; increased parental involvement; planned for cognate leaders and grade level groups as leaders in the balanced literacy, integrated language system, assessment, writing in the high school, the PSSA assessment, integrating technology across the curriculum, safety and security and personalized education process; Descriptors for PSBE consisted of, flexible, relevant, adapted instruction, rigorous, accountable, creative, measurable, innovative, challenging, practical, motivating, developmentally appropriate, performance-based instruction; motivate students to achieve	
Interviews Q1 – Q6	Q1 f. choose distance learning coursework Q1. Candidate for greatness f. determines elective Q4 f. choice via Responsive Classroom – monitored so not beyond student's ability Q5 f. Spelling & Math Choice areas Q5 f. developed interactive web pages with links to augment lessons student choice Q6 f. Buddy check together choice f. Students chose activity teacher circulates	Q1. multiple instructional choice and mutual support strategies to accomplish district mission Q1. differentiated instruction Q2. differentiated instruction Q4 c. formal use of the term PSBE occurred during the development of 99/05 strategic plan Q4.	Q1 18 years as superintendent allowed for selection of administrators and teachers who embraced philosophy Q1 i. Compass Learning f. individualized spelling program Q2 b. decentralized decision making model evolved Q2 f. developmental level match standard on that level f. Enrichment provided for high functioning students f. Compass learning h. IST f. standards first personalization follows f. working from developmental level	Q1. a. -"every child candidate for greatness" a. Multiple indicators to show student growth a. working collaboratively; shared information a. BABES program/ Sophomore Retreat/ Fit Can Be Fun/ CPR/Health and Wellness Fair b. goal setting/ interest surveys a. flexible grouping/ability grouping a. individualize/multi ple assessments a. lessons tailored

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
		Responsive Classroom Q4. student choice Q5. differentiated instruction Q6 a. superintendent responsible for PBE philosophy	Q3 c. philosophy is more intuitive than a governed process Q3 f. curriculum standards/objectives in CARDMAN f. much emphasis on individualizing f. Reading/Math Ladders f. text reviewed what's necessary, what's nice to have if time, what is enrichment entries into CARDMAN based on those outcomes f. modified Word Matters Q5. Active teacher parent organization and sports Q6 Key people – administrators –teacher leaders	to at least 4 ability levels a. Breakthrough Literacy a. Word Matters spelling program to arrive at personalized spelling Q3 a. kids first-standards second a. Developmentally Appropriate Pro-Action & Responsive Classroom Q5 a. Seventh Grade Happenings, Shakespeare Festival, Students Offering Services a. student weight loss programs a. integrated programs a. adults serve many surrogate roles b. open schedule change policy
Observation and informal conversation	d&e. observed walls adorned with student work d. personal interaction with students; students felt respected and supported d. cross age tutoring d&e. cooperative learning d. monthly breakfast d. teachers discussed what worked and what did not work d. class did not stop when principal walked in d. observed interactive classrooms e. schools were clean, orderly d. students had many materials at their		Hired a research officer Hired consultants Downward impetus for establishing caring environment/choice initiatives from superintendent Hired younger staff with same philosophy Message to Garcia Administrators, department heads, and cognate leaders carried the PSBE message Access hours were used to divulge information, directives regarding PSBE	b. Principals include teachers in decision making a. Staff attends activities outside of school (weddings, etc) b. I Projects are used for individualizing a. Every 4-6 weeks all children who are not making progress are discussed and plans are made to provide support even gifted a. Teachers went

Data Source	Research Question 1	Research Question 2	Research Question 3	Research Question 4
	finger tips e. higher order thinking is encouraged through probing questions d. students had choices in what they learned how they learned and they presented e. individualized instruction d. observed teacher coaching students while working a. k-1 students spend more time together via looping c. students shared learning experiences e. interdisciplinary work e. teachers answer student questions with questions e. project learning I Projects e. encouraged divergent thinking		principal initiated the Responsive Classroom PSBE, Choice Theory, Balanced Leadership were introduced, a few administrators, teacher leaders took the initiative and lead the remainder of the district through the process Programs were accomplished via grant options, Tri-State and staff development Establishing PSBE drove superintendent actions in regards to instruction, finances, staff development and working with the community through the strategic plan. Staff divided into departments and cognates and leaders where appointed to conduct monthly meetings where policy changes and updates were discussed Trained teacher leaders in programs such as Responsive Classroom, Choice Theory In addition to related research literature teachers also conducted research on topics related to the district's goal and were sent to workshops germane to the district's goals	into parents homes to teach them how to help their child in reading a. Break Through an integrated learning system a. Developmental language arts program in the elementary a. Resource officer a. BUGs Program b. Make A Wish a. Child Study a. STAR team

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