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**Fields, James Burl, Ed.D.**

**East Tennessee State University, 1993**

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Ann Arbor, MI 48106

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A Study of the Effectiveness  
of the School Leadership Response Team  
Professional Development Process in  
Helping Tennessee Schools Move Toward  
Shared Leadership

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A Dissertation  
Presented to  
the Faculty of the Department of  
Educational Leadership and Policy Analysis  
East Tennessee State University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

---

by  
James B. Fields

May 1993

APPROVAL

This is to certify that the Graduate Committee of

James B. Fields

met on the

7th day of April, 1993

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean of the Graduate School, in partial fulfillment of the requirements for the degree of Doctorate in Education.

W. Hal Knight  
Chairman, Graduate Committee  
Don W. Dresse  
Nancy Bishner  
Jack R. Rector

Signed on behalf of  
the Graduate Council

Bev M. Mendenhall  
Associate Vice-President for  
Research and Dean, School of  
Graduate Studies

## ABSTRACT

### A STUDY OF THE EFFECTIVENESS OF THE SCHOOL LEADERSHIP RESPONSE TEAM PROFESSIONAL DEVELOPMENT PROCESS IN HELPING TENNESSEE SCHOOLS MOVE TOWARD SHARED LEADERSHIP

by

James B. Fields

The purpose of this study was to evaluate the success of the School Leadership Response Team Development Process in helping school personnel move toward shared leadership and to determine if it was an appropriate model for the adoption of shared leadership within Tennessee's public schools. This descriptive study systematically reviewed documents related to the project and used a questionnaire to elicit information from training participants.

The population was the 196 school personnel and others from 31 schools across the State of Tennessee who obtained leadership training in 1991 as part of this grant. The follow-up questionnaire was responded to by 124 (63%) of the trainees who represented 28 (90%) of the schools that participated.

Six criteria derived from the literature on shared leadership served as guides for the study. According to the literature, shared leadership within schools was indicated by; use of shared decision making, existence of leadership teams, increased self-esteem among teachers and students, increased participation in leadership activities by school personnel, improved communication between involved parties, and better identification of needs.

It was evident from the data that shared leadership was being adopted more within the schools that participated. There were indications of expansion of teams, development of new mini-leadership teams, increased self-esteem among some teachers and students, improved communications between all parties, and better needs assessment.

The major conclusion was that the School Leadership Response Team Development Process was successful in helping schools move toward shared leadership and that it was an appropriate model to use in Tennessee schools.



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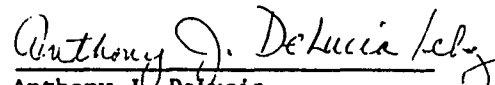
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EAST TENNESSEE STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD

PROJECT TITLE: A Study of the Effectiveness of the School Leadership Response  
Team Professional Development Process in Helping Tennessee Schools  
Move Toward Shared Leadership.

PRINCIPAL INVESTIGATOR: James B. Fields

The Institutional Review Board has reviewed the above-titled project on February 5,  
1993 with respect to the rights and safety of human subjects, including  
matters of informed consent and protection of subject confidentiality, and finds  
the project acceptable to the Board.

  
Anthony J. DeLucia  
Chairman, IRB

## DEDICATION

This study is dedicated to the memory of my father, Frank E. Fields (1920-1969). He was the son of an East Tennessee sharecropper who dropped out of school in the fourth grade to help feed the family. Through self-study he continually prepared himself and was battlefield commissioned 1st Lieutenant by Gen. George S. Patton in 1945. After the war he became a successful businessman, community leader, churchman and most importantly, an excellent father.

## ACKNOWLEDGMENTS

Sincere appreciation is expressed to Dr. Hal Knight, committee chairperson, for his direction, patience, and expertise. Gratitude is extended to Dr. Nancy Dishner for her continual encouragement, inspiration, and support. Special thanks to Dr. Donn Gresso for his leadership in the field of school based management. Much appreciation to Dr. Jack Rhoton for his recommendation to include a local practitioner.

An often unsung heroine of the department is Sharon Barnett, departmental secretary. She always had the answer, the forms, and desire to help. 'Roses' to you Sharon.

Gratefulness to those doctoral fellows who showed me the way before they graduated and to those fellows who were with me to the end.

And lastly, special recognition to my wife, Gwin, my son Kenneth, and my daughter Melody who saw so little of me for two and one-half years and were still there when it was over.

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## CHAPTER 1 Introduction

Indeed, the chief reason for our failure in world class competition is our failure to tap our work force's potential.

Work force training must become a corporate (and indeed national) obsession. It is not. And it is on this variable that the outcome of the overall competitive struggle may most strongly depend. (Peters 1987, p.286)

The concept of shared leadership is a contemporary issue with many individuals and groups within education (Barth, 1988; Degilio, 1990; Katz, 1988; Lieberman, 1988; Marburger, 1985; Ouchi, 1981; Peters, 1987; Rallis, 1988). Since A Nation At Risk (National Commission on Excellence in Education, 1983) was published, there has been considerable concern about the state of education in this country. Efforts addressing ways in which shared leadership might affect the state of education are now major issues within the educational community (Lagana, 1989; Lehman, 1989; White, 1989).

The most recent federal initiative that attempted to generate national cooperation in school reform was America 2000 (Congressional Digest Corporation, 1991). President Bush and Education Secretary Alexander provided a plan that they believed would establish America as undisputed world leader through educational improvement. Part of their

strategy included more decision making at the school site by principals and teachers; "giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning," (United States Department of Education, 1991, pg 67).

The strategy also expressed the need for parents, politicians, educators, and business people to work together through shared leadership to help lead the local schools. This collaborative effort had already been successfully used in Chicago where parents and other community leaders had been very involved in running the school system (Secter, 1989). Educators have often lamented the apathetic attitude of many parents. The concept of shared leadership of schools has increased parental involvement in schools and may be changing nationwide attitudes towards school leadership in general (Lane & Walberg, 1989; Schwartz, 1989; Secter, 1989).

Other parties have also become interested in educational issues. Politicians have often used educational issues as a method of increasing voter activity during periods of voter apathy. The educational issues may provide fodder for election year rhetoric as incumbents and challengers vie for votes. Reports on national educational trends are of great interest to the public and often have

political overtones ("Not in their Ward!," 1990; "Promises, Promises," 1990).

Another party that has shown interest in improving schools are business leaders who have taken considerable interest in education because they employed the product of the school system. If the new workers (high school graduates to college graduates) were unable to perform, they received additional training, incurring more costs to the employer (Allen, 1991).

Educators were also highly interested in the schools and the graduates that go into the workforce. People who had dedicated their entire lives to the profession desired it to be the best possible and were willing to do extra to see that happen (Woo, 1989). All of these groups had reason to be concerned about the nation's school systems, but to effectively deal with the problem there must be some initiative at the state and local level.

Several states and cities such as Florida, South Carolina, California, Kentucky, Minnesota, and Philadelphia had already passed legislation on shared leadership in schools (Celis, 1991; Marburger, 1985; Verhovek, 1989).

Within the State of Tennessee, public law (Education Improvement Act, 1992) established new guidelines that allowed the superintendents more autonomy and encouraged shared leadership through school based decision making by school administrators, teachers, parents and the community.

The new guidelines encouraged school boards to share leadership with principals who, in turn, would share leadership with the local school personnel. The State of Tennessee has encouraged school districts to voluntarily adopt school based decision making concepts but had provided no specific guidelines or training for those involved (Master Plan for Tennessee Schools, 1992).

One facet of the overall shared leadership thrust in public schools was a professional development program for principals and teachers generated at East Tennessee State University. Interest in developing an educational program which would help prepare school personnel for their new roles within shared leadership resulted in the writing and subsequent funding of a United States Department of Education grant. This grant, funded under the Drug-Free Schools and Communities Program-CFDA #84-207A (Congressional Digest Corporation, 1986; United States Department of Education, 1989) was subtitled "School Personnel Training Grants," and provided opportunities for higher education agencies to become involved in drug education and training of school personnel.

The purpose of the grant was to provide shared leadership development opportunities to 30 School Leadership Response Teams across the State of Tennessee that would result in definitive action plans addressing drug problems within the schools. One more team than the required 30 was

trained. These teams consisted of at least one administrator (preferably the principal), and four or five other school personnel such as teachers, librarians, nurses, etc. Community members could also be involved, i.e. parents, clergy, business, etc., if the teams paid for their expenses because the grant funds could only be used for school personnel professional development.

In the course of the grant-provided training, the 31 teams learned shared leadership and team building skills which were then used to develop an action plan to deal with the issue of drug use/abuse within their particular schools. A total of 196 individuals had been trained in the process and 31 teams had developed action plans. A total of 31 teams had existed at least one year and 30 had provided year-end reports.

#### Problem Statement

Much is being reported and legislated concerning the concept of shared leadership in education. Federal funds are being provided for the training of school personnel (\$20 million for the 1990 personnel training program). Shared leadership is a goal of many educational organizations at the national, state, and local levels but there are few if any identified professional development models within the literature that have shown they are assisting school personnel achieve that goal.

### Purpose of the Study

This research evaluated the success of the School Leadership Response Team program in helping school personnel move toward shared leadership. It addressed if the School Leadership Response Team Training was an appropriate model for the adoption of shared leadership within Tennessee's public schools.

### Research Questions

It was necessary to answer several questions concerning shared leadership within schools that had School Leadership Response Teams to determine if the process was helping those schools move toward shared leadership and if the model was appropriate for other Tennessee schools.

1. Had the process been successful in encouraging participating schools to adopt more shared leadership?
2. In what ways or instances was shared leadership evident in the action plan implementation and results?
3. Were additional school personnel included in the leadership process as a result of implementation of the program?
4. How did the participants evaluate the development process?
  - a. How did the participants evaluate the process

- in reference to the importance of the topics?
- b. How did they evaluate the process in reference to the effectiveness of the presentations by the facilitators?
  - c. How did they evaluate the process in reference to the information being useful?

### Significance of the Study

This study provided information on the effectiveness and usefulness of the School Leadership Response Team Professional Development Process as viewed by the participants. It also provided information on the participants' views of shared leadership and their personal involvement with it.

The successful implementation of the action plans indicated how well the shared leadership concept worked within the teams. The successful implementation and impact on drug use/abuse also indicated a successful process.

This study added significantly to the knowledge base of the shared leadership concept within specific Tennessee schools.

This study was useful in determining if the School Leadership Response Team Development Process could serve as a model for other schools within Tennessee.

### Limitations

The results of this study were limited to and

generalizable only to the 31 teams studied; however, some findings might be transferable to other school situations. The investigator served on the team that designed and implemented the initial processes; therefore, he might be subject to some personal biases.

#### Definitions

Shared leadership. Delegating to others, giving away to others, or sharing with others the making of important decisions (Barth, 1988).

Staff development. An on-going process of enhancing staff skills through education and exploration.

School Leadership Response Team development process. The structural framework designed to provide staff development in school based decision making within participating Tennessee schools. It included three and one-half days of formal training that provided instruction in leadership/ teambuilding, action planning process, and drug education.

School Leadership Response Teams. Teams of administrators, teachers, parents, and community leaders from Tennessee school districts that formed teams of five or six members from each school. These teams participated in the professional development process stressing shared leadership.



### Overview of the Study

This quantitative research was organized into five chapters. This first chapter has served as an introduction to the stated problem, its purpose and significance, limitations, definitions and overview.

Chapter Two furnishes a review of literature pertinent to shared leadership, staff development and program evaluation. It drew from general, business and educational sources.

The research design is discussed in Chapter Three. It includes the population description and the methodology, including data collection and analysis.

Chapter Four presents the data collected and an analysis of the findings of the study.

A final summary and discussion of findings is the subject of Chapter Five as well as the conclusion, recommendations, and implications of the study.

## CHAPTER 2

### Literature Review

#### Introduction

The Congress of the United States passed legislation called the Omnibus Drug Enforcement, Education and Control Act in 1986 (Congressional Digest Corporation, 1986). A derivative of this act was the Drug-Free Schools and Communities Act that was designed to assist states in programs of drug abuse education and prevention for grades K-12, through community based organizations. Specific funds for training of school personnel was provided for higher education clientele. The original Act was funded with \$1.7 billion and was continued in 1990. It was from the 1990 appropriation that the School Leadership Response Team training was funded.

The review of literature was concerned with three areas: shared leadership, staff development, and program evaluation. A brief look at early shared leadership attempts is followed by late 20th century innovations and contemporary concepts in business and education.

#### Shared Leadership

Shared leadership consists of the primary administrator

and subordinates working together to make those decisions that influence the entire group. These decisions can cover a wide variety of topics and can be used in any type of organization. The movement toward shared leadership in education began in other areas including business and military. A brief look at the beginnings of shared leadership will then lead into educational shared leadership.

#### Shared military leadership

Possibly the best example of shared leadership on a massive scale was the Allied Supreme Command of World War II. In order to effectively combat the Axis forces in Europe, it was necessary for the United States, United Kingdom, France, and a host of smaller countries to band together because no single country had the resources and geographic location to overcome the common enemy.

Leadership was shared between top military leadership of the cooperating countries. Although their were personality and procedural differences, these leaders worked together under very trying circumstances to defeat a common enemy. This experiment was also pressured by politicians who were jockeying for position for their respective countries (Eisenhower, 1948; Eisenhower, 1986).

In the midst of this turmoil, the Allied Supreme Command was able to allow individual generals and other commanders to operate autonomously as they strove for agreed

upon objectives. This was very similar to the way educational shared leadership had been structured. Principals and leadership teams within schools have been given autonomy to seek agreed upon goals and only look to the district school officials for overall guidance and support.

#### Business shared leadership

In the late 1940s an American industrialist/statistician named W. Edward Deming proposed a different concept for managing large-scale manufacturing operations (Katz, 1988; Walton, 1986). Deming suggested management share leadership by creating small teams (quality circles) that had the authority to make most of the decisions concerning their specific work assignments.

This concept was not well received in the rigid, hierarchal structure prevalent in the United States at that time. Post-war American industry had all of the work it could handle and did not see the need for improved quality and shared leadership. Deming subsequently traveled to Japan where the concept was immediately adapted into a struggling, post-war society and economy. The concept worked very nicely in Japan and today is rapidly being integrated into American industry at all levels (French & Bell, 1990; Katz, 1988; Walton, 1986; Whitehall, 1991). After the initial Japanese success, others began to take

notice of what was happening and its implications for the future.

The Japanese may have been the first major economic power to utilize shared leadership on a grand scale but many writers believe the rest of the world will need to follow suit. For example, Naisbitt (1982) predicted that there would be a continual shift from centralized decision making to decentralized decision making around the world and especially in the United States after 1982. Shared leadership provided the kind of climate in which decentralized decision making can thrive. Naisbitt stated: "People whose lives are affected by a decision must be part of the process of arriving at that decision" (p. 159). He believed that people should have an opportunity to influence their work world as well as their political world, etc., and was the trend for the future.

There was a motivational aspect in allowing subordinates to influence their work world through shared leadership according to Sergiovanni (1990b). However, there were also other things that influence subordinates positively and negatively. It is incumbent upon leaders to know what motivates people if they are going to share leadership and work closely with subordinates in the decision making process as well as provide the maximum possibility for positive motivation.

A knowledge of motivational behavior can provide

information into why people do what they do. The reasons why people do what they do are important for leaders to know so leaders can modify their leadership to be more effective.

### Motivation and leadership

Kowalksi, McDaniel, Otto, and Snider (1990) found that school leaders considered motivating subordinates as very important. Out of a list of 72 items that they might be involved with as educational leaders, motivating subordinates ranked third out of 72 in importance.

Sergiovanni (1990b) stated that within the realm of responsibilities of school leaders, none is more critical than motivation. He believed that the school leader could help motivate students by motivating staff. One way to motivate staff was to engage them in the change process through shared leadership. However, there were many other potential motivational reasons according to researchers. These motivations were either intrinsic or extrinsic.

Research on motivational theories has contributed to a better understanding of leadership styles. How leaders related to subordinates was studied by Fiedler, who was an early proponent of leaders being either task oriented or people oriented. Studies at Michigan State indicated leaders were product oriented or employee oriented. Later studies at Ohio State resulted in terms referring to employee orientation as 'consideration' and task orientation

as 'structure' (Lunenberg & Ornstein, 1991).

From these foundational studies, Blake and Mouton developed a managerial grid that provided five divisions of leadership behavior with one best type that included high consideration, and high structure, (Lunenberg & Ornstein, 1991). They believed the one best leader style would meet everyone's needs.

Additional work by Hersey and Blanchard used the basic quadrant model of Blake and Mouton but added to it a maturity factor. Hersey and Blanchard's model is called "Situational Leadership" and showed that a leader needed to sometimes be high consideration and sometimes be high structure. The leader's style would be determined by the subordinates readiness or 'maturity' level (Hersey & Blanchard, 1982).

This research and information contributed greatly to concepts of leadership within the school setting. Many of the leadership concepts were generic and adaptable to almost all other leadership situations. As a result, shared leadership was being initiated within the schools in a variety of forms.

#### Teacher-as-leader concept

Although we were accustomed to principals as leaders in schools, teachers as formal leaders was a new idea. Barth (1988) believed teachers could lead and have leadership tendencies. He stated "those historical figures who have

been most widely celebrated as "teachers" have also been leaders: Socrates, Plato, Jesus, Moses, and Ghandi, to name but a few" (1988, p. 640). Teachers could have a profound impact on activities they were involved in. The teacher was the primary factor in any school improvement program (Lehman, 1989) and must be empowered if the schools were to improve along new guidelines (Finn 1984; Lagana, 1989; White, 1989).

#### Shared leadership within schools

Shared leadership concepts had become in vogue within the educational community. Shared leadership was associated with transferring some of the decision making and leadership responsibilities from the central office to the site and could be transferred from the building level administrator (principal) to the teachers (Barth, 1988; Blum & Kneidek, 1991; Casner-Lotto, 1988; Hallinger, Murphy, & Hausman, 1988, Harrison, Killion, & Mitchell, 1989; Lieberman, 1988; Marburger, 1985). The concept behind this change was one of 'ownership'. People tended to take ownership of programs and plans they helped develop (David, 1989; Harrison, et al., 1989; Marburger, 1985). The principals were often encouraged to form shared leadership 'teams' within their schools that encouraged broad based ownership of the schools' programs.



### Shared leadership through school based management teams

Schools have traditionally been administered from the autocratic method of leadership. Shared leadership required a team approach. One aspect of shared leadership was the development of school based management teams that made site based decisions. These teams were as varied as there were school districts as the following research showed.

David (1989) found that the sharing leadership through the school based management process normally included the principal and several school personnel, mostly teachers, who worked as a team to make decisions concerning budgeting, staffing, curriculum and training. There were as many variations as there were school districts that utilized shared leadership but a common description had emerged.

Marburger (1985) found that shared leadership varied from district to district but normally included the principal, teachers, and parents. He also saw shared leadership teams primarily involved in areas of budgeting, curriculum, and personnel.

An elementary school in Tennessee where the principal shared leadership had seven teachers, six parents, two administrators, and one aide on a school planning council (Ed Abbott, personal communication, December 8, 1992). This team had control over discretionary funds within the budget, interviewed and recommended personnel for positions, and a host of other site oriented activities.

Some districts started sharing leadership by utilizing elected community representatives on their teams as well. In Chicago, community teams were given responsibility for operating the schools (Degilio, 1990). Many teams had administrators, teachers, and community representation. This required a change in the concept of leadership and power as it had traditionally been viewed (Barth 1988; Bennis, 1990; David, 1989; Marburger, 1985; Rallis, 1988; Sergiovanni, 1990b). Older, more experienced school administrators in Florida viewed this change in leadership roles less favorably than younger administrators (Hill, 1985).

The superintendent and principal had to reconsider their positions and power in light of new concepts in shared leadership. Roles changed and these had to be carefully delineated to prevent problems (Hallinger, et al. 1992; Haycock, 1991; Harrison et al. 1989; Johnson & Snyder, 1988; Marburger, 1985; Psencik, 1991). Those districts and schools that developed job descriptions when moving toward shared leadership had fewer problems.

#### Benefits from sharing leadership through school based management

Research into the benefits of shared leadership through school based management have been considerable. Since every school district's problems were different, administrators

and teachers have indicated varied benefits to the shared leadership approach in school based management.

White (1989) found several benefits from sharing leadership in school based management. These included greater flexibility of teachers, increased participation among all parties involved, improved self esteem of teachers, and improved communications between teachers, administrators, and community members. She also found that shared leadership could help attract and preserve superior staff.

The principal at Lincoln Elementary School in Kingsport, Tennessee, believed teacher morale increased as a result of sharing leadership through a school planning council, especially for those staff who served on the council. Teachers had new hope because they had some influence on what had happened in the school (Ed Abbott, personal communication, December 8, 1992).

One of the most important reasons to empower teachers by sharing leadership was to improve their motivation (Sergiovanni, 1990b). People who had a voice in what happened to them tended to be more highly motivated toward their work. Teachers at schools where shared leadership had been implemented had higher motivation.

Maehr, Midgley and Urdan (1992) stated that shared leadership provided the benefit of tapping the expertise of teachers. The teachers had knowledge of educational

practice within their schools and classroom behaviors that might be evident only to them. The principal needed to utilize this benefit of on-site expertise.

Ambrosie (1989) found the effectiveness of many schools was based upon shared leadership through collaborative decision making within the schools. He stated that a strong researched-based relationship had been established between school climate, effectiveness, and collaborative decision making. These three characteristics needed a certain balance, and when unbalanced may result in less effectiveness.

Saphier and King (1985) said that collegiality, a term that denotes equality or equal power among all members, was a cultural norm that positively affected school improvement. They also stated that in effective schools "collegiality is an expectation that is explicitly stated by the leader, rewarded when it happens, and sanctioned when it doesn't" (p.72).

Lehman (1989) concurred and offered that a collegial atmosphere reduced the feeling of isolation that some teachers experienced and that participatory decision making resulted in a significantly higher level of job satisfaction. David (1989) and Walsh (1990) reaffirmed Lehman's statement about higher teacher job satisfaction.

The rationale for sharing leadership, according to Marburger (1985), included greater involvement of parents,

increased public confidence in the schools, rapid identification and solving of problems, better identification of student needs, utilization of knowledge of principals and teachers, and more ownership by decision makers.

The shared decision making aspect of shared leadership was researched in Tennessee in 1991. A questionnaire concerning school based decision making was administered and answered by 46 educational administrators (Valesky, Forsythe, & Hall, 1992). Thirty-eight of these respondents had engaged in school based management and indicated an improvement in several areas. These included an improvement in student achievement (82.9%), an improvement in faculty participation in decision making (80.6%), greater cooperation among school personnel (80.5%), improvement in general faculty morale (72.2%), greater teacher commitment to school (66.6%), greater student commitment to school (62.9%), and greater communication with parents and community groups with regard to school activities (58.3%).

#### Shared leadership and student outcomes

Valesky, et al. (1992) also found that there was an improvement in student achievement in 82.9% of the 38 Tennessee schools that had been using school based decision making. Additionally, there was an improvement in student commitment to the schools in 62.9% of the 38 schools. These

findings were similar to research findings in California.

The ABC District in Cerritos, California, experienced a tremendous improvement in student outcomes on the California Assessment Programs scores after sharing leadership through teacher empowerment beginning in 1970 (Sickler, 1988). In the 1970 test scores report, the district students scored below the 15th percentile. By the 1975-76 school year test results, they had improved to the 62nd percentile in math, the 66th percentile in spelling, the 59th percentile in writing expression, and the 60th percentile in reading. The 1985-86 scores were still higher with students scoring at the 72nd percentile in math, the 71st percentile in spelling, the 64th percentile in written expression, and the 62nd percentile in reading. Excused student absences also declined as well as teacher absences (Sickler, 1988).

One principal in Tennessee saw no significant change in student achievement after four years of sharing leadership through a school planning council. He believed improvement in student achievement was more influenced by socio-economics than by the type of leadership present (Ed Abbott, personal communication, December 8, 1992). Improved student achievement would result from integration of instructional program in the curriculum.

There were several benefits that seemed common among what the researchers found. They included: increased participation of administrators, teachers, parents and

others; improved self-esteem of teachers; improved communications between all parties; improved motivation and attendance of teachers; more collegiality; better and more rapid identification and addressing of student needs; higher student outcomes on standardized tests; and more ownership of the programs.

#### Potential Barriers to Shared Leadership

However, there were those who had a decidedly negative view of sharing leadership and what it required of them. Some administrators were even hostile to the thought (Lewis, 1989; Marburger, 1985; Rallis, 1988). Rallis (1988) stated that some teachers did not want to be involved in leadership and some had an aversion for it. Lewis (1989) found in a survey to the 1988 state Teachers of the Year that 45% of them did not want greater authority as compared to 42% who did want greater authority.

In a survey of administrators and teachers opinions on issues surrounding shared leadership through teacher empowerment, Hoyt (1991) found a wide range in concerns between the two parties. On questions concerning shared decision making, teachers most often desired more authority than the leaders wanted to give.

The group of principals and administrators studied by Valesky, et al. (1992) revealed a number of concerns about school based decision making in Tennessee. These concerns included, in order of importance; lack of time, lack of

money, lack of training, no clearly defined roles for all principals, and too many restrictions on the principal.

Other researchers had found similar barriers in their states, including some within the central office. Writing from the business management perspective in the central office, Lausberg (1990) stated that sharing leadership through site based management would not save money. He also stated it would take more time and administrators might be required to hire additional administrative assistance.

Lieberman (1988) agreed with the higher cost of teacher involvement in leadership roles, and said teachers should be paid more for their involvement because of the complexity and significance of their contribution. Financial rewards for some teachers but not all teachers could be divisive, she stated, and often times teachers mistrusted colleagues who took on new roles and responsibilities. She also felt there would be problems in deciding who would be held responsible for decisions made in this manner.

White (1989) believed sharing leadership through school based management might create confusion in roles and responsibilities as well as represent a power struggle between the various groups involved. She also saw potential conflicts with collective bargaining. There was concern as to who had the power when leadership was shared.

The lack of specific guidelines as to power, authority, and responsibilities was seen by Marburger (1985) in his



early work as a major problem. He suggested a written memorandum or contract between the various power bases to eliminate potential problems. Malen, Ogawa, and Kranz (1990) stated that contractual agreements between parties was necessary for success in sharing leadership through site based management. Marburger (1985) saw the potential for any one of the interest groups (school board, superintendent, principal, or teachers) to sabotage the effort by being uncooperative. Specific guidelines as to authority could help alleviate some pressure in areas of potential problems when sharing leadership (Haycock, 1991).

Prasch (1990) dealt with this problem by suggesting written job roles for each of the involved parties. These suggested roles could serve as a starting point for schools implementing school based management. The participants would know what was expected of them before the process began. This might help address the problem of 'locus of control' which was often difficult to ascertain and an area of research by itself.

Weiss, Cambone, and Wyeth (1992) discovered that there was often conflict as to where the locus of control was within schools that share leadership through school based management organizations. Some school teams could work on problems but could not bring closure because they were not sure where their authority ended. As a result, a lot of planning took place with little implementation. There was a

question if teachers could be effective leaders without influence and control in some areas.

The principal of Lincoln Elementary School in Kingsport, TN, found these barriers to his sharing leadership through a school planning council: lack of good communications, difficulty with the perceived shift of power, difficulty with role expectations, difficulty maintaining momentum, time costs, and keeping parents involved (Ed Abbott, personal communication December 8, 1992).

The review of the research indicated several potential barriers to adopting shared leadership that were widespread. These included concerns about time, money, training, and role clarification.

#### Shared leadership summary

The concept of sharing leadership is very contemporary within United States educational circles. It has become more and more mandated by school districts and legislatures and is more complex than some first imagined with many questions to be considered (Herman, 1990). There are a number of potential benefits and limitations. Administrators and teachers will have to be sold on the idea that this is not just another "fad" that will be gone tomorrow. All of the parties involved must also have access

to and participate in staff development designed to enhance shared leadership if it is to succeed.

### Staff Development

#### Introduction

Staff development entails further training for existing staff members so they can be more productive. Peters (1987) is quoted in the beginning of Chapter One concerning the concept of employee training (staff development). He was speaking in general terms about all United States' organizations. He stated elsewhere in his book that countries competing effectively with the United States had as a norm, companies that spent 25% or more of their budget each year on training and re-training their work forces. Within the U. S. however, five per-cent was the norm. He believed that we must spend more on staff development to be competitive in the world market. It was believed by some that staff development was a necessity to the successful implementation of school based management (Harrison, et. al., 1989; Herman, 1989a; Marburger, 1985).

#### Educational staff training

In studying schools that had implemented shared leadership through school based decision making, Weiss, et al. (1992) found teachers and department heads who had pleaded for training in how to make decisions. They often

lacked information on the content of issues they were expected to make decisions on, as well as lacking in the process of knowing how to make decisions. They also needed help in how to achieve consensus and how to develop a culture that supported and encouraged school based management.

Educational administrators were also aware of the need for proper training of school personnel. In one study dealing with organizational development of schools, 442 school administrators indicated information on staff development as the third most important need for educational leaders (Johnson & Snyder, 1988). In another study, one school had been shared leadership oriented from its beginning (Weiss, et. al. 1992). In this school effort had been put into staff training in the early years and the teachers believed it had paid off in providing a greater feeling of trust between those who worked together.

Abbott suggested training in preparing for shared leadership and having a mentor to the administrator over the long range. He stated that not having any training before he started his shared leadership initiative was a tough way to go (Ed Abbott, personal communication, December 8, 1992).

Trust between those working together was critical. Weiss, et. al. (1992) considered the fact that teachers were often not trained to work with one another and the necessity to face their colleagues on some basis other than social

could cause big problems. Their research indicated that teachers found it difficult to be straightforward and candid with each other. An especially difficult area for teachers was in addressing poor peer performance. They had not been trained in how to deal with this type of problem.

Early on Marburger (1985) stated the following when addressing staff training, "We strongly recommend such training and do not introduce school based management to a school district without training the council members" (p.55). Substantial investment in staff training was seen as necessary by Lewis (1989) when implementing any restructuring proposal.

The State of Kentucky spent \$3.5 million on staff development for school personnel within the new Educational Reform Act during the 1991-92 school year, and proposes \$10 million during school year 1992-93 and another \$10 million for school year 1993-94 (Kentucky Education Association, 1992).

#### Staff development and instructional improvement

Hansen and Smith (1989) saw staff development as one of four things that influenced instructional improvement and stated that it should be one of the responsibilities of the principal as instructional leader. In their opinion, effective staff development would result in improvement of classroom practices and therefore it was the responsibility of the principal to have an organized method of evaluation

and assessment.

Evaluation and assessment should be considered as individual oriented. Fisher (1989) stated

"Thinking about staff development as a way of promoting the growth of each individual teacher also helps us remember that staff development is not a thing unto itself, but a service and a resource for teachers and for the district" (p. 108).

Staff development was an investment in people and the organization which should result in improved instruction for the students.

Not investing in people and proper training when sharing leadership through site based management was seen as a potential weakness (Herman, 1989b). Herman believed that all stakeholders (administration, teachers, community, etc.) needed training in how to conduct planning and decision-making activities.

Harrison, et. al. (1989), offered insight from their experiences in implementing shared leadership through site based management in Colorado. They stated that the lack of training and support among central office personnel in their new roles resulted in those personnel trying to block progress towards site based management. Haycock (1991) found a similar situation among district school administrators in British Columbia.

White (1989) reported similarly when she said all levels of staff must be trained. She stated that administrators, parents, students, and school staff would find it very difficult to meet their responsibilities without proper training. Valesky, et al. (1992) found lack of training as third priority in a ranking of the five major concerns about implementing school based decision making in Tennessee. Research indicated an awareness of the need for staff development and an awareness of potential barriers to its implementation.

#### Teacher's motivation toward in-service training

Training that was provided must meet certain criteria, however. Feldman, Osburn, Campbell, and Miller (1987), discovered that teachers were motivated toward inservice training that was collaboratively developed and voluntary. The teachers expected the administrators to be involved and also for the administrator to let the teachers be involved in planning and conducting in-service training. The teachers' involvement in planning in-service would more likely result in more relevant training which should result in better instruction.

In a longitudinal study Donovan, Sousa and Walberg (1987) found that gains in students' final grades and attitudes could be affected by teacher in-service training. These two variables were significantly higher in classes where the teachers had received training in the Hunter

decision-making model than in classes where the teachers had received none of the training.

#### Staff developer

Staff development by a professional staff developer is ideal where possible. To deal with desegregation issues, the Duluth, Minnesota, school district organized a multicultural resource center. A multicultural staff developer was hired to work within the district. This person then organized a staff development advisory committee that met regularly to advise the staff developer. As a result, several district-wide staff development programs were established (Das, Harala, and Walberg, 1989). Having a full time staff developer would certainly be the ideal, but not always available in all school districts. The main concept must be, however, to train all involved parties.

Abbott (personal communication, December 8, 1992) suggested a central office person for each system who would be responsible for helping schools develop the skills necessary to implement shared leadership concepts. This person could be the "Director of School Improvement."

#### Leadership development

Teachers as well as administrators must be given professional leadership development if shared leadership concepts were to succeed (Finn, 1984; Herman, 1989b; Tyler, 1987). Herman proposed that sharing leadership through site



based management had already failed because of the lack of teacher training (1989b). Lagana (1989) believed that participatory management and teacher empowerment were too open-ended and did not provide sufficient training for the different groups to learn how to work together. He felt educators needed to be trained to take risks because that was a skill they normally did not need.

Just receiving the training was not enough, however. David (1989) stated that school staff should have time to acquire new knowledge and skills for shared leadership to be successful. They should also have the time to put these new skills and knowledge to use if they were to make a difference through sharing leadership.

Johnson (1990) reported on some staff development initiatives that made a measurable difference when shared leadership was adopted through school based management. School personnel who had in-depth professional development had deep changes in their relationships that promoted collegiality and cooperation, and thus encouraged the process of shared leadership. Regardless of the situation, in-depth leadership development should have the consent of the principal since it would normally be within the principal's job description and responsibilities.

The principal was viewed as essential to staff development according to Gibney (1988). In this case study of a staff development program in Georgia, she stated the

principal saw herself as in control of the program but relying on others for its execution. Those who performed the execution, the teachers, wanted to be involved in all levels of the staff development process as well and saw the process cause changes in the teachers' attitudes about themselves and others (Gibney, 1988).

Further indication of the importance of the principal's support was found by Marburger (1985) who stated "School based management will not become a reality in a school district without the whole-hearted support of the chief school officer" (p.41). The challenge could be in getting different parties to agree on staff development needs since administrators and teachers could see staff development needs differently.

Doan and Doan (1988) surveyed 45 teachers in 15 randomly selected schools and the entire population of 51 elementary principals in one school district to determine perceptions toward staff development needs. Their research indicated that principals perceived teachers had greater staff development needs than the teachers perceived themselves as needing. A collaborative effort in planning staff development would narrow this perception gap and help alleviate one potential barrier.

#### Barriers to staff development

There were seldom if ever any concepts, projects, or initiatives that do not have barriers or hurdles to

overcome. Within the context of school staff development there may be varied barriers that are different for teachers than administrators. The literature indicated a number of barriers other than the perception gap cited in the preceding paragraph.

Other potential barriers to staff development for administrators included 1.) uncoordinated, piecemeal programs, 2.) failure to recognize that adult learners demanded more relevance, and 3.) individual needs were often neglected (Kowalski, et al. 1990). For staff development programs to be effective, these barriers had to be taken into consideration. Others had focused on specific needs in staff development as viewed by administrators.

Kowalski, et. al. (1990) identified, from a listing of 72 needs, four most important and four least important staff development needs as viewed by school administrators. The most important were human relations skills, evaluating teaching performance, motivating subordinates, and studying effective discipline procedures. The four least important were managing extracurricular programs, collective bargaining, career planning, and personal substance abuse problems.

Superintendents who were surveyed were ask to list the competencies they wanted to see in their school administrators (Kowalski, et. al. 1990). The four most important competencies out of a list of 72 were human

relations skills, effectively working with others, verbal communication skills, and making decisions.

The four least important competencies were employee substance abuse, multi-cultural education, using technology in administration, and collective bargaining.

From this information Kowalski, et al. (1990) decided the four most important areas for staff development as viewed by district and building site administrators were evaluation of performance, effective discipline procedures, human relations skills, and effectively working with others. It was noteworthy that administrators saw a need for better understanding of how to work with other people and this had been identified as a necessity in those schools that were striving for shared leadership through site based and school based management. Administrators seemed to be aware of staff development needs but providing successful staff development was another story.

#### Successful staff development

According to Stevens and Driscoll (1986), an effective staff development program depended upon the quality of the ideas for improvement, local school leadership support, and effective staff development seminars. Some teachers changed more quickly than others and they needed continual reinforcement and feedback to change their practices.

Stevens and Driscoll (1986) suggested the following as a synthesis of major research-based conclusions as to how

effective staff development programs should be organized:

Content selection	research verified content using student achievement as a criterion
Types of presentations	lectures, videotapes, modeling,
Types of interaction	brainstorming implementation, feedback, collaborative decisions, peer observations, coaching (p.5).

This variety of methods was seen as necessary to maintain teacher interest and cooperation.

There had been considerable research into specific procedures that would enhance performance of experienced teachers, according to Freiberg, Brady, Swank, and Taylor (1989), but little research about several procedures being used simultaneously. They found that when using several procedures concurrently, staff development programs on teacher performance feedback and direct instruction improved teacher competencies. Using a variety of teaching methods was best to be assured of optimum results (Buckley & Caple, 1990).

#### Drug education

From the drug education perspective, Allison, Silverman, and Dignam (1990) found significant differences in students' potential to drink alcohol if their teachers

had been given intensive staff development about drug use/abuse. These students were compared to control groups where the teachers had little or no in-service dealing with drug use/abuse.

### Summary

Staff development was not funded as well in the United States as in some other countries (Peters, 1987). There was a belief among many who write about shared leadership concepts that in-depth professional development was a necessity for shared leadership to succeed. Developing human relations skills was seen as very important among some school administrators. Human relations skills are necessary skills for shared leadership to succeed. No suggested staff development models for administrators, teachers, and others starting into shared leadership had been generally circulated, therefore an evaluation of existing, potential models could be helpful to those who make decisions about staff development in schools moving toward shared leadership.

### Program Evaluation

#### Introduction

Goldstein (1986) defined evaluation as "the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various

instructional activities" (p.141). Evaluation, then, is the collection of data about a specific staff development process so better decisions can be made about its success or modification.

Davis and McCallon (1974) stated that "Among theorist evaluation is one of the most hotly debated activities in the educational process; among practitioners it is one of the most ignored" (p.271). They believed this state of affairs should be the exact opposite because theorists were interested in using evaluation to prove their theories whereas practitioners should view evaluation as the only way of determining the successfulness of their programs.

### Three approaches

Program evaluation could be approached in three ways according to Tuckman (1979). It could be formative, summative, or ex post facto. In formative evaluation, information was fed back into the system to improve it. It was not concerned with judging the program.

Summative evaluation was for demonstration and documentation purposes. It compared alternative ways to accomplish the same goals in order to choose from among the different systems (Tuckman, 1979).

Ex post facto was an attempt to reconstruct the past by examining past results in order to assess the successfulness of the program (Tuckman, 1979). Any one of these or any

combination of these three types could be used to evaluate a specific program.

#### Models of Program Evaluation

Morris and Fitz-Gibbon (1978) wrote about models of program evaluation which included the following as an acceptable model:

<u>Model</u>	<u>Emphasis</u>
Evaluation Research	Evaluation should focus on explaining educational effects and devising educational strategies. (p. 7).

They believed that evaluation research should attempt to explain the effects the educational program had and to use the same information to devise additional educational strategies.

#### Multifaceted approach

Guskey and Sparks (1991) suggested that just looking at student learning outcomes as the only thing when evaluating staff development was improper. They believe the evaluator should look at the content and quality of the program and at the organizational climate and culture.

They also suggested several general guidelines that would help provide multifaceted evaluation of a staff development program, among which were:

1. Improvement efforts should be driven by clear objectives expressed in terms of student



- outcomes,
2. Evaluation should be informed by multiple sources of data, both quantitative and qualitative,
  3. Valuable sources to consider in evaluating programs include participant outcomes, organization outcomes, and student outcomes, (Guskey & Sparks, 1991, p74-75).

#### Reasons to evaluate

There could be several reasons to evaluate a program including providing information for decision making, learning more about the program, generating support to change the program, fulfilling grant responsibilities, and postponing a decision (Legge, 1984). The specific reason(s) would determine which of the three approaches (formative, summative, ex post facto), models, or combination might be used.

Logan and Sachs (1991) suggested evaluating any existing or planned teacher staff development program to determine if it was worthwhile by asking the following questions about the program:

1. Is this a teacher development programme?
2. What is the nature and focus of the programme?
3. What are the intended outcomes? (p.311).

### Evaluating documents

Evaluation research could find information by evaluating the existing documents of an enterprise. These documents might include organizational meeting notes, founding documents, reports, etc. Often an organization could be tracked on a day to day basis by evaluating documents.

There could be limitations to documents for evaluation purposes (Merriam, 1988). They might be incomplete, provide unrepresentative samples or not be authentic. Clark (cited in Guba and Lincoln, 1981) suggested several questions to be asked when considering documents for evaluation, including:

1. What is the history of the document?
2. How did it come into my hands?
3. Is the document complete?
4. What was or is the maker's bias?
5. To what extent was the writer likely to want to tell the truth?

There are also certain advantages of evaluating documents. They are objective sources of data compared to other forms and are unobtrusive. They can ground a study within the context of a problem, they often cost little or nothing, and they may be easy to obtain (Merriam, 1988).

In preparing to evaluate documents, Merriam (1988) suggested to organize the documents topically or chronologically and read it through several times. Notes

are then developed into a basic outline or system for sorting. The researcher should then look for patterns or regularities to form categories. Categories should reflect the purpose of the research, be exhaustive, mutually exclusive, and independent.

#### Summary

Evaluation was seen by many as a necessary part of any program. The literature indicated it could be formative, summative, or ex post facto, with ex post factor as an attempt to reconstruct the past by examining past results in order to assess the successfulness of a program. One effective model was the Evaluation Research Model where the evaluation focused on explaining educational effects and devising strategies.

Evaluation of organizational climate and culture was also important and using multiple sources of data that were both quantitative and qualitative was desirable.

#### Chapter Summary

Shared leadership was exhibited on a large scale during World War II. Following the war there was little interest in shared leadership among United States businessmen so an early proponent, W. Edward Deming, exported the theory to Japan where it was incorporated into the struggling, post-war society. The tremendous success of shared leadership concepts in Japan caused United States business leaders to

take a fresh look at the theory and begin adopting it. After the initial successes in business, United States educational leaders began to consider the potential for shared leadership within the educational setting.

There was considerable interest in United States educational and political circles about implementing shared leadership within the school, specifically at the building or site level. The belief was that the potential benefits greatly outweighed the potential problems.

One specific area that most administrators and teachers considered important within the context of implementing shared leadership was that of staff development. Many saw the lack of staff development in the skills needed to make shared leadership work could result in less than optimum results and possible failure.

The evaluation of recent staff development programs in shared leadership would be helpful in determining their success in helping schools move toward school based management. An ex post facto evaluation using several sources of program information would be good. This information could be found in evaluation reports, year-end reports, and questionnaires and could be both qualitative and quantitative in nature.

## CHAPTER 3

### Methodology

#### Introduction

In October, 1990, East Tennessee State University implemented the School Leadership Response Team training for school personnel. Participation was restricted to 31 teams by the stipulations of the grant, however, information was sent to every school in the state. Every school that wanted to participate sent in an application form and these forms were screened before teams were invited to participate. The specific criteria that were utilized in selection included the superintendent's approval, the principal's agreement to serve on the leadership team, willingness to attend a two day needs assessment training, a minimum of five school personnel on the team, attendance at the four-day School Leadership Response Team training, willingness to cooperate in follow-up visits and make reports, and commitment to shared leadership as an alternative form of educational leadership.

#### Overview of professional development process

The School Leadership Response Team Professional Development Process that was evaluated consisted of seven modules deigned around three phases. The three phases were

Leadership Training, Team Building, and Action Planning. The seven modules were: Personal Profile, Task Cycle, Project Planning, Recognizing Influentials, Problem Solving, Situational Leadership, and Drug Education Action Planning. The time limit for the seven modules was four days and the school teams learned together as a unit, thus providing opportunity for team building from the first module.

The Personal Profile module was designed around the concept of understanding self and others. Performax's "Personal Profile" psychological evaluation instrument was used to help participants identify their personality style in the work environment. The instrument provided strengths of each style and areas that might need improvement. As participants understood themselves better, it was hoped they would have more consideration for others who were different personality styles. By sharing individual results with other team members, a greater understanding and trust could develop between the team members that would facilitate later team activities.

The Task Cycle module was derived from the DuPont Leadership Development Process. The Task Cycle is a problem-solving tool much like the scientific method of problem solving. By closely examining the problem, what is desired, and what it to look like when finished; it can be more clearly understood and more efficiently solved.

The Task Cycle module provided experience for the group

to work on a consensus in planning a meeting by using a proven planning tool. Each team member was included in the discussion and planning of the meeting and the team made a brief presentation of their product. This module allowed the team to design and have ownership of a team designed product.

Project Planning was the third module. The "Project Planning Situation" instrument from Human Synergistics Corporation was used in this module. Each participant prioritized a list of 20 planning activities. Then the teams got together and prioritized the same 20 activities. Individual and team results were compared to the results of a panel of experts. In almost every case, the team score was better than the average of the individuals' scores. This module reminded the teams that groups solutions are normally better than individual solutions because of the synergism of ideas.

The fourth module was Recognizing Influentials. This module helped the participants identify the movers and shakers within their communities that could best help them accomplish goals and objectives. The pyramid model of identifying influentials that was developed by Dr. Ralph Kimbrough (Kimbrough & Nunnery, 1976) was used. Each team member listed people they thought were influential and then compared their lists to develop a master list. From this list one team member would take leadership in contacting the

influentials and refining the master list with others the influentials suggested as to who was a mover and shaker in the community. This activity not only provided an opportunity for continued team work, but it provided the team with a viable list of potential contacts in their communities that could help them implement their action plans. of contacts to work with when they returned to their schools.

Module five was Situational Leadership (Hersey & Blanchard, 1982). This module was based on Hersey and Blanchard's model of leadership that emphasized determining the job maturity of colleagues or team members and adapting the leadership style suitable for their ability and willingness for the task. Utilization of the "Situational Leadership Simulator" at the end of the module gave the participants an opportunity for a 'hands on' experience with the knowledge just gained. When the model is followed, subordinates would normally move forward to accept more leadership as they mature and develop.

The sixth module was Problem Solving. In this module three techniques were examined that could help teams identify and solve problems. The three techniques were: brainstorming, nominal group technique, and consensus building. Working through real problems provided an opportunity for the participants to see these techniques in action.



Team building skills that were learned included how to get the best ideas from each team member, how to prevent domineering individuals from taking over a meeting, and how to develop some degree of support from everyone.

After the teams had experienced the leadership and team building modules, they began work on the Drug Education Action Planning module. This module consisted of seven segments which were: Needs Assessment, School Policy, Drug Curriculums, Mobilizing Youth, Mobilizing Parents, State and Local Resources, and Writing the Action Plan. The training team from East Tennessee State University received a copy of the teams' draft action plans and conducted a graduation ceremony with recognition of teams and certificates for individuals.

Since the principal was expected to be a member of the team, though not necessarily its leader, and the team was supposed to develop solutions to their distinctive school drug problems, the principal was sharing leadership by the existence of a functioning team. It was hoped this initial application of shared leadership within the schools would result in the team broadening its scope of activity and working on other school problems in the future.

Follow-up by training team personnel was conducted on site after 30 days and one year to insure implementation and completion of the action plans. Teams also provided documentation about the success or failure of their action

plan goals and objectives.

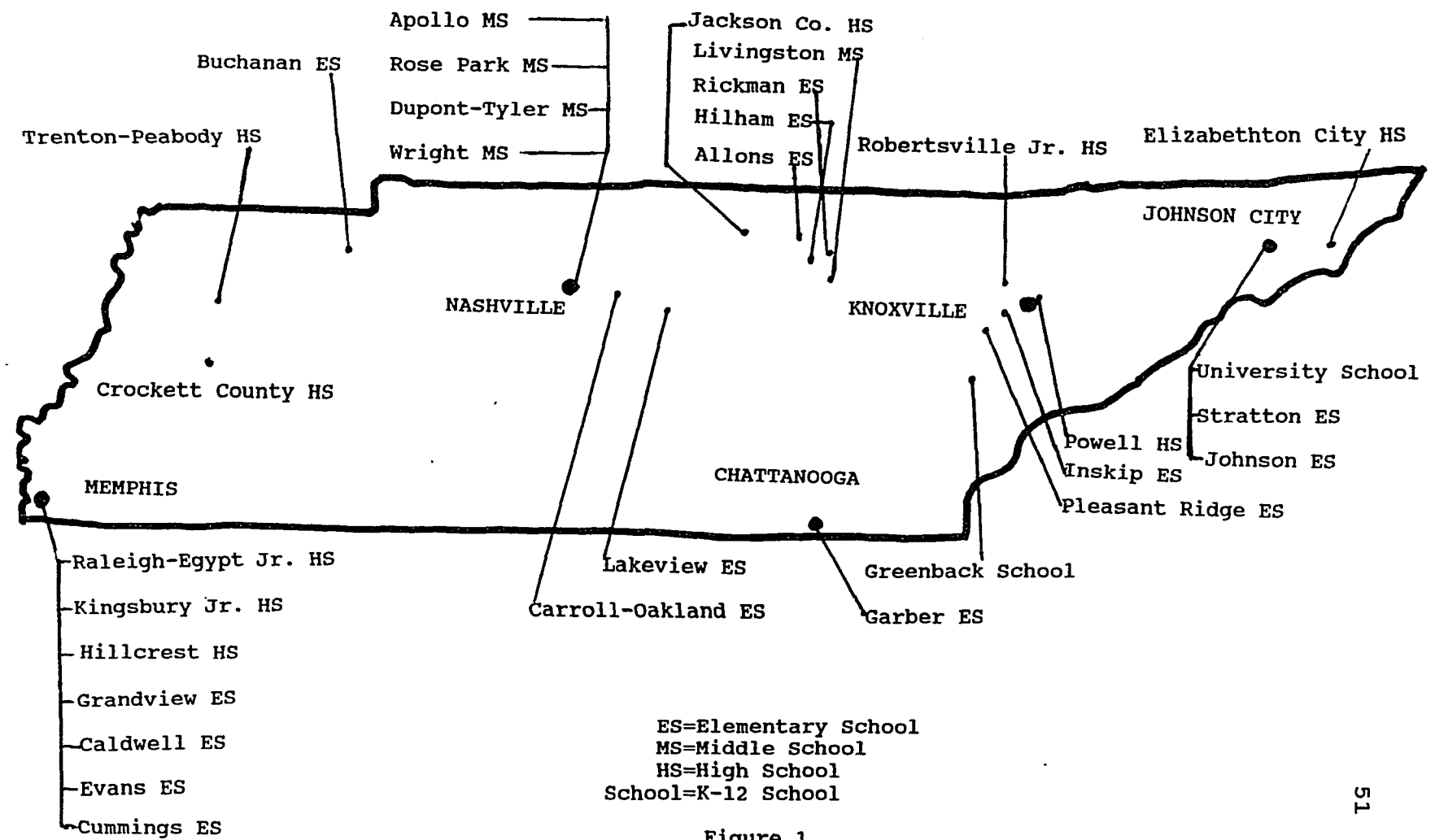
This professional development process was designed to help the participating schools move toward shared leadership. The Project Planning, Task Cycle, Recognizing Influentials, Problem Solving, and Situational Leadership modules all stressed team building skills and/or activities, and provided opportunities for the participants to function as a team.

#### Population

The population of this study was the entire 31 School Leadership Response Teams that were instructed in this particular professional development process in the first two years of operation. One more team than the specified 30 was trained because of the possibility of at least one team dropping out, which did not happen. The time frame of training and follow-up was October, 1990 through September, 1992.

These schools represented 16 autonomous school districts within the State of Tennessee, and consisted of two K-12 schools, three junior high schools, seven high schools, and 19 elementary schools. See Figure 1 for geographic distribution within the state. Where clusters are seen across the state (Memphis, Nashville, Knoxville, and Overton County) the school district drug coordinators

### SCHOOL LEADERSHIP RESPONSE TEAMS 1991 TRAINING (31 SCHOOLS)



ES=Elementary School  
MS=Middle School  
HS=High School  
School=K-12 School

Figure 1

had requested the development process for several of their schools.

All of the participants of this instructional process provided the teaching team with evaluation instruments of each of the development units pertaining to the importance of topic, effectiveness of presentation and usefulness of information presented, using a Likert type scale of one to five, five being the highest positive score.

In addition, the evaluation instruments provided space for individual responses to questions specific to leadership components of the instructional process. Most participants also wrote evaluative answers to these questions.

Since evaluation information of at least one form is available from all participants, there was some input for all 196 participants that was studied.

Six-month and year-end reports were requested from the thirty-one teams that had been in existence for one year or longer. This information was evaluated to determine the success of the teams in implementing their action plans and how well they were able to address the drug issue within their schools.

### Design

The problem statement and research questions determined the design of this. Since shared leadership in education is being implemented, research to find acceptable methods of

preparing school personnel to function well in this new area is needed.

Gay (1987) described the descriptive research method as one which determines and reports the way things are. This study is descriptive because it reports the way things are within the School Leadership Response Team development process.

### Data Collection

#### Introduction

Data were collected that made it possible to answer the four research questions. This data related to: 1) determining how successful the School Leadership Response Team development process was in encouraging schools to adopt shared leadership, 2) providing hard evidence of shared leadership in the action plan implementation and results, 3) determining if additional school personnel became involved in the process would indicate greater implementation of shared leadership, 4) knowing how the participants evaluated the training process would lend insight into the potential for acceptance and implementation of shared leadership within the schools.

#### Document Review

The first data collection involved assembling and reviewing all information kept by the School Leadership Response Team administration. This information included

action plans developed by the teams, six month reports, end of year reports, and reflections of the instructional team members after visiting the teams on site. Clark (cited in Guba and Lincoln, 1981) provided the following guidelines in checking the authenticity of documents:

1. What is the history of the document?
2. What guarantee is there that it is what it pretends to be?
3. Is the document complete, as originally constructed?
4. Has it been tampered with or edited?
5. Who was/is the author?
6. What was or is the maker's bias?
7. To what extent was the writer likely to want to tell the truth?

This framework was used to determine authenticity. Data were gathered from interviews of key participants and from the author's knowledge of the documents.

#### Instruments

Two training evaluation instruments (see Appendices A and B) were used by the participants and developed by Sandra Owen (personal communication, July 23, 1992), evaluator of the grant for the first two years. Owen said she adapted them from instruments used by the Southeast Regional Center for Drug Free Schools and Communities when it was located in Atlanta, Georgia. She further stated that the Southeast

Regional Center instruments had been analyzed by retesting and had provided similar results. She determined the instruments to be valid because of their original development from professional guidelines and their extensive use (S. Owen, personal communication, July 23, 1992).

An additional instrument (see Appendix C) was used to provide more current data about the implementation of shared leadership within the schools. It was derived from the SBDM 1991 Questionnaire developed by Tom Valesky and staff at Memphis State's Center for Research in Educational Policy.

The researcher compared segment five of this questionnaire with the research cited in Chapter 2 and determined that segment five asks the kinds of questions the research base deemed necessary to indicate the existence of shared leadership within schools.

Dr. Valesky agreed to allow the use of segment five of the questionnaire, and to change the wording of the questions to reflect the involvement in the School Leadership Response Team development process (Tom Valesky, personal communication, October 19, 1992). Dr. Valesky indicated the questionnaire had been validated by a board of experts and utilized once with 38 respondents.

The modified survey will be entitled "School Leadership Response Team Questionnaire."

### Data Analysis

Analysis of the data consisted of looking at the data pertinent to each research question. To answer Research Question One, "Has the process been successful in encouraging participating schools to adopt more shared leadership?", dictated a content analysis of the three open-ended questions of the leadership and drug education evaluation instruments (Appendices A & B), the statistical analysis of the School Leadership Response Team Questionnaire (Appendix C), and a content analysis of the End of Year and Site Visit reports (Appendices D & E).

The leadership instrument (Appendix A) asks questions about how the leadership information would be applied in the schools, what new information was learned that would be used in the participant's present job, and what was best/least liked in the leadership part of the training. The specific insight to the application/adoption of the shared leadership skills from precise examples of the participants indicated the extent of adoption of shared leadership within the schools.

The drug education instrument (Appendix B) also had three open ended questions. The questions asked what was liked best about the action planning process, what was liked least, and what follow-up needs could be supplied by the training team. A space for other comments was also made available. This data shed light on participants' adoption



of shared leadership by looking at possible attitudes toward the team action planning process and desire for further training for other personnel in shared leadership.

The School Leadership Response Team Questionnaire was analyzed because specific questions about shared leadership, collegiality, inclusion of students, parents, and community, and other pertinent questions that would indicate the extent of the adoption of shared leadership are included. The questionnaire is very congruent with recent research on what factors indicate the adoption of shared leadership within a school.

The End-of-Year Report (Appendix D) was analyzed for content. This report cited accomplishment of the action plan goals and asked for specific roles the team members played in implementing the plan. It was expected that the adoption of shared leadership would be apparent from the information provided about the completion of the action plans and whether leadership was actually shared among team members and/or others.

Each school was visited at least twice and a final Site Visit Report was made that provided the observations of the visiting training team staff member. Usually, the staff member was able to interview at least one team member besides the principal or team leader. On-site visitation often can provide insight that is not available otherwise.

Research Question Two asked: "In what ways or instances was shared leadership evident in the action plan implementation and results?" The End-of-Year Report (Appendix D) and Site Visit Report (Appendix E) were analyzed for content to answer this question. The End-of-Year Report was specific in requesting how each goal and objective of the action plan was implemented and the results of the same. It also asked for the impact of the School Leadership Response Team, strengths, and future involvement of the team. This information gave some indication of the extent to which shared leadership was involved in the implementation of the action plan.

The Site Visit Report addressed the present status of the team, how often they met, and the extent of team members' involvement in professional development. It also requested documentation of communication and shared leadership with the system's drug coordinator.

"Were additional school personnel included in the leadership process as a result of implementation of the program?" was Research Question Three. A content analysis of the End-of-Year Report (Appendix D) and Site Visit Report (Appendix E) was used to answer this question. These reports had specific evaluation questions concerning coordination with the school system's drug coordinator, involvement of other school personnel, and the addition of other school personnel to the original leadership team.

Research Question Four asked "How did the participants evaluate the development process?" The leadership instrument (Appendix A) and drug education instrument (Appendix B) were statistically analyzed to determine this. These instruments were developed using a Likert scale of 1 through 5. The mean of the participants' responses indicated their feelings about the development process.

The content analysis of the project's Leadership Evaluation instrument (Appendix A), the project's Drug Education Evaluation instrument (Appendix B), the End-of-Year Report (Appendix D), and the Site Visit Report (Appendix E) all began with a reading through one or more times from beginning to end and making notes, comments and observations in the margins (Merriam, 1988). An expert on leadership process and drug training was used to provide inter-rater information so correlations could be run to determine the reliability of the researcher in interpreting the documents properly. Morris and Fitz-Gibbon (1978) suggested using inter-rater reliability to lend more credibility to evaluation results that may have a high degree of subjectivity in them. They stated that the reliability of the results of two observers could be determined by means of a correlation. If the correlation was .70 or above, it could be considered satisfactory.

These notes and comments were then organized into an outline of classifications. From these classifications,

categories, typologies or themes were developed. The classifications, categories, and or typologies were condensed by adhering to the following parameters:

1. A boundary was established that incorporated only the information that is a result of and relevant to the School Leadership Response Team action plan.
2. 'Bridges' that might help show relationships between items and information were sought, i.e. the participants' concepts of linkage between successful action plans and leadership skills.
3. Any information that might identify new elements was searched for.
4. Reinforcement of existing information or theory was recorded.
5. Challenging information or information that refutes known information was cited (Merriam, 1988).

A review of the literature indicated several classifications that one might expect to find in reports and information if a school was moving toward shared leadership. These included shared decision making; the existence of leadership teams; increased self esteem among teachers, parents, and students; increased participation by administrators, teachers, students, parents, and the community in school activities; improved communication

between all involved parties; and better identification of needs within the school.

#### Summary

The research design was descriptive in nature and included elements of both quantitative and qualitative analysis of data, using data collected by the project's evaluation instruments (Appendices A and B), the School Leadership Response Team Questionnaire (Appendix C), team reports (Appendices D) and the Site Visit Report (Appendix E). The analysis of this data will be presented in the next chapter.

## CHAPTER FOUR

### Results of the Study

Chapter Four is concerned with the results of the study. This consisted of both statistical and content analysis of the Project Leadership Questionnaire and the Project Drug Education Questionnaire, the statistical analysis of the School Leadership Response Team Questionnaire, and the content analysis of The End-of-Year Reports and the Site Visit Reports.

The statistical analysis was quantitative and provided the means and standard deviations for the Likert scale responses that comprised the questionnaires. The content analysis was both qualitative and quantitative. The content analysis for key words within the open-ended questions of the Project Leadership and Project Drug Education Questionnaires was qualitative. However, the categorization of events from the project reports into the six categories of shared leadership identified from the literature was more of a quantitative nature.

#### Methodology of Answering Research Questions

Each research question was addressed using the appropriate methodology previously described in Chapter 3. The answer to Research Question One, "Has the process been

successful in encouraging participating schools to adopt more shared leadership?", was determined through a content analysis of the Project Leadership Questionnaire, the Project Drug Education Questionnaire, the End-of-Year Report, and the Site Visit Report plus a statistical analysis (mean and standard deviation) of the responses to the School Leadership Response Team Questionnaire.

The Project Leadership Questionnaire asked three open-ended questions pertaining to how the leadership information would be applied, what new information was gained and how it would help the participants in their present job, and what was best and least liked about the training. This provided participants with an opportunity to express how they might use the information gained to increase shared leadership at their schools.

The Project Drug Education Questionnaire asked three open-ended questions pertaining to what was best and least liked about the action planning process and what follow-up needs existed. This provided the participants with the opportunity to state their feelings about how they liked or disliked working within the team environment and indicated their attitude toward shared leadership in general.

The End-of-Year Report required the teams to identify each goal and objective and how successful they were in implementing the goals. It also ask about how other school personnel and community resources were utilized, and the

specific roles of the various team members. The last question was concerned with what the participants saw in the school's future because of their involvement in the process. This question provided an opportunity for the participants to openly respond about anything, including future involvement with shared leadership.

The Site-Visit Report was filled out by a training team member from East Tennessee State University and asked questions about team membership expansion or shrinking, how regularly team meetings were conducted, what coordination with the school system's drug coordinator was accomplished, and ways as to how the team or members were involved in problem solving activities in areas other than drug education. This provided the team members with the opportunity to indicate the status of shared leadership continuing through their team, and how shared leadership could have expanded into other areas at their schools.

The School Leadership Response Questionnaire was adapted from an instrument used by Dr. Tom Valesky (Valesky, et al., 1992) at Memphis State University. It asked the kinds of questions that revealed indicators of the adoption of shared leadership according to the literature. These indicators were shared decision-making; the existence of leadership teams; increased self esteem among teachers, parents, and students; increased participation by administrators, teachers, students, parents, and the



community in school activities; improved communication between all involved parties; and better identification of needs.

Research Question Two, "In what ways or instances was shared leadership evident in the action plan implementation and results?", was answered by performing a content analysis of the End-of-Year Report and the Site Visit Report. The researcher looked for specific ways shared leadership was evident within the schools and used the same information that had been cataloged during the data search for Research Question One.

These two reports, End-of-Year and Site-Visit, required a goal by goal report of what had been accomplished within the framework of the action plan that had been implemented by the School Leadership Response Team. The formation of additional leadership teams, inclusion of more personnel in shared leadership, and attributes uncovered by the visiting training team were all indicators of shared leadership in the action plan implementation.

Research Question Three asked: "Were additional school personnel included in the leadership process as a result of implementation of the program?" Another content analysis of the End-of-Year Report and Site Visit Report yielded the answer to this research question. The End-of-Year Report specifically requested information about the utilization of the system-wide drug coordinator who had been suggested as

an additional team member by the training team. The Site Visit specifically asked the question as to additions and deletions of members from the team. A content analysis of these areas of the two reports provided two opportunities for the reporting of new school personnel team members.

The question "How did the participants evaluate the development process?" was Research Question Four. The Project Leadership Questionnaire and the Project Drug Education Questionnaire both had a Likert scale type reporting system. The participants were asked to evaluate the team training part of the development process on a scale of one to five in three categories; important topic, effective presentation, and useful information. The values of the numerals was as follows; one meant 'not at all,' two meant 'somewhat,' three meant 'moderately,' four meant 'quite,' and five meant 'extremely.'

The feelings of the participants about whether they thought the training process was important or the information being useful was especially helpful in determining their evaluation.

#### Documents Analyzed

The researcher analyzed 113 Project Leadership Questionnaires (Appendix A). One hundred ninety-six participants had been trained but the questionnaires for the Nashville (Middle Tennessee) training session which had

approximately 60 attendees were not available. The researcher made inquiry to the project trainers and the project evaluator who could not determine the location of any additional documents. Two other Middle Tennessee teams (Allons Elementary and Jackson County High) were trained in other sessions, thus providing the research study with representation from that geographic area in the Project Leadership Questionnaire results.

One hundred and two Project Drug Education Questionnaires (Appendix B) were analyzed. Again, no evaluation forms for the Nashville training were on file but the questionnaires from the two other Middle Tennessee teams were available to provide representation in the Project Drug Education Questionnaire results.

Twenty-eight schools (90%) participated in the School Leadership Response Team Questionnaire (Appendix C) by returning one or more questionnaires to the researcher. These schools included two K-12 schools, three junior high schools, five middle schools, six high schools, and 15 elementary schools. The three schools failing to participate included one high school, one junior high school, and one elementary school. The high school and elementary school were from Middle Tennessee and the junior high school was from West Tennessee. There was good representation across the state with nine school participating from West Tennessee, nine schools

participating from Middle Tennessee, and ten school participating from East Tennessee.

The 196 questionnaires were sent to the schools in early February, 1993, and were returned by March 12, 1993. From these 28 participating schools a total of 124 participants (63%) of the responded. Several teams had members to transfer or retire. One team had five of its six members to transfer (Wright Middle). Two schools had the team leader to transfer (Apollo Middle and Pleasant Ridge Elementary). The teams in Memphis that had strong parent/community representation (Hillcrest High, Kingsbury Junior High, Grandview Elementary, Evans Elementary, Caldwell Elementary, Cummings Elementary) were not able to get many of those members to fill out the questionnaire in the time allotted, since they often did not see those members for weeks at a time between regular meetings. The original average team size was 5.3 members. The average team size responding was 4.4.

Thirty schools had submitted End-of-Year Reports (Appendix D) by May 30, 1992. These were all used in the analysis. One school, Inskip Elementary, failed to submit a report. Thirty Site-Visit Reports (Appendix E) were completed by June 30, 1992 and used in the analysis. One school (Inskip Elementary) was visited twice in an attempt to obtain both the End-of-Year Report

and the Site-Visit Report and in both instances the team members who were to meet with the training team member were not present.

#### Review of Documents

The Project Leadership Questionnaire, Project Drug Education Questionnaire, End-of-Year Report, and Site-Visit Report were reviewed according to criteria suggested by Clark (cited in Guba and Lincoln, 1981) as follows:

"What is the history of the document?" The researcher considered the history of the documents. The Project Leadership and Drug Education Questionnaires had been designed by the project evaluator, Sandra Owen, from established guidelines of the Southeast Center Regional Center for Drug-Free Schools and Communities in Atlanta, Georgia, were passed out at the training sessions and were collected before the participants left. They were then transferred to the evaluator in Atlanta, Georgia, by mail or in person. After the evaluator analyzed the information, the original questionnaires were returned to the main office of the training team at East Tennessee State University for storage. This is where the researcher retrieved them for analysis.

The End-of-Year Reports (Appendix D) were mailed to the team leaders by March, 1992. The team leaders were asked to organize a team meeting and fill out the reports. These

reports were mailed back to the team trainers at ETSU by May 30, 1992, and stored with the other documents until they were retrieved by the researcher for analysis.

The Site Visit Report (Appendix E) was carried to the schools by a training team member who interviewed the team leader and/or others on the team in the time period April 15, 1992 through June 15, 1992. The Report was brought back to ETSU and the visiting training team member wrote a narrative of his interview to supplement the standard report. These reports were also stored with the other three questionnaires and the End-of-Year Reports until retrieved by the researcher for analysis.

There were other documents such as action plans and needs assessment reports that were located in individual school files. The action plans were used to compare with what the teams said they accomplished in their End-of-Year Report to determine how closely they followed their original plan. The needs assessment reports were reviewed to determine if there had been a determination of needs which is a characteristic of shared leadership according to the literature.

"What guarantee is there that it is what it pretends to be?" The documents had never been stored anywhere else and there was reason to maintain their integrity in case of a federal audit at some future date. The researcher had no

reason to believe that the documents were anything other than what they were reported to be because he had helped collect and store them originally.

"Is the document complete as originally constructed?"

The documents that were found were complete. The Project Leadership Questionnaire was a one page document and they were stored together in a file folder by training site, i.e. Knoxville, Memphis, or Jackson. The Project Drug Education Questionnaire was a two page document that had the two pages stapled together and stored by training site just as the Project Leadership Questionnaires had been. The five pages had been stapled together. Some respondents removed the cover letter, some both the cover letter and the title page, but all included the demographic sheet and the questionnaire sheets stapled together. The End-of-Year Reports and Site-Visit Reports were filed in the individual team file folders that were set up in the beginning of the project and were in the same file cabinet as the other documents. The action plans and needs assessment reports were identified by school name, were in the handwriting of the individual schools and stored in their individual folders. Some documents did not have all the blanks filled in or questions answered because they may not have been applicable due the person missing a session or choosing not to answer.

"Has it been tampered with or edited?" There was no indication of tampering or editing of the Project Leadership Questionnaire, Project Drug Education Questionnaire, the End-of-Year Report or the Site-Visit Report. The original action plans and needs assessment reports seemed just as they had been sent to the training team. There were no unusual stray marks or undue erasures. Most respondents used ink and sometimes marked through their original answer to change it, but there was not indication there had been any tampering or editing by anyone other than the respondent or author of the document.

"Who was/is the author?" The End-of-Year Reports had been authored by the training teams at each institution. The Site Visit Reports were authored by four different personnel who had worked as the training team. This question is not pertinent to the authenticity of the questionnaires.

"What was or is the maker's bias?" There was no obvious bias, however there was possible bias from the training team members who wrote the Site Visit Reports. They could have wanted to make their efforts look good. However, the extensive documentation required of the teams makes the authors of the Site Visit Reports less likely to report erroneously. There was also a potential to bias the



reports toward answering the kinds of questions that would be useful in the 'end of project evaluation' report to be sent to the federal funding agency. There was no obvious bias by the trainees or training team members that could be detected.

"To what extent was the writer likely to want to tell the truth?" There was no reason for the participants not to tell the truth when answering the Project Leadership Questionnaires or the Project Drug Education Questionnaires. The questionnaires were anonymous and the participants were accustomed to evaluating and being evaluated. Since documentation was asked for to confirm the End-of-Year Reports, and this documentation was included, there is every reason to believe that this collaborative report was truthful. The Site Visit Reports should have been truthfully written by the training team members because they could be compared to the team End-of-Year Reports for correctness. This provided for a checks and balances to improve accuracy of the reports.

#### Inter-rater Reliability

An inter-rater reliability test was run on portions of the content parts of the Year-End Reports and Site Visit Reports. A second rater who had extensive experience in evaluation was trained by the researcher.

The researcher determined from the literature that there were six activities typical of schools with shared leadership. These included: evidence of shared decision making, existence of one or more leadership teams, increased self-esteem among involved parties, increased participation in shared leadership among involved parties, and better identification of needs. The researcher reviewed the End-of-Year Reports and the Site Visit Reports from each of the thirty schools that provided them to find evidence of these six activities. He developed a table (See Appendix F) of his findings. The second rater reviewed the content part of these two reports from each school. Using the researcher's classifications, the second rater identified and categorized 291 (99%) pieces of information in the same categories the researcher had identified 295. This information was derived from 100% of the End-of-Year (30) and Site Visit Reports (30).

#### Analysis by Research Questions

A description of each document has been provided and the authenticity of the questionnaires and reports has been documented. Each of the four research questions will now be considered separately.

## RESEARCH QUESTION ONE

Content Analysis of Project Leadership  
Evaluation Questionnaire: Appendix A

This research question asks: "Has the process been successful in encouraging participating schools to adopt more shared leadership?" The first analysis will be a content analysis of the three open ended questions on the Project Leadership Questionnaire (Appendix A). These open-ended questions allowed individual responses from the teams concerning the incorporation of more shared leadership within the schools.

The first open ended question of the Project Leadership Questionnaire is; "How do you plan to apply this leadership information as a member of your School Leadership Response Team?" There were 113 questionnaires studied by the researcher to uncover the following information. Twenty-five of the participants did not answer the first open-ended question and twenty-one had one or more insights, so the total of answers is not the same as the total of questionnaires.

Thirteen general areas of answers were first identified by the researcher. These areas were determined by listing key words or terms that kept appearing in the answers. The key words/terms were counted and ranked. They were; 1. personal growth, 2. tool in school/classroom, 3. in planning drug awareness program, 4. to become a better/more effective

team member, 5. will share information with other staff members, 6. faculty unification, 7. will deal with leadership better, 8. share with community and family, 9. will use in group meetings and discussions, 10. utilize task cycle to accomplish goals, 11. make better choices for team tasks, 12. better incorporate parents, and 13. begin problem solving.

A study of these thirteen classifications resulted in the researcher reducing the number of classifications by combining several closely related areas. The classification "make better choices for team tasks" was added to "to become a better/more effective team member." These seemed to both be related to developing better teams and team members.

The classification "begin better problem solving" was added to "utilize task cycle to accomplish goals." Since the task cycle is an area where problem solving can begin, these two classifications seemed to compliment one another.

The classification "better incorporate parents" was added to "share with community and family" because working with parents could be considered when involving the community or family.

Lastly, the classification "faculty unification" was added to "will share information with other staff members." Normally, a sharing of information with others increases the potential for unity within a group of peers. The final

number of classifications was nine, which are detailed in Table 1 in rank order.

The results from this analysis indicated high interest in the personal involvement of the participant. In the first classification, the participants wanted to be a better team member. In the second classification, the participants would use the information to grow personally, and in the third classification, the participant wanted to share what he/she had learned with others. In the fourth classification, the participants would personally use the information in the school or classroom. This indicates a decidedly humanistic orientation. All four classifications required high personal input and also indicated a high degree of ownership of the information. People tend to take ownership of things they think are valid, practical, or worthwhile. The ninth classification might also be added to this list of four because of the personal involvement with community and family. There were 67 indicators of high involvement with the information and high ownership of the information.

The remaining four classifications (five through eight) seemed to deal more with the mechanics of planning, problem solving, and meetings. These were specifically related to the information in the training modules. They were more structural than humanistic and indicate a blend of activities to accomplish goals. Since the first five

Table 1

How Participants Plan To Apply The Leadership Information As  
A Member Of Their School Leadership Response Team

CLASSIFICATION	NUMBER OF RESPONSES
1. to become a better/more effective team member	22
2. personal growth	15
3. will share information with other staff members	14
4. tool in school/classroom	11
5. utilize task cycle to accomplish goals	11
6. in planning drug awareness program	10
7. will deal with leadership better	8
8. will use in group meetings and discussions	8
9. share with community and family	5

classifications (67) far outnumbered the final four (37), there is also an indication that the respondents were more humanistic oriented than structurally oriented.

The second open-ended question on the Project Leadership Questionnaire was: "What new information did you gain which will assist you in your current job and how will you use it?" In answering this question, 46 respondents listed which area(s) of the training that were new to them,

62 indicated ways they would use the information and 27 left it blank.

In the first content analysis the researcher looked for key words or terms that kept appearing and wrote these down. Seven classifications were uncovered by the researcher. These classifications were; 1. all new, 2. personal profile, 3. problem solving, 4. task cycle, 5. shared leadership, 6. situational leadership, 7. team approach. A review of these seven classifications resulted in the researcher combining problem solving and task cycle for the same reasons stated in the analysis of question one above. The classifications were established and counted. Table 2 shows the six classifications in rank order and gives the general thoughts of how the information would be used.

A review of these classifications indicated a division into the same two areas as in Question One, i.e. humanistic and structural. Classifications one, three, four, and five indicated a desire to learn about self and work with others, a decidedly humanistic approach. Classification two seemed to be more structurally oriented. Those people who lean toward a humanistic approach to life would be more likely to use new information that was in their area of interest. As in the analysis of the first question, humanistic orientation (60) occurred more frequently than structural (24). Classifications four and five could be combined

Table 2

New Information Gained by Participants That Will Help Them  
in Their Job and How It Will Be Used

CLASSIFICATION (N)	HOW IT WILL BE USED BY TRAINEES
1. Personal profile (35)	to understand myself and others better
2. Problem solving/task cycle (24)	to better solve problems and analyze tasks
3. Situational leadership (10)	to better able identify the readiness of others
4. Team approach (8)	to work together more as peers and within the classroom
5. Shared leadership (7)	to work with others when leading or following
6. All new (4)	will be used in classroom and community

because the respondents indicated a desire to work together more in most instances. Classification six is so broad it could not be categorized further by the researcher.

Question three of the Project Leadership Questionnaire asked: "What did you like best and least about the leadership experience?" Key words or terms were looked for and written down as they appeared, then enumerated. Under the question 'best liked,' thirteen classifications were mentioned. These were; 1. interaction with team, 2. excellent presenters, 3. hands-on activities, 4. relevant topics, 5. personal profile, 6. situational leadership, 7.



everything, 8. sharing ideas with others, 9. instruments, 10. educational/enjoyable, 11. fast pace, 12. problem solving, and 13. food.

A review of these classifications by the researcher indicated several that could be combined or dropped to better classify the responses. The classification "sharing ideas with others" was combined with "interaction with team." The classification "educational/enjoyable" was broad and only had three responses, so it was dropped. The classifications "fast pace" and "food" had only one response each, so they were dropped. The classification "instruments" only had two responses, was also broad and not definable, so it was dropped. This reduced the number of classifications to eight which are recorded in Table 3 in rank order.

An analysis of the results of this question indicated the respondents had an obvious orientation toward liking those things best that were humanistic oriented. Classifications one and two indicated a high degree of interest in learning about oneself and working with others. Classification three indicated the respondents felt the presenters were well prepared and several mentioned the presenters were considerate of their (participants) needs. Situational leadership, classification four, proposes that all leaders should be aware of how ready the subordinate is

Table 3

What Was Best Liked by the Participants in the Leadership Experience

CLASSIFICATION	NUMBER OF RESPONSES
1. Personal profile	21
2. Interaction with team	21
3. Excellent presenters	19
4. Situational leadership	12
5. Hands-on activities	6
6. Everything	6
7. Relevant topics	4
8. Problem solving	3

to accept the responsibility of a task before assigning it. All four of these are humanistically oriented.

Classifications five, seven and eight are more structurally oriented and again reveal the preponderance of interest in humanistic things by the participants (73 to 13). The classification "everything" was so broad as to be useless.

The second part of the third open-ended question of the leadership evaluation instrument (Appendix A) was 'least liked. Again, key words or terms were written down and counted for the first analysis. The initial classifications that appeared were 13 in number. These classifications were; 1. sessions too long, 2. sessions too fast, 3. too

many instruments, 4. too much lecture, 5. needed handouts earlier, 6. situational leadership, 7. program planning, 8. task cycle, 9. too much sitting, 10. recognizing influentials, 11. room setup, 12. Saturdays, and 13. needed beginning overview. It was decided by the researcher that the classifications "long sessions" and "too much sitting" could be combined. The classifications "too many instruments," "too much lecture," "needed handouts earlier," "situational leadership," "program planning," and "room setup" all had two or less responses so they were dropped. This left six classifications; 1. long sessions, 2. too fast, 3. task cycle, 4. recognizing influentials, 5. Saturdays, and 6. needed beginning overview. The results of these six classifications is shown in Table 4 in rank order.

The 'least liked' portion of question three was the least answered of the questions, with 44 responding and 77 leaving it blank. There were few responses recorded but they were significant enough in classifications one, two, and three to indicate review by the team trainers. Least liked was the session "Recognizing Influentials" (although this tied for highest Likert Scale rating). One participant when responding about "Recognizing Influentials" stated "What was the point?" This could have indicated there was a lack of understanding about the module by the participant.

"Long sessions" was second most mentioned. Along with classifications three, four, and five, it seems to be process oriented, i.e. how the information was delivered.

Table 4

What Was Least Liked by the Respondents in the Leadership Experience

CLASSIFICATION	NUMBER OF RESPONSES
1. Recognizing influentials	12
2. Long sessions	7
3. Needed beginning overview	5
4. Saturdays	4
5. Too fast	4
6. Task cycle	3

Content Analysis of Project Drug-Education Evaluation Questionnaire: Appendix B

The next analysis for Research Question One was to review the three open-ended questions of the Project Drug Education Questionnaire (Appendix B).

The first open-ended question was "What did you like best about the action planning process in which you, your team, and facilitator participated?" The researcher reviewed the material and wrote down key words or terms as they appeared and then counted them. This first

classification was then reduced if there were similar or complementary categories that could become one classification. The results are listed in Table 5 in rank order for clearer understanding. The first reading resulted in nine classifications. They were; teams working together, process enhanced focusing on the problem, time from school to plan, good facilitator, practical, good atmosphere/environment to work in, exchange of specific ideas, workshops, and leadership training. The classifications 'workshops' and 'leadership training' only had only one response each so they were dropped.

This question had four classifications that received a similar number of responses. "Teams working together" and "Process enhanced focusing on the problem" were separated by only one response, 22 to 21. The positive responses to 'team work' is similar to what was found in other analyses. A strong appreciation of the process is more evident in the action planning that in some other areas.

The participants also liked the time away from school to plan. They did not have to take time from regular school activities or stay after school to plan, but were able to do it unencumbered with capable assistance from a good facilitator.

The second open-ended question was "What did you like least about the action planning process in which you, your team, and facilitator participated?" This question received

little response and that which was received was varied. Only 27 trainees responded. Eleven classifications emerged and seven were dropped because they received two or fewer responses. Those seven dropped were; little interaction

Table 5

Things Best Liked By Participants In Action Planning Process

CLASSIFICATION	NUMBER OF RESPONSES
1. Teams working together	22
2. Process enhanced focusing on the problem	21
3. Time from school to plan	19
4. Good facilitator	17
5. Practical	7
6. Good atmosphere/environment to work in	6
7. Exchange of specific ideas	4

with other schools, meeting area, need more paper, too much to cover in allotted time, needed mid-morning snacks, too intense, and too much writing. The remaining four classifications were: 'long sessions,' 'lack of overview,' 'poor facilitator,' and 'may not be able to implement plan.' These are recorded in Table 6 in rank order.

'Long sessions' and 'lack of overview' were similar to 'least liked' answers on the Project Leadership Questionnaire. This seems to have carried over into the

action planning process. 'Poor facilitator' and 'may not be able to implement plan' both had minimal responses and probably are not significant.

The third open-ended question was "What are some School Leadership Response Team follow-up needs with which you

Table 6

Things Least Liked by the Participants in the Action Planning Process

CLASSIFICATION	NUMBER OF RESPONSES
1. Long sessions	6
2. Lack of overview	5
3. Poor facilitator	3
4. May not be able to implement plan	3

would like assistance from the ETSU project staff?" There were only five classification areas that emerged and these were; help with grants, general follow-up, new ideas/curriculum, workshop for faculty, and help completing paper work. The classifications are recorded in Table 7 in rank order.

The participants who responded to this question were looking for help with grants (16). This refers to assistance in the developing of grant proposals for funding of drug education projects. Most schools have insufficient

funding to do what they would like to do in drug education and securing outside funds could have a significant impact.

"General follow-up" (13) may refer to the desire to have a limited monitoring of activities after the completion of the training. Interest in "new ideas and curriculum" (12) was the third classification following "general follow-up." This may indicate the desire of the participants to

Table 7

Follow-Up Services Needed from School Leadership Response Team Trainers

CLASSIFICATION	NUMBER OF RESPONSES
1. Help with grants	16
2. General follow-up	13
3. New ideas/curriculums	12
4. Workshop for faculty	7
5. Help completing paper work	2

update their training and expand their knowledge base.

Seven participants desired faculty workshops for the teachers at the school that had not received the initial training. This may indicate a high regard for the information and the desire to see others profit from it as well. It may also indicate the desire for a smoother operation at the school due to more faculty and staff being trained in specific areas.



Statistical Analysis of School Leadership Response Team  
Questionnaire (Appendix C)

The School Leadership Response Team Questionnaire is a very important part of the documentation. The Project Leadership Questionnaire and the Project Drug Education Questionnaire provided information on the early feelings and concepts of the participants toward shared leadership. The End-of-Year and Site-Visit Reports gave an indication of the feelings and accomplishments of the participants in sharing leadership after they have been functioning for one year. The School Leadership Response Team Questionnaire gave the feelings of the participants on the status of shared leadership at the end of two years, thus provided some concept of the longitudinal success of the development process.

A statistical analysis of the SLRT Questionnaire was accomplished. First, the answers to specific demographic questions were determined. These included; 1) the percentage of gender of the respondents, 2) the average age, 3) the type of college degree, 4) the role of the trainee within the school setting, 5) the type of school the trainee represented, 6) the average grade level taught, 7) the location of the school (rural, suburban, or urban), 8) the school enrollment, 9) the race of the respondent, 10) the racial mix of the school represented, and 11) the number of years the respondent had taught and/or administrated.

As previously noted, 124 of the original 196 trainees returned questionnaires. These were from 28 of the original 31 school leadership teams trained.

### Demographics of the Respondents

The researcher included a demographic page (See Appendix C) within the questionnaire that provided an opportunity for the participants to indicate such information as gender, age, educational level, role, race, years experience, size and type of school, and racial mix of school.

Gender Of the 123 respondents who indicated gender, 95 (76.6%) were female and 28 (22.6%) were male.

Age The average age of the 117 respondents who indicated age was 43 years.

Degree of Respondent Of the 123 who responded to this question, 4 (3.2%) had doctorates, 9 (7.3%) had educational specialist's degrees, 32 (25.8%) had bachelor's degrees, and 78 (62.9%) had master's degrees.

Role at School Teachers predominated with 83 (66.9%) of 123 respondents reporting this role. Principals accounted for 21 (16.9%). There were 11 counselors (8.9%), four (3.2%) listed assistant principals and four (3.2%) who listed their role as 'other'.

Type of School There were 120 responses to this question and 59 (47.6%) were elementary personnel, 28

(22.6%) were high school personnel, 19 (15.3%) were middle school personnel, and 14 (11.3%) were junior high school personnel.

Grade Level Taught The grade level taught was distributed as follows: grade 1 had 7 (6.1%) responses, grade 2 had 8 (7%) responses, grade 3 had 6 (5.3%) responses, grade 4 had 1 (.9%) response, grade 5 had 11 (9.6%) responses, grade 6 had 17 (14.9%) responses, grade 7 had 5 (4.4%) responses, grade 8 had 21 (18.4%) responses, grade 9 had 11 (9.6%) responses, grade 10 had 2 (1.8%) responses, grade 11 had 1 (.9%) response, and grade 12 had 24 (21.1%) responses.

Location of School There were 121 responses to this question and 56 (45.2%) indicated they were urban schools, 37 (29.8%) were in rural schools, and 28 (22.6%) were in suburban schools.

Enrollment of School Fifty-nine (41.1%) of 121 respondents indicated their school enrollment was between 501 and 750. Thirty-nine (31.5%) represented a school size of 251 to 500, 20 (16.1%) represented schools of 1000 or larger, nine (7.3%) were from schools that had enrollment of 101 to 250, and 2 (1.6%) were from a school of 100 or fewer students.

Race of Respondent One hundred eight of 124 responded to this question. Seventy-nine (73.1%) indicated caucasian as their race and 29 (25.9%) indicated black as their race.

Racial Mix of School The racial mix of the schools ranged from 100% white to 100% black. The average school racial mix was 73% white, 26% black, 1% or less hispanic/native American.

Years Taught and Administered Respondents had a median of 17 years teaching experience and administrators had a median of 11 years experience.

#### Responses to Questionnaire

The 38 questions were about the level of improvement in the topic because of School Leadership Response Team involvement. The questions asked for information that revealed aspects the researcher had identified from the literature as good indicators of shared leadership within the schools. A Likert scale was used where values ranged from one (little improvement) to three (some improvement) to five (great improvement). Values two and four were untitled but indicated values between one and three and three and five, respectively.

The mean and standard deviation of the responses by question were determined and are provided in Appendix I. Only three average means were below 3.00. The average for the means was 3.27 which indicated the general feelings among the 124 respondents was that there had been some overall improvement in answering the question topic due to

involvement with the School Leadership Response Team Development Process.

The literature indicated that successful shared leadership within schools would be evident if, (a) there was evidence of shared decision making, (b) there was existence of one or more leadership teams, (c) there was increased self-esteem among involved parties (teachers, students, or parents), (d) there was increased participation in shared leadership among involved parties (teachers, students, or parents), (e) there was evidence of improved communications between involved parties (teachers, students, or parents), and (f) there was better identification of needs. Each of these areas was considered separately to determine if there was improvement in these areas as disclosed by the findings of the questionnaire.

#### Shared Decision Making

Questions 1 (faculty participation in decisions about resource allocation), 2 (faculty participation in decisions about curriculum), 3 (faculty participation in decisions about personnel matters), and 4 (faculty participation in decision-making at the grade or departmental level) all dealt specifically with shared decision that included the faculty. Question 12 (student involvement in decision making related to programs and activities) dealt with decision making that included students.

Questions 1 (resource allocation), 2 (curriculum), 3 (personnel matters), and 4 (decision making at grade or department level) had mean responses of 3.14, 3.02, 2.5, 3.61 respectively, indicating that there had been at least 'some' improvement in the area of sharing decision making. "Decision making about personnel matters," Question Three, received the lowest rating of the four and of the 38 questions overall. Personnel matters have traditionally been a function of administration both at the building level and the central office level.

By contrast, Question 4 (shared decision making at the grade or department level) had one of the highest means of all 38 questions. The strongest area of improvement in shared decision making was at this level.

The responses to Question 12 (student involvement in decision making) provided a mean of 2.85. There had been improvement in student involvement in decision making but not quite as much as in teacher involvement in decision making. There was a larger percentage of responses from elementary schools than any other and students are more likely to be involved in decision making at higher grade levels.

#### Existence of Leadership Teams

There were no questions on the School Leadership Response Team Questionnaire that specifically addressed the

existence of leadership teams. There is ample evidence in other documents to provide this information.

#### Increased Self-esteem Among Students and Teachers

The literature indicated a third area that would reveal the existence of shared leadership within a school and it dealt with increased self-esteem among students and teachers. Five of the questionnaire questions addressed this area.

Increased self-esteem among students could be determined from the combination of several questions, including Questions 13 (attitudes toward achievement), 14 (student achievement), 16 (student commitment to their school), 18 (student attendance), and 19 (student conduct). In the five questions, the responses provided means of 3.17, 3.18, 3.17, 3.32, and 3.12 respectively. The respondents believed there had been some improvement in these areas concerning students. It is important to remember that these values are coming from teachers, administrators and other school personnel and not directly from the students.

Increased self-esteem among teachers could be a result of increased participation in decision making (already determined previously), in cooperation between groups (Questions 9 and 10), overall climate for teaching (Question 36), and general faculty morale (Question 38).

The results from Questions 9 and 10 indicated there had been some improvement in these areas with means of 3.49 and 3.23, respectively. Responses to Question 9 indicated some improvement in cooperation among administration, faculty and staff with regard to instructional matters. Responses to Question 10 indicated some improvement in cooperation among administration, faculty and staff with regard to administrative matters. Previously respondents had rated decision making about curriculum (3.02) and decision making at the grade or department level (3.61) as having some improvement, with not nearly as much improvement in decision making about personnel matters. This is reflected again here where cooperation about instructional matters (3.49) received a higher score than cooperation about administrative matters (3.23).

Question 36, which addressed overall climate for teaching, had a mean of 3.32 which indicated there had been some improvement in this area. The overall climate for teaching will influence the self-esteem of the teacher.

Question 38 addressed overall faculty morale which could be closely related to self-esteem. This question had a mean of 3.2 which indicated some improvement in overall faculty morale because of the involvement of the school in the School Leadership Response Team Development Process.



### Increased Participation in Shared Leadership

The fourth area that could indicate successful shared leadership operating in the schools is increased participation in shared leadership. One aspect of shared leadership is shared decision making. Some improvement in shared decision making had been accomplished according to the results from Question 1, 2, 3, and 4 as addressed earlier.

Another function of sharing leadership is in the realm of evaluation of teacher performance. Question 8 addressed this specifically and had a mean of 2.94, which indicated there had been some improvement in this area although it was one of the four lowest means of the 38 questions. This has been another area that has traditionally been primarily influenced by administrators.

The involvement of support staff in school improvement could be an area where shared leadership is developing. Question 11 addressed this and had a mean of 3.27 which indicated some improvement in this area. True shared leadership includes not just administrators, teachers, counselors, students, and parents, but additional support staff such as coaches, teacher aides, cafeteria workers and others.

### Communications Between Parties Involved

Improved communication between teachers, parents, and students is another indicator of successful shared leadership in schools according to the literature. Questions 20, 21, 22 and 23 addressed this area.

Question 20 confronted the area of communication with parents/community groups with regard to general school problems. This question had a mean of 3.39 which indicated some improvement in this area.

Question 21 addressed the area of communications with parents/community groups with regard to school goals and/or policies. This question had a mean of 3.36 which indicated some improvement in this area due to involvement with the School Leadership Response Team Development Process.

Question 22 dealt with communications with parents/community groups with regard to problems with individual students. A mean of 3.35 was calculated for these responses which indicated some improvement in this area.

Question 23 was concerned with communications with parents/community groups with regard to school activities. The mean for this question was the highest of those related to communications at 3.53 and indicated some improvement in this area. All of the means for the communications questions were very close and indicated some improvement in the overall communications because of the school's

involvement in the School Leadership Response Team Development Process.

#### Better Identification of Needs

The last area that might indicate shared leadership within the schools was evidence of better identification of needs. Questions 26 (parent/community involvement in the school), 28 (social/emotional support for staff from faculty and administration), 29 (social/emotional support for students from school personnel), and 34 (provisions for the diversity of student backgrounds and learning styles), are all indicators of better identification of needs because of the involvement and probable dialogue between the groups of teachers, parents/community and students.

Question 26 addressed parent/community involvement in the schools and provided a mean of 3.22. This indicated the respondents believed there had been some improvement in parent/community involvement in the schools. Greater involvement in the schools by parent/community groups should improve identification of needs, both in the school environment and in the community environment.

Question 28 addressed social/emotional support for staff from faculty and administration. The results of Question 28 was a mean of 3.32 which indicated some improvement in this area. This kind of atmosphere

encourages openness and a greater likelihood of needs being better identified.

A mean of 3.42 was the results of Question 29, which indicated there had been some improvement in the social/emotional support for students from school personnel. This would also encourage an atmosphere of openness where students would be more likely to share needs.

Question 34 addressed the area of provision for the diversity of student backgrounds and learning styles. This indicated a specific area of concern for the identification of needs of individual students. A mean of 3.09 was calculated and indicated some improvement in this area. The mean and standard deviation by question are recorded in Appendix I.

Content Analysis of End-of-Year Report( Appendix D)  
and Site Visit Reports (Appendix E)

The content analysis of these report will be accomplished by reviewing each of the thirty schools' End-of-Year and Site-Visit Reports. Inskip Elementary never provided an End-of-Year Report, therefore a Site Visit Report was never prepared. The school was visited twice by a training team member to obtain the End-of-Year Report and develop a Site Visit Report but both times the school personnel had forgotten their appointment and were off campus. Since the Site Visit Reports insured compliance and provided collaborative information about the End-of-Year

Report, it was decided to review the two reports simultaneously.

Evidences of more shared leadership being adopted within the school will be sought in this content analysis. The information found is presented in a table by alphabetical order of the school reporting (See Appendix F).

The analysis indicated that 27 additional school personnel (teachers, counselors, librarians, etc.) were added to the School Leadership Response Teams and six were dropped for a net gain of 21 new members. Many more people were included, however, but were not specifically numbered. Such statements as "all staff were involved," "worked with Builder's Club Committee", etc., do not indicate exactly how many but it is obvious that many more than 21 additional people were involved in the expanded leadership process.

At least 93 committees/leadership teams were worked with or formed as a result of the School Leadership Response Team effort. There may have been considerably more but this number can be conservatively substantiated. These committees/leadership teams addressed diverse problems and opportunities. This brings clear evidence that there was more adoption of shared leadership within the schools. The administrators could have dictated but chose to allow more people to become involved in the process. One principal when interviewed intimated that because of the School Leadership Response Team involvement, the school adopted

shared leadership school-wide by developing 40 mini-leadership teams under the direction of the initial School Leadership Response Team members.

#### Summary for Research Question One

Research Question One was "Has the process been successful in encouraging participating schools to adopt more shared leadership?" The researcher executed a content analysis of the open-ended questions of the Project Leadership Questionnaire, the Project Drug Education Questionnaire, the End-of-Year Report, and the Site Visit Report. He also executed an analysis of the Likert scale responses of the School Leadership Response Team Questionnaire.

Project Leadership Questionnaire Content Analysis. In the content analysis of the Project Leadership Questionnaire it was ascertained that the leadership information would be applied specifically in the area of team membership, that much of information learned about their personality types and others' personality types would help them be a better team member, and the personality module plus team interaction were most liked. There was a decided slant toward humanistic values. The least liked aspect was the "Recognizing Influentials" module and the "long sessions."

Project Drug Education Questionnaire Analysis. In analyzing the open ended questions of the Project Drug Education Questionnaire, it was found the respondents most liked working together with sufficient planning time. Least liked were the long sessions. Follow-up requests included help with grant writing and general follow-up. There was also a decided humanistic slant among the respondents answers here as well.

School Leadership Response Team Questionnaire Analysis. The analysis of the Likert scale type responses for mean and standard deviation on the School Leadership Response Team Questionnaire indicated a grand mean of 3.27 on a 1-5 scale. This suggested the respondents believed their had been some improvement in a number of areas pertaining to shared leadership. These responses were considered in the light of the six areas indicating shared leadership that had been found in the literature.

Content Analysis of End-of-Year Report. Evidences of more shared leadership were looked for in the End-of-Year Report. Information indicated the addition of 19 new team members to the original team and the formation of at least 67 mini-leadership teams. This evidence was compared with the results of the content analysis of the Site Visit Report for verification and was confirmed in 17 of 23 cases.

Content Analysis of the Site Visit Report. The information from the analysis of the Site Visit Report was primarily used to confirm what had been reported by the teams in their End-of-Year Reports. Additional information about the addition of new team members and development of mini-leadership teams was also found, however. Evidence of eight new team members was found with two leaving for a net of six and evidence of at least three mini-leadership teams formed.

#### RESEARCH QUESTION TWO

Research Question Two asked: "In what ways or instances was shared leadership evident in the action plan implementation and results?" A content analysis approach to the End-Of-Year and Site Visit Reports (Appendices D and E) was used, because these two reports had information that would indicate: 1.) success of action plan implementation, 2.) key players in the action plan implementation, 3.) status of team at time of report, 4.) level of sharing leadership among team members, and 5.) expansion of shared leadership within schools.

#### Content Analysis of End-of-Year Report (Appendix D) and Site-Visit Report (Appendix E)

To present this data in a more readable form, a table was devised (see Appendix G). Six areas from the literature that indicate successful shared leadership within schools



are used. These six areas include; (a) evidence of shared decision making, (b) existence of one or more leadership teams, (c) increased self-esteem among involved parties (teachers, students, or parents), (d) increased participation in shared leadership among involved parties (teachers, students, or parents), (e) improved communications between involved parties (teachers, students, or parents), and (f) better identification of needs.

Indications of Shared Leadership. In every one of the thirty School Leadership Response Teams there was evidence of shared decision making as the team developed the action plan. All members were involved through brainstorming, collaborative efforts in choosing curriculums, speakers, etc. Often specific members of the teams were chosen to implement various objectives or carry out leadership tasks and report back to the team.

The continued existence of the Shared Leadership Response Teams also indicated shared decision making was occurring within the schools. They often worked on problems other than drug education and at least some if not all have become permanent shared leadership committees within the schools.

Evidences of Leadership Teams. In all 30 of the schools, the School Leadership Response Teams was still in operation after a year or more. In ten instances additional team

members were added to the existing team and in 22 instances, other mini-leadership teams or existing committees were involved in the leadership process. It seemed evident from this information that leadership teams were much in usage by the 30 schools.

Increased Self-Esteem. There was no direct request for this information on the report forms so this information had to be carefully gleaned from the existing information. In 22 reports, there was nothing to indicate any change in self-esteem among target groups, although this was a goal or objective of many action plans. Some reports stated they expected to see improvements in self-esteem in the future and some programs were not yet complete.

In seven reports there were indicators of increased self-esteem because of specific quotes such as; "The faculty was excited," peer counselors "were very enthusiastic," "Faculty members have become more like family," "Very strong team," "high morale," etc. Three specifically stated self-esteem seemed higher. One said staff morale was very low because of major problems the school was facing at that time.

From the information gathered, it appeared that self-esteem of some teachers, students, and parents had increased in some schools, but most schools provided insufficient evidence to make a judgment.

Increased Participation. There was evidence of increased participation in 22 of the 30 schools. This increased participation was primarily among teachers, but there were instances of increased participation by parents and students. One team reported "We have more parents involved this year than we had last year."

Since the entire faculty was often involved in developing or implementing the action plan, this may account for increased participation by them.

There was no indication by eight of the teams concerning increased participation by any of the target groups, i.e., teachers, parents, or students. Overall, however, there appears to be an increase in participation by the target groups.

Improved Communications. This could mean improved communications between any two or more of the target groups. In 26 of 30 schools, improved communications seemed evident. This was most often between teachers because school-wide drug education curriculums were often designed and implemented by the entire staff. One report stated; "A strong school communication network exists."

Other communications vehicles were often used for students such as newsletters or school newspapers. Bulletin boards and loud speaker announcements were also used.

To better communicate with parents, surveys were used, newsletters were sent, ice cream socials were held, and

classes were offered. In many instances, news releases were used to disseminate information community wide. Overall, there appeared to have been an increase in communications among the groups.

Better Identification of Needs. The last criterion to try and determine in what ways shared leadership was evident was seeing if there was "better identification of needs." As a result of the training, all teams had to prepare a formal needs assessment. This assessment included demographic information from the school, community agencies such as health and law enforcement, and a PRIDE survey of all students who were targeted. The needs assessment area was one of particular strength.

#### Research Question Two Summary

From the information gathered to determine the instances of shared leadership within the schools, it is clear there was extensive usage of it in some school and lesser usage in others but all had some indicators. The teams were active in developing and implementing their action plans and the teams were still in existence. There were indicators of increased self-esteem among teachers and/or students in some schools. Participation in leadership activities increased in 22 of 30 schools. This increased participation included administrators, teachers,

students, and parents/community. Improved communications between all parties was evident in 26 of 30 schools. This was accomplished through newsletters, school newspapers and in-school networks. There were clear indicators of better needs identification in all 30 schools.

### RESEARCH QUESTION THREE

This research question addresses: "Were additional school personnel included in the leadership process as a result of implementation of the program?" In order to answer this question, the End-Of-Year and Site-Visit Reports (Appendices D and E) were analyzed for content. These reports had specific evaluation questions concerning coordination with the school system's drug coordinator, involvement of other school personnel and addition of other school personnel to the original leadership team.

#### Content Analysis of End-of-Year Report (Appendix D) and Site Visit Report (Appendix E)

The purpose of this analysis was to determine if there had been additional school personnel included in the leadership process at the schools. The researcher first searched for evidence of the use of the school system's drug coordinator. This had been suggested by the training team and was the most likely person to add. Then a search was

made for any additional school personnel who might have been added to the leadership process.

Drug Coordinator Usage. Analysis of the data indicated that all 30 of the School Leadership Response Teams had involved their school's drug coordinator in their leadership process. This was not surprising, since the teams had been asked to identify their school's drug coordinator, include him/her in the leadership process, and send the drug coordinator's name and address to the University training team. The University training team then wrote the drug coordinators asking for their assistance and identifying the school leadership teams that were in their respective systems.

Many of the teams had already included the system's drug coordinator on the initial School Leadership Response Team, or the drug coordinator had been instrumental in getting schools to cooperate and take the initial training. Six (20%) teams had the drug coordinator on the original team and in 13 (43%) of the schools the drug coordinators had become aware of the professional development opportunity and encouraged schools to participate. This resulted in a total of 19 (63%) of 30 schools having the drug education coordinator involved from the start.

It is significant to note that the drug coordinators were used in many different ways and provided many different kinds of services. Thirteen (43%) helped organize programs,

staff training, and information. Eight (27%) helped develop or choose curriculum and materials. Ten (33%) made presentations or helped in training sessions and six (20%) provided funding for materials, special speakers, travel, etc. Other activities included helping develop school policy on drugs, helping implement action plans, and providing counseling.

By far the most common activities the drug coordinators were involved in were training oriented, drug curriculum oriented, and funding oriented. This would be expected from the system-wide drug coordinator, as these activities tend to be common in their job descriptions.

#### Involvement of Other School Personnel in Leadership

Process. The involvement of school personnel in the leadership process other than drug coordinators was evident in 27 (90%) of 30 schools. This included several different kinds of personnel including teachers, coaches, guidance counselors, librarians, committees, and central office personnel.

Teachers were the most commonly mentioned additional school personnel to be included in the leadership process with 17 (56%) out of 30 school leadership team reporting their involvement. This included one or more teachers being added to the leadership team, all of the teachers in a specific grade level being involved in decision making at

their grade level, or all of the teachers being involved in decision making, brainstorming, and planning. There was much variation within the individual schools as to the leadership role of the additional teachers.

The inclusion of already existing leadership committees was also very popular. Eight (27%) of the teams indicated use of existing committees such as; "GPA Relief Team," "Second Chance Committee," "Career Ladder III Teachers," "Teacher Inventive Committee," "PATS Committee," "Staff Development Committee," and the "TIDE Committee."

Eight (27%) schools also involved their guidance counselor. The guidance counselor was often asked to join the team or to work with the School Leadership Response Teams on an individual basis. In many schools it appeared that the guidance counselor was also heavily involved in the drug education program by virtue of office. Usage of guidance counselors appeared to be a natural thing to do in many schools.

Nine (30%) schools indicated a branching effect by developing mini-leadership teams that included at least one of the School Leadership Response Team members serving as chair or regular member. These teams were developed to work on such diverse problems as dysfunctional families, school spirit, school discipline and attendance.

One inner-city elementary school (Garber) developed 40 mini-leadership committees to work on a wide variety of



administrative areas from safety to the school newsletter. Most of these committees had at least one member that had been trained through the School Leadership Response Team process. The principal stated that the initial School Leadership Response Team training provided the impetus to implement shared leadership school-wide.

#### Research Question Three Summary

It was evident from this information that the schools included other school personnel in the leadership process. Primarily, other teachers were included, however, drug coordinators, counselors, and coaches were also utilized. The high involvement of other school personnel indicated a move toward more shared leadership within the schools. See Appendix H for a table of this information.

#### RESEARCH QUESTION FOUR

The final research question attempted to determine how the participants evaluated the School Leadership Response Team Development Process. "How did the participants evaluate the development process?" Sub-questions were; a. "How did the participants evaluate the process in reference to the importance of the topics?," b. "How did they evaluate the process in reference to the effectiveness of the presentations by the facilitators?," and c. "How did

they evaluate the process in reference to the information being useful?"

Statistical Analysis of Project Leadership  
Evaluation Questionnaire (Appendix A)

A statistical analysis of the 1-5 Likert scale responses to the Project Leadership Evaluation Questionnaire (Appendix A) will provide a mean and standard deviation of how the participants ranked the leadership training modules as to "important topic," "effective presentation," and "useful information." The results of the statistical analysis are listed in Table 8. Within the Likert scale, "1" meant "strongly disagree," "2" meant "disagree," "3" meant "neutral," "4" meant "agree," and "5" meant "strongly agree."

From this information it can be surmised that the participants ranked the overall quality of the School Leadership Response Team training as good with Problem Solving and Recognizing Influentials having the highest means (although Recognizing Influentials was rated 'least liked' by 12 respondents in the open-ended questions).

Table 8

How Participants Evaluated the Leadership Training Modules

MODULE TITLE	IMPORTANT TOPIC		EFFECTIVE PRESENTATION		USEFUL INFORMATION	
	MEAN	SD	MEAN	SD	MEAN	SD
PERSONAL PROFILE	4.43	.69	4.55	.60	4.42	.69
TASK CYCLE	4.28	.86	4.16	.84	4.25	.86
TEAM PLANNING	4.44	.71	4.16	.84	4.21	.89
SITUATIONAL LEADERSHIP	4.21	1.05	3.83	1.35	3.98	1.28
SHARED LEADERSHIP	4.60	.67	4.66	.58	4.54	.71
PROBLEM SOLVING	4.75	.47	4.77	.44	4.73	.45
RECOGNIZING INFLUENTIALS	4.74	.48	4.79	.43	4.73	.48
GRAND MEAN	4.49		4.42		4.41	

Statistical Analysis of Project Drug Education  
Evaluation Questionnaire (Appendix B)

The drug education evaluation instrument was designed similarly to the leadership evaluation instrument. A statistical analysis of the 1-5 Likert scale. A "1" meant "strongly disagree," "2" meant "disagree," "3" meant "neutral," "4" meant "agree," and "5" meant "strongly agree."

The responses provided a mean and standard deviation of how the participants ranked the activities of one and one-half day drug education activities. The results of the statistical analysis of the first four activities is listed in Table 9 by activity title with the mean of all the participant's responses. The remaining seven questions only had one response and will be included in Table 10 immediately following this one.

It is apparent from this information that the participants felt like the activities were worthwhile. All means were 4.23 or higher.

Table 9

Evaluation by Participants of Drug Education Training

Modules

ACTIVITY NAME	IMPORTANT TOPIC		EFFECTIVE PRESENTATION		USEFUL INFORMATION	
	MEAN	SD	MEAN	SD	MEAN	SD
GENERAL SESSION	4.69	.50	4.41	.73	4.32	.74
DRUG-FREE SCHOOLS RESOURCES	4.50	.64	4.24	.78	4.29	.87
WRITING GOAL STATEMENTS	4.59	.69	4.38	.80	4.51	.71
WRITING OBJECTIVES AND ACTIVITIES	4.70	.58	4.57	.68	4.65	.61
GRAND MEAN	4.62		4.40		4.44	

### Workshop Training

The seven final questions were single answer and dealt with the quality of the workshops. The results were put in Table 11 for easier comprehension.

From this information it is evident that the participants perceived the workshops to have been well done with the ratings very close.

Table 10

### Participants Responses to Workshop Training

QUESTION	MEAN	SD
WORKSHOP APPLICABLE TO MY SCHOOL	4.57	.67
WORKSHOP PRESENTED AT AN APPROPRIATE LEVEL AND PACE	4.61	.60
MATERIALS WERE ORGANIZED AND SPECIFIC TO THE TOPIC	4.61	.56
CONTAINED USEFUL STRATEGIES AND SKILLS	4.59	.67
WORKSHOP WAS A GOOD USE OF MY TIME	4.55	.67
WORKSHOP WAS EFFECTIVE IN FAMILIARIZING ME WITH THE TOPIC	4.58	.64
WORKSHOP WAS EFFECTIVE IN ENCOURAGING PARTICIPATION	4.63	.58
GRAND MEAN	4.58	

#### Research Question Four Summary

The results of the analysis of Likert scale values indicated the participants agreed that the training provided important topics which were effectively presented providing them useful information.

#### CHAPTER FOUR SUMMARY

This chapter presented the analysis of the data which included statistical means with standard deviations on appropriate data and content analysis of other data. According to the six criteria established by the literature, there was evidence of shared leadership indicated by one or more criteria in every school.

The results of the study will be developed into conclusions and recommendations in Chapter 5.

## CHAPTER 5

### Conclusions and Recommendations

#### Introduction

The statistical and content analysis of five documents was the intent of Chapter Four. These documents were the Project Leadership Questionnaire, the Project Drug Education Questionnaire, the School Leadership Response Team Questionnaire, the End-of-Year Report and the Site Visit Report. This analysis was used to determine the success of the School Leadership Response Team Development Process in helping school personnel move toward shared leadership and to determine if the development process was an appropriate model for adoption of shared leadership within Tennessee's public schools.

Each of the four research questions was addressed by analyzing content responses and/or questionnaire responses from school personnel who had participated in the development process. In addition, narrative reports from training team personnel who visited the teams on site were analyzed for collaborative or new information.

In making conclusions, the researcher developed conclusions from each of the four research question areas and then provided an overall conclusion and recommendations.

### Research Question One Conclusions

The first research question asked: "Had the process been successful in encouraging participating schools to adopt more shared leadership?" It was concluded that the involvement of the schools with the School Leadership Response Team Development Process had encouraged participating schools to adopt more shared leadership.

According to the results of the analysis, the participants indicated the leadership information obtained would be used in variety of ways. There was a definite orientation toward working in teams and sharing the information they had gained with both school and community people. The more structural aspects of the training were expected to be used in solving problems and planning.

The participants indicated the new information in the areas of personality recognition, situational and shared leadership and the team approach would be used. This seemed to indicate there may have been a lack of this type of training for school personnel in the past.

The respondents liked those things best that helped them learn about themselves and others, and the opportunity to work together on teams. It was concluded that this was a good approach to use with school personnel in preparing them for shared leadership.

Although there were few aspects of the training that participants did not like, they mentioned as least liked the



module "Recognizing Influentials" and "long sessions." In the Likert Scale responses, however, "Recognizing Influentials" tied for the highest rating. "Recognizing Influentials" was always presented last in the afternoon or evening. There may be some relationship between these two areas and the disparity of how people saw "Recognizing Influentials. Overall there were few complaints. It was concluded that the leadership part of the development process did not have major problems but could use some fine tuning at least with regard to length of sessions.

The teams liked the team atmosphere and the time to work together unhindered. It was concluded that the present set-up of holding the development process away from the school environment is productive.

There was concern for follow-up by some of the teams. They responded with high interest in help writing grants and general follow-up. It was concluded that the participants desired to implement their action plans and felt the need for financial resources and continued support from the training team to do so.

The researcher looked for evidences of shared leadership that met the criteria set by what was found in the literature review. It was concluded that was evidence of shared decision making, increased self-esteem among some students and teachers, increased participation in shared leadership, communications between involved parties, and

better identification of needs.

More new team members were added and numerous new mini-leadership teams were formed. It was concluded that this was a result of the involvement of the school with the School Leadership Response Team Development Process.

### Research Question Two Conclusions

The second research question asked: "In what ways or instances was shared leadership evident in the action plan implementation and results?"

The literature suggested six criteria that could indicate the presence of shared leadership in schools. These six criteria were: 1.) evidence of shared leadership, 2.) evidence of leadership teams, 3.) evidence of increased self-esteem, 4.) evidence of increased participation in leadership, 5.) improved communication, and 6.) better identification of needs.

From the data it was concluded that there was; 1.) evidence of shared decision making within the schools, 2.) evidence of leadership teams, 3.) evidence of increased self-esteem among some teachers and students, 4.) evidence of increased participation in leadership within the schools, 5.) improved communication within the schools, and 6.) better identification of needs. It was also concluded that these evidences of shared leadership were because of the

involvement of the school in the School Leadership Response Team Development Process.

#### Research Question Three Conclusions

The third research question asked: "Were additional school personnel included in the leadership process as a result of implementation of the program?"

It was concluded that additional school personnel were included in the leadership process as a result of implementation of the program. Drug education coordinators were the most often used other school personnel. Counselors, librarians, and coaches were also included.

#### Research Question Four Conclusions

The last research question asked: "How did the participants evaluate the development process?" Based on the data analyzed it was concluded that the participants rated the quality of the both the leadership and drug education portions of the training very high.

#### Summary Conclusion

Based on the data analyzed and information learned, it

was the conclusion of the researcher that the School Leadership Response Team Development Process was helping participating schools move toward more shared leadership within their schools.

It was also concluded that this development process was an appropriate model to use in preparing Tennessee's public schools for more shared leadership within the schools.

#### Recommendations

1. It is recommended that the School Leadership Response Team Development Process be seriously considered by any school or school district that is moving toward shared leadership within their school(s).
2. It is recommended that additional research be conducted with these 31 schools at the five and ten year mark of existence to provide additional longitudinal information about shared leadership within the schools.
3. It is recommended that a pre-training questionnaire based on the School Leadership Response Team Questionnaire be developed for future training sessions so analysis of before and after training results can be compared.
4. It is recommended that the School Leadership Response Team training personnel review this study and consider

the structure of the training, especially the length of the sessions.

5. It is recommended that the School Leadership Response Team modify its present questionnaires and reports to include questions about the six criteria found in the literature that indicate shared leadership.
6. It is recommended that schools adopt more shared leadership because of the potential for improved self-esteem of both teachers and students and the potential for improvement in communications between all involved parties.

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## APPENDICES



**APPENDIX A**  
**PROJECT LEADERSHIP QUESTIONNAIRE**

**SCHOOL LEADERSHIP RESPONSE TEAM TRAINING**  
**EVALUATION FORM - LEADERSHIP**

PLEASE CHECK YOUR ROLE AT YOUR SCHOOL:

_____ PRINCIPAL	_____ COUNSELOR
_____ ASSISTANT PRINCIPAL	_____ DRUG ED COORDINATOR
_____ TEACHER	_____ OTHER _____

RATE EACH PORTION OF THE TRAINING USING THE 1-5 SCALE SHOWN BELOW.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

=====

<u>TOPIC</u>	<u>IMPORTANT TOPIC</u>	<u>EFFECTIVE PRESENTATION</u>	<u>USEFUL INFORMATION</u>
<b>MONDAY:</b>			
Personal Profile	_____	_____	_____
<b>TUESDAY:</b>			
Task Cycle			
Situational Leader	_____	_____	_____
Project Planning	_____	_____	_____
Recognizing Influentials	_____	_____	_____
<b>FRIDAY:</b>			
Shared Leadership	_____	_____	_____
Problem Solving	_____	_____	_____

+++++

- For the following questions, provide brief answers:
- How do you plan to apply this leadership information as a member of your school leadership response team?
  - What new information did you gain which will assist you in your current job and how will you use it?
  - What did you like best and least about the leadership training?

**APPENDIX B**  
**PROJECT DRUG EDUCATION QUESTIONNAIRE**



ACTION PLANNING

What did you like best about the action planning process in which you, your team, and facilitator participated?

What did you like least about the action planning process in which you, your team, and facilitator participated?

What are some School Leadership Response Team follow-up needs with which you would like assistance from the ETSU project staff?

Other comments:

**SCHOOL LEADERSHIP RESPONSE TEAM TRAINING**  
**EVALUATION FORM - DRUG EDUCATION**

PLEASE CHECK YOUR ROLE AT YOUR SCHOOL:

_____ PRINCIPAL	_____ COUNSELOR
_____ ASSISTANT PRINCIPAL	_____ DRUG ED COORDINATOR
_____ TEACHER	_____ OTHER _____

RATE EACH PORTION OF THE TRAINING USING THE 1-5 SCALE SHOWN BELOW.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

<u>TOPIC</u>	<u>IMPORTANT TOPIC</u>	<u>EFFECTIVE PRESENTATION</u>	<u>USEFUL INFORMATION</u>
General Session	_____	_____	_____
S.E. Regional Ctr for Drug-Free Schools	_____	_____	_____
Action Plan Process Writing Goal Statements	_____	_____	_____
Action Plan Process Writing Objectives and Activities	_____	_____	_____

Workshop Title: \_\_\_\_\_ Presenter \_\_\_\_\_

The Workshop Content Was: Rating

1. Applicable to my school	_____
2. Presented at an appropriate level and pace	_____

Workshop Materials:

1. Were organized and specific to the	_____
2. Contained useful strategies and skills	_____

The Workshop was:

1. A good use of my time	_____
2. Effective in familiarizing me with the topic and its relationship to promoting a drug-free school	_____
3. Effective in encouraging participation	_____

What did you like best about the action planning process in which you, your team, and facilitator participated?

What did you like least about the action planning process in which you, your team, and facilitator participated?

What are some School Leadership Response Team follow-up needs with which you would like assistance from the ETSU project staff?

Other comments:

**APPENDIX C**  
**SCHOOL LEADERSHIP RESPONSE TEAM QUESTIONNAIRE**



February 1, 1993

Dear School Leadership Response Team Member,

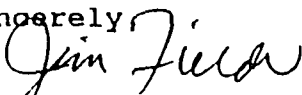
The effort to begin your training as a member of a local School Leadership Response Team began in the winter of 1991 and culminated in the spring, 1992. As a follow-up to your Year-End Reports that were submitted to us in the spring and fall (1992), I am seeking information on your evaluation of the effectiveness of the process in helping your school move toward shared leadership. This information would be used in my doctoral dissertation and possibly, for publication about our efforts.

The enclosed questionnaire is anonymous and results will be provided only in aggregate form. Determination of individual responses or school responses is impossible, so please do not indicate your name or your school's name anywhere on the questionnaire.

The information provided by your responses will be helpful in planning future training programs. It will be shared with the training team here at ETSU. Your honest response is solicited.

Thank you for your assistance in this important research project.

Sincerely,



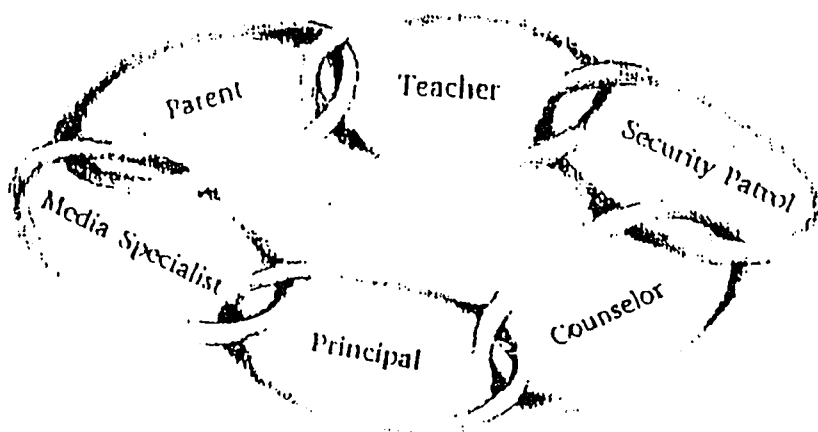
Jim Fields  
Coordinator

Jim Fields  
Coordinator

# SCHOOL LEADERSHIP RESPONSE TEAM

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## 1993 QUESTIONNAIRE



Derived from the SBDM 1991 Questionnaire developed by Dr. Tom Valesky, The Center for Educational Policy,  
College of Education, Memphis State University, Memphis, TN.

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DEMOGRAPHIC SHEET FOR  
SCHOOL LEADERSHIP RESPONSE TEAM QUESTIONNAIRE

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PLEASE CIRCLE CORRECT ANSWER OR FILL IN BLANK AS NECESSARY

GENDER M F

AGE \_\_\_\_\_

DEGREE (1) BA/S (2) MA/S (3) EDS (4) EdD/PHD

POSITION (1) TEACHER (2) PRINCIPAL (3) ASST. PRINCIPAL  
(4) COUNSELOR (5) OTHER \_\_\_\_\_

SCHOOL (1) ELEMENTARY (2) MIDDLE (3) JR. HIGH (4) HIGH

GRADE/S PRESENTLY TEACHING OR SUPERVISING

K 1 2 3 4 5 6 7 8 9 10 11 12

LOCATION (1) RURAL (2) SUBURBAN (3) URBAN

NUMBER OF STUDENTS IN SCHOOL WHERE YOU ARE AN SLRT TEAM MEMBER

(1) < 100 (2) 101-250 (3) 251-500 (4) 501-750 (6) > 1000

RACE (1) CAUCASIAN (2) BLACK (3) HISPANIC (4) N.A.

RACIAL MIX OF SCHOOL (APPROX PERCENTAGES)

CAUCASIAN \_\_\_\_\_ BLACK \_\_\_\_\_ HISPANIC \_\_\_\_\_ NATIVE AM. \_\_\_\_\_

# OF YEARS TEACHING, \_\_\_\_\_ (0 IF NONE)

# OF YEARS AS ADMINISTRATOR \_\_\_\_\_ (0 IF NONE)

Based on your school's experience with the School Leadership Response Team training and action plan implementation, rate each of the following items according to the level of improvement because of the SLRT involvement. If you have no basis for rating an item, leave it blank.

Level of Improvement because of SLRT involvement in:

	Little		Some		Great
• Faculty participation in decisions about resource allocation	1	2	3	4	5
• Faculty participation in decisions about curriculum	1	2	3	4	5
• Faculty participation in decisions about personnel matters	1	2	3	4	5
• Faculty participation in decision making at the grade or departmental level	1	2	3	4	5
• Instructional leadership provided by the school administration at grade or departmental level	1	2	3	4	5
• School-wide goal setting	1	2	3	4	5
• Grade level and/or departmental goal setting	1	2	3	4	5
• Evaluation of teacher performance	1	2	3	4	5
• Cooperation among administration, faculty and staff with regard to instructional matters	1	2	3	4	5
• Cooperation among administration, faculty and staff with regard to administrative matters	1	2	3	4	5
• Involvement of support staff in school improvement	1	2	3	4	5
• Student involvement in decision making related to programs and activities	1	2	3	4	5
• Student attitudes toward achievement	1	2	3	4	5
• Student achievement	1	2	3	4	5
• Teacher expectations for student achievement	1	2	3	4	5
• Students' commitment to their school	1	2	3	4	5
• Teachers' commitment to their school	1	2	3	4	5
• Student attendance	1	2	3	4	5
• Student conduct	1	2	3	4	5
• Communication with parents/community groups with regard to general school problems	1	2	3	4	5
• Communication with parents/community groups with regard to school goals and/or policies.	1	2	3	4	5

Level of improvement because of SLRT involvement

	Little		Some		Great
• Communication with parents/community groups with regard to problems with individual students	1	2	3	4	5
• Communication with parents/community groups with regard to school activities	1	2	3	4	5
• Management of the school, its programs and services	1	2	3	4	5
• Parental perceptions of the school and its programs	1	2	3	4	5
• Parent/community involvement in the school	1	2	3	4	5
• Community support for staff	1	2	3	4	5
• Social/emotional support for staff from faculty and administration	1	2	3	4	5
• Social/emotional support for students from school personnel	1	2	3	4	5
• Community support for students	1	2	3	4	5
• Availability of resources	1	2	3	4	5
• Physical environment of the school (cleanliness and general appearance)	1	2	3	4	5
• Amount and quality of in-service training	1	2	3	4	5
• Provisions for the diversity of student backgrounds and learning styles	1	2	3	4	5
• Curriculum coordination between grade levels and courses	1	2	3	4	5
• Overall climate for teaching	1	2	3	4	5
• Overall climate for learning	1	2	3	4	5
• General faculty morale	1	2	3	4	5

**APPENDIX D**  
**END-OF-YEAR REPORT**

SHARED LEADERSHIP RESPONSE TEAMS  
FOR A DRUG-FREE SCHOOL - TENNESSEE  
MODEL  
END OF YEAR REPORT

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TEAM \_\_\_\_\_ DATE \_\_\_\_\_

ACTION PLAN

Goal: \_\_\_\_\_

Objective #: \_\_\_\_\_

1. Intended Target Groups (students, faculty, parents, etc.)

2. Activities/Topics: A brief narrative describing the activities you implemented to accomplish this objective. Please give who, what, where, how and/or why)

a. Accomplished

b. Not Carried Out:

c. Consultants/Community Resources Utilized (including system-wide drug coordinator.)

## END OF YEAR

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**3. Impact of Shared Leadership Response Team: (What roles did various team members play?)**

**4. Media Coverage and/or Recognition: (You may include clippings)**

**5. Evaluation:**

**Strengths:**

**Needs Improvement:**

**What do you see in the school's future because of your involvement this year?**



**APPENDIX E**  
**SITE VISIT QUESTIONNAIRE**

# SITE VISIT REPORT

## SUMMATIVE REPORT FORM

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1. Training of Present Team Members Who has dropped off the team? Who has been added to the team?

2. Team Meetings Our Team has:

a. Regularly scheduled meetings (monthly, 6-8 weeks, etc.)

b. Meeting when the team leader calls the meeting.

c. We have had \_\_\_\_\_ meetings this year.

3. Participation in Conference:

a. \_\_\_\_\_ of our members attended the Shared Leadership Response Team Update Conference, February 28, 1992.

b. \_\_\_\_\_ of our members attended the Governor's Conference held on February 29 and March 1, 1992.

c. \_\_\_\_\_ of our members attended other professional conferences.

d. \_\_\_\_\_ of our members presented at various conferences.

e. \_\_\_\_\_ presentations made at various conferences.

f. \_\_\_\_\_ presentations at other meetings (PTA, Civic Clubs, etc.)

4. Communication with Drug Coordinator

a. Name of your school system's drug coordinator:

b. List ways the drug coordinator and the team have worked together in implementing this action plan.

5. List ways not related to Drug Abuse/Prevention that the team and/or members have been involved in problem solving activities in your school:

APPENDIX F  
CONTENT ANALYSIS OF END-OF-YEAR REPORT  
AND SITE VISIT REPORT  
FOR EVIDENCES OF SHARED LEADERSHIP

Evidences of More Shared Leadership Within Participating Schools

SCHOOL NAME	END-OF-YEAR FINDING	SITE VISIT FINDING
Allons Elementary School	Nothing found	Drug Education Coor. added to team
Apollo Middle School	Nothing Found	Shared leadership with Career Ladder III teachers. Formed mini-leadership teams with one SLRT member per team.
Buchanan Elementary School	Nothing Found	Added another teacher to SLRT to take place of retiree. Shared leadership with Builder's Club Committee.
Caldwell Elementary School	Shared leadership by forming mini-leadership teams and using other teachers. Formed ten mini-leadership teams in all.	Confirmed formation of ten mini-leadership teams.
Carroll-Oakland Elementary School	Added guidance counselor and music teacher to SLRT. Shared leadership by forming mini-leadership teams.	Confirmed formation of mini-leadership teams.
Crockett County High School	Added two teachers to SLRT and lost one. Shared leadership by involving entire faculty in changing drug ed curriculum.	Confirmed addition of two teachers to team and involvement of entire faculty in drug ed curriculum changes.
Cummings Elementary School	Shared leadership by adding guidance counselor to SLRT	Nothing found to confirm.

Dupont-Tyler Middle School	Shared leadership by making the SLRT the official Faculty Council that made decisions about areas others than drug ed.	Confirmed the information found on the Faculty Council.
Elizabethton High School	Shared leadership by developing mini-leadership team to write grant proposals.	Confirmed by site visit report.
Evans Elementary School	Shared leadership with staff development committee to implement action plan.	Nothing found to confirm.
Garber Elementary School	Shared leadership by developing 40 mini-leadership teams.	Confirm developing 40 mini-leadership teams. Add three members to team and lost one, net two.
Grandview Elementary School	Shared leadership by developing grade level mini-leadership teams.	Nothing found to confirm.
Greenback School	Added one to team and lost one. Included students in implementing and managing action plan.	Confirmed new team member and involvement of students.
Henry Johnson Elementary School	Nothing found.	Added guidance counselor to team. Developed 2 mini-leadership teams.
Hilham Elementary School	Nothing found.	Expanded leadership by being on PATS committee.
Hillcrest High School	Shared leadership by forming mini-leadership teams.	Mini-leadership not confirmed. Added one new member to SLRT.

Jackson County High School	Shared leadership by adding two more teachers and one guidance counselor to team.	Confirm addition of one team member and retirement of one.
Kingsbury Junior High School	Shared leadership by adding seven new members to SLRT and losing two, net five. Formed mini-leadership teams.	Confirmed net five new members and formation of mini-leadership teams.
Lakeview Elementary School	Shared leadership by developing mini-leadership teams at grade level.	Unable to confirm.
Livingston Middle School	Shared leadership by forming mini-leadership team of 5th grade teachers.	Unable to confirm mini-leadership team. Shared leadership by adding drug coor. to SLRT.
Pleasant Ridge Elementary School	Shared leadership by letting entire faculty develop drug education curriculum.	Confirm shared leadership with entire faculty.
Powell High School	Shared leadership with GPA Relief Team and Second Chance Committee. Formed three mini-leadership teams.	Confirmed shared leadership and mini-leadership team development.
Raleigh-Egypt Junior High School	Shared leadership with PRIDE team.	Confirmed shared leadership.
Rickman Elementary School	Nothing found.	Nothing found.
Robertsville Junior High School	Shared leadership with entire faculty is addressing dysfunctional family problems. Formed mini-leadership team.	Confirmed shared leadership with faculty and mini-leadership team.

Rose Park Elementary School	Nothing found.	Shared leadership by becoming Principal's Advisory Committee. Developed "school-wide leadership in a variety of arenas.
Stratton Elementary School	Formed five mini-leadership teams. Used entire faculty to develop drug ed curriculum.	Confirmed mini-leadership teams and entire faculty involvement.
Trenton-Peabody High School	Shared leadership with TIDE team. Formed mini-leadership team with parents and teachers.	Confirmed shared leadership and mini-leadership teams formation.
University School	Shared leadership with entire staff and with several other committees.	Confirmed shared leadership.
Wright Middle School	Added three teachers to SLRT.	Confirmed adding three new team members. Mini-leadership team formed.

**APPENDIX G**  
**CONTENT ANALYSIS OF END-OF-YEAR REPORT**  
**AND SITE VISIT REPORT**  
**IN SIX SHARED LEADERSHIP AREAS**  
**DEFINED IN LITERATURE**



Evidences of Shared Leadership in Action Plan Implementation and Results

SCHOOL NAME	FINDINGS
Allons Elementary	<p>a. Shared Decision Making evident through implementation of Action Plan and involvement of teachers in drug ed curriculum development.</p> <p>b. Shared Leadership Response Team continued to operate and added drug coordinator as member.</p> <p>c. No indicators to analyze.</p> <p>d. No indicators to analyze.</p> <p>e. No indicators to analyze.</p> <p>f. Good needs assessment included in action plan.</p>
Apollo Middle	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and mini-leadership teams developed to address other aspects of drug problem.</p> <p>c. No indicators to analyze.</p> <p>d. Greater participation among teachers indicated by involvement of more teachers in mini-leadership teams to address other drug issues.</p> <p>e. Site Visit Report stated: "A strong school communication network exists" because of mini-leadership team development with a SLRT member on each mini team.</p> <p>f. Good needs assessment included in action plan.</p>
Buchanan Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continues with one member added and worked with Builder's Club Committee.</p> <p>c. No indicators to analyze.</p> <p>d. Implementation of action plan required involvement of more staff.</p> <p>e. Better communication indicated by coordination that developed between SLRT and Student Assessment Program.</p> <p>f. Good needs assessment included in action plan.</p>

Caldwell Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. Mini-leadership teams were developed to address other areas such as attendance, science fair, spelling bee, discipline, etc.(10 in all).</p> <p>c. Increased self-esteem among team members, "We feel we are helping our children make sound decisions in order to live a drug-free life."</p> <p>d. Increased participation evident because of development of mini-leadership teams that involved more teachers.</p> <p>e. Communication improved through teacher involvement in mini-leadership teams and coverage in school newsletter.</p> <p>f. Good needs assessment included in action plan.</p>
Carroll-Oakland Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT and addition of another teacher and a guidance counselor to team.</p> <p>b. Mini-leadership teams were developed to work with DARE, PROUD CROWD BOOSTERS, STARS, RED RIBBON DAY, etc.</p> <p>c. No indicators to analyze.</p> <p>d. Greater involvement evident in more teachers involved by being on mini-leadership teams.</p> <p>e. Better communication should have resulted from greater involvement of teachers.</p> <p>f. Good needs assessment included in action plan.</p>

Crockett County High	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation.</p> <p>c. Increased self-esteem evident among faculty; "The faculty was excited about the program and eager to make suggestions." Increased self-esteem evident among student peer counselors; "They were very enthusiastic and receptive."</p> <p>d. Increased involvement because all faculty helped develop the drug ed curriculum for their classes.</p> <p>e. Better communications resulted from one entire issue of school newspaper providing information about the drug ed program.</p> <p>f. Good needs assessment included in action plan.</p>
Cummings Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT and addition of guidance counselor to team.</p> <p>b. SLRT continued and Teacher Incentive Committee developed as a mini-leadership team.</p> <p>c. No indicators to analyze.</p> <p>d. Greater involvement of school staff by addition of guidance counselor to team.</p> <p>e. No indicators to analyze.</p> <p>f. Good needs assessment included in action plan.</p>
Dupont-Tyler Middle	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued to exist as the Faculty Council for the school and mini-leadership teams were developed to implement action plan.</p> <p>c. Indication of low morale at school due to problems facing school.</p> <p>d. No indicators to analyze.</p> <p>e. No indicators to analyze.</p> <p>f. Good needs assessment included in action plan.</p>

<p>Elizabethton City High</p>	<p>a. SDM evident through implementation of action plan and continued existence of SLRT and inclusion of two central office personnel for grant writing.  b. SLRT continued in operation.  c. No indicators to analyze.  d. No indicators to analyze.  e. Better communications indicated by SLRT working with school personnel and community to develop a network of care givers and a library of drug ed information.  f. Good needs assessment included in action plan.</p>
<p>Evans Elementary</p>	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.  b. SLRT continued in operation and worked with Staff Development Committee in implementing action plan.  c. No indicators to analyze.  d. Greater involvement of teachers because entire staff involved to develop strategies to use with students.  e. Better communications because of surveys sent to parents and involvement of entire staff.  f. Good needs assessment included in action plan.</p>
<p>Garber Elementary</p>	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.  b. SLRT continued in operation and 40 mini-leadership teams were developed.  c. Student self-esteem increased due to "True Colors" program implementation.  d. Greater participation among teachers because all were involved in one or more of the 40 mini-leadership teams.  e. Greater communication should have developed from increased involvement of teachers.  f. Good needs assessment included in action plan.</p>

Grandview Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation with additional member added and grade level mini-leadership teams developed.</p> <p>c. No indicators to analyze.</p> <p>d. No indicators to analyze.</p> <p>e. Improved communications resulted from training of teachers, parents, and students.</p> <p>f. Good needs assessment included in action plan.</p>
Greenback	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and librarian added to team.</p> <p>c. No indicators to analyze.</p> <p>d. Increased participation by students and teachers who worked together on drug education activities.</p> <p>e. No indicators to analyze.</p> <p>f. Good needs assessment included in action plan.</p>
Henry Johnson Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation, mini-leadership teams formed to address discipline and enrichment areas, and guidance counselor added to team.</p> <p>c. No indicators to analyze.</p> <p>d. No indicators to analyze.</p> <p>e. Greater communication between teachers and parents because of socials and Parent to Parent Workshop.</p> <p>f. Good needs assessment included in action plan.</p>
Hilham Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and PATS involved in implementing action plan.</p> <p>c. No indicators to analyze.</p> <p>d. No indicators to analyze.</p> <p>e. Better communications between school and community resulted.</p> <p>f. Good needs assessment included in action plan.</p>

Hillcrest High	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation, mini-leadership teams were developed for Sr. Hi. and Jr. Hi. parents and teachers, and two teachers added to team.</p> <p>c. No indicators to analyze.</p> <p>d. Increased participation evident from statement: "We have more parents involved this year than we did last year."</p> <p>e. Better communication between parities because of use of newsletter.</p> <p>f. Good needs assessment included in action plan.</p>
Jackson County High	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation, two teachers and one guidance counselor added to team, and skills used in faculty and department leadership committees.</p> <p>c. No indicators to analyze.</p> <p>d. No indicators to analyze.</p> <p>e. Improved communications between teachers, parents and students through two surveys.</p> <p>f. Good needs assessment included in action plan.</p>
Kingsbury Junior High	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation, three teachers added to team, and mini-leadership teams to address school spirit, discipline, attendance, attitudes, and cafeteria problems.</p> <p>c. Better self-esteem among teachers: "Faculty members have become more like a family."</p> <p>d. Better communications with parents and community. Parents added to mini-leadership team and community leaders (ministers) invited to breakfast to learn about drug ed program.</p> <p>e. Improved communications with teachers become more were serving on mini-leadership committees.</p> <p>f. Good needs assessment included in action plan.</p>

Lakeview Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation, grade level mini-leadership teams were developed, and guidance counselor added to team.</p> <p>c. No indicators to analyze.</p> <p>d. Better participation because all teachers became involved in drug ed action plan.</p> <p>e. Better communication between parents and teachers because parents became more involved and all teachers became involved with grade level teams.</p> <p>f. Good needs assessment included in action plan.</p>
Livingston Middle	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation, mini-leadership team developed for 5th grade teachers, and guidance counselor added to team.</p> <p>c. No indicators to analyze.</p> <p>d. More involvement by parents in schools.</p> <p>e. Improved communication with parents through their greater involvement with school.</p> <p>f. Good needs assessment included in action plan.</p>
Pleasant Ridge Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and entire staff surveyed for input on drug ed curriculum.</p> <p>c. No indicators to analyze.</p> <p>d. Increased participation evident by all teachers being involved in decision making about curriculum.</p> <p>e. Improved communication between teachers as a result of working together and better communications with parents by publishing and disseminating school drug policy.</p> <p>f. Good needs assessment included in action plan.</p>

Powell High	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and worked with three mini-leadership teams.</p> <p>c. No indicators to analyze.</p> <p>d. Increased participation by parents and community in school drug program.</p> <p>e. Better communications between school and community/parents through community communications network that was developed.</p> <p>f. Good needs assessment included in action plan.</p>
Raleigh-Egypt Junior High	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and PRIDE leadership group formed.</p> <p>c. Better self-esteem seemed evident in faculty.</p> <p>d. Increased participation of parents in school drug ed program.</p> <p>e. Better communications with teachers, parents, and students through PRIDE, Parent to Parent, Youth Services and Girls, Inc.</p> <p>f. Good needs assessment included in action plan.</p>
Rickman Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation.</p> <p>c. No indicators to analyze.</p> <p>d. Increased participation by staff, parents and students.</p> <p>e. Improved communications between teachers, parents, and students.</p> <p>f. Good needs assessment included in action plan.</p>
Robertsville High	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation, entire faculty worked on dysfunctional family problem, and CREAM leadership committee formed.</p> <p>c. No indicators to analyze.</p> <p>d. Increased participation by faculty and many community members.</p> <p>e. Improved communications between faculty and community because of joint working relationship.</p> <p>f. Good needs assessment included in action plan.</p>



Rose Park Middle	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and became Principal's Advisory Committee.</p> <p>c. Higher self esteem among faculty: "Very strong team, high morale."</p> <p>d. Increased participation by faculty because used "school-wide leadership in a variety of areas."</p> <p>e. Improved communications because of total staff involvement and monthly newsletter.</p> <p>f. Good needs assessment included in action plan.</p>
Stratton Elementary	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and 5 mini-leadership teams formed.</p> <p>c. No indicators to analyze.</p> <p>d. Increased participation because all teachers were involved in planning.</p> <p>e. Better communication because of participation of parents and teachers and newsletter.</p> <p>f. Good needs assessment included in action plan.</p>
Trenton-Peabody High	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and one mini-leadership team was developed.</p> <p>c. Increased self-esteem seemed evident among teachers.</p> <p>d. Increased participation by developing referral team of teachers and community leaders.</p> <p>e. Better communications between parents and teachers developed through publishing a handbook and drug policy.</p> <p>f. Good needs assessment included in action plan.</p>

University School	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and worked with other leadership teams of PATS, MADD, SADD, and staff retreat.</p> <p>c. No indicators to analyze.</p> <p>d. Increased participation because all faculty were involved.</p> <p>e. Better communication between teachers because of involvement.</p> <p>f. Good needs assessment included in action plan.</p>
Wright Middle	<p>a. SDM evident through implementation of action plan and continued existence of SLRT.</p> <p>b. SLRT continued in operation and "each member instrumental in formation of the action plan."</p> <p>c. No indicators to analyze.</p> <p>d. Increased involvement because all teachers and students were included in activities.</p> <p>e. Improved communication because of involvement.</p> <p>f. Good needs assessment included in action plan.</p>

APPENDIX H  
CONTENT ANALYSIS OF END-OF-YEAR REPORT  
AND SITE VISIT REPORT  
FOR EVIDENCES OF ADDITIONAL SCHOOL  
PERSONNEL BEING USED IN LEADERSHIP

Evidences of Additional School Personnel Included in the  
Leadership Process as a Result of Program Implementation

School Name	Drug Ed Coordinator Used? How?	Other school personnel used? How?
Allons Elementary School	Yes. Helped implement plan.	Yes. Worker with high school personnel that will be receiving students in future to coordinate program.
Apollo Middle School	Yes. helped organize training personnel for staff development.	Yes. Used Career Ladder III teachers to develop a tutorial program and formed mini-leadership teams that had one SLRT member per team.
Buchanan Elementary School	Yes. Helped develop presentation for parent visitation, PTO, and Parent to Parent program.	Yes. Added 1 teacher to leadership committees.
Caldwell Elementary School	Yes. Helped organize staff training and provided drug ed materials.	Yes. Formed mini-leadership teams with teachers.
Carroll-Oakland Elementary School	Yes. Helped coordinate DARE program and helped select drug ed curriculum STARS.	Yes. Included guidance counselor and music teacher on leadership team functions and developed mini-leadership teams.

Crockett County High School	Yes. Helped develop grant and provided funding for objectives.	Yes. Added two teachers to original leadership team and entire faculty worked together to develop a school-wide drug ed curriculum.
Cummings Elementary School	Yes. Helped organize staff development training program and provided training.	Yes. Included guidance counselor in leadership decisions.
Dupont-Tyler Middle School	Yes. Served with committee and provided funding and drug ed materials.	Yes. Developed mini-leadership teams to implement action plan objectives.
Elizabethton High School	Yes. Served on leadership team, helped identify referral agencies and provided drug ed materials	Yes. Included two central office personnel on grant writing mini-leadership team.
Evans Elementary School	Yes. Helped develop local training and provided materials.	Yes. Worked with Staff Development Committee in implementing action plan.
Garber Elementary School	Yes. Helped develop implementation of PATS and VICTOR programs.	Yes. Added three more teachers to initial leadership team and developed 40 mini-leadership committees.
Grandview Elementary School	Yes. Helped organize staff development training and provided drug ed materials.	Yes. Added guidance counselor to team and developed grade level mini-leadership committees.

Greenback School	Yes. Helped develop itinerary for Clown Troupe and provided funds for travel.	Yes. Included librarian on leadership team.
Henry Johnson Elementary School	Yes. No response.	Yes. Included guidance counselor on initial leadership team.
Hilham Elementary School	Yes. Served on initial leadership team, provided funds.	Yes. Involved PATS committee in implementing action plan.
Hillcrest High School	Yes. Helped design staff development training and recommended drug ed materials.	Yes. Included coach and added two teachers to leadership team.
Jackson County High School	Yes. Served on initial leadership team.	Yes. Added two more teachers and one guidance counselor to leadership team.
Kingsbury Junior High School	Yes. Helped organize staff development training and provided drug ed materials.	Yes. Added three more teachers to leadership team and organized mini-leadership teams to address school spirit, discipline, attendance, etc.
Lakeview Elementary School	Yes. Helped coordinate DARE program.	Yes. Added guidance counselor to leadership team and developed grade-level mini-leadership team.
Livingston Middle School	Yes. Helped develop drug ed curriculum.	Yes. Developed fifth grade teachers mini-leadership team and added guidance counselor to leadership team.

Pleasant Ridge Elementary School	Yes. Helped develop school drug policy, helped select drug ed curriculum, and helped train staff.	Yes. Survey entire staff for input on drug ed curriculum.
Powell High School	Yes. No response.	Yes. Involved GPA Relief Team and Second Chance Committee.
Raleigh-Egypt Junior High School	Yes. Helped organize staff development training and provided drug ed materials.	Yes. Involved Pride leadership team.
Rickman Elementary School	Yes. Helped plan action plan and provided funding.	No. No response.
Robertsville Junior High School	Yes. Helped choose curriculum and train teachers.	Yes. Entire staff worked on dysfunctional families problem and CREAM community mini-leadership team was developed.
Rose Park Middle School	Yes. Helped plan in-service training.	Yes. "School-wide leadership in a variety of areas."
Stratton Elementary School	Yes. Worked with leadership team and provided funding.	Yes. Added guidance counselor to leadership team, involved all teachers in planning drug ed curriculum, and developed five mini-leadership teams.
Trenton-Peabody High School	Yes. Served on leadership team.	Yes. Involved teachers on TIDE committee.

University School	Yes. Served on leadership team and coordinated information.	Yes. Entire staff involved in problem-solving session and developed mini-leadership teams.
Wright Middle School	Yes. Helped organize workshops and provided drug ed materials.	Yes. Added three teachers to leadership team and involved Teacher Incentive Committee.



**APPENDIX I**

**SCHOOL LEADERSHIP RESPONSE TEAM QUESTIONNAIRE RESULTS**

Means and Standard Deviations of Responses to SchoolLeadership Response Team Questionnaire

QUESTION	MEAN	STANDARD DEV.
Faculty participate d/m -resources (1)	3.14	1.07
Faculty participate d/m - curriculum (2)	3.02	1.13
Faculty participate d/m - personnel matters (3)	2.50	1.23
Faculty participate d/m - grade or dept. level (4)	3.61	1.13
Instruc. leadership by admin at grade or dept. level (5)	3.27	1.17
School-wide goal setting (6)	3.61	1.10
Grade/dept. level goal setting (7)	3.69	1.09
Evaluation of teacher performance (8)	2.94	1.36
Co-op among admin, faculty, staff - instruc. matters (9)	3.49	1.20
Co-op among admin, faculty, staff - admin. matters (10)	3.23	1.23
Involvement of support staff in school improvement (11)	3.27	1.22
Student involvement in d/m - programs and activities (12)	2.85	1.11

Student attitudes toward achievement (13)	3.17	1.06
Student achievement (14)	3.18	1.02
Teacher expectation for student achievement (15)	3.54	1.14
Student commitment to school (16)	3.17	1.06
Teacher commitment to school (17)	3.63	1.15
Student attendance (18)	3.32	1.10
Student conduct (19)	3.12	1.11
Communication parents/community - general school problems (20)	3.39	1.10
Communications parents/community - school goals/policies (21)	3.36	1.17
Communications parents/community - problems with individual students (22)	3.35	1.16
Communications parents/community - school activities (23)	3.53	1.08
Management of school, programs, services (24)	3.24	1.16
Parental perception school & programs (25)	3.26	1.04
Parent/community involvement in school (26)	3.22	1.08

Community support for staff (27)	3.20	1.12
Social/emotional support for staff from faculty/admin (28)	3.32	1.15
Social/emotional support for student from school personnel (29)	3.42	1.09
Community support for students (30)	3.20	1.03
Availability of resources (31)	3.21	1.08
Physical environment of school (32)	3.28	1.36
Amount/quality of in-service training (33)	3.37	1.22
Provisions for diversity of student background/learning style (34)	3.09	1.14
Curriculum coord. between grade levels & courses (35)	3.13	1.18
Overall climate for teaching (36)	3.32	1.27
Overall climate for learning (37)	3.39	1.23
General faculty morale (38)	3.20	1.24

VITA

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Doctoral Fellow, East Tennessee State University, Johnson City, TN, 1990-93.

Professional Staff Development: NASSP "Leader 1-2-3," May, 1991.  
NASSP "Let's Talk, How Leadership Communicate," March, 1992.  
Appalachian Educational Laboratory "Focusing on Motivation: The Need to Succeed," March 1992.  
Tennessee LEAD, "Volunteer Leader Development Process," June, 1992.

Professional Organizations: Phi Kappa Phi  
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Tennessee Association for Supervision and Curriculum Development