

2002

# Teacher Perception Of Change In The Delivery Of Instruction In The Classroom With The Implementation Of The Whole School Reform Model Community For Learning (ALEM)

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**TEACHER PERCEPTION OF CHANGE IN THE DELIVERY  
OF INSTRUCTION IN THE CLASSROOM  
WITH THE IMPLEMENTATION OF THE  
WHOLE SCHOOL REFORM MODEL  
COMMUNITY FOR LEARNING (ALEM)**

**BY**

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**Submitted in partial fulfillment of the  
Requirements for the degree of Doctor of Education  
Seton Hall University**

**2002**

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## ACKNOWLEDGEMENTS

Many people attend college, many people graduate from college, but few people attain the doctoral level of education. Choosing a right school to pursue the doctoral degree is an important consideration, not to be taken lightly. After interviewing many people who have attended graduate schools I chose Seton Hall University. A good choice. The caring, concerned atmosphere at Seton Hall, of everyone at the University helped make my experience meaningful. Specifically, I would like to thank the faculty and staff in the Department of Education and Administration for their willingness to share not only their knowledge but their advice and experience. I would like to thank my advisor, Dr. Daniel Gutmore, for his guidance and advice as I set my educational goals at Seton Hall. Thank you for not providing all the answers, but for asking the right questions so that I could, with confidence, plan my future.

Completing a study of this nature could not happen without the assistance of a superior dissertation committee. I would like to thank Dr. Elaine Walker of Seton Hall University for her constant willingness to share her expertise in the area of research and statistics.

I would like to also thank Dr. Anna Maria Schuhmann, Dean of Education at Kean University, for her constant interest in my career throughout my years at Kean and at Seton Hall. Thank you for taking the time from the constant demands of your job to counsel me.

Dr. Joan Kastner, also of Kean University, has been a friend for many years. She is special because of her interest and encouragement both on a professional and personal level. Joan, thank you for being there whenever I needed help.

Dr. John Collins, my dissertation mentor, deserves special recognition. All faculty members at Seton Hall University willingly share their knowledge and expertise, but Dr. Collins worked above and beyond the call of duty not only guiding my dissertation from its early stages to a polished, scientific study that will add to the knowledge base in the field of Whole School Reform but also expanding my knowledge of the ever-changing world of technology. Thank you for keeping me focused, reminding me that at one point it is time to stop researching and start writing, and for helping to keep the dissertation process, if not painless, at least easier.

Students who embark on the long journey through graduate school often do so while working and trying to maintain a positive household environment. All these things could not be accomplished without the support over many years from a family that is willing to be committed to assisting the graduate student achieve his or her goal. My special thanks are for my husband Bill and my daughter Samantha.

For our whole lives, Bill has supported me in whatever career decision I have made. Without his cooperation, love and encouragement I would never have achieved all the things I have aspired to in my career. Bill, thank you for being not only my husband, but my friend. May we have many more exciting years together.

From the time she was little, Samantha has been aware of my personal and career goals and has also helped in any way possible. She also grew up knowing that girls could be anything they wanted to, if they set their minds to it. Samantha, thank you for your assistance in completing my dissertation and for being not only my daughter, but also my friend. You will always have a piece of my heart.

## DEDICATION

This work is dedicated to:

My husband, William,

My daughter, Samantha Elizabeth,

My father, Thomas E. Hock,

My mother-in-law, Gertrude Holmes,

And those people I have worked with and met throughout my life who have shaped my thoughts about education and leadership and who have inspired me to reach beyond what I thought I could accomplish.

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## CHAPTER I

### Introduction

#### Statement of the Problem

The inequality in education between poorer and more affluent school districts is a topic that has long been explored. School reform, focusing in on student change, has taken on many forms in many places: Reading Recovery, Whole School Reforms such as Modern Red Schoolhouse, Comer, Success for All, Roots and Wings, Community for Learning and early learning intervention programs. Most of these programs are aimed to improve education for all students, particularly those at risk for failure.

The Education Commission of the United States presented a study by Chris Phipo (1996), which explored the political and social dilemma of school reform. Reformers are at the crossroads of whether to fix or reinvent school reform as a means to improve education. Fullan (1993), Sparks (1993) and others point out that school leaders need to understand the process of change in order to manage change and school improvement. Each attempt at school reform has included components of shared decision-making in the form of school management teams and selection of a whole school reform model. Has this attempt at empowerment resulted in improved delivery of instruction to students?

Has the process of school reform been successful? While it seems that school-based management has the potential to create better schools, there is little indication that such change has a positive impact upon the teaching process. Rosenholtz (1987) and

Corbett and Wilson (1990) identified unintended consequences for teachers such as reduced motivation, morale and reduced collegial interaction, which are counterproductive to teaching. A study by Fullan and Miles (1991) reported that 51% of teachers did not use whole-school data to make adjustments in their teaching programs.

McLaughlin (1990) concluded that policy cannot mandate what matters in education in a study of school reform in England. Hopkins and Levin (2000) studied the interrelationship of government policy and school development, noting that three components must be present for school reform to be successful: a focus on the right variables such as school-based management, second, the development of a systematic perspective with a sense of clarity in the minds of all participants in the movement, and third, attention to the issues of implementation.

In the United States, Kansas embarked upon an ambitious plan to make schools equal in poorer and more affluent districts, by the state funding of building improvement and teacher development. To bring the Kansas City schools into compliance, the court ordered nearly \$2 billion to be spent during a twelve-year period on building new schools, upgrading facilities and developing a new instructional plan. Revenue was raised from the increase of property taxes 150 percent, a 1.5 per cent income tax surcharge and the balance raised by the state of Missouri. Nothing changed. Even with an outpouring of money, student achievement remained at a low level (Ciotti, 1998). The adoption of whole school reform models was put in place to improve student achievement. The end result was beautiful facilities but little change in improvement of instruction and student achievement.

Problems in the Kansas City school district resulted from biases from Judge Clark, local politicians and educators who fought against merit pay, sanctions for poor performing teachers and vouchers for private schools (Ciotti, 1998).

Inequality in spending for education is a problem that has faced school systems for many years. While it is generally agreed that all children should be given an equal opportunity for a good education, disparities appeared between students in wealthier and students in less affluent school districts. Since education is primarily supported by property taxes, it was successfully argued that poorer districts, which did not gain as many tax dollars from ratables, could not spend the money that districts with higher property taxes could spend.

A lawsuit, *Abbott v. Burke*, (1990), sought to correct the inequality that existed in the delivery of educational services and programs and to deliver an equitable distribution of state aid to all schools in New Jersey (State of New Jersey, 1990). The Quality Education Act of 1990, signed into law on July 3, 1990 to address the inequalities cited in *Abbott v. Burke*, resulted in the formation of the Governor's Commission on Quality Education in New Jersey.

Since 1990, there has been more litigation as wealthier districts fought to retain funding for their schools, Abbott districts were identified, and the Core Curriculum Standards of Proficiency to measure educational progress for all students was created.

In May 1997 the Supreme Court of New Jersey upheld the Core Curriculum Content Standards as a legitimate basis for thorough and efficient education (Hendrie, 1998), but stated that more money must be provided to provide parity for students in poorer districts (New Jersey Department of Education, 1998).



One component of the plan for Abbott districts is the adoption of a research-based reform model for improving schools. The endorsement of the State Department of Education in favor of the adoption of Success for All, a program developed by Dr. Robert Slavin at Johns Hopkins University, met with some resistance by school systems. Schools were to choose a research-based model that would work best in their school. Other models such as Modern Red Schoolhouse, the Comer School Development Plan (SDP), Adaptive Learning Environments Model (ALEM) from Temple University and Accelerated Schools were among those Whole School Reform models acceptable by the State Department of Education (New Jersey Department of Education, 1998). These reform models presented one common tenet: if change is to be successful within a school district, it will have to be based upon a well-trained staff and a well-chosen reform model.

Has Whole School Reform, implemented in New Jersey, done anything to change the way teachers deliver instruction in the schools? If one believes that one of the most important components of school reform is the action of the teacher, has such change taken place in Abbott schools?

#### Significance of the Study

The purpose of this study is to examine whether teachers in an Abbott School district have made changes in their teaching methods based upon the adoption of the Whole School Reform Model, Community for Learning.

There is only one published contemporary dissertation about Community for Learning (ALEM) in the UMI database. The study in the UMI database is qualitative. This study will be among the first quantitative research studies on the ALEM Model.

### Research Questions

The study will specifically address the following questions:

1. Is there a change in the method of delivery of instruction by teachers using the Community for Learning Model (ALEM) for Whole School Reform?
2. What components of the Community for Learning Model (ALEM) have been the most useful in creating change within the classroom?
3. To what extent do teachers perceive support from Community for Learning (ALEM) facilitators in the implementation of change within their school?
4. Has the Whole School Reform Model, Community for Learning, been effective in bringing about the development of students as independent learners based upon teacher observation in the classroom?
5. Based upon teacher perception, has the Whole School Reform Model, Community for Learning, become a workable model for future improvement in the delivery of instruction to students?
6. To what extent do teachers perceive the Whole School Reform Model, Community for Learning, as a method for classroom management that they will use in the future?

### Delimitations and Limitations of the Research

The survey will be sent to classroom teachers in grades one through five in a K-12 urban school district, which has adopted the Whole School Reform Model, Community for Learning (ALEM). In this district there are nine schools which have adopted the Whole School Reform Model, Community for Learning. A total of 352 teachers will be invited to participate in the survey. These nine schools are First Cohort Schools.

A delimitation to this study is that the survey will also be sent to the specialists who teach students in grades one through five, primarily but not exclusively, librarian/media specialists, physical education, World Language, Bilingual/ESL, special education (Resource Room), music and art teachers.

Results will be limited by the numbers of teachers who respond to the survey and their willingness to be honest in evaluating their reform model.

Teachers in kindergarten have been excluded from this study because they have chosen a different model for Whole School Reform, High Scope. Teachers in grades six through eight and high school were not included in this study because other independent variables would be in place including block scheduling and the configuration of the middle and high programs. These independent variables could affect teacher responses, bringing other variables into the population, which are not common to all participants.

#### Definition of Terms

Whole School Reform Model- a research-based plan to improve student achievement focusing on reorganizing and revitalizing the entire school rather than on isolated change. The school improvement model utilizes well-researched and well-documented models for change supported by networks or trainers and facilitators. All comprehensive whole school reform models share cross-disciplinary efforts that employ the home, the school and the community in the personal nurturing and intellectual development of the child (McChersney, 1998).

Abbott School District- certain poorer school districts identified as containing lower-achieving students as measured by scores on standardized tests such as the ESPA, GEPA, HSPT and other achievement tests (New Jersey Department of Education, 2000).

Community for Learning- a Whole School Reform model developed in 1990 by Dr. Margaret Wang, Temple University. The roots of the program extend into the 1960's. In the 1970's the program was expanded to add an "inclusion" environment, which became the Adaptive Learning Model (ALEM). In 1995 the program was renamed Community for Learning with the goal of improving students' academic achievement, behaviors and attitudes to promote independent learning. Student achievement is accomplished by the creation of an individualized learning plan for each student. Additional information about the Community for Learning Model is found in Appendix F.

Method of delivery of instruction- the teaching style that is used by the teacher in teaching subject matter to students

Change- a difference in the state or quality of something (Evans, 2001, p. 21)

Teacher- a certificated individual trained in the area of education employed by a school system to deliver instruction to a group of students

### Organization of the Study

This study is organized into five chapters. Chapter I presents the introduction, the statement of the problem, definition of terms, the significance of the study, the delimitations and limitations of the study, and the organization of the study. Chapter II provides a review of the literature related to the study of Whole School Reform, particularly the Whole School Reform Model, Community for Learning/ALEM, and teacher change. Chapter III presents the methodology, the sampling, the instrument used and the process for conducting the pilot study and the research study. Chapter IV analyses the data collected by the study. Chapter V consists of the summary, conclusions and recommendations for future study.

## CHAPTER II

### Review of Relevant Literature and Research

#### Whole School Reform

Whole School Reform is a broad category that covers a diverse set of local and nationwide programs (McChesney, 1998). The common element in all whole school reform programs is the multi faceted efforts to improve education for students, which includes home, school and community involvement. All components are deemed as necessary for the intellectual and personal development of the child. States increasingly are looking at education and setting standards of achievement for students. As they fund education, they are expecting performance outcomes and mandating plans of improvement (Johnston and Sandham, 1999).

Whole School Reform is a complete restructuring of an entire school, which puts into place a series of research-based programs. In order to be successful, the reform requires the support and participation of all the participants in the school who are affected by the restructuring. The faculty and principal of a school must select the model and the school community (principal, teachers, parents, support staff, and community members) must oversee the implementation through the creation of a School Management Team (New Jersey Department of Education, p. I-2).

#### Other States and Whole School Reform

Similar situations have been debated in other states. In Kansas City, courts found that schools were found unconstitutionally segregated, with dilapidated buildings and poorer student achievement (Ciotti, 1998). To bring Kansas City schools into

compliance, the judge ordered nearly \$2 billion to be spent during a twelve-year period for building new schools, upgrading facilities and developing a new instructional plan. Revenue was raised from an increase of 150 percent in property taxes, a 1.5 percent income tax surcharge and the balance of the money to be raised by the State of Missouri. Nothing changed. Even with an outpouring of money, student achievement remained at a low level (Ciotti, 1998).

Courts in Ohio have also struggled for ways to improve low-achieving schools and to provide thorough and efficient education for students in all districts. In an ongoing court case, *DeRolph v. State of Ohio*, questions similar to those addressed in New Jersey were litigated. As a result of court mandated equity for all students, Governor Bob Taft proposed a “Building Blocks for Success” program package which includes all-day kindergarten, increased aid for early-childhood programs, and support for standards-based professional development (Sandham, 2001). Additional proposals from lawmakers in Ohio have called for “educational enhancements”, and a look at student-pupil ratio and teacher quality for lower-achieving school districts.

In an effort to close the gap between wealthier and poorer school districts, Arizona lawmakers were seeking to label half of its schools as “under performing.” As part of a little-known law, Proposition 301, passed in November 2000, poor performing schools would be targeted with one year to improve or face a take-over by the state. Improvement would be based upon a rise in standardized test scores and improvement of the student drop out rate. Lawmakers are now questioning whether revenue is available to help lower-achieving schools improve (Kossan and Konig, 2001).

In Memphis, Tennessee, efforts at Whole School Reform began in earnest in 1992. With a belief that the way to effect reform is to re-create the schools, the city embarked upon a plan of improvement similar to that created in New Jersey (House 2000). In reflecting upon the change, House notes that lasting improvement takes time. Improvements were seen in a declining dropout rate, improved attendance, safer schools and a modest improvement in student achievement.

The Memphis program for Whole School Reform employed many of the components utilized by New Jersey in its plan for Whole School Reform—selection of a Whole School Reform model, establishment of a Teaching and Learning Academy for professional development, a strong partnership with the teachers' union for support. Additional factors included giving the schools autonomy and support and connections to the community, similar to what has been proposed in New Jersey with the development of the School Management teams.

California, a state seeing student performance slide, began overhauling their schools in 1999, noting that overcrowded schools, demographic changes, the lowering of teacher standards (caused by the need to hire many teachers just to fill vacancies) and relying on make-shift classrooms caused very slight gains in student achievement (Sanchez, 1999). In May 2000, *Williams v. California* sought to establish equity funding for teachers and students nineteen school districts and it is expected that the suit will become a class action suit for all 6.2 million public school students. The state, citing that they have been adequately funding education, is appealing the finding (Asimov, 2001).

## New Jersey

Inequality in spending for education is a problem that has faced school systems for many years. While it is generally agreed that all children should be given an equal opportunity for a good education, disparities appeared between students in wealthier and students in less affluent school districts. Since education was primarily supported by property taxes, it was successfully argued in the courts that poorer districts, which did not gain as much revenue from ratables, could not spend the money that districts with higher property taxes could spend and were unable to give their students equal opportunities for educational success.

A lawsuit, *Abbott v. Burke* (1990), sought to correct the inequality that existed in the delivery of educational services and programs and to deliver an equitable distribution of state aid to all schools in New Jersey (State of New Jersey, 1990). The Quality of Education Act of 1990, signed into law on July 3, 1990, to address the inequalities cited in *Abbott v. Burke*, resulted in the formation of the Governor's Commission on Quality Education in New Jersey. The commission, composed of education, community and business leaders were charged with:

1. identifying the needs of New Jersey's children, businesses and communities in the year 2000 and beyond
2. prepare reports to the Governor with outline recommendations for the goals and objectives for quality education
3. conduct a thorough study of the Quality Education Act
4. provide the opportunity for public input and discussion to implement the Quality Education Act



5. provide recommendations to the Governor concerning the Quality Education Act
6. make recommendations for the creation of a permanent forum for the continued discussions and input from interested parties on the Quality Education Act (State of New Jersey, 1990)

Since 1990, there has been more litigation as wealthier districts fought to retain funding for their schools, the identification of Abbott districts, and the creation of the Core Curriculum Standards of Proficiency to measure educational progress for all students. Assessments of minimum proficiency began being tested in the fourth grade (Essential Skills Proficiency Assessment or ESPA), eighth grade (Early Warning Test or EWT) and twelfth grade (High School Proficiency Test, or HSPT, now changed to Graduate Educational Proficiency Assessment, or GEPA). These assessments measure not only proficiency but also note areas of needed remediation.

In May of 1997, the Supreme Court of New Jersey upheld the Core Curriculum Content Standards as a legitimate basis for thorough and efficient education, but stated that more money must be provided to provide parity for students in poorer districts (New Jersey Department of Education, 1998).

Pursuant to N.J.A.C. 6:19A-4.2, every Abbott District School was required to adopt a Whole School Reform (WSR) Model by June 2000. The model selected must adhere to the Core Curriculum Content Standards and must be research-based. The presumptive model, chosen by the Department of Education, was Success for All-Roots and Wings (SFA/R&W). Permission to select other Whole School Reform Models could be granted by the Department of Education where the choice of another model was

justified. If the school failed to choose a model by June 2000, the Commissioner would assign an intervention team to work with the school. If a model still could not be agreed upon, the Commissioner would direct the school to adopt the presumptive model. (New Jersey Department of Education, 1999, p. III-11).

In the first four months of selecting a school reform model, only one-third of the first 72 schools adopted Success for All. Different models, including Community for Learning, were chosen by dozens of other schools with the approval of the Department of Education. Reasons given by some of those First Cohort Schools for choosing Community for Learning is that it “allowed most schools to continue using the class structure and materials they have” (McNichol, 1998).

By 2000, 306 schools had adopted a Whole School Reform Model, with 66 of those schools selecting Success for All, even though the state promised bonus funding to schools selecting SFA. By this time, other models, Comer, Co-NECT and the Coalition of Essential Schools were placed in more schools than the state-preferred model (McNichol, 2000).

An important question is whether the quality of education has been improved for students in Abbott districts as a result of increased funding. Is spending more money the panacea for improving student achievement? Have schools, in their scramble to adopt a Whole School Reform Model, chosen wisely?

In a background paper from the year 2000 discussing what whole school reform means, the following observations were written:

1. In order for the reforms to succeed, attention must be primarily on the school. Rebuilding must be done on an individual basis, school by school.

2. All elements of Whole School Reform models must be implemented in order to achieve academic benefit.
3. Whole School Reform must actually be reform, not “extra” added onto what the school is actually doing. Ineffective existing practices must be replaced.
4. Financially, district budgets must be sufficient to support the elements of the Whole School Reform model and schools must use the money for that purpose through zero-based budgeting (New Jersey Department of Education, 2000).

Walker and Gutmore (2000) studied the problems impeding Whole School Reform implementation in Abbott School districts. Funding and student achievement are important, yet the process was impeded by the lack of time to create a strong internal structure for change. Quality implementation is a process that takes time, and schools were rushed to select Whole School Reform models, create budgets and adhere to the new regulations governing programs and facilities. The end result was that many of the districts (71%) had problems linking and coordinating aspects of Abbott reforms and other organizational needs.

Recommendations from this study include that the role of the State Department of Education ensure that WSR model developers create clear articulation with the schools coordinating the model, the curriculum, and state core curriculum standards.

### New State Standards for Schools

In a continuing effort to refine Whole School Reform and to improve academic achievement for all students, the Department of Education has classified all New Jersey schools into one of six categories based upon how well schools were meeting

established standards. Standards were performance of the students on Grade Eight Proficiency Assessment (GEPA) and Elementary School Proficiency Assessment (ESPA) tests administered in eighth grade and fourth grade respectively. The process included: identifying the benchmarks for standards (ESPA, GEPA, and High School Proficiency Test (HSPT), identifying the level of students in each school, determining how well students have attained state standards and, for lower-performing schools, developing a plan to raise standards within the next seven years.

The categories are:

Categories V and VI—schools have attained state standards for two or more years (63.02 % of all schools)

Category IV—schools have made adequate yearly progress and are progressing toward meeting state standards (12.15% of all schools)

Category III—schools have not met all progress standards but have made significant progress toward meeting full standards (.089% of all schools)

Category II—schools have made some progress but require close monitoring to assure that gains continue (8.29% of all schools)

Category I—schools identified as in need of improvement, a designation that must be reported to the Federal Department of Education (15.56% of all schools) (New Jersey Department of Education, May 2002).

It is noted for purposes of this study that, of the nine schools involved in the research, six are now classified as category I, one is classified as Category II, one is classified as Category V and one is classified as Category VI. This is significant because most of the research previously conducted on the effectiveness of the

Community for Learning Model has concentrated on improvement in student achievement with the implementation of the CFL model, which will be discussed in this chapter.

### Community for Learning (ALEM)

The New Jersey Department of Education has mandated as part of Whole School Reform for the Abbott District Schools, that a model for change be adopted by each of the identified schools. One such state-acceptable model is Community for Learning, which will be the focus of the researcher's study.

Community for Learning was developed by Dr. Margaret Wang (1990) of Temple University. The basis of the program extends to the 1960's with the creation of individualized learning and learning centers. By the 1970's the program added an "inclusion" component, which became the Adaptive Learning Environment Model (ALEM). In 1990, a community involvement component was added and the program was renamed Learning City Program (LCP). In 1995 the model was renamed Community for Learning.

The Community for Learning /ALEM model of Whole School Reform has the goal of improving student academic achievement, behaviors and attitudes to promote independent learning. It encourages the coordination of classroom instruction and community services to improve learning. The critical dimensions of the ALEM model are:

1. arranging spaces and facilities within the classroom to foster and permit student responsibility for learning

2. creating and maintaining instructional materials (learning centers) that are leveled to allow for student achievement differences and which will allow student choice
3. establishing and communicating procedures and rules to provide independent management of the student's learning environment and activities
4. managing teacher aides
5. update all classroom records/student progress charts daily
6. give diagnostic tests/pretests to all new students and to all students as they begin a new unit to ascertain their level of knowledge and needed instruction. Give a posttest when the unit is completed
7. creating individual prescription sheets for each student. The prescription sheet activities are created based upon diagnostic test results and teacher observation
8. and include explicit tasks to be completed by the student. Each child is to be given his or her own prescription sheet for every subject taught.
9. interactive teaching as the teacher moves about the classroom providing on-the-spot instruction changing the prescription sheet assignments as needed and giving reinforcement and feedback to students. Teacher-student contact is short in duration, with longer teaching sessions planned for the future as needed. Teachers then scan the room to find the next student who needs assistance.
10. instruction can be given in small groups, individually and whole class.
11. evaluate the students on an ongoing basis to identify learning problems before they become established problems
12. motivate the students through the use of praise and encouragement when appropriate

13. foster student's independent learning through their use of self-scheduling forms and prescription sheets to carry out teacher-selected and student-selected activities with a minimum of teacher assistance. There is a focus on the student completing and evaluating his or her own work and having effective cooperative peer interactions.

(Source: ALEM in Your Classroom: A Guide for Teachers, Wang 1992). Additional information about the components of the ALEM Model of Whole School Reform may be found in Appendix F.

Based upon being “restorative rather than construction from the ground up,” Community for Learning builds upon the strengths present within a school and offers a management plan to improve student success (Wang, 1998).

There are three major components of the Community for Learning model:

1. Adaptive Learning Environments Model (ALEM) which focuses on high achievement in class subjects for each student through the use of a number of instructional strategies, direct instruction, cooperative learning activities and one-on-one tutoring
2. Site based management and shared decision making providing opportunities for input from all stakeholders
3. Community-family involvement to utilize the resources of the community and the support of families to achieve student success

(Wang, 1998, p. 2)

Certain conditions are required for the implementation of the CFL model. They include staff consensus and commitment to implementing the ALEM model, the

assignment of a full-time facilitator at the school and the assignment of a project coordinator at the central office to serve as liaison between the schools and the administration. In addition, the district must commit to providing staff development days for pre-implementation sessions and curriculum planning (four days) and a databased, technical assistance program (eight to ten days). The school district must also give a commitment to integrate CFL into the school's improvement plan, the district's reform initiative and requirements for meeting state standards. (Wang, 1998, p. 5)

Both the requirements and commitments for the school and for the district are stated many times throughout the literature from the Center for Research in Human Development and Education (CRHDE). Commitment on the school's part is measured by the majority vote of the faculty to accept the program. Achieving a high degree of implementation takes three years, according to CFL literature (first year, intensive training from CFL staff, next two years technical assistance as needed and monitoring of progress from CFL staff). It is also noted in the CFL literature that personnel, such as the full-time facilitator, can come from reassigning existing staff rather than additional hiring.

The Community for Learning Model has been adopted in New Jersey by a total of 36 out of 434 Abbott district schools to date. Adoption followed this pattern:

1. First Cohort (1998-1999): 23 schools (12 elementary, 11 middle school)
2. Second Cohort (1999-2000): 8 schools (5 elementary, 3 middle school)
3. Mid Second Year: 3 schools (2 elementary, 1 middle school)
4. Third Cohort (2000-2001): 2 schools (elementary)



5. Mid Third Year: 0 schools (New Jersey Department of Education, 2002)

The rate of adoption of the Community for Learning Model was:

1. First Cohort: 63.8% (all schools) 57.1% (elementary schools)
2. Second Cohort: 22% (all schools) 23.8% (elementary schools)
3. Mid Second: 8.3% (all schools) 9.5% (elementary schools)
4. Third Cohort: 5.5% (all schools) 9.5% (elementary schools)
5. Mid Third Year: 0 schools

Overall adoption of the Community for Learning Model (based upon models adopted by all 434 Abbott schools was 8.2% (all schools) and 6.6% (elementary schools). The greatest number of schools chose the Community for Learning Model during year one, with the additional number of schools adopting the ALEM model less in subsequent years.

#### Research Studies (Community for Learning)

Overwhelmingly, the proof of the effectiveness of a Whole School Reform model is in the research studies, which support the claims of that model. In the case of Community for Learning, some studies have been conducted to measure the degree of implementation of the model:

1. Oates, Flores, and Weishew (1997) conducted a study in one urban middle school, which had adopted CFL for one year. The conclusion of this replicate study was that implementation of the model was high as indicated by the creation of a common preparation time, an on-site graduate course offered for teachers, staff meetings and a project to foster parent involvement.

2. Reynolds, (1992) conducted a replicate study in three rural elementary schools, which had used the model for five years. Key findings were the same curricula used in the school for all five years with mastery exams used by the schools.
3. Temple University (1997) conducted an original research study in five urban elementary schools, which had adopted the Community for Learning model for one year. Results included: pre-implementation plan was feasible and provided staff with enough sufficient skills to implement the program. Classroom practices changed as a result of the program and student achievement improved.
4. Wang (1983) conducted a replicate study of 138 elementary teachers in ten districts, urban and suburban. The degree of implementation of ALEM's 12 areas of critical dimensions was 92% (range 85%-96%). Across sites, all dimensions were implemented at above 83%, with eight out of twelve implemented at above 90%.
5. Wang and Birch (1984a) conducted a study in one elementary school. The key finding was that special education students were mainstreamed full-time. Information about the type of study, the population and the years of operation of the model were not reported.
6. Wang and Birch (1984b) conducted a study in 156 elementary classrooms in 10 districts. Key findings were: of 138 teachers 39.9% had high degree of implementation (85% on at least 11/12 of the critical dimensions), 56.5% had average (85% on at least 6 of the critical dimensions) and 3.6% had low implementation.

7. Wang, Gennari, and Waxman (1985) studied 252 elementary classrooms with varied years of implementation of the model. Key findings across critical dimensions were 77% to 88% improvement of the degree of implementation on the first visit (fall), 88% to 94% on the second visit (winter), and 91% to 97% on the third visit (spring).
8. Wang et al. (1984) conducted a replicate study in ten elementary schools with a varied number of years of model implementation. Results were the same as Wang (1983).
9. Wang, Oates and Weishew (1995) completed a replicate study in two elementary, one middle urban school that had been using the Community for Learning model for one or two years. Key findings were: School 1, parental involvement was highly successful, staff development/planning sessions were organized schoolwide by grade or implementation needs, School 2, during the first year of implementation, 15 minutes were added to the beginning and end of each school day for early dismissal and planning time, seven parent were hired as parent scholars, monthly health visits from a local medical facility.

In school 3, the middle school, the school was divided into “houses” with each house participating in weekly school planning and management meetings; a comprehensive health clinic was established, an on-site graduate level course for teachers was presented, biweekly parent workshops were held. CFL students had significantly higher perceptions of feedback and improved self-image. CFL schools achieved a multi-cultural, socially active, non-traditional interdisciplinary instructional involvement. (Herman, 1999, p. E-12, E-13, E-14).

In *Adapting Learning Environments to Individual Differences* (Wang, Gennari, and Waxman, 1985, p. 191) the researchers report that implementation of the ALEM model is possible in many different settings and that the degree of implementation present in the classroom results in higher student achievement. This study is the same project as the one listed above; these results are presented from the perspective of the Center for Research in Human Development and Education (CRHDE).

In a recent analysis by the Education Commission of the States (2000), it is noted by that organization that the model is centered on the belief that children can have a healthy development when challenged with problem circumstances if caring adults surround them. The model is built upon collaboration among parents, the school and community resources. It builds upon existing redistributing resources and curriculum and working with the school's strengths.

More importantly, the ECS notes that "currently there are no independent evaluations of CFL's effectiveness available." (Education Commission of the States, 2000) Internal (by the developer) research notes a 1997 study in five schools showing that teachers made significant changes in classroom practices as a result of implementing CFL. A 1998 follow-up study found that student achievement improved in those schools with the implementation of CFL. A study by Oates, Flores and Weishaw (1997) found that student achievement improved with the implementation of the CFL, as was mentioned in paragraphs above. The significance of this report from ECS is that there is little research from independent sources.

### Teacher Motivation for Change

In “A Conversation with Peter Senge,” (O’Neill, 1995), John O’Neill and Senge discuss the difference between individual learning and organizational learning. Senge likens it to the difference between “a bunch of really good basketball players and an outstanding team” (p. 2). With teacher development, the emphasis is often on isolation, on making the teacher the best he or she can become in the classroom, rather than concentrating on collective improvement for the organization. The feeling of isolationism, the “I am the master of my classroom and can do whatever I want,” often impedes the actual change hoped for within reform (p. 2). This will be a focus in the research presented.

Teacher commitment to change is vital if whole school reform is to succeed (Hendrie 1999). The Whole School Reform models focus on change in all areas of school life—finances, facilities, instruction, scheduling, and leadership. This is difficult for some teachers as they view school reform as a fad or something to which there is no true commitment.

Acceptance of change is based upon “one’s personality, life experience, and career experience” (Evans, 2001, p. 92). Change is especially difficult when it is perceived that the change has been forced upon the individual. For that reason, it is expected that, by voting for the desired school reform model, teachers will accept and support the model.

In The Human Side of Change, Evans explores the aging of a school faculty. He states that, although the chronological age of a teacher is not important, the model career path is important (Evans, 2001, p. 93). Teaching careers are more stable, with educators remaining in education for ten, twenty or more years. He also notes that administrators

are even “older”, having continued their path in education to administrator. As the educators “age” in their field, they become more complacent, accepting whatever comes along, labeling it “a fad” or “something to be tolerated.”

The additional stresses involved in education also add to the feeling of not having the ability to change. Teachers are being required to be responsible for the physical and social components of a child’s life and educate the child at the same time. As nuclear families are fewer, children have emotional and physical problems and violence increases in the school, teachers are called upon to educate and remediate. The government, in an effort to raise the standards of education for all students, places more money (and more requirements) upon the school and, in the end, on the teacher.

Additional stresses placed upon the teacher by virtue of the occupation of teaching. There is the social complexity of the classroom as teachers engage in hundreds of social interactions throughout the day. Interactions may be basic, such as the child asking, “May I go to the bathroom?” to complex, such as acts of violence, a child’s illness or a fire within the school. Teachers are often expected to complete more than one task at a time and switch rapidly from one task to another. Educators are expected to react on a personal basis with children and parents to facilitate student learning, all the while motivating children to want to learn.

Teachers work in public, “in front of an audience” of students where any mistake made is seen. Lessons can be predictable, but the outcomes not always expected. Finally, teachers work in isolation. This is both a positive and a negative consideration; teachers enjoy being in charge and being with their students but the isolation also means a lack of adult feedback and recognition. (Evans, 2001, p. 121).

### School Climate for Change

In “Strategies for Fixing Failing Schools,” Ron Wolk (1998) notes that failing schools are transformed into successful schools by building smart, strong leadership, a child centered mission statement focused on children’s learning, competent, committed teachers, clear lines of responsibility, financial resources and an environment that fosters collaboration, trust and learning. He notes that such an undertaking is not cheap and does not happen overnight. As many states have found, the time and money needed to complete reform often gets in the way of the end result and plans are abandoned before they have a chance to make change. Wolk also notes that the guidelines used to determine failure vary from district to district, state to state and this also confuses the issue of what the goals will be for school reform. It should be noted, however, that Wolk advocates vouchers and privatization of the schools as one remedy for school improvement, something noted from the research, which will not be explored by research in this study.

The administrator is very important in the development of a positive school climate to facilitate change. Tomlinson and Allen (2000) tell school leaders that they must provide support for teachers to create classrooms capable of addressing the diversity present in today’s classrooms. If teachers are to address the needs of all students it must be through the employment of lessons, which present subject matter at the varying levels needed by all students. With a clear vision of the goals for the school, the principal assumes the role of a contractor, providing materials and plans for the teacher to build a successful classroom. Such a classroom will be one in which the teacher addresses the

individual needs of each student, or small groups of students, as opposed to teaching the whole class on the same level without regard for individual differences.

It is also the role of the school leader, as a contractor, to visit the “construction site”, the classroom to see that the project is successful and to support the teacher as needed. Strong skill and leadership is needed to move differentiated instruction from individual classrooms to a school.

Interestingly, another viewpoint about leadership and school reform comes from Margaret Wang, developer of Community for Learning. In an article in Education Week, Wang states that reform models “should not rely upon the skill and charisma of a colossus at the helm. If all teachers and key staff members receive ongoing training and feedback to build their confidence, they, as individuals, and the whole institution, becomes more resilient” (Wang, 1998, p. 52)

With a reform prototype based upon a “great deal of research” which emphasizes using existing resources without spending large sums of money, Wang believes that student achievement can be improved.

Careful choice of the Whole School Reform Model is crucial for the success of the reform. This takes time, as faculty and administration should thoughtfully consider the choice in terms of the needs of the students and how well the design fits into the school. The school must wholeheartedly adopt the model and be prepared to put the time and money into implementing the model. Clear communication between the design team and the school is also important. In a study by the RAND Corporation in 1998, two years after implementing the model, only about half of the schools were implementing the core elements of the programs (Hertling, 1999).



Teachers and administrators often choose educational reform models for the wrong reason, to hopefully correct a shortcoming they hope to resolve (Anderson, 1999). Knowing about the reform model will result in a much better fit between school and reform model. This requires research into the effectiveness of the model. Problems arise when school leaders rush to adopt a reform model without gathering adequate data about the program. This happened particularly with First Cohort Schools in New Jersey, who rushed to adopt a Whole School Reform Model.

A RAND study found that some problems occur when the wrong reform model is chosen. They include misunderstanding and confusion about the design, instability in district leadership, pre-existing turmoil among faculty members and rule and regulations which must be met (Anderson, 2000).

Within the school, Whole School Reform plans work if implemented but, often the plans are implemented on an inconsistent basis (Olson, 1999). The problem is that schools need to adopt models, but often they adapt instead. The model loses some of its design as it is molded to the circumstances of the school environment. The solution to this problem could be a co-constructed reform model, with a model that is created to fit the assessed needs of the school and yet retaining the goals of the model. An adapted model loses some of its focus, but, as schools rush to adapt a WSR model, the school community often makes the wrong choice.

A key to overcoming some of these problems is examining how well the school is prepared to support change. One benchmark to gauge teacher acceptance is the requirement by developers that 60 to 80 per of the faculty vote to accept the reform

model (note: for Community for Learning, the developer requires an 80% acceptance by the prospective school).

In a study of school-based management conducted in Western Australia, the establishment of school based development plans was not successful. Teachers (51%) did not use whole-school data on the classroom level, preferring instead to use syllabus documents (86.8%) rather than the development plan when making curriculum decisions. Other results indicated that teachers (73.3%) used discussions with colleagues as a basis for teaching strategies and learning objectives instead of the development plan. The result was teacher perception of further work pressure and decreased teacher motivation (Dellar, 1995). Without support of change, reform models are not successful.

In The New Meaning of Educational Change, Fullan and Steigelbauer (1991, p.68) note that there are a number of key variables needed for successful implementation of change. The characteristics of change include a need for change, clarity of the model, complexity and the quality or practicality of the change. Teachers must first see a need for change, then clearly know the common goals to be achieved. Complex changes may be more difficult to accomplish because they require more effort, but more complex changes lead to bigger change. Simple changes do are not always noticeable. Change must also be practical, which means it addresses the needs of the school, fits the teachers' situation, is focused and has concrete steps for completion.

Local factors influencing school change are the school district, the characteristics of the board and the community, the principal and the role of teachers. Teachers will not take change seriously unless there is an effort from the district to implement change. When the community and the school district work together, each side supports the other

in the goal of making change work. By ignoring the desires of the community, change within the school will not happen.

Teachers and principals see their role in change as not being that effective as an instrument of change. Both groups often feel that others do not understand the problems they face (Fullan and Steigelbauer, 1991, p. 77); yet a sense of collegiality, trust, support and morale are closely related to implementing change within the school.

External factors influencing change in the school come from government agencies. Such agencies set curriculum standards, provide financial assistance and govern limits set for expenditures. They also may mandate change through the requirement of the adoption of a whole school reform model. In Abbott district schools, all these outside instruments for change are present—Core Curriculum Content Standards set the benchmark for student achievement, tests (ESPA, GEPA, HSPT) are mandated. State and the federal governments provide vast amounts of money to support Whole School Reform and also mandate which programs will be funded. With the identification of Abbott district schools, the government has identified those school districts that need improvement and also mandated that a reform model be selected. The government selected examples of WSR models and the selected model must be either the presumptive model selected by the state, or a similar model accepted by the state.

#### School Management Teams (SMT)

School climate is influenced by the policy making of the federal, state and local government, the school district and, more recently the school itself. A component of Whole School Reform Models, and for the purposes of this study, Community for

Learning, is the policy-making of the School Management Teams. Such policy-making groups are selected or elected by members of the faculty and consist of faculty and community members. Their responsibility, in part, is to work with administrators to develop the school budget, become involved in the hiring and sometimes the assignment of faculty members, and address concerns of faculty members in relationship to the school. Members of the School Management Team are required to attend training in order to understand and function effectively in their position on the team.

In an effort to give site-based management to the local schools, School Management Teams were created, but the authority and training of members of the SMT is limited in many cases. Walker (2000) studied the knowledge base of SMT members in relation to the successful management of these members in their schools. One of the functions of the SMT was to assist the schools in the selection and implementation of a whole school reform model. Of the teams surveyed in the study, 50% were satisfied with their school's selection of a WSR model and 82% stated that, if they had the chance, would select a different model. The highest rate of dissatisfaction was with Community for Learning (0% of the teams surveyed were satisfied with the services provided by the model developer relative to the cost of the model) indicating that schools felt they were paying for services they did not receive.

Two studies were completed by Rutgers University focusing on implementation of Whole School Reform models in Abbott district schools. The first year of the study, First Cohort teachers did not feel their input was considered when the Whole School Reform model was selected. Teacher training varied from district to district with teachers reporting a lack of guidelines to implement the model.

There was a lack of materials as funding was not in place and teachers had problems setting up their rooms for ALEM because of the lack of space in the classrooms. The teachers did not have the time or resources to set up learning centers. Teachers did like the flexibility of the ALEM model, but this also led to the program being implemented in different ways in different schools. Teachers felt that the developers were overwhelmed and the field staff inexperienced, leading to a lack of support from the developer (Erlichson, Goertz and Turnbull, 1999).

In the second study, First Cohort and Second Cohort Schools were involved in the research. Teachers again commented that a lack of space or the fact that two teachers are teaching in a room make implementing learning centers difficult. Respondents in both years were also critical of the DOI (Degree of Implementation), an implementation measurement tool utilized by facilitators and field staff. Teachers cited ambiguity in the wording of the forms as a negative aspect of the observation process. The developer changed the forms. The second year there were more visits from the field staff, but schools reported that the field staff kept changing so that there was not the same support staff developing a bond with the teachers and getting to know the schools. Cohort Two teachers were more positive in terms of their WSR model selection (Erlichson, Goertz and Turnbull, 2001).

This Chapter has examined some of the literature relevant to the research study. There is much research in the areas of school climate, school change, leadership and Whole School Reform in other states and in New Jersey. There is a great deal of information about the Whole School Reform models available to Abbot districts in New Jersey, but there is little external data about the subject of this study, Community for

Learning. Most of the studies were completed internally by the University Center for Research in Human Development at Temple University. This restates a need for additional research such as this study to explore the change created by the implementation of the model.

The areas discussed in this chapter included Whole School Reform, other states and Whole School Reform, New Jersey's implementation of WSR, new state standards for schools, Community for Learning and research studies in that area, teachers' motivation for change, school climate for change and School Management Teams. Chapter III will present the methodology, the sampling, the instrument used and the process for conducting the pilot study and the research study.

## CHAPTER III

### Research Methodology

The purpose of this study is to analyze whether the implementation of the Whole School Reform Model, Community for Learning, has resulted in a change in the method of delivering instruction in an Abbott School district. Survey research methods were used to collect the data.

This chapter will provide the survey design, the population under study, the survey instrument, the data collection and the data analysis procedure.

#### Pilot Study

In preparation for this dissertation, a survey was constructed and piloted with twenty-five teachers in one grade K-5 Abbott District school. The survey consisted of fifteen multi-part questions which were rated on the Likert ordinal rating scale of one through five with one meaning strongly disagree and five meaning strongly agree. There were also six open-ended questions. The return rate of the surveys was 100 per cent.

Three independent variables were considered with this survey: total years teaching, number of years teaching in present grade assignment and grade taught (indicated as Grades 1,2,3; Grades 4,5; Grades 6,7,8 and Other). For the purposes of this pilot study and the dissertation study, “present grade or grade taught,” indicates the

present grade teaching assignment of the teacher respondents. Throughout this study, “present grade or grade taught” will be referred to as “Present Grade.”

The population for the pilot study was teachers in grade one through five in one Abbott school. Kindergarten teachers were eliminated from the study because they had adopted another Whole School Reform Model, High Scope. With a total school population of forty classroom teachers, the twenty-five participants represented approximately 62.5% of the available population.

The findings of the pilot study were:

1. Forty per cent of the teachers believed the Community for Learning Model trained them in new ways of teaching students and organizing their classrooms.
2. Prescription sheets/Lesson Plans: Over sixty-eight per cent of the teachers believed that prescription sheets, an important component of the Community for Learning Model, have not improved classroom organization and instruction. Eighty-eight per cent of the teachers do not give their students individualized prescription sheets.
3. Support: In terms of support to implement the Community for Learning Model, teachers did not believe they had support from the school district (48%), school administrators (48%), the field staff from Temple University (52%) and the ALEM facilitator (56%). They did believe, however, that they had support from their colleagues (80%).
4. Classroom Implementation: Over sixty-four per cent of the teachers surveyed that they had the freedom to adapt the Community for Learning Model as a working model for their classroom, yet only forty per cent of the teachers believed



that they could use this model to teach the way they felt was best. Fifty-six per cent of the teachers reported that they have created more learning centers as a result of the implementation of the Community for Learning Model.

5. Short Answers/Comments: Most comments centered on the future of the Community for Learning Whole School Reform Model. Over eighty per cent of the teachers responded that they believed the Community for Learning Model is “something to put up with” that will be here today but “will be replaced with something else tomorrow.”

#### Reaction to the Pilot Study

The pilot group reported that the questions were clear and the survey took approximately fifteen minutes to complete. A few of the teachers commented that they did not like the open ended questions because they “did not want to take the time to answer them” but it was explained that these questions were there for respondents to more fully express their opinions and concerns about the Community for Learning model and school change.

The pilot survey was tested post hoc for reliability. Results were: questions 1-25 .96 alpha n=25 (complete) indicating that the survey was extraordinary for internal validity (1.00= perfect).

#### Survey Design

For this dissertation study, the questions were written in a slightly different format, changing multi-part to single statement questions. The Likert scale was reversed,

with 5 meaning “strongly agree”, 4 meaning “agree”, 3 meaning “somewhat agree”, 2 meaning “disagree” and 1 meaning “strongly disagree.” The scale was constructed in this form in order to elicit the teacher’s perceptions and eliminate the possibility of “neutral” (neither “agree” or “disagree” answers). Although most questions were answered, teachers who chose to could skip any questions that they did not feel were relevant to their teaching situation.

Respondents were asked to provide information which was related to the four independent variables being considered: School in which the teacher taught, Present Grade taught, Years of Teaching Experience in present grade and Total Years in Education.

Teachers were encouraged to answer the survey as honestly as possible. To eliminate the concern that “their answers could be used against them,” no other identifying information was collected from the respondents. The questionnaires were numbered to avoid repetition in case a second mailing was necessary, but the teachers’ questionnaires were not coded with any other identifying information.

#### Description of the Sample

The population for this study consisted of approximately 325 teachers in nine Abbott District schools within one urban district, which have selected Community for Learning as their model of choice for Whole School Reform. The teachers taught grades one through five. Also included were specialists in the area of art, music, library and ESL/world language and those teachers teaching Resource Room or Special Education classes. All the schools were First Cohort Schools.

In selecting the population, the kindergarten teachers were excluded because another model, High Scope, is in place in kindergarten.

### The Survey

The survey was written by the researcher based upon prior observation, the pilot study survey and readings in the area of Whole School Reform and, in particular, Community for Learning. Small group conversations with teachers in schools with the Community for Learning model provided additional insight into the areas for investigation.

### Data Collection

Surveys were hand delivered in a packet to each participant. Permission was received from Central Administration to place the original packet in each teacher's mailbox in the nine schools. The packet consisted of the survey, a cover letter and a stamped self-addressed envelope. Completed surveys were mailed to the researcher's home address. Surveys were self-administered.

A follow-up survey was mailed to all respondents three weeks after the first mailing. Follow up packets contained a revised cover letter, the survey and a stamped self-addressed envelope. Completed surveys were again mailed to the researcher's home.

All returned surveys were secured in the researcher's home office file cabinet and all data received was secured in the researcher's personal computer.

Babbie notes that, with the absence of the research worker, the return rate for surveys that are mailed are not as high. Response rates for mailed surveys of fifty per

cent is adequate for analysis and reporting, while sixty per cent is considered good and seventy per cent is considered very good (Babbie, 1990, p.183). Actual return rate for this survey was 45.5 per cent of the population. The highest rate of response was from School 14 (32.5 per cent) and the lowest rate of response was from School 25 (4.4 per cent).

### Method of Analysis

The purpose of the study was to determine whether teachers believed that there was a change in their delivery of instruction in the classroom with the implementation of the Whole School Reform Model Community for Learning/ALEM. The survey instrument (see Appendix B) was carefully constructed based upon an initial survey instrument created by the researcher for a pilot study in this area. The pilot study was tested post hoc for reliability with a result of .96 alpha  $n=25$  (complete).

A five-point Likert scale was used with 5 (Strongly Agree) being the highest and 1 (Strongly Disagree) being the lowest. Four independent variables were considered: School, Grade Taught (grade assignment), Years Teaching in Present Grade, and Total Years in Education.

Responses were first recorded in Excel and were subjected to Statistical Product and Service Solutions (SPSS) version 10.0 for Windows. The data was also tested post hoc to find the Least Significant Difference (LSD). The reliability coefficient for the 30 items in the final survey was alpha= .9469 (see Appendix E Survey Reliability Correlation Matrix).

There were six research questions that were addressed in this study:

1. Is there a change in the method of delivery of instruction by teachers using the Community for Learning Model for Whole School Reform?
2. What components of the Community for Learning Model have been the most useful in creating change within the classroom?
3. To what extent do teachers perceive support from the Community for Learning facilitators in the implementation of change within the classroom/
4. Has the Whole School Reform Model, Community for Learning, been effective in bringing about the development of students as independent learners based upon teacher observation in the classroom?
5. Based upon teacher perception, has the Whole School Reform Model, Community for Learning, become a workable model for future improvement of the delivery of instruction to students?
6. To what extent do teachers perceive the Whole School Reform Model, Community for Learning, as a method for classroom management that they will use in the future?

The actual result and findings using this methodology are included in the next chapter, with additional information and tables in the Appendices.

## CHAPTER IV

### The Findings

#### Introduction

The purpose of this study was to find whether teacher perception of their delivery of instruction was changed by the implementation of the Whole School Reform Model, Community for Learning (ALEM), in the schools. The study was conducted in an urban school district. Nine schools within the district had adopted the Community for Learning model and were using the model in the grades studied, one through five. Although the ALEM model was also used in middle and high school grades, those grades were not included in this study because the configuration of the middle and high schools added an additional independent variable into the study, which would not be consistent with the school configuration at the elementary school level.

In all, 352 teachers teaching students in grades one through five were included in this study. The survey was sent to teachers in grades one, two and three (primary grade teachers) and grades four and five (older grade teachers). The survey was also sent to teachers designated as “other”, which included the specialists in the area of special education (resource room), art, music, ESL/bilingual, physical education, World Language and library (media specialist).

Respondents were sent a survey with cover letter and a stamped envelope for returning the completed surveys. Two mailings were necessary to achieve the desired level of response.

Table 1

Frequency Table of Response by School

		School			
		Frequency	Percent	Valid Percent	Cumulative Percent
	1	9	2.6	5.6	5.6
	6	24	6.8	15.0	20.6
	12	10	2.8	6.3	26.9
	14	52	14.8	32.5	59.4
Valid	16	20	5.7	12.5	71.9
	21	14	4.0	8.8	80.6
	22	9	2.6	5.6	86.3
	25	7	2.0	4.4	90.6
	26	15	4.3	9.4	100.0
	Total	160	45.5	100.0	
	Missing System	192	54.5		
	Total	352	100.0		

A total of 160 completed responses, or 45.5 percent of the population, were returned.

Respondents returned an additional three surveys with a note indicating that they did not feel that their job (resource room) applied to the study. For the purposes of reporting, the population will be 160, which is 100 per cent of the completed surveys.

Of the schools responding, School 14 had the highest rate of response at 32.5 percent and School 25 the lowest rate of response at 4.4 per cent (see Table 1).

Present Grade

Table 2 represents the distribution of responses by grade level/subject taught. Of those responding, 49.7 per cent of the completed surveys were from teachers in grades

one through three and 23.6 per cent of the respondents taught in grades four and five.

The specialists responding were evenly represented in the areas of resource room, art, and physical education (5.0 per cent), ESL/Bilingual, music, world language (3.3 per cent).

Librarians reported the lowest response at 1.9 per cent.

Table 2

Frequency Table of Response by Present Grade Taught

		Present Grade		
	Frequency	Percent	Valid Percent	Cumulative Percent
	Grade 1-3	80	22.7	49.7
	Grade 4-5	38	10.8	73.3
	Resource Room	8	2.3	78.3
	Art	8	2.3	83.2
	Physical Education	8	2.3	88.2
Valid	ESL/Bilingual	5	1.4	91.3
	Music	5	1.4	94.4
	World Language	6	1.7	98.1
	Library	3	.9	100.0
	Total	161	45.7	100.0
Missing System		191	54.3	
Total		352	100.0	

Total Years Teaching

Teachers were asked to indicate the total numbers of years that they had been teaching. Of the teachers responding, all groups were evenly represented with an average response of 25 per cent per group (see Table 3).



Table 3

Frequency Table of Response by Total Years Teaching

Total Years Teaching				
	Frequency	Percent	Valid Percent	Cumulative Percent
0-3.9 years	43	12.2	27.2	27.2
4-9.9 years	44	12.5	27.8	55.1
Valid 10-19.9 years	38	10.8	24.1	79.1
20+ years	33	9.4	20.9	100.0
Total	158	44.9	100.0	
Missing System	194	55.1		
Total	352	100.0		

Years Teaching in Present Grade

While the number of years teaching spanned from new teachers (0 years) to over 20 years teaching experience, the years in present grade was significantly different. Almost half of the teachers responding (49.7 per cent) have been teaching in their present grade for three years or less. Over 75 per cent of the teachers have taught in their present grade for less than ten years. A low per cent (8.4) have remained in their present grade for over 20 years (see Table 4).

Table 4

Frequency of Response by Years Teaching in Present Grade

Years Teaching in Present Grade

	Frequency	Percent	Valid Percent	Cumulative Percent
0-3.9 years	77	21.9	49.7	49.7
4-9.9 years	38	10.8	24.5	74.2
Valid 10-19.9 years	27	7.7	17.4	91.6
20+ years	13	3.7	8.4	100.0
Total	155	44.0	100.0	
Missing System	197	56.0		
Total	352	100.0		

Response to Questions

A total of thirty-seven questions were asked to determine whether teachers believed that their method of delivering instruction had changed with the implementation of the ALEM model of Whole School Reform. Questions in the areas of training, support from colleagues and administration and availability of resources were given. Thirty of the questions were placed on a Likkert scale of 5 (strongly agree) to 1 (strongly disagree) and seven questions gave the respondents a chance to elaborate on their thoughts.

Question 1: The Whole School Reform Model ALEM has provided me with new ways to teach my students.

Table 5

Question 1: The Whole School Reform Model ALEM has provided me with new ways to teach my students.

Q1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	4.0	8.7	8.7
Disagree	17	4.8	10.6	19.3
Somewhat Agree	75	21.3	46.6	65.8
Agree	45	12.8	28.0	93.8
Strongly Agree	10	2.8	6.2	100.0
Total	161	45.7	100.0	
Missing System	191	54.3		
Total	352	100.0		

Over 80 per cent of the teachers responding agree that ALEM has provided new ways to teach students. Less than 20 per cent believed that ALEM provided no new ways to teach (see Table 5).

Question 2: With the implementation of ALEM, I organize my classroom in a different way.

Table 6

Question 2: With the implementation of ALEM, I organize my classroom in a different way.

Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	2.8	6.3	6.3
Disagree	20	5.7	12.7	19.0
Somewhat Agree	48	13.6	30.4	49.4
Agree	55	15.6	34.8	84.2
Strongly Agree	25	7.1	15.8	100.0
Total	158	44.9	100.0	
Missing System	194	55.1		
Total	352	100.0		

One of the components of ALEM is the use of learning centers and leveled activities to meet the needs of all students. As noted in Table 6, the majority of teachers (81 per cent) stated that classroom organization has been affected by the implementation of ALEM while 19 per cent of teachers reported that their classroom organization had not changed with the implementation of ALEM.

Question 3: I use new methods to diagnose student needs.

Table 7

Question 3: I use new methods to diagnose student needs.

Q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	16	4.5	9.9	9.9
Disagree	43	12.2	26.7	36.6
Somewhat Agree	61	17.3	37.9	74.5
Agree	34	9.7	21.1	95.7
Strongly Agree	7	2.0	4.3	100.0
Total	161	45.7	100.0	
Missing System	191	54.3		
Total	352	100.0		

Teachers indicated that they did use new methods to diagnose student needs. Of those reporting, 63.3 per cent of the teachers agreed that they use new diagnostic methods while 36.7 did not use new ways to evaluate student need (see Table 7).

Question 4: ALEM has provided a better lesson format.

Table 8

Question 4: ALEM has provided a better lesson format.

Q4

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	31	8.8	19.4	19.4
Disagree	45	12.8	28.1	47.5
Valid Somewhat Agree	47	13.4	29.4	76.9
Agree	23	6.5	14.4	91.3
Strongly Agree	14	4.0	8.8	100.0
Total	160	45.5	100.0	
Missing System	192	54.5		
Total	352	100.0		

One of the primary components of ALEM is the use of prescription sheets. The sheets are to be completed for each subject listing individual, peer and group work. These sheets are to be duplicated and given to each student so that the student may know what tasks are to be completed.

Teacher response indicates that teachers have a divided feeling about the prescription sheets with 52.6 per cent of the teachers agreeing that the prescription sheets provide a better lesson format and 47.4 per cent not agreeing. Of these numbers, the largest response (29.4 per cent) was from teachers who somewhat agree (see Table 8).

Question 5: I believe that ALEM is an efficient model of instruction.

Table 9

Question 5: I believe that ALEM is an efficient model of instruction.

Q5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	33	9.4	20.4	20.4
Disagree	32	9.1	19.8	40.1
Somewhat Agree	60	17.0	37.0	77.2
Agree	31	8.8	19.1	96.3
Strongly Agree	6	1.7	3.7	100.0
Total	162	46.0	100.0	
Missing System	190	54.0		
Total	352	100.0		

More than half (59.8 per cent) of the teachers believed that ALEM was an efficient model of instruction while 40.2 per cent did not believe that ALEM was an efficient model of instruction. Of these numbers 37.0 per cent of the teachers replied with somewhat agree and 20.4 per cent responded with strongly disagree.

Question 6: I believe that I have support from the school district to implement the ALEM model.

Table 10

Question 6: I believe I have support from the school district to implement the ALEM model.

Q6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	4.0	8.7	8.7
Disagree	21	6.0	13.0	21.7
Somewhat Agree	48	13.6	29.8	51.6
Agree	49	13.9	30.4	82.0
Strongly Agree	29	8.2	18.0	100.0
Total	161	45.7	100.0	
Missing System	191	54.3		
Total	352	100.0		

This question indicates the perception of support from the central office administration in implementing the Whole School Reform model.

As noted in Table 10, a high percentage (78.2 per cent) of the respondents agreed that there is support from the administration to implement the ALEM model while 21.7 per cent did not believe that there was support to implement ALEM.

Question 7: I receive support from school administrators in implementing the ALEM model.

Table 11

Question 7: I receive support from school administrators in implementing the ALEM model.

Q7

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	11	3.1	6.8	6.8
Disagree	27	7.7	16.8	23.6
Valid Somewhat Agree	46	13.1	28.6	52.2
Agree	46	13.1	28.6	80.7
Strongly Agree	31	8.8	19.3	100.0
Total	161	45.7	100.0	
Missing System	191	54.3		
Total	352	100.0		

Within the ALEM model, emphasis is placed upon local school-community control and site based management. This question indicates the perceived level of support at the school level.

As indicated in Table 11, teachers perceived support from the school administration at a rate of 76.5 per cent, while 23.6 did not agree that there was support from administrators at the school level. Most respondents indicated that they somewhat agree (28.6 per cent) or agree (28.6 per cent).

Question 8: The school facilitator is helpful in implementing the ALEM model.

Table 12

Question 8: The school facilitator is helpful in implementing the ALEM model.

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	18	5.1	11.3	11.3
Disagree	30	8.5	18.8	30.0
Valid Somewhat Agree	35	9.9	21.9	51.9
Agree	42	11.9	26.3	78.1
Strongly Agree	35	9.9	21.9	100.0
Total	160	45.5	100.0	
Missing System	192	54.5		
Total	352	100.0		

One of the key professionals in the implementation of the ALEM model is the facilitator. The facilitator's job is to coordinate training, obtain materials and to provide any assistance needed to the teacher.

Teachers (70.1 per cent) believed that their facilitator was helpful in implementing ALEM while 30.1 per cent did not believe that they received help from the facilitator (see Table 12).

Question 9: My colleagues are supportive of my efforts to implement ALEM in my classroom.



Table 13

Question 9: My colleagues are supportive of my efforts to implement ALEM in my classroom.

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	1.7	3.8	3.8
Disagree	19	5.4	11.9	15.7
Valid Somewhat Agree	53	15.1	33.3	49.1
Agree	60	17.0	37.7	86.8
Strongly Agree	21	6.0	13.2	100.0
Total	159	45.2	100.0	
Missing System	193	54.8		
Total	352	100.0		

The majority of teachers (83 per cent) believed that their colleagues were supportive of their efforts to implement ALEM while 15.7 per cent of the teachers believed that colleagues were not supportive of their efforts to implement ALEM (see Table 13). Of those who agree, 33.3 per cent agreed somewhat and 37.7 per cent strongly agreed that they had support from fellow teachers.

Question 10: The Field Staff from Temple University has helped me to implement ALEM in my classroom.

Table 14

Question 10: The field Staff from Temple University has helped me to implement ALEM in my classroom.

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	43	12.2	27.0	27.0
Disagree	58	16.5	36.5	63.5
Valid Somewhat Agree	35	9.9	22.0	85.5
Agree	17	4.8	10.7	96.2
Strongly Agree	6	1.7	3.8	100.0
Total	159	45.2	100.0	
Missing System	193	54.8		
Total	352	100.0		

The first year, as part of the Whole School Reform model, staff from Temple University came to the district to provide training for teachers. In the second and third years, field staff came to provide additional support and suggestions. Of 159 teachers who responded to this question, 36.5 per cent disagreed that they had received support from Temple University and 27.0 per cent strongly disagreed that the Field Staff was helpful in implementation (63.5 per cent). A total of 14.5 per cent agreed that Field Staff was helpful in the implementation of ALEM (see Table 14).

Question 11: Since the implementation of the ALEM model I am more aware of my students' needs.

Table 15

Question 11: Since the implementation of the ALEM model I am more aware of my students' needs.

Q11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	24	6.8	15.0	15.0
Disagree	60	17.0	37.5	52.5
Somewhat Agree	46	13.1	28.8	81.3
Agree	24	6.8	15.0	96.3
Strongly Agree	6	1.7	3.8	100.0
Total	160	45.5	100.0	
Missing System	192	54.5		
Total	352	100.0		

This question focused upon whether the teacher believed that ALEM helped them to be more aware of the needs of each student and 47.6 per cent of the teachers surveyed agreed that, with the implementation of ALEM, they were more aware of students' needs. As indicated in Table 15, more than half of the teachers, 52.5 per cent, did not agree that ALEM increased their awareness of the needs of students.

Question 12: I am more confident in my ability to address my students' needs.

This question concentrated on whether new ideas or strategies from ALEM helped teachers to teach students.

Table 16

Question 12: I am more confident in my ability to address my students' needs.

Q12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	25	7.1	15.7	15.7
Disagree	49	13.9	30.8	46.5
Somewhat Agree	47	13.4	29.6	76.1
Agree	28	8.0	17.6	93.7
Strongly Agree	10	2.8	6.3	100.0
Total	159	45.2	100.0	
Missing System	193	54.8		
Total	352	100.0		

More than half of those responding (53.5 per cent) agreed that they had more confidence in addressing student needs while 46.5 per cent of the teachers disagreed that they had more confidence in teaching their students (see Table 16).

Question 13: I can plan alternate methods of instruction for different levels of student achievement.

Table 17

Question 13: I can plan alternate methods of instruction for different levels of student achievement.

Q13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	2.8	6.3	6.3
Disagree	21	6.0	13.1	19.4
Somewhat Agree	54	15.3	33.8	53.1
Agree	58	16.5	36.3	89.4
Strongly Agree	17	4.8	10.6	100.0
Total	160	45.5	100.0	
Missing System	192	54.5		
Total	352	100.0		

One of the components of ALEM is the leveling of activities and centers to meet the needs of all students. Many teachers (80.7 per cent) believed that they were able to plan alternate methods of instruction while 19.4 per cent disagreed that they could plan alternate methods of instruction (see Table 17).

Question 14: I use prescription sheets as a way to write my lesson plans.

Table 18

Question 14: I use prescription sheets as a way to write my lesson plans.

Q14

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	2.0	4.4	4.4
Disagree	7	2.0	4.4	8.8
Somewhat Agree	9	2.6	5.7	14.5
Agree	64	18.2	40.3	54.7
Strongly Agree	72	20.5	45.3	100.0
Total	159	45.2	100.0	
Missing System	193	54.8		
Total	352	100.0		

Lesson plans written in the ALEM format are required in each ALEM school. Principals periodically check these lesson plans (in a lesson plan book of some sort).

Teachers are instructed to write lesson plans for each subject area. These sheets are to be duplicated and given to each student where the student or the teacher highlights the activities to be completed by the students. Plans are individualized to meet the needs of the student. These prescription sheets are mandated in the ALEM schools as the lesson plans the teachers must write, and the majority of the teachers responding (91.3 per cent) stated that they used the prescription sheets as their lesson plans while 8.8 per cent stated that they did not write prescription sheets as their lesson plans (see Table 18).

Question 15: Each of my students has his/her own prescription sheet.

Table 19

Question 15: Each of subjects has his/her own prescription sheet.

Q15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	39	11.1	25.0	25.0
Disagree	33	9.4	21.2	46.2
Somewhat Agree	26	7.4	16.7	62.8
Agree	31	8.8	19.9	82.7
Strongly Agree	27	7.7	17.3	100.0
Total	156	44.3	100.0	
Missing System	196	55.7		
Total	352	100.0		

As part of their developing as independent learners, students are supposed to maintain their own prescription sheet for each subject. These sheets change for each theme or unit. In Table 19, half of the teachers surveyed (53.9 per cent) stated that each of their students had their own prescription sheet, while 46.2 per cent of the teachers responded that each of their students did not have their own prescription sheet.

Question 16: Since the implementation of the ALEM model, my students have become more independent learners.

Table 20

Question 16: Since the implementation of the ALEM model, my students have become more independent learners.

Q16

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	26	7.4	16.7	16.7
Disagree	40	11.4	25.6	42.3
Valid Somewhat Agree	58	16.5	37.2	79.5
Agree	24	6.8	15.4	94.9
Strongly Agree	8	2.3	5.1	100.0
Total	156	44.3	100.0	
Missing System	196	55.7		
Total	352	100.0		

One of the goals of ALEM is that each student becomes an independent learner. More than half of the teachers (57.7 per cent) responding believed that their students have become more independent because of the implementation of ALEM while 42.3 per cent of the teachers disagreed that ALEM has helped students become more independent learners (see Table 20).

Question 17: With the implementation of the ALEM model, I have become a more effective teacher.

Table 21

Question 17: With the implementation of the ALEM model, I have become a more effective teacher.

Q17

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	29	8.2	18.6	18.6
Disagree	54	15.3	34.6	53.2
Valid Somewhat Agree	45	12.8	28.8	82.1
Agree	24	6.8	15.4	97.4
Strongly Agree	4	1.1	2.6	100.0
Total	156	44.3	100.0	
Missing System	196	55.7		
Total	352	100.0		

As indicated in Table 21, more than half of the teachers (53.2 per cent) disagreed that they had become more effective because of ALEM. Less than half (46.8 per cent) of the teachers responding agreed that they were a more effective teacher with the implementation of ALEM.

Question 18: Since the implementation of the ALEM model, I have created more learning centers for my students.



Table 22

Question 18: Since the implementation of the ALEM model, I have created more learning centers for my students.

Q18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	13	3.7	8.3	8.3
Disagree	15	4.3	9.6	17.9
Somewhat Agree	40	11.4	25.6	43.6
Agree	53	15.1	34.0	77.6
Strongly Agree	35	9.9	22.4	100.0
Total	156	44.3	100.0	
Missing System	196	55.7		
Total	352	100.0		

One of the components of ALEM is the creation of leveled activities and centers around the room for students to complete. Of the teachers responding, 17.9 per cent disagreed that they have created more learning centers while 82 per cent agreed that they had created more learning centers for their students (see Table 22).

Question 19: I am satisfied with the Whole School Reform Model used in my school

Table 23

Question 19: I am satisfied with the Whole School Reform Model used in my school.

Q19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	39	11.1	24.4	24.4
Disagree	39	11.1	24.4	48.8
Somewhat Agree	43	12.2	26.9	75.6
Agree	28	8.0	17.5	93.1
Strongly Agree	11	3.1	6.9	100.0
Total	160	45.5	100.0	
Missing System	192	54.5		
Total	352	100.0		

Slightly more than half (51.3 per cent) of teachers expressed satisfaction with the ALEM model, which was chosen by their schools while 48.8 per cent of teachers responding were not satisfied with the ALEM model of Whole School Reform (see Table 23).

Question 20: I can make changes in the ALEM model to make it work in my classroom.

Table 24

Question 20: I can make changes in the ALEM model to make it work in my classroom.

Q20

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	3.4	7.6	7.6
Disagree	10	2.8	6.3	13.9
Valid Somewhat Agree	45	12.8	28.5	42.4
Agree	60	17.0	38.0	80.4
Strongly Agree	31	8.8	19.6	100.0
Total	158	44.9	100.0	
Missing System	194	55.1		
Total	352	100.0		

As indicated in Table 24, the majority of teachers, 86.1 per cent, believed that they could adapt the ALEM model to make it work in their classroom while 13.9 per cent stated that they could not make changes to the ALEM model in their classroom.

Question 21: With this model, I can teach the way I feel is best.

Table 25

Question 21: With this model, I can teach the way I feel is best.

Q21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	23	6.5	14.5	14.5
Disagree	34	9.7	21.4	35.8
Somewhat Agree	45	12.8	28.3	64.2
Agree	33	9.4	20.8	84.9
Strongly Agree	24	6.8	15.1	100.0
Total	159	45.2	100.0	
Missing System	193	54.8		
Total	352	100.0		

Almost two-thirds (64.2 per cent) of the teachers agreed that, with ALEM, they could teach the way they felt was best and approximately one-third, 35.9 per cent, disagreed that they could teach the way they felt was best with the ALEM model (see Table 25).

Question 22: I am motivated to make the ALEM model work in my classroom.

Table 26

Question 22: I am motivated to make the ALEM model work in my classroom.

Q22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	19	5.4	11.9	11.9
Disagree	22	6.3	13.8	25.6
Somewhat Agree	52	14.8	32.5	58.1
Agree	45	12.8	28.1	86.3
Strongly Agree	22	6.3	13.8	100.0
Total	160	45.5	100.0	
Missing System	192	54.5		
Total	352	100.0		

The majority of teachers, 74.4 per cent felt motivated to make ALEM work in the classroom while 25.7 per cent did not feel motivated to make ALEM work in the classroom (see Table 26).

Question 23: I believe the ALEM model has helped me become a better teacher.

Table 27

Question 23: I believe the ALEM model has helped me become a better teacher.

Q23

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	47	13.4	29.7	29.7
Disagree	34	9.7	21.5	51.3
Valid Somewhat Agree	50	14.2	31.6	82.9
Agree	21	6.0	13.3	96.2
Strongly Agree	6	1.7	3.8	100.0
Total	158	44.9	100.0	
Missing System	194	55.1		
Total	352	100.0		

This question again asks about the confidence level of the teacher using ALEM.

Table 27 indicates that almost half, 48.7 per cent, of the teachers responding believed that ALEM had helped them become a better teacher and 51.2 per cent of the teachers disagreed that ALEM had helped them become a better teacher.

Question 24: I understand how the ALEM model is supposed to work in my classroom.

Table 28

Question 24: I understand how the ALEM model is supposed to work in my classroom.

Q24

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	2.3	5.0	5.0
Disagree	10	2.8	6.3	11.3
Valid Somewhat Agree	34	9.7	21.3	32.5
Agree	67	19.0	41.9	74.4
Strongly Agree	41	11.6	25.6	100.0
Total	160	45.5	100.0	
Missing System	192	54.5		
Total	352	100.0		

This question addresses whether or not the teacher has processed the components of ALEM in its relation to the individual classroom. The majority of respondents, 88.8 per cent, believed that they understood how ALEM was supposed to work in the classroom and 11.3 per cent of the teachers did not feel that they knew how ALEM was supposed to work in their classroom (see Table 28).

Question 25: I am personally motivated to make our Whole School Reform model work.

Table 29

Question 25: I am personally motivated to make our Whole School Reform model work.

Q25

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	4.0	8.8	8.8
Disagree	20	5.7	12.5	21.3
Somewhat Agree	57	16.2	35.6	56.9
Agree	45	12.8	28.1	85.0
Strongly Agree	24	6.8	15.0	100.0
Total	160	45.5	100.0	
Missing System	192	54.5		
Total	352	100.0		

As indicated in Table 29, of those teachers responding, 78.7 per cent felt personally motivated to make the Whole School Reform model work while 21.3 per cent of the teachers did not feel personally motivated to make the model successful.

Question 26: In my school, we all influence each other.

Table 30

Question 26: In my school, we all influence each other.

Q26

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	.9	1.9	1.9
Disagree	19	5.4	11.8	13.7
Somewhat Agree	65	18.5	40.4	54.0
Agree	54	15.3	33.5	87.6
Strongly Agree	20	5.7	12.4	100.0
Total	161	45.7	100.0	
Missing System	191	54.3		
Total	352	100.0		

This question addressed the sense of community within the school. A majority of teachers, 86.3 per cent, believed that other colleagues influenced them while 13.7 per cent of the teachers did not believe that they influenced each other (see Table 30).

Question 27: I have the resources I need to implement ALEM in my classroom.

Table 31

Question 27: I have the resources I need to implement ALEM in my classroom.

Q27

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	21	6.0	13.1	13.1
Disagree	30	8.5	18.8	31.9
Somewhat Agree	49	13.9	30.6	62.5
Agree	35	9.9	21.9	84.4
Strongly Agree	25	7.1	15.6	100.0
Total	160	45.5	100.0	
Missing System	192	54.5		
Total	352	100.0		

Materials are needed to complete center and other learning activities.

“Resources” is a broad topic which might include materials, time, support and training. Although “resources” was not clearly defined, over two-thirds or 68.1 per cent of the teachers stated that they had the resources needed to implement ALEM while 31.9 per cent of the teachers believed that they did not have the resources needed for implementation (see Table 31).

Question 28: My colleagues and I share ideas about each other’s goals.

Table 32

Question 28: My colleagues and I share ideas about each other's goals.

Q28

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	1.1	2.5	2.5
Disagree	15	4.3	9.3	11.8
Valid Somewhat Agree	45	12.8	28.0	39.8
Agree	66	18.8	41.0	80.7
Strongly Agree	31	8.8	19.3	100.0
Total	161	45.7	100.0	
Missing System	191	54.3		
Total	352	100.0		

Teachers (88.3 per cent) stated that they shared ideas about goals with their colleagues and 11.8 per cent responded that they did not share ideas about goals with other teachers (see Table 32).

## Question 29: I prefer to work alone.

Table 33

Question 29: I prefer to work alone.

Q29

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	3.7	8.1	8.1
Disagree	60	17.0	37.3	45.3
Valid Somewhat Agree	51	14.5	31.7	77.0
Agree	29	8.2	18.0	95.0
Strongly Agree	8	2.3	5.0	100.0
Total	161	45.7	100.0	
Missing System	191	54.3		
Total	352	100.0		



In Table 33, almost half, or 45.7 per cent, of teachers responding stated that they prefer to work alone while 54.7 per cent stated that they did not prefer to work alone.

Question 30: I am a more effective teacher with the implementation of the ALEM model.

Table 34

Question 30: I am a more efficient teacher with the implementation of the ALEM model.

Q30

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	34	9.7	21.5	21.5
Disagree	48	13.6	30.4	51.9
Valid Somewhat Agree	47	13.4	29.7	81.6
Agree	24	6.8	15.2	96.8
Strongly Agree	5	1.4	3.2	100.0
Total	158	44.9	100.0	
Missing System	194	55.1		
Total	352	100.0		

In Table 34, almost half, 48.1 per cent, of the teachers responding stated that they were more effective teachers with the implementation of ALEM while 51.9 per cent did not believe that they were more effective teachers with the implementation of ALEM.

### Short Response Answers

The next series of answers allowed the teachers an opportunity to expand upon what they had stated previously.

Question 31: Please comment on the ways (if any) that your method of delivering classroom instruction has changed since the implementation of the ALEM model.

For question 31, teachers were asked to comment on the ways, if any, that the implementation of the ALEM model has changed the delivery of instruction in their classroom. Twenty-seven teachers (20%) stated that there was no change in the delivery of instruction in their classroom. Sixty-one teachers (46%) commented that there was change in their classroom, while two teachers (3%) said that there was a big change.

Thirty-eight teachers (29%) commented that there had been a negative change in the delivery of instruction in their classroom. Four teachers (3%) wrote “no comment.” (see Figure 1).

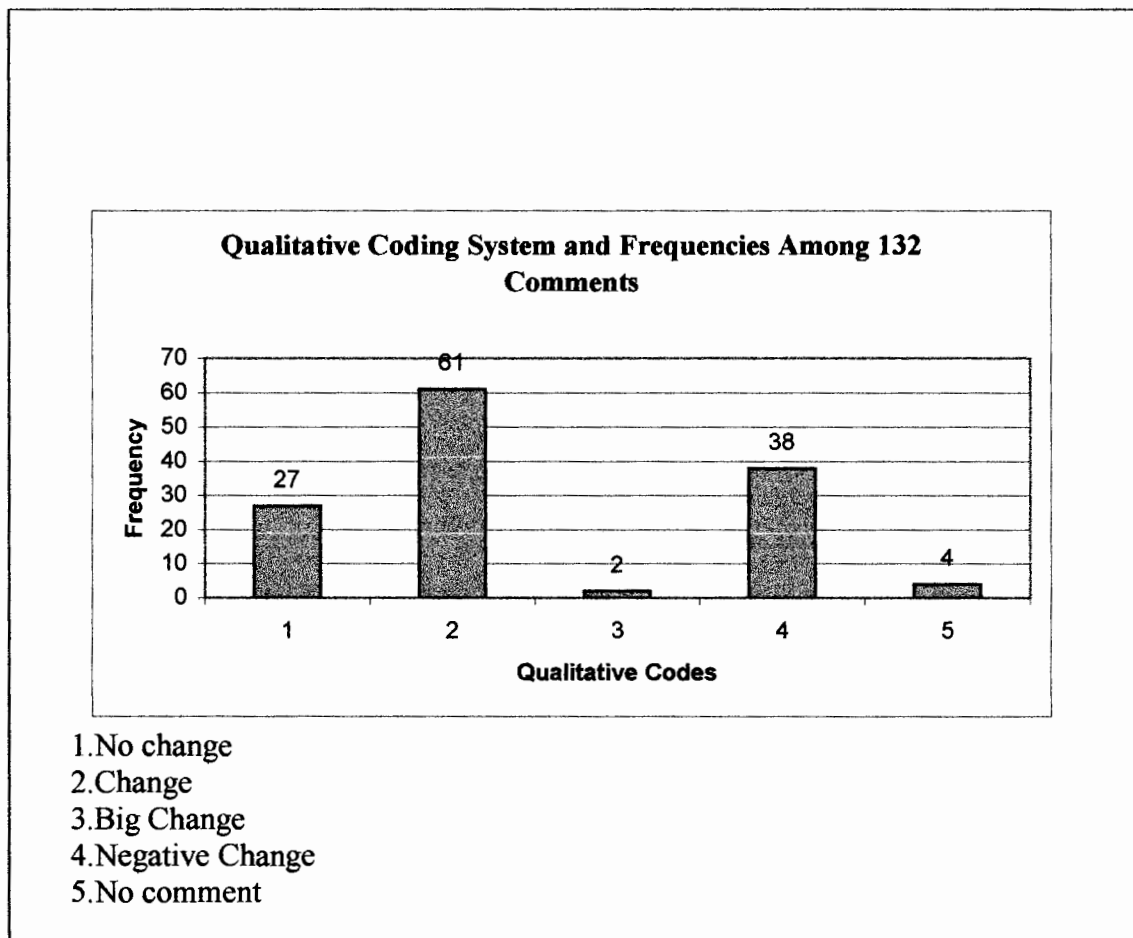
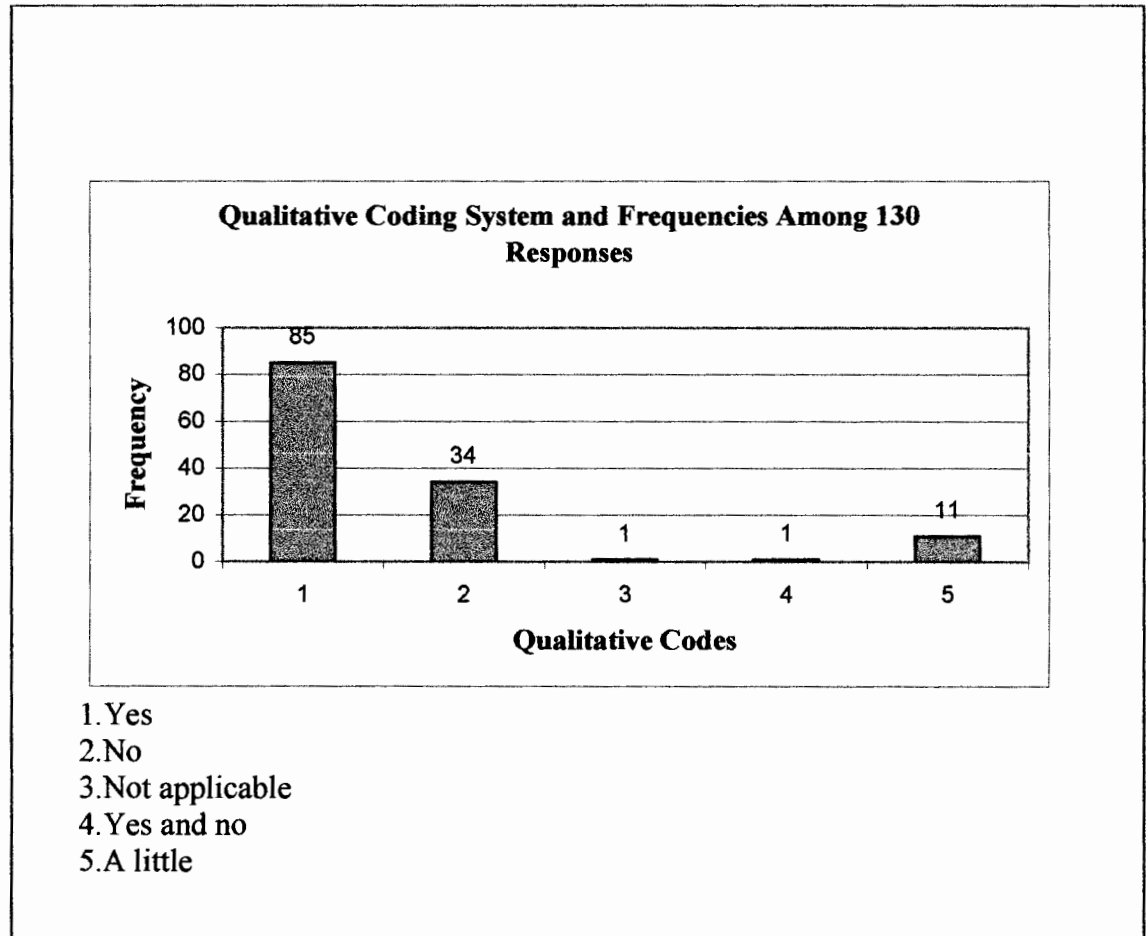


Figure 1. Qualitative Coding System and Frequencies Among 132 Comments Concerning the Method of Delivery of Instruction in the Classroom

Question 32: Has your classroom routine changed since the implementation of ALEM?

In question 32, teachers were asked to comment about whether there was a change in classroom routine with the implementation of the ALEM model. Eighty-five teachers (65%) said that their classroom routine has changed. Thirty-four teachers (26%) commented that there was no change in their classroom routine. Other comments included “not applicable” from one teacher (.007%), “yes and no” from one teacher (.007%) and “a little” from eleven teachers (8%) (see Figure 2).

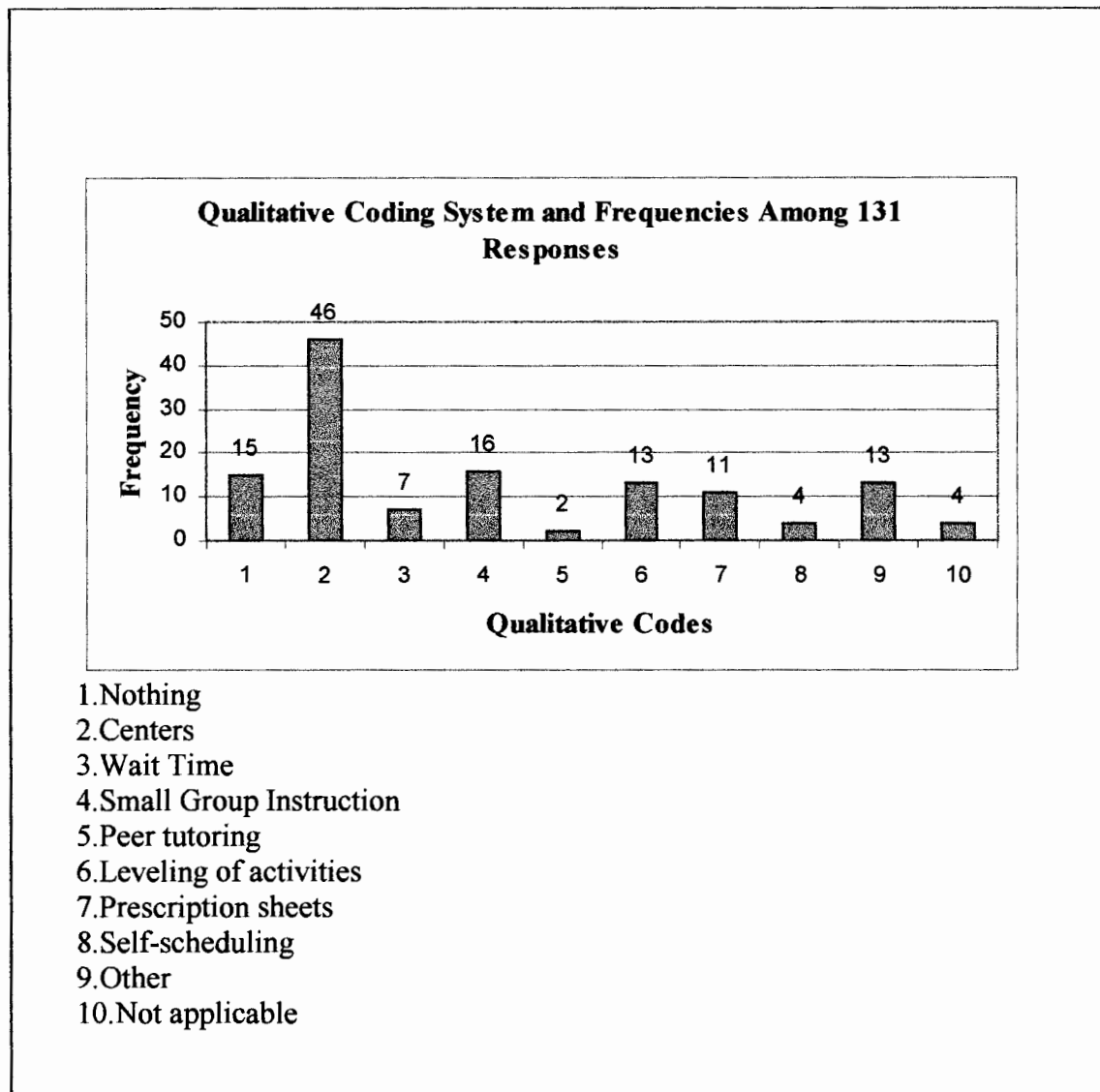


**Figure 2.** Qualitative Coding System and Frequencies Among 130 Responses to Question, “Has your classroom routine changed since the implementation of ALEM?”

Question 33: What parts of the ALEM Model have been most useful for your classroom teaching?

This question elicited more of a response from teachers. Fifteen teachers (11%) said that nothing was useful from the ALEM Model, while forty-six teachers (35%) commented that the centers were the most useful. Seven teachers (5%) said that wait time was the most useful, and sixteen teachers (12%) said that small group instruction was the most important part of the ALEM model. Peer tutoring was most useful for two teachers (1%), (8%) said that prescription sheets were the most useful.

Self-scheduling was found to be the most useful part of the ALEM model by four teachers (3%) and thirteen teachers (9%) listed other things. Four teachers (3%) answered “not applicable” (see Figure 3).



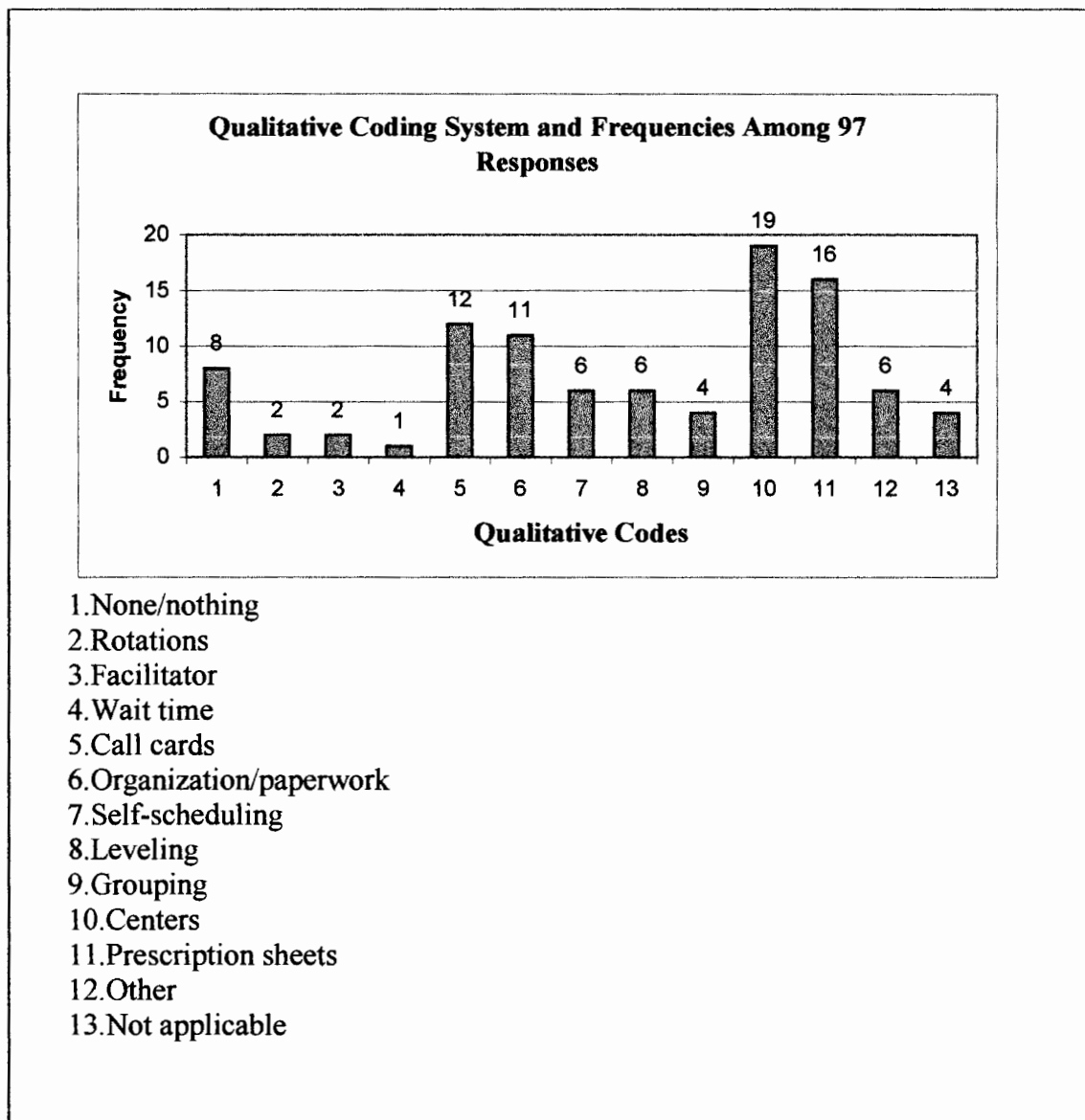
**Figure 3.** Qualitative Coding System and Frequencies Among 131 Responses to Question; “What parts of the ALEM model have been most useful in your classroom teaching?”

Question 34: What parts of the ALEM Model have been the least useful for your classroom teaching?

In commenting about the least useful part of the ALEM model, eight teachers (8%) said none/nothing about the ALEM model was least useful. Two teachers (2%) commented that rotations (going from one learning center to another) were the least useful and two teachers (2%) said that the facilitator was the useful. One teacher (1%) said that wait time was the least useful while twelve teachers ((12%) commented that call cards was the least useful. Eleven teachers (11%) believed that the organization and paperwork was the least useful part of the ALEM model

Six teachers (6%) believed that self-scheduling, in which the students choose which center they wanted to go to, was the least useful part of ALEM and six teachers ((6%) felt that the leveling of activities was the least useful. Grouping (of students for instruction) was noted by four teachers (4%), centers were listed by nineteen teachers (20%) and sixteen teachers (16%) commented that the prescription sheets were the least useful part of the ALEM model. Six teachers (6%) listed other items and four teachers (4%) wrote “not applicable” (see Figure 4).





**Figure 4.** Qualitative Coding System and Frequencies Among 97 Responses to Question:

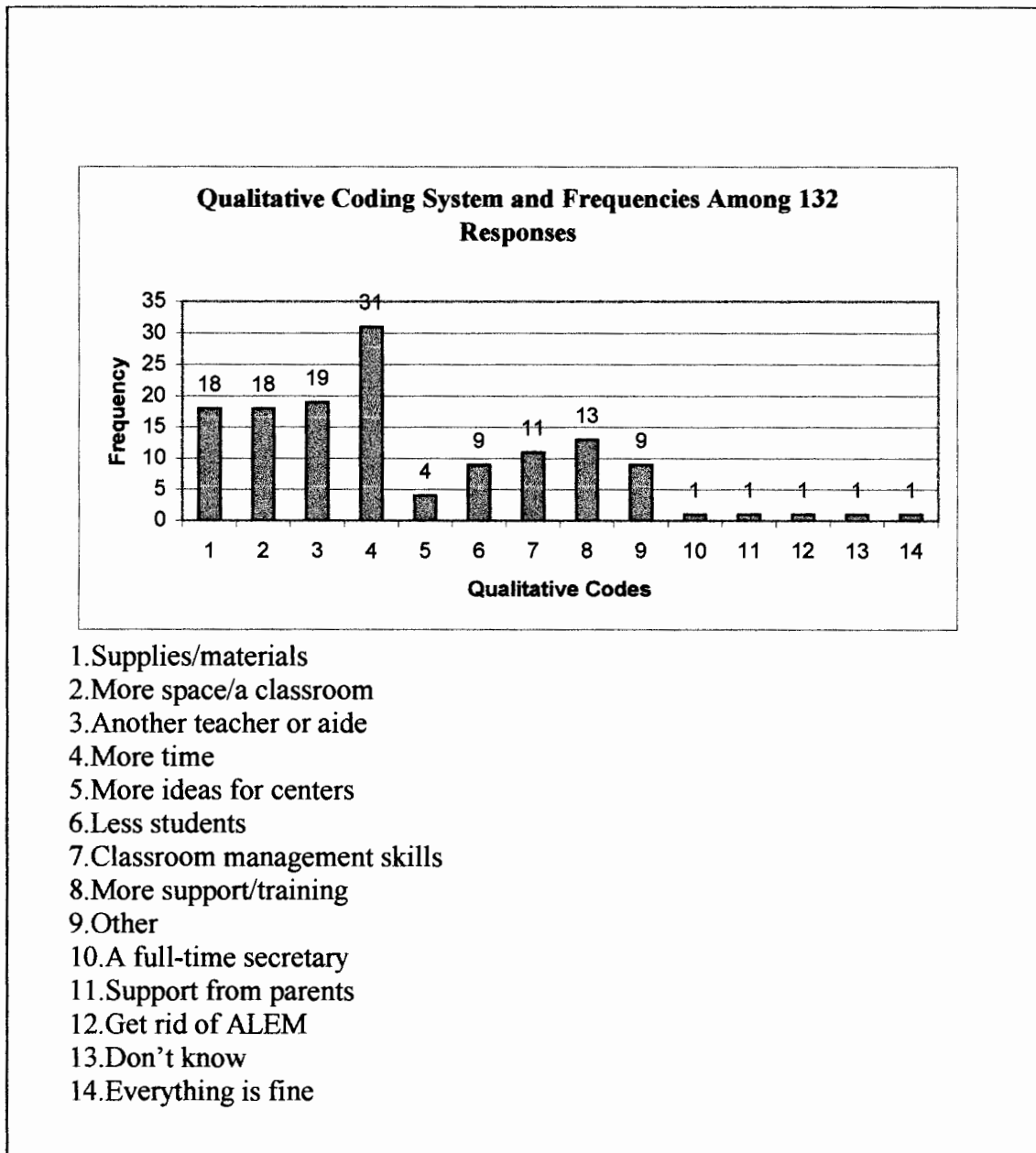
“What parts of the ALEM model have been the least useful for your classroom teaching?”

Question 35: What do you need in order to efficiently implement the ALEM Model into your classroom?

The answers to this question split into those answers that reflected needs to implement ALEM and those answers that were more of a comment about the ALEM model. Eighteen teachers (14%) said that they needed more supplies and materials, eighteen teachers (14%) said they needed more space or a classroom (a comment often made by “traveling” teachers who do not have a permanent classroom). Nineteen teachers (14%) said they needed another teacher or aide in the classroom.

Thirty-one teachers (23%) stated that they needed more time to implement the ALEM model, four teachers (3%) needed more ideas for learning centers, and nine teachers (7%) stated they needed fewer students in the classroom. Eleven teachers (8%) wrote that they needed more classroom management skills, while thirteen teachers (10%) wanted more support and or training and nine teachers (7%) gave other answers.

One teacher each (.008%) answered: “a full-time secretary,” “support from parents,” “get rid of ALEM,” “don’t know,” and “everything is fine” (see Figure 5).



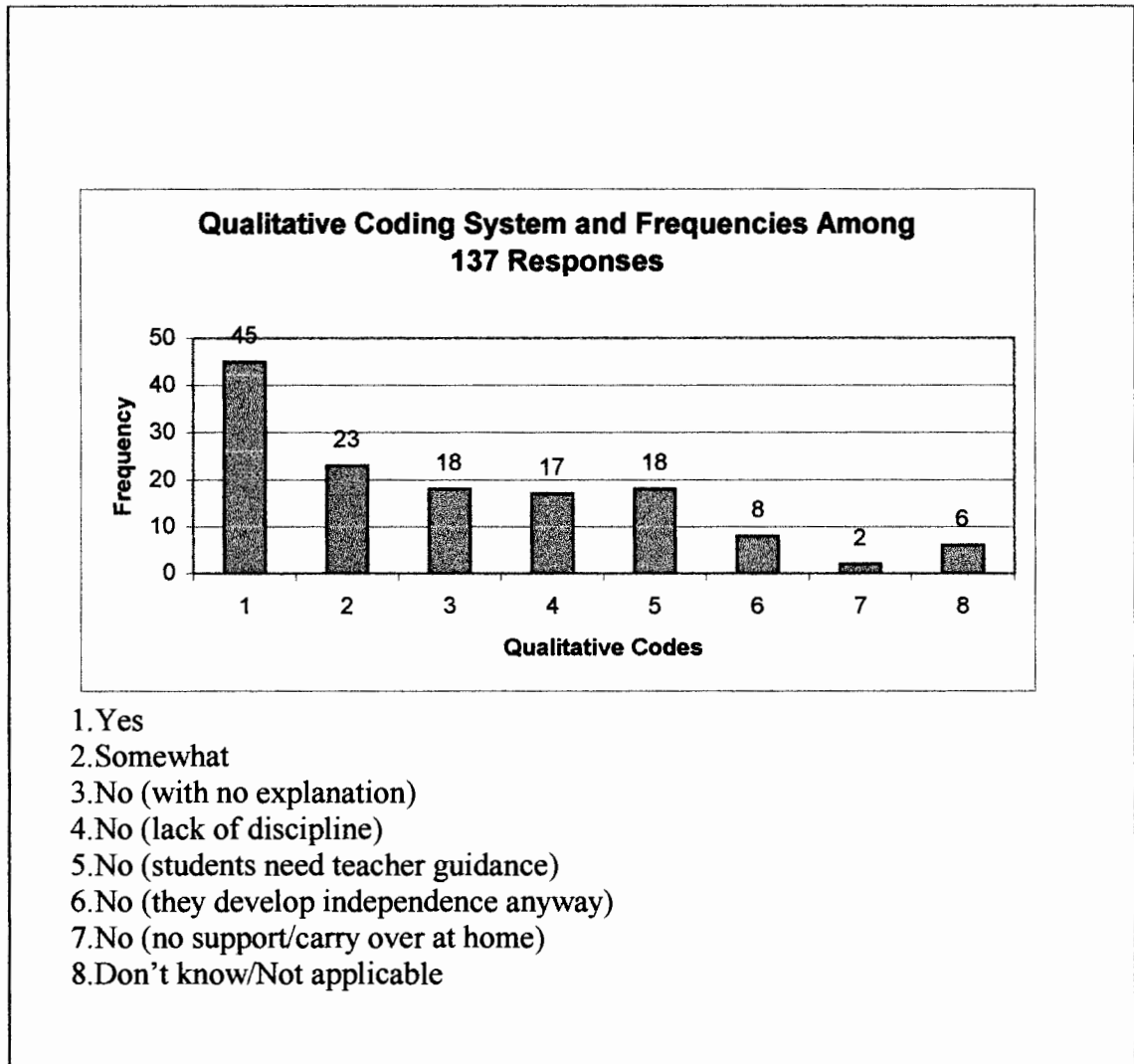
**Figure 5.** Qualitative Coding System and Frequencies Among 132 Responses to Question: “What do you need to efficiently implement the ALEM model into your classroom?”

Question 36: Has the implementation of the ALEM Model helped your students to develop into independent learners? Please explain.

One of the goals of the ALEM model is to create independent learners. This was a chance for teachers to expand answers, but the responses were rather short. Comments included “yes” from forty-five teachers (33%), “somewhat” from twenty-three teachers (17%), and “no” with no explanation from eighteen teachers (13%).

Seventeen teachers (12%) answered “no” because of a lack of discipline in the students, eighteen teachers (13%) responded “no” because students need a teacher’s guidance and eight teachers (6%) answered “no” because students develop independence anyway.

Two teachers (1%) responded “no because there is no support/carry over from parents at home” and six teachers (4%) wrote “don’t know/not applicable” (see Figure 6).



**Figure 6.** Qualitative Coding System and Frequencies Among 137 Responses to Question: “Has the implementation of the ALEM model helped your students develop into independent learners?”

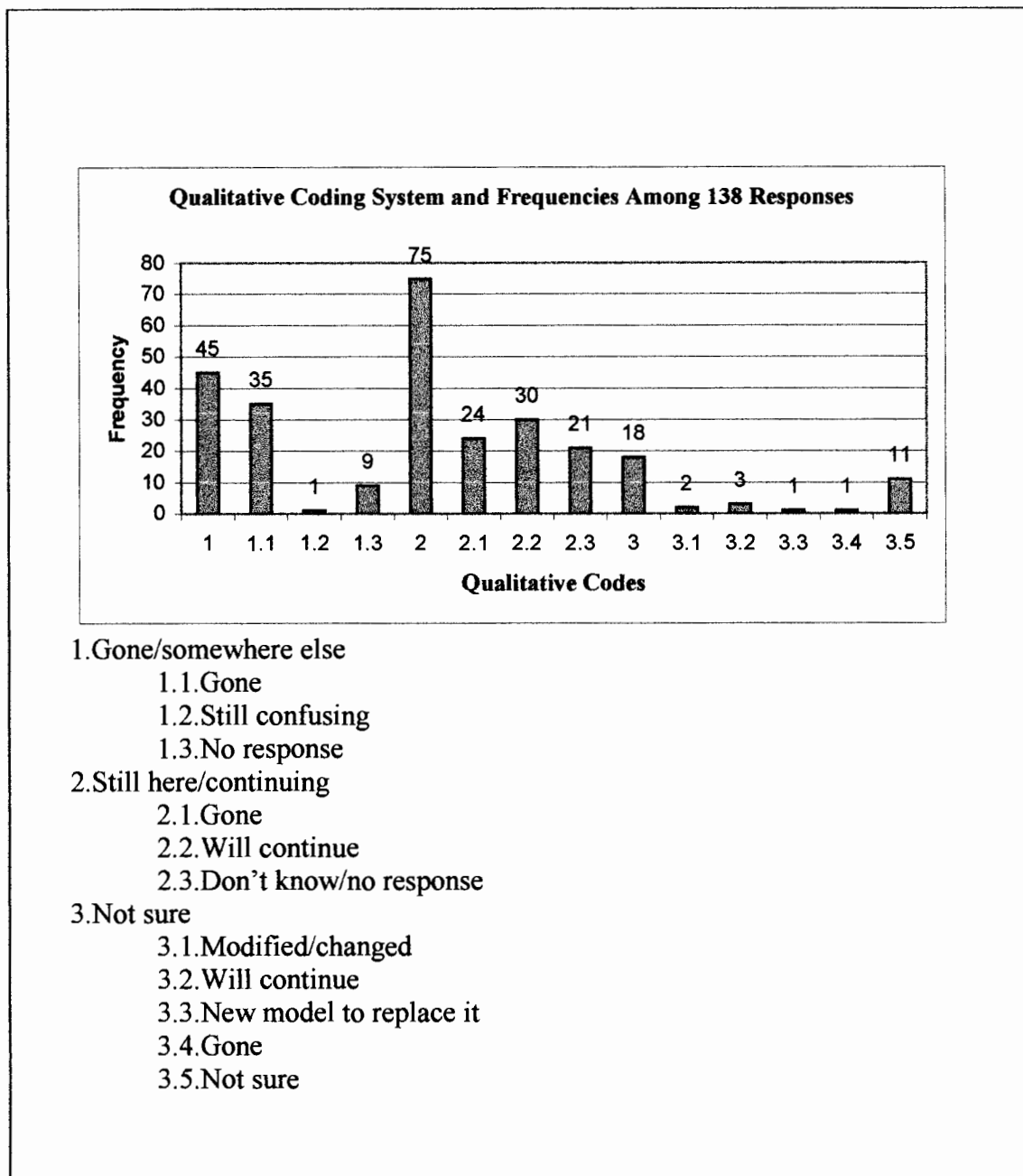
Question 37: This is the third year of the implementation of the ALEM Model in your school. Where do you see the future of this model of whole school reform for your school in the next year? Where do you see the ALEM Model (in relationship to your school) in five years?

This question asked the teacher's opinion about the future of the ALEM model in the next year (the fourth year of implementation) and five years into the future. Responses were grouped into "gone/somewhere else" by forty-five teachers (33%), "still here/continuing" by seventy-five teachers (54%) and "not sure" by eighteen teachers (13%).

Of those teachers responding "gone/somewhere else", thinking about five years from now, thirty-five teachers responded "gone," one teacher responded "still confusing," and nine teachers wrote "no response."

Of the seventy-five teachers answering "still here/continuing," they projected for the next five years "gone" (twenty-four teachers), "will continue" (thirty teachers) and "don't know/no response" (twenty-one teachers).

For the eighteen teachers writing "not sure," in five years they projected that the ALEM model will be "modified/changed" (two teachers), "will continue" (three teachers), "there will be a new model to replace it" (one teacher), "gone" (one teacher), and "not sure" (eleven teachers) (see Figure 7).



**Figure 7.** Qualitative Coding System and Frequencies Among 138 Responses to Question: “Where do you see the future of the ALEM model next year? In five years?”

### Independent Variables Within the Study

Survey results were tested based upon four independent variables: School (in which the teachers taught), Present Grade (in which the teacher is teaching), the Number of Years Teaching (in present grade) and the Total Number of Years Teaching. The following tables reflect the case processing summary and the statistically significant questions in linking these four independent variables.



Table 35

Case Processing Summary

	Case Processing Summary					
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
School * Q1	159	45.2%	193	54.8%	352	100.0%
School * Q2	156	44.3%	196	55.7%	352	100.0%
School * Q3	159	45.2%	193	54.8%	352	100.0%
School * Q4	158	44.9%	194	55.1%	352	100.0%
School * Q5	160	45.5%	192	54.5%	352	100.0%
School * Q6	159	45.2%	193	54.8%	352	100.0%
School * Q7	159	45.2%	193	54.8%	352	100.0%
School * Q8	158	44.9%	194	55.1%	352	100.0%
School * Q9	157	44.6%	195	55.4%	352	100.0%
School * Q10	157	44.6%	195	55.4%	352	100.0%
School * Q11	158	44.9%	194	55.1%	352	100.0%
School * Q12	157	44.6%	195	55.4%	352	100.0%
School * Q13	158	44.9%	194	55.1%	352	100.0%
School * Q14	157	44.6%	195	55.4%	352	100.0%
School * Q15	154	43.8%	198	56.3%	352	100.0%
School * Q16	154	43.8%	198	56.3%	352	100.0%
School * Q17	154	43.8%	198	56.3%	352	100.0%
School * Q18	154	43.8%	198	56.3%	352	100.0%
School * Q19	158	44.9%	194	55.1%	352	100.0%
School * Q20	156	44.3%	196	55.7%	352	100.0%
School * Q21	157	44.6%	195	55.4%	352	100.0%
School * Q22	158	44.9%	194	55.1%	352	100.0%
School * Q23	156	44.3%	196	55.7%	352	100.0%
School * Q24	158	44.9%	194	55.1%	352	100.0%
School * Q25	158	44.9%	194	55.1%	352	100.0%
School * Q26	159	45.2%	193	54.8%	352	100.0%
School * Q27	158	44.9%	194	55.1%	352	100.0%
School * Q28	159	45.2%	193	54.8%	352	100.0%
School * Q29	159	45.2%	193	54.8%	352	100.0%
School * Q30	156	44.3%	196	55.7%	352	100.0%

Table 35 reflects the number of responses linking teachers and their present school. It has been included to show the rate of responses from all the schools included in the study. For each of the questions there was a consistent valid response rate of approximately 44 per cent.

School

Table 36

ANOVA Between and Within Groups based upon the School in which Teachers Teach

(Questions 1-10)

ANOVA - School

	Sum of Squares	df	Mean Square	F	Sig.	
Q1	Between Groups	7.364	8	.920	.966	.464
	Within Groups	142.863	150	.952		
	Total	150.226	158			
Q2	Between Groups	23.053	8	2.882	2.601	.011
	Within Groups	162.863	147	1.108		
	Total	185.917	155			
Q3	Between Groups	9.483	8	1.185	1.153	.332
	Within Groups	154.266	150	1.028		
	Total	163.748	158			
Q4	Between Groups	22.957	8	2.870	2.139	.036
	Within Groups	199.929	149	1.342		
	Total	222.886	157			
Q5	Between Groups	15.692	8	1.962	1.654	.114
	Within Groups	179.052	151	1.186		
	Total	194.744	159			
Q6	Between Groups	35.103	8	4.388	3.656	.001
	Within Groups	180.004	150	1.200		
	Total	215.107	158			
Q7	Between Groups	44.268	8	5.533	4.954	.000
	Within Groups	167.556	150	1.117		
	Total	211.824	158			
Q8	Between Groups	81.496	8	10.187	8.112	.000
	Within Groups	187.112	149	1.256		
	Total	268.608	157			
Q9	Between Groups	17.557	8	2.195	2.433	.017
	Within Groups	133.500	148	.902		
	Total	151.057	156			
Q10	Between Groups	43.106	8	5.388	5.577	.000
	Within Groups	142.996	148	.966		
	Total	186.102	156			

Table 36 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 1 through 10. The following table analyses the most statistically significant of these questions. All data from responses has been tested with

SPSS 10.0. The data was also tested post hoc to find the Least Significant Difference (LSD).

Table 37

Analysis of Means by School for Statistically Significant Questions (2, 4, 6, 7, 8, 9, 10)

		Analysis of Means						
		Q2	Q4	Q6	Q7	Q8	Q9	Q10
School	Mean	4.33	2.44	3.22	3.67	3.44	3.33	2.44
	1 N	9	9	9	9	9	9	9
	Std. Deviation	.71	1.33	1.20	1.00	1.24	.87	1.33
	Mean	3.52	2.92	3.46	3.54	3.33	3.21	2.75
	6 N	23	24	24	24	24	24	24
	Std. Deviation	1.12	1.35	1.18	1.14	1.27	.98	1.33
	Mean	3.60	2.30	3.70	3.70	4.10	4.22	2.50
	12 N	10	10	10	10	10	9	10
	Std. Deviation	.70	.95	1.16	.95	.99	.83	.85
	Mean	2.94	2.38	2.80	2.67	2.44	3.20	1.90
	14 N	49	50	51	51	50	50	51
	Std. Deviation	1.07	1.01	1.13	1.07	1.11	.88	.83
	Mean	3.50	2.40	3.40	3.65	3.60	3.65	1.95
	16 N	20	20	20	20	20	20	20
	Std. Deviation	1.05	1.23	1.23	1.18	1.39	1.09	.89
	Mean	3.71	2.71	3.50	3.64	3.00	3.36	1.64
	21 N	14	14	14	14	14	14	14
	Std. Deviation	1.14	1.27	1.09	1.08	.88	.93	.63
	Mean	3.44	2.89	3.89	3.67	3.56	3.44	2.25
	22 N	9	9	9	9	9	9	8
	Std. Deviation	.73	1.27	.78	.71	1.13	.73	1.04
Mean	3.29	3.43	4.29	4.00	4.43	4.00	3.00	
25 N	7	7	7	7	7	7	6	
Std. Deviation	1.70	1.13	.76	1.15	.79	1.53	1.10	
Mean	3.80	3.47	4.13	4.20	4.60	4.00	3.40	
26 N	15	15	15	15	15	15	15	
Std. Deviation	.94	1.06	.74	.86	.74	.85	.99	
Mean	3.42	2.67	3.37	3.39	3.29	3.46	2.29	
Total N	156	158	159	159	158	157	157	
Std. Deviation	1.10	1.19	1.17	1.16	1.31	.98	1.09	

Based upon the school in which teachers are working, questions 2, 4, 6, 7, 8, 9 and 10 were statistically significant. There were some differences among the schools in terms of the size of the schools and the number of responses per school, and yet with many of the questions the same schools presented significant differences. The data was tested by analysis of the variance (ANOVA) of the mean scores from the survey data. Significance was set at the .05 level. Statistical Product and Service Solutions (SPSS) 10.0 was used throughout the analysis.

For question 2, Schools 1 and 14 presented a statistically significant difference (.011). For question 4, Schools 14 and 26 were statistically significant (.036). With question 6, School 14 and School 25 were significant and also School 14 and School 26 (.001).

Many schools were statistically significant in terms of question 7. Within the groups there were relationships between School 14 and School 6, School 14 and School 16, School 14 and School 25 and School 14 and School 26. Level of significance was .000.

For question 8, again there was a relationship between a number of schools: School 14 and School 6, School 14 and School 12, School 14 and School 16, School 14 and School 25 and School 14 and School 26. Level of significance was .000.

Question 9 is a trend with a statistical significance of .017 while Question 10 is statistically significant at .000 for Schools 14 and 6, School 14 and 26, School 6 and School 21 and School 16 and 26 (see Table 37).

Table 38

ANOVA Between and Within Groups based upon the School in which Teachers Teach(Questions 11-20)

## ANOVA - School

	Sum of Squares	df	Mean Square	F	Sig.
Q11	Between Groups Within Groups Total	18.230 148.505 166.734	8 149 157	2.279 .997	2.286 .024
Q12	Between Groups Within Groups Total	28.692 171.015 199.707	8 148 156	3.587 1.156	3.104 .003
Q13	Between Groups Within Groups Total	13.012 150.532 163.544	8 149 157	1.627 1.010	1.610 .126
Q14	Between Groups Within Groups Total	13.936 148.332 162.268	8 148 156	1.742 1.002	1.738 .094
Q15	Between Groups Within Groups Total	96.763 224.146 320.909	8 145 153	12.095 1.546	7.824 .000
Q16	Between Groups Within Groups Total	23.553 156.213 179.766	8 145 153	2.944 1.077	2.733 .008
Q17	Between Groups Within Groups Total	16.723 149.777 166.500	8 145 153	2.090 1.033	2.024 .048
Q18	Between Groups Within Groups Total	23.190 193.207 216.396	8 145 153	2.899 1.332	2.175 .033
Q19	Between Groups Within Groups Total	33.720 200.160 233.880	8 149 157	4.215 1.343	3.138 .003
Q20	Between Groups Within Groups Total	19.941 159.803 179.744	8 147 155	2.493 1.087	2.293 .024

Table 38 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 11 through 20. The next table analyses the most statistically

significant of these questions. All data from responses has been tested with SPSS 10.0 and post hoc to find the least significant difference (LSD).

Table 39

Analysis of Means by School of Statistically Significant Questions (11, 12, 14, 15 16, 17, 18, 19, 20)

		Analysis of Means								
		Q11	Q12	Q14	Q15	Q16	Q17	Q18	Q19	Q20
School	Mean	2.33	2.56	4.44	4.22	2.89	2.13	4.00	1.89	3.00
	1 N	9	9	9	9	9	8	9	9	9
	Std. Deviation	.87	1.13	.53	.67	.78	.83	.71	.93	1.00
	Mean	2.79	2.88	4.33	2.96	2.50	2.33	3.35	2.38	3.25
	6 N	24	24	24	23	24	24	23	24	24
	Std. Deviation	1.41	1.30	1.05	1.46	1.22	1.05	1.23	1.56	1.39
	Mean	2.40	2.33	3.67	2.38	2.33	2.22	3.89	2.44	4.00
	12 N	10	9	9	8	9	9	9	9	9
	Std. Deviation	.97	.87	1.41	1.30	1.00	.67	.78	1.13	.71
	Mean	2.34	2.50	3.90	1.84	2.31	2.37	3.12	2.35	3.65
	14 N	50	50	50	49	48	49	49	51	49
	Std. Deviation	.96	1.09	1.04	1.07	.95	1.03	1.22	1.09	1.01
	Mean	2.15	2.25	4.10	3.90	2.60	2.20	3.85	2.65	3.15
	16 N	20	20	20	20	20	20	20	20	20
	Std. Deviation	.81	.85	1.29	1.37	1.05	.83	1.09	1.04	1.04
	Mean	2.64	2.43	4.57	3.36	3.08	2.85	3.92	2.79	3.86
	21 N	14	14	14	14	13	13	13	14	14
	Std. Deviation	1.01	1.16	.65	1.45	1.12	1.14	1.19	.97	.77
	Mean	3.00	2.89	4.33	3.11	3.22	3.00	3.00	2.56	3.56
	22 N	9	9	9	9	9	9	9	9	9
Std. Deviation	.87	1.17	.50	1.05	.97	.87	1.41	.88	1.13	
Mean	3.29	4.00	4.43	3.29	3.00	3.00	3.71	3.43	4.43	
25 N	7	7	7	7	7	7	7	7	7	
Std. Deviation	.76	.82	.79	1.38	1.15	1.29	1.38	1.62	.53	
Mean	3.13	3.40	4.67	2.87	3.47	3.13	4.07	3.73	4.00	
26 N	15	15	15	15	15	15	15	15	15	
Std. Deviation	.74	.91	.82	1.30	1.06	1.19	.96	.96	1.00	
Mean	2.57	2.69	4.19	2.82	2.68	2.50	3.53	2.60	3.59	
Total N	158	157	157	154	154	154	154	158	156	
Std. Deviation	1.03	1.13	1.02	1.45	1.08	1.04	1.19	1.22	1.08	

With questions 11 through 20, nine out of ten of the questions were statistically significant (see Table 39). Question 11 is a trend (at .024) and Question 14 is a trend (at .094). With Question 12, statistical significance was found at .003 between the following schools:

1. School 14 and School 25
2. School 16 and School 25
3. School 16 and School 26
4. School 21 and School 25

For question 15, statistical significance was found at .000 between School 14 and other schools:

1. School 14 and School 1,
2. School 14 and School 6, School 14
3. School 14 and School 16 and School 21

Table 40

ANOVA Between and Within Groups Based Upon School in Which Teachers Teach(Questions 21-30)

## ANOVA - School

	Sum of Squares	df	Mean Square	F	Sig.
Q21 Between Groups	22.472	8	2.809	1.828	.076
Q21 Within Groups	227.426	148	1.537		
Q21 Total	249.898	156			
Q22 Between Groups	13.432	8	1.679	1.186	.311
Q22 Within Groups	210.872	149	1.415		
Q22 Total	224.304	157			
Q23 Between Groups	15.420	8	1.928	1.487	.166
Q23 Within Groups	190.497	147	1.296		
Q23 Total	205.917	155			
Q24 Between Groups	11.704	8	1.463	1.345	.226
Q24 Within Groups	162.094	149	1.088		
Q24 Total	173.797	157			
Q25 Between Groups	17.721	8	2.215	1.821	.077
Q25 Within Groups	181.298	149	1.217		
Q25 Total	199.019	157			
Q26 Between Groups	12.475	8	1.559	1.938	.058
Q26 Within Groups	120.708	150	.805		
Q26 Total	133.182	158			
Q27 Between Groups	59.746	8	7.468	6.080	.000
Q27 Within Groups	183.014	149	1.228		
Q27 Total	242.759	157			
Q28 Between Groups	13.621	8	1.703	1.882	.067
Q28 Within Groups	135.712	150	.905		
Q28 Total	149.333	158			
Q29 Between Groups	13.899	8	1.737	1.773	.087
Q29 Within Groups	147.006	150	.980		
Q29 Total	160.906	158			
Q30 Between Groups	21.664	8	2.708	2.498	.014
Q30 Within Groups	159.336	147	1.084		
Q30 Total	181.000	155			

Table 40 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 21 through 30. The next table analyses the most statistically



significant of these questions. All data has been tested with SPSS 10.0 and tested post hoc to find the Least Significant Difference (LSD).

Table 41

Analysis of Means by School of Statistically Significant Questions (21, 25, 26, 27, 28, 29, 30)

## Analysis of Means

		Q21	Q25	Q26	Q27	Q28	Q29	Q30
School	Mean	2.11	3.44	3.22	2.67	3.33	3.44	2.11
	1 N	9	9	9	9	9	9	9
	Std. Deviation	1.45	.53	1.09	1.12	.87	.73	.93
	Mean	2.96	3.00	3.63	3.17	3.79	2.88	2.25
	6 N	24	24	24	24	24	24	24
	Std. Deviation	1.30	1.53	1.10	1.27	1.06	1.08	1.15
	Mean	3.00	3.78	3.44	3.89	4.10	2.10	1.90
	12 N	9	9	9	9	10	10	10
	Std. Deviation	1.41	.97	.88	.78	.88	.88	1.10
	Mean	3.10	2.96	3.25	2.37	3.53	2.65	2.41
	14 N	50	51	52	51	51	51	49
	Std. Deviation	1.31	1.04	.86	.94	.99	1.02	1.02
	Mean	2.65	3.50	3.15	3.20	3.20	2.55	2.40
	16 N	20	20	20	20	20	20	20
	Std. Deviation	1.18	1.00	.99	1.36	.95	.89	1.05
	Mean	2.93	3.64	3.36	3.29	3.64	3.07	2.62
	21 N	14	14	14	14	14	14	13
	Std. Deviation	1.00	1.15	.63	1.33	.74	.92	1.12
	Mean	3.00	3.22	3.67	3.44	4.00	2.33	3.00
	22 N	9	9	9	9	9	9	9
	Std. Deviation	1.12	.67	.87	1.33	.71	1.00	.87
Mean	4.00	3.71	3.86	4.14	4.00	3.00	3.00	
25 N	7	7	7	7	7	7	7	
Std. Deviation	.82	1.50	.38	.69	.82	.82	1.00	
Mean	3.60	3.80	4.07	4.13	4.13	2.87	3.33	
26 N	15	15	15	15	15	15	15	
Std. Deviation	1.12	.86	.80	.92	1.06	1.19	.98	
Mean	3.03	3.30	3.44	3.09	3.67	2.74	2.50	
Total N	157	158	159	158	159	159	156	
Std. Deviation	1.27	1.13	.92	1.24	.97	1.01	1.08	

In this group of questions, seven out of ten questions were statistically significant (see Table 41). Questions 21, 25, 26, 28 and 29 are trends. For question 21, there is a trend linking Schools 14 and School 25, School 1 and School 26. School 25 and School 26 are linked with a mean of 2.65. Statistical significance between groups is .076.

Question 25, there is a trend linking School 6 and 26 with a mean of 3.00, while School 14 is linked with School 12 (mean 3.78), School 14 is linked with School 21 (mean 3.64) and School 14 is linked with School 26 (mean 3.80). The statistical significance between groups is .077.

With a statistical significance of .058, question 26 is also a trend with School 1 linked to School 26 (mean 3.22). School 26 is also linked to School 16 (mean 3.36), School 21 (mean is also 3.36), and School (mean 4.07).

For question 27, statistical significance at .000 was found between and among schools:

1. School 1 and Schools 12, 25, and 26 (mean 2.67)
2. School 6 and Schools 25 and 14 (mean 3.17)
3. School 12 and School 14 (mean 3.89)
4. School 16 and Schools 14 and 26 (mean 3.20)
5. School 21 and Schools 14 and 26 with a mean of 3.29
6. School 22 and School 14 (mean 3.44)
7. School 25 and School 14 (mean 4.14)
8. School 26 and to School 14 (mean 4.13).

The trend continues with question 28, as School 1 is linked to School 26 (mean 3.33) and School 6 is linked to School 16 (mean 3.79). School 12 is linked to School 16

with a mean of 4.10, while School 22 is linked to School 16 (mean 4.00). School 26 is linked to Schools 14 and 16 with a mean of 4.13. Statistical significance is .067.

Question 29, there is a trend among schools as School 1 is linked to Schools 12, 14, 16, and 22 (mean 3.44). School 6 is linked to School 12 with a mean of 2.88. School 21 and School 12 are linked with a mean of 3.07. the statistical significance for this question is .087.

Question 30, there is statistical significance at .014 between and among the following schools:

1. School 1 and School 26 (mean 2.11)
2. School 6 and School 26 (mean 2.25)
3. School 12 and Schools 22, 25 and 26 (mean of 1.90)
4. School 16 and School 26 (mean 2.40)
5. Schools 14, 16 and 26 (mean of 3.33)

Present Grade Taught

Table 42

ANOVA Between and Within Groups Based Upon the Present Grade Taught (Questions 1-10)

ANOVA - Present Grade

	Sum of Squares	df	Mean Square	F	Sig.
Q1 Between Groups	9.550	8	1.194	1.275	.261
Q1 Within Groups	141.425	151	.937		
Q1 Total	150.975	159			
Q2 Between Groups	24.198	8	3.025	2.762	.007
Q2 Within Groups	162.057	148	1.095		
Q2 Total	186.255	156			
Q3 Between Groups	6.321	8	.790	.754	.643
Q3 Within Groups	158.123	151	1.047		
Q3 Total	164.444	159			
Q4 Between Groups	18.305	8	2.288	1.655	.114
Q4 Within Groups	207.356	150	1.382		
Q4 Total	225.660	158			
Q5 Between Groups	23.751	8	2.969	2.596	.011
Q5 Within Groups	173.802	152	1.143		
Q5 Total	197.553	160			
Q6 Between Groups	20.502	8	2.563	1.984	.052
Q6 Within Groups	194.998	151	1.291		
Q6 Total	215.500	159			
Q7 Between Groups	15.817	8	1.977	1.508	.159
Q7 Within Groups	197.927	151	1.311		
Q7 Total	213.744	159			
Q8 Between Groups	9.285	8	1.161	.670	.717
Q8 Within Groups	259.822	150	1.732		
Q8 Total	269.107	158			
Q9 Between Groups	18.886	8	2.361	2.619	.010
Q9 Within Groups	134.304	149	.901		
Q9 Total	153.190	157			
Q10 Between Groups	12.285	8	1.536	1.316	.240
Q10 Within Groups	173.899	149	1.167		
Q10 Total	186.184	157			

Based upon the present grade taught (by teachers), Table 42 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 1 through 10. The following table analyses the most statistically significant of these

questions. All data from responses has been tested with SPSS 10.0 and also tested post hoc to find the LSD.

Table 43

Analysis of Means of Statistically Significant Questions (2, 4, 5,9) Based Upon the Present Grade Taught

		Q2	Q4	Q5	Q9	
Present Grade	Grade 1-3	Mean	3.60	2.72	2.77	3.63
		N	78	79	80	78
		Std. Deviation	1.00	1.17	1.12	.91
	Grade 4-5	Mean	3.61	2.21	2.26	3.58
		N	38	38	38	38
		Std. Deviation	.95	1.07	1.00	.92
	Resource Room	Mean	3.13	2.75	3.13	3.25
		N	8	8	8	8
		Std. Deviation	.83	1.04	.35	.71
	Art	Mean	2.14	2.38	2.25	2.43
		N	7	8	8	7
		Std. Deviation	1.21	1.41	1.16	1.40
	Physical Education	Mean	2.75	2.88	2.13	3.63
		N	8	8	8	8
		Std. Deviation	1.16	1.36	1.13	1.06
	ESL/Bilingual	Mean	2.80	3.25	3.40	2.60
		N	5	4	5	5
		Std. Deviation	2.05	1.71	1.52	1.14
	Music	Mean	2.80	3.00	2.60	2.60
		N	5	5	5	5
		Std. Deviation	1.48	1.58	1.14	1.52
World Language	Mean	3.80	3.50	3.83	3.33	
	N	5	6	6	6	
	Std. Deviation	.84	1.05	.75	.52	
Library	Mean	3.33	3.67	3.00	3.00	
	N	3	3	3	3	
	Std. Deviation	.58	.58	.00	.00	
Total	Mean	3.42	2.66	2.67	3.46	
	N	157	159	161	158	
	Std. Deviation	1.09	1.20	1.11	.99	

Of the first ten questions, four questions are statistically significant (see Table 43). Question 2 is statistically significant at .007. For question 2, Grades 1-3 and Art and Physical Education are statistically significant (mean 3.60), Grades 4-5 and Art are statistically significant (mean 3.61) and Art and World Language are statistically significant (mean 2.14).

For Question 4, although the ANOVA listed a significance of .114, Grades 1-3 and Grades 4-5 were statistically significant with a mean of 2.72.

Question 5 is a trend with a statistical significance of .011. Grades 1-3, 4-5 and World Language are linked (mean 2.77) and Grades 4-5 are linked to Resource Room, World Language and ESL (mean 2.26). Art is linked to World Language (mean 2.25) while Physical Education is linked to ESL and World Language (mean 2.13).

Question 9 is statistically significant at .010. Statistical significance exists between and among the following grades:

1. Grades 1-3 and Art, ESL and Music (mean 3.63)
2. Grades 4-5 and Art, ESL and Music (mean 3.58)
3. Art and Physical Education (mean 2.43)

Table 44

ANOVA Between and Within Groups Based Upon Grade Taught by Teachers (Questions 11-20)

## ANOVA - Present Grade

		Sum of Squares	df	Mean Square	F	Sig.
Q11	Between Groups	14.700	8	1.837	1.784	.084
	Within Groups	154.483	150	1.030		
	Total	169.182	158			
Q12	Between Groups	16.744	8	2.093	1.700	.103
	Within Groups	183.433	149	1.231		
	Total	200.177	157			
Q13	Between Groups	5.778	8	.722	.679	.710
	Within Groups	159.556	150	1.064		
	Total	165.333	158			
Q14	Between Groups	11.167	8	1.396	1.376	.211
	Within Groups	151.136	149	1.014		
	Total	162.304	157			
Q15	Between Groups	31.430	8	3.929	1.972	.054
	Within Groups	290.866	146	1.992		
	Total	322.297	154			
Q16	Between Groups	11.856	8	1.482	1.288	.254
	Within Groups	168.015	146	1.151		
	Total	179.871	154			
Q17	Between Groups	13.601	8	1.700	1.621	.124
	Within Groups	153.147	146	1.049		
	Total	166.748	154			
Q18	Between Groups	30.231	8	3.779	2.960	.004
	Within Groups	186.388	146	1.277		
	Total	216.619	154			
Q19	Between Groups	28.681	8	3.585	2.589	.011
	Within Groups	207.747	150	1.385		
	Total	236.428	158			
Q20	Between Groups	13.387	8	1.673	1.431	.188
	Within Groups	173.021	148	1.169		
	Total	186.408	156			

Table 44 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 11 through 20 based upon the grade taught by teachers. The

following tables analyses the most statistically significant of these questions. All data from responses has been tested with SPSS 10.0 and tested post hoc to determine the LSD.



Table 45

Analysis of Means for Statistically Significant Questions (11, 15, 18, 19) Based Upon the Present Grade Taught by Teachers

## Analysis of Means

		Q11	Q15	Q18	Q19
Grade 1-3	Mean	2.57	2.86	3.82	2.69
	N	79	78	78	80
	Std. Deviation	1.08	1.46	1.11	1.20
Grade 4-5	Mean	2.29	3.11	3.46	2.11
	N	38	37	37	37
	Std. Deviation	.93	1.47	.93	1.20
Resource Room	Mean	2.75	3.38	3.71	3.00
	N	8	8	7	8
	Std. Deviation	.89	1.19	.95	.76
Art	Mean	2.25	1.50	2.25	1.88
	N	8	8	8	8
	Std. Deviation	1.04	.76	1.28	1.13
Physical Education	Mean	2.25	1.88	3.25	2.50
	N	8	8	8	8
	Std. Deviation	.71	1.46	1.39	1.31
ESL/Bilingual	Mean	3.00	3.50	3.75	3.75
	N	4	4	4	4
	Std. Deviation	1.83	1.29	1.89	1.50
Music	Mean	3.20	2.20	2.40	2.60
	N	5	5	5	5
	Std. Deviation	.84	1.10	1.14	1.14
World Language	Mean	3.33	3.20	2.83	3.50
	N	6	5	6	6
	Std. Deviation	.52	1.64	1.60	1.05
Library	Mean	3.67	2.50	3.50	3.67
	N	3	2	2	3
	Std. Deviation	.58	.71	.71	.58
Total	Mean	2.56	2.83	3.53	2.59
	N	159	155	155	159
	Std. Deviation	1.03	1.45	1.19	1.22

Of the second ten questions, four questions were statistically significant. Question 11 is a trend with a statistical significance of .084. Grades 4-5, World Language and

Library are linked (mean 2.29), while Art, World Language and Library are linked (mean 2.25). World Language, Library and Physical Education are linked (mean 2.25).

Question 15 is a trend with a statistical significance of .054. There is a link between Art and Grades 1-3 (mean 2.86), Art, Physical Education and Grades 4-5 (mean 3.11) and Art and Resource Room and Physical Education (mean 3.38). There is also a link between Art and ESL/Bilingual (mean 3.50) and Art and World Language (mean 3.20).

For Question 18 there is statistical significance at .004 between and among:

1. Grades 1-3 and Art, Music and World Language (mean 3.82)
2. Grades 4-5 and Art (mean 3.46)
3. Resource Room and Art (mean 3.71)
4. Art and ESL/Bilingual (mean 3.75)

For Question 19, there is statistical significance at .011 between and among:

1. Grades 1-3 and Grades 4-5 (mean 2.69).
2. Grades 4-5, Art and ESL/Bilingual (mean 3.75).
3. Art, Grades 4-5 and World Language are linked (mean 3.50)
4. Art, Grades 4-5 and Library are linked (mean 3.67).

Table 46

ANOVA Between and Within Groups Based Upon Grade Taught by Teachers (Questions 21-30)

## ANOVA - Present Grade

	Sum of Squares	df	Mean Square	F	Sig.
Q21 Between Groups	15.979	8	1.997	1.250	.274
Q21 Within Groups	237.995	149	1.597		
Q21 Total	253.975	157			
Q22 Between Groups	16.501	8	2.063	1.489	.166
Q22 Within Groups	207.838	150	1.386		
Q22 Total	224.340	158			
Q23 Between Groups	11.938	8	1.492	1.127	.348
Q23 Within Groups	195.973	148	1.324		
Q23 Total	207.911	156			
Q24 Between Groups	18.754	8	2.344	2.246	.027
Q24 Within Groups	156.542	150	1.044		
Q24 Total	175.296	158			
Q25 Between Groups	20.658	8	2.582	2.171	.033
Q25 Within Groups	178.449	150	1.190		
Q25 Total	199.107	158			
Q26 Between Groups	2.319	8	.290	.334	.952
Q26 Within Groups	131.056	151	.868		
Q26 Total	133.375	159			
Q27 Between Groups	14.982	8	1.873	1.229	.286
Q27 Within Groups	228.603	150	1.524		
Q27 Total	243.585	158			
Q28 Between Groups	1.607	8	.201	.205	.990
Q28 Within Groups	148.168	151	.981		
Q28 Total	149.775	159			
Q29 Between Groups	16.803	8	2.100	2.177	.032
Q29 Within Groups	145.691	151	.965		
Q29 Total	162.494	159			
Q30 Between Groups	19.188	8	2.398	2.164	.033
Q30 Within Groups	164.048	148	1.108		
Q30 Total	183.236	156			

Table 46 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 21 through 30. The following table analyses the most

statistically significant of these questions. All data from responses has been tested with SPSS 10.0 and tested post hoc to find the LSD.

Table 47

Analysis of Means by Present Grade Assignment of Statistically Significant Questions (24, 25, 29, 30)

		Analysis of Means				
		Q24	Q25	Q29	Q30	
Present Grade	Grade 1-3	Mean	4.06	3.51	2.70	2.51
		N	79	79	80	78
		Std. Deviation	.84	1.02	.99	1.07
	Grade 4-5	Mean	3.68	3.16	2.79	2.16
		N	37	37	38	38
		Std. Deviation	1.13	1.24	1.02	1.10
	Resource Room	Mean	3.25	3.00	2.50	2.75
		N	8	8	8	8
		Std. Deviation	.89	.76	.76	.71
	Art	Mean	3.12	2.38	3.63	2.25
		N	8	8	8	8
		Std. Deviation	1.46	1.19	1.30	1.16
	Physical Education	Mean	3.62	2.75	2.00	2.13
		N	8	8	8	8
		Std. Deviation	1.06	1.39	.53	.83
	ESL/Bilingual	Mean	3.20	4.00	3.00	3.33
		N	5	5	5	3
		Std. Deviation	2.05	1.00	.71	2.08
	Music	Mean	3.40	2.80	2.40	2.80
		N	5	5	5	5
		Std. Deviation	.89	.84	1.14	.84
	World Language	Mean	3.83	3.83	3.50	3.50
		N	6	6	6	6
		Std. Deviation	.75	.75	1.05	.55
Library	Mean	2.67	2.67	2.00	3.67	
	N	3	3	2	3	
	Std. Deviation	1.53	1.53	.00	.58	
Total	Mean	3.78	3.30	2.74	2.49	
	N	159	159	160	157	
	Std. Deviation	1.05	1.12	1.01	1.08	

Of the last ten questions, four questions are statistically significant (see Table 47).

For Question 24, there is statistical significance at .027 between Grades 1-3 and Art,

Resource Room and Library (mean 4.06).

Question 25, there is statistical significance at .033 between and among:

1. Grades 1-3 and Art (mean 3.51)
2. Art and ESL/Bilingual (mean 2.38)
3. ESL/Bilingual and Physical Education (mean 2.75)
4. ESL/Bilingual and Art (mean 4.00)
5. Art and World Language (mean 3.83).

Question 29, there is statistical significance at .032 between and among:

1. Grades 1-3 and Art (mean 2.70)
2. Grades 4-5 and Art and Physical Education (mean 2.79)
3. Resource Room and Art (mean 2.50)
4. Art and Physical Education (mean 3.63)
5. Physical Education and Art (mean 2.00)
6. Music and Art (mean 2.40)
7. World Language and Physical Education (mean 3.50)
8. Library and Art (mean 2.00)

For question 30, there is statistical significance (.033) between and among:

1. Grades 1-3 and World Language (mean 2.51)
2. Grades 4-5 and World Language and Library (mean 2.16)
3. Art and World Language and Library (mean 2.25), between
4. Physical Education and World Language and Library (mean 2.13).

### Teacher's Total Years Teaching

Table 48

#### ANOVA Between and Within Groups Based Upon Teacher's Total Years in Education

#### (Questions 1-10)

ANOVA - Total Years Teaching

	Sum of Squares	df	Mean Square	F	Sig.
Q1	Between Groups	2.311	3	.770	.823
	Within Groups	143.319	153	.937	
	Total	145.631	156		
Q2	Between Groups	4.212	3	1.404	1.234
	Within Groups	170.626	150	1.138	
	Total	174.838	153		
Q3	Between Groups	4.763	3	1.588	1.653
	Within Groups	146.931	153	.960	
	Total	151.694	156		
Q4	Between Groups	2.865	3	.955	.677
	Within Groups	214.443	152	1.411	
	Total	217.308	155		
Q5	Between Groups	2.673	3	.891	.723
	Within Groups	189.865	154	1.233	
	Total	192.538	157		
Q6	Between Groups	.356	3	.119	.088
	Within Groups	207.071	153	1.353	
	Total	207.427	156		
Q7	Between Groups	.317	3	.106	.079
	Within Groups	205.416	153	1.343	
	Total	205.732	156		
Q8	Between Groups	10.879	3	3.626	2.242
	Within Groups	245.813	152	1.617	
	Total	256.692	155		
Q9	Between Groups	.602	3	.201	.206
	Within Groups	147.140	151	.974	
	Total	147.742	154		
Q10	Between Groups	.643	3	.214	.182
	Within Groups	177.512	151	1.176	
	Total	178.155	154		

Table 48 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 1 through 10 based upon the teacher's total years in education (total years teaching). The following table analyses the most statistically

significant of these questions. All data from responses has been tested with SPSS 10.0. The data was also tested post hoc to find the Least Significant difference (LSD).

Table 49

Analysis of Means for Statistically Significant Question (Question 8, Total Years Teaching)

## Analysis of Means

Q8

	Mean	N	Std. Deviation
0-3.9 years	3.31	42	1.24
Total	3.60	43	1.35
Years	3.21	38	1.19
Teaching	2.85	33	1.30
20+ years			
Total	3.27	156	1.29

As noted in Table 49, there is one statistically significant question in this group. Within the question, total years teaching is statistically significant at the level 4-9.9 years (mean 3.60) and at the level of 20+ years (mean 2.85).



Table 50

ANOVA Between and Within Groups Based Upon Teacher's Total Years Teaching(Questions 11-20)

## ANOVA - Total Years Teaching

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.235	3	1.745	1.646	.181
Q11 Within Groups	161.124	152	1.060		
Total	166.359	155			
Between Groups	7.290	3	2.430	1.974	.120
Q12 Within Groups	185.845	151	1.231		
Total	193.135	154			
Between Groups	1.916	3	.639	.607	.612
Q13 Within Groups	160.058	152	1.053		
Total	161.974	155			
Between Groups	2.480	3	.827	.793	.500
Q14 Within Groups	158.494	152	1.043		
Total	160.974	155			
Between Groups	.953	3	.318	.152	.929
Q15 Within Groups	312.550	149	2.098		
Total	313.503	152			
Between Groups	2.044	3	.681	.577	.631
Q16 Within Groups	175.956	149	1.181		
Total	178.000	152			
Between Groups	2.375	3	.792	.724	.539
Q17 Within Groups	164.125	150	1.094		
Total	166.500	153			
Between Groups	3.646	3	1.215	.894	.446
Q18 Within Groups	202.524	149	1.359		
Total	206.170	152			
Between Groups	2.905	3	.968	.630	.597
Q19 Within Groups	235.184	153	1.537		
Total	238.089	156			
Between Groups	.314	3	.105	.086	.968
Q20 Within Groups	183.428	151	1.215		
Total	183.742	154			

Table 50 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 11 through 20 based upon the teacher's total years in education (total years teaching). None of the questions in this area were statistically

significant. All data from responses has been tested with SPSS 10.0. The data was also tested post hoc to find the Least Significant Difference (LSD).

Table 51

ANOVA Between and Within Groups Based Upon Teacher's Total Years Teaching

(Questions 21-30)

ANOVA - Total Years Teaching

	Sum of Squares	df	Mean Square	F	Sig.
Q21 Between Groups	3.005	3	1.002	.627	.599
Q21 Within Groups	242.970	152	1.598		
Q21 Total	245.974	155			
Q22 Between Groups	3.657	3	1.219	.885	.450
Q22 Within Groups	210.700	153	1.377		
Q22 Total	214.357	156			
Q23 Between Groups	4.049	3	1.350	1.022	.384
Q23 Within Groups	199.344	151	1.320		
Q23 Total	203.394	154			
Q24 Between Groups	4.200	3	1.400	1.303	.276
Q24 Within Groups	164.437	153	1.075		
Q24 Total	168.637	156			
Q25 Between Groups	4.877	3	1.626	1.270	.287
Q25 Within Groups	195.887	153	1.280		
Q25 Total	200.764	156			
Q26 Between Groups	.581	3	.194	.230	.876
Q26 Within Groups	130.007	154	.844		
Q26 Total	130.589	157			
Q27 Between Groups	3.754	3	1.251	.801	.495
Q27 Within Groups	238.997	153	1.562		
Q27 Total	242.752	156			
Q28 Between Groups	5.085	3	1.695	1.811	.148
Q28 Within Groups	143.221	153	.936		
Q28 Total	148.306	156			
Q29 Between Groups	.233	3	7.759E-02	.076	.973
Q29 Within Groups	156.570	153	1.023		
Q29 Total	156.803	156			
Q30 Between Groups	3.211	3	1.070	.916	.435
Q30 Within Groups	175.282	150	1.169		
Q30 Total	178.494	153			

Table 51 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 21 through 30, based upon total years in education (total years teaching). There were no statistically significant questions in this group. All data from responses has been tested with SPSS 10.0. The data was also tested post hoc to find the Least Significant Difference (LSD).

Table 52

ANOVA Between and Within Groups Based Upon Teacher's Total Years Teaching in Present Grade (Questions 1-10)

## ANOVA - Years Teaching in Present Grade

		Sum of Squares	df	Mean Square	F	Sig.
Q1	Between Groups	3.563	3	1.188	1.267	.288
	Within Groups	140.573	150	.937		
	Total	144.136	153			
Q2	Between Groups	6.573	3	2.191	1.924	.128
	Within Groups	167.374	147	1.139		
	Total	173.947	150			
Q3	Between Groups	4.198	3	1.399	1.470	.225
	Within Groups	142.744	150	.952		
	Total	146.942	153			
Q4	Between Groups	2.813	3	.938	.671	.571
	Within Groups	208.128	149	1.397		
	Total	210.941	152			
Q5	Between Groups	7.467	3	2.489	2.083	.105
	Within Groups	180.403	151	1.195		
	Total	187.871	154			
Q6	Between Groups	.557	3	.186	.137	.938
	Within Groups	202.800	150	1.352		
	Total	203.357	153			
Q7	Between Groups	1.649	3	.550	.409	.747
	Within Groups	201.708	150	1.345		
	Total	203.357	153			
Q8	Between Groups	13.226	3	4.409	2.728	.046
	Within Groups	240.787	149	1.616		
	Total	254.013	152			
Q9	Between Groups	1.568	3	.523	.540	.655
	Within Groups	143.143	148	.967		
	Total	144.711	151			
Q10	Between Groups	4.936	3	1.645	1.428	.237
	Within Groups	170.537	148	1.152		
	Total	175.474	151			

Table 52 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance of questions 1 through 10. The following table analyses the most

statistically significant of these questions. All data from responses has been tested with SPSS 10.0. The data was tested post hoc to find the Least Significant Difference (LSD)

Table 53

Analysis of Means for Statistically Significant Question (Question 8, Years Teaching in Present Grade)

Analysis of Means

Q8

		Mean	N	Std. Deviation
Years Teaching in Present Grade	0-3.9 years	3.56	75	1.21
	4-9.9 years	3.08	38	1.53
	10-19.9 years	2.93	27	.92
	20+ years	2.85	13	1.41
	Total	3.27	153	1.29

There is one statistically significant question in this group (see Table 53). Within question 8, there is a statistical significance of .046 between teachers who have taught 0-3.9 years (mean 3.56) and teachers who have taught 10-19.9 years (mean 2.93).

Table 54

**ANOVA Between and Within Groups Based Upon Teacher's Years Teaching in Present Grade (Questions 11-20)**

ANOVA - Years Teaching in Present Grade

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.655	3	2.552	2.499	.062
Q11 Within Groups	152.123	149	1.021		
Total	159.778	152			
Between Groups	11.760	3	3.920	3.283	.023
Q12 Within Groups	176.707	148	1.194		
Total	188.467	151			
Between Groups	4.308	3	1.436	1.391	.248
Q13 Within Groups	153.862	149	1.033		
Total	158.170	152			
Between Groups	2.256	3	.752	.712	.546
Q14 Within Groups	157.326	149	1.056		
Total	159.582	152			
Between Groups	7.333	3	2.444	1.186	.317
Q15 Within Groups	300.807	146	2.060		
Total	308.140	149			
Between Groups	2.188	3	.729	.617	.605
Q16 Within Groups	172.452	146	1.181		
Total	174.640	149			
Between Groups	6.548	3	2.183	2.041	.111
Q17 Within Groups	157.201	147	1.069		
Total	163.748	150			
Between Groups	2.286	3	.762	.553	.647
Q18 Within Groups	201.187	146	1.378		
Total	203.473	149			
Between Groups	10.189	3	3.396	2.301	.080
Q19 Within Groups	221.376	150	1.476		
Total	231.565	153			
Between Groups	1.465	3	.488	.421	.738
Q20 Within Groups	171.587	148	1.159		
Total	173.053	151			

Table 54 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 11 through 20. The following table analyses the most statistically significant if these questions. All data from responses has been tested with SPSS 10.0. The data was also tested post hoc to find the Least Significant Difference (LSD).

Table 55

Analysis of Means for Statistically Significant Questions Based Upon Years Teaching in Present Grade (Questions 11, 12, 19)

Analysis of Means

			Q11	Q12	Q19
Years Teaching in Present Grade	0-3.9 years	Mean	2.77	2.97	2.83
		N	75	74	76
		Std. Deviation	1.05	1.10	1.24
	4-9.9 years	Mean	2.39	2.47	2.26
		N	38	38	38
		Std. Deviation	.89	1.11	1.13
	10-19.9 years	Mean	2.22	2.41	2.33
		N	27	27	27
		Std. Deviation	.89	.89	1.14
	20+ years	Mean	2.46	2.31	2.54
		N	13	13	13
		Std. Deviation	1.33	1.38	1.45
	Total	Mean	2.56	2.69	2.58
		N	153	152	154
		Std. Deviation	1.03	1.12	1.23

As shown on Table 55, based upon the years teaching in present grade there is a trend for Question 11 (mean 2.77). There is a link between teaching 0-3.9 years in present grade and teaching 10-19.9 years in present grade (mean 2.77). Statistical significance is .062.

With a statistical significance of .023, for Question 12, there is statistical significance among all groups—0-3.9 years, 4-9.9 years, 10-19.9 years, and 20+ years (mean 2.97).

Question 19 is a trend (with a statistical significance .080). The link exists between 0-3.9 years teaching in present grade and 4-9.9 years in present grade (mean 2.83).

Table 56

ANOVA Between and Within Groups Based Upon Teacher's Years Teaching in Present Grade (Questions 21-30).

ANOVA - Years Teaching in Present Grade

	Sum of Squares	df	Mean Square	F	Sig.
Q21 Between Groups	.497	3	.166	.104	.957
Q21 Within Groups	236.497	149	1.587		
Q21 Total	236.993	152			
Q22 Between Groups	1.100	3	.367	.265	.850
Q22 Within Groups	207.167	150	1.381		
Q22 Total	208.266	153			
Q23 Between Groups	5.146	3	1.715	1.313	.272
Q23 Within Groups	193.374	148	1.307		
Q23 Total	198.520	151			
Q24 Between Groups	6.357	3	2.119	1.974	.120
Q24 Within Groups	160.993	150	1.073		
Q24 Total	167.351	153			
Q25 Between Groups	.568	3	.189	.148	.931
Q25 Within Groups	191.516	150	1.277		
Q25 Total	192.084	153			
Q26 Between Groups	3.523	3	1.174	1.429	.236
Q26 Within Groups	124.051	151	.822		
Q26 Total	127.574	154			
Q27 Between Groups	3.234	3	1.078	.681	.565
Q27 Within Groups	237.494	150	1.583		
Q27 Total	240.727	153			
Q28 Between Groups	2.095	3	.698	.731	.535
Q28 Within Groups	144.202	151	.955		
Q28 Total	146.297	154			
Q29 Between Groups	1.030	3	.343	.340	.797
Q29 Within Groups	152.609	151	1.011		
Q29 Total	153.639	154			
Q30 Between Groups	9.394	3	3.131	2.801	.042
Q30 Within Groups	164.354	147	1.118		
Q30 Total	173.748	150			

Table 56 shows the degrees of freedom (*df*), the mean square, the F ratio and the level of significance for questions 21 through 30. The following table analyses the most statistically significant of these questions. All data from responses has been tested with



SPSS 10.0. The data was also tested post hoc to find the Least Significant Difference (LSD).

Table 57

Analysis of Means for Statistically Significant Questions Based Upon Years Teaching in Present Grade (Question 30)

Analysis of Means

Q30

		Mean	N	Std. Deviation
Years Teaching in Present Grade	0-3.9 years	2.76	74	1.04
	4-9.9 years	2.29	38	.98
	10-19.9 years	2.22	27	.97
	20+ years	2.25	12	1.48
	Total	2.50	151	1.08

As shown in Table 57, for question 30, there is statistical significance (.042) between 0-3.9 years teaching in present grade (mean 2.76), 4-9.9 years teaching in present grade (mean 2.29) and 10-19.9 years teaching in present grade (mean 2.22).

Chapter IV presented a summary of the data collection and an analysis of the data relating to teacher perception of their delivery of instruction and whether it was changed with the implementation of the Whole School Reform Model, Community for Learning (ALEM), in the schools. The study was conducted in an Abbott School District. Nine schools within that district had adopted the Community for Learning Model and were using the model in the grades studied, grades one through five. Although the ALEM Model was also used in the middle grades, teachers in those grades were not included

because the configuration of the middle school would have added another variable to the study, which would not be consistent with configuration of the elementary school classrooms.

In all, 352 teachers teaching students in grades one, two and three (primary grades) and grades four and five (older grades) were included in the study. The survey was also sent to all teachers designated as “other,” which included specialists in the area of special education (Resource Room), art, music, ESL/Bilingual, physical education, World Language and library (Media Specialist).

Respondents were sent a survey with a cover letter and a stamped envelope for returning the completed surveys. Two mailings were necessary to achieve the desired level of response. A total of 160 responses, or 45.5 per cent of the population, were returned. For purposes of this study, the population is 160, which is 100 per cent of the surveys.

The survey contained thirty statements to be rated on a Likert scale of five (strongly agree) to one (strongly disagree). Seven additional questions were added to allow respondents to expand upon their ratings on the scale and to add additional information.

Responses were first recorded in Excel and were subjected to SPSS version 10.0. Responses were recorded based upon school, the number of total years teaching, number of years teaching in the present grade and the grade level taught. Tables were presented in this chapter to show the rate of response to statements one through thirty and the short answer questions in the areas school, present grade taught, total years teaching and years

teaching in the present grade. Reliability coefficient for the pilot study, questions 1 to 25, was .96 alpha n=25 (complete).

This study explored four independent variables in relationship to teacher perception of change in the delivery of instruction in the classroom. The independent variables were: School, Present Grade Taught, Years Teaching in Present Grade and Total Years Teaching (in Education). Of the four independent variables, statistical significance occurred more in the area of School than any other independent variable (23 out of 30 questions).

Other results of statistical significance were Present Grade Taught (12 out of 30 questions), Years Teaching in Present Grade (4 out of 30 questions) and Total Years in Education (1 out of 30 questions).

Additional tables based upon crosstabulation of data and analysis of results may be found in Appendices E (Survey Reliability and Correlation Matrix), G (Analysis of Teacher Responses Grouped by School), H (Crosstabulation Based Upon Grade), and I (Crosstabulation Based Upon Years Teaching in Present Grade)

Chapter V will examine the data presented in Chapter IV to formulate conclusions and present recommendations for further study.

## CHAPTER V

### Summary, Conclusions and Recommendations

#### Summary of the Purpose of this Research

The purpose of this study was to investigate whether teachers perceive that there has been a change in their delivery of instruction in the classroom with the implementation of the Whole School Reform Model, Community for Learning/ALEM. The data was collected by survey questionnaire sent to 332 teachers in nine elementary schools in an urban Abbott school district. All of these schools are First Cohort Schools.

Six research questions were addressed in this study. Four independent variables were considered in relationship to the questions. The study specifically addressed the following questions:

1. Is there a change in the method of delivery of instruction by teachers using the Community for Learning Model (ALEM) for Whole School Reform?
2. What components of the Community for Learning Model (ALEM) have been the most useful in creating change within the classroom?
3. To what extent do teachers perceive support from Community for Learning (ALEM) facilitators in the implementation of change within their school?
4. Has the Whole School Reform Model, Community for Learning, been effective in bringing about the development of students as independent learners based upon teacher observation in the classroom?

5. Based upon teacher perception, has the Whole School Reform Model, Community for Learning, become a workable model for future improvement in the delivery of instruction to students?
6. To what extent do teachers perceive the Whole School Reform Model, Community for Learning, as a method for classroom management that they will use in the future?

The four independent variables were: school (in which the teacher teaches), grade (taught by the teacher), number of years teaching in present grade, and number of years the teacher has been in the field of education.

#### Summary of the Research

The results of the study will be reported based upon the six research questions and the four independent variables.

#### Independent Variable: School

The most significant independent variable in terms of this study was school, with 23 out of 30 questions (77%) being statistically significant.

1. Is there a change in the method of delivery of instruction by teachers using the Community for Learning Model (ALEM) for Whole School Reform?

Based upon the results of this study, teachers perceive a change in the delivery of instruction using the Community for Learning model. Teachers organize their room in a different way, use prescription sheets and have created learning centers.

2. What components of the Community for Learning Model (ALEM) have been the most useful in creating change within the classroom?

Based upon the results of this study, prescription sheets, learning centers and classroom organization are the most useful components of the Community for Learning model in terms of creating change in the classroom.

3. To what extent do teachers perceive support from Community for Learning (ALEM) facilitators in the implementation of change within their school?

Based upon the results of this study, teachers perceive support from the Community for Learning facilitators within their school. The degree of belief in support varies greatly from school to school, with Schools 14 and 16 giving more “strongly disagree/disagree” responses (34 per cent and 30 per cent) and no negative responses from Schools 22 and 26. Most “strongly agree” responses were from teachers at School 26 (73 per cent). (See Appendix G, table 65, question 8).

4. Has the Whole School Reform Model, Community for Learning, been effective in bringing about the development of students as independent learners based upon teacher observation in the classroom?

Based upon the results of this study, there is a link between school and teacher perception of the development of students as independent learners. Teachers (57 per cent) perceive that Community for Learning has helped the students develop into independent learners (Appendix G, table 73, question 16). The highest rate of “strongly agree/agree” was from teachers at School 1 (67%), School 25 (89%),

School 21 (77%), and Schools 6 and 16 (55%). No school reported a majority of “strongly disagree/disagree.”

5. Based upon teacher perception, has the Whole School Reform Model, Community for Learning, become a workable model for future improvement in the delivery of instruction to students?

Community for Learning is the Whole School Reform model which has been selected by the schools in this study. The statistical significance of 77 per cent of the questions indicates that there is a link between school and teacher perception of change. In terms of the responses, teachers perceive that they have become more effective teachers with support from administrators and colleagues.

Based upon the school, there is varying consensus about the support from the field staff from Temple University with over 63 per cent of the teachers stating they have not received help from the field staff (Appendix G, table 67, question 10). Two Schools, 25 and 26, responded in the majority that they have received help from the field staff from Temple University.

6. To what extent do teachers perceive the Whole School Reform Model, Community for Learning, as a method for classroom management that they will use in the future?

School climate indicates a sense of collegiality and support from the school district, administrators and other teachers to use the Community for Learning model, but the short response answers give teachers a chance to expand upon their thoughts (Chapter

IV, pages 70-84). To question 37, “Where do you see the future of the ALEM model next year?” teachers responded, “still here” (54 per cent) while 33 per cent of the teachers responded “gone/somewhere else.” It should be noted that this study was conducted during the third year of a five-year commitment to Community for Learning, which might influence more “still here” comments from teachers who are aware of the five-year plan.

The second part of the question, “Where do you see the future of ALEM in five years?”, of those teachers responding “gone next year”, the response was “gone.” Of those teachers responding “still here” next year, 32 per cent believed the Whole School Reform model would be gone, 40 per cent believed it would continue and 28 per cent didn’t know (p.82).

While the climate of the school and sense of support from colleagues shapes how the model works now, the sense of future of the Community for Learning model becomes more individual as the figures show. In the individual comments, teachers feel that this is the model for now, but “things will probably change and something new will come in.” Teachers who have been teaching for a while cite other programs, which have come and gone.

#### Independent Variable: Grade Taught

In terms of this study, 12 out of 30 (40%) of the questions were statistically significant.

1. Is there a change in the method of delivery of instruction by teachers using the Community for Learning Model (ALEM) for Whole School Reform?



Based upon the results of this study, there has been a change in classroom management and routine with the use of prescription sheets and learning centers, two components of the ALEM model. Teachers perceive that they organize their classroom in a different way and that they have become a more effective teacher. They believe they have support from their colleagues in implementing the model.

2. What components of the Community for Learning Model (ALEM) have been the most useful in creating change within the classroom?

Based upon the results of this study, learning centers and prescription sheets were the most useful components in creating change in the classroom.

3. To what extent do teachers perceive support from Community for Learning (ALEM) facilitators in the implementation of change within their school?

Based upon the results of this study, there is no link between grade taught and teacher perception of support from facilitators in implementing change within the school.

4. Has the Whole School Reform Model, Community for Learning, been effective in bringing about the development of students as independent learners based upon teacher observation in the classroom?

Based upon the results of this study, there is no link between grade taught and teacher perception of the development of students as independent learners.

5. Based upon teacher perception, has the Whole School Reform Model, Community for Learning, become a workable model for future improvement in the delivery of instruction to students?

Based upon the results of this study, there is a link between grade taught and the motivation to make the Community for Learning model work but there is no link to the belief that Community for Learning is a workable model for the future.

6. To what extent do teachers perceive the Whole School Reform Model, Community for Learning, as a method for classroom management that they will use in the future?

Based upon the results of this study, there is a link between present grade and classroom organization in the present but there is no indication about teacher perception for Community for Learning as a method for classroom management in the future.

In this study, all teachers who impact upon the education of students in grades one through five were included in this study. Data indicates that groups such as Library/Media Specialists, Art, Music, Physical Education, Resource Room and World Language perceived changes within their delivery of instruction and classroom management (see Chapter IV, pages 97-106).

There may be other factors influencing their answers including the fact that they have separate department chairmen and department meetings. The addition of a

department chairman who also makes administrative decisions affecting classroom policy might guide some of the teacher's activities within the classroom.

For some of these teachers, other factors might have influenced their perceptions. In the case of Resource Room teachers, many of them indicated that much of what they have been doing through the years (Individualized Educational Plans, leveled instruction, small group and one-to-one instruction) is part of the Resource Room practice and that Community for Learning is not much different from what they have always done. This is probably true, since Community for Learning has an Adaptive Learning component, which is derived from special education.

#### Independent Variable: Years Teaching in Present Grade

The independent variable, years teaching in present grade, was not as statistically significant for this study, with 5 out of 30 questions being statistically significant.

1. Is there a change in the method of delivery of instruction by teachers using the Community for Learning Model (ALEM) for Whole School Reform?

Based upon the results of this study, teachers perceived that they were more aware of their students' needs and were more confident to address those needs. They reported that they believed that they were a more effective teacher with the implementation of the ALEM model and reported a satisfaction with the Whole School Reform model.

2. What components of the Community for Learning Model (ALEM) have been the most useful in creating change within the classroom?

Based upon the results of this study, teachers believed that the school facilitator was important in implementing the ALEM model

3. To what extent do teachers perceive support from Community for Learning (ALEM) facilitators in the implementation of change within their school?

Based upon the results of this study, teachers perceived that they had support from the school facilitator.

4. Has the Whole School Reform Model, Community for Learning, been effective in bringing about the development of students as independent learners based upon teacher observation in the classroom?

Based upon the results of this study, teachers believed that they were more aware of and were able to address student needs, but there was no link between teacher awareness and their perception of the development of students as independent learners.

5. Based upon teacher perception, has the Whole School Reform Model, Community for Learning, become a workable model for future improvement in the delivery of instruction to students?

Based upon the study results, although the teachers expressed satisfaction with the Whole School Reform model used in their school, there was no link between satisfaction with the model selected and perception that the model would be workable for future improvement of instruction to students.

6. To what extent do teachers perceive the Whole School Reform Model, Community for Learning, as a method for classroom management that they will use in the future?

Based upon the results of this study, there is no teacher perceived link between Community for Learning as a classroom management tool they will use in the future and the number of years a teacher is teaching in present grade.

There is a slight link (16%) between the independent variable, number of years teaching in present grade and teacher perception of change in the delivery of instruction, but the changes center around two things, the school facilitator and staff development. There is a heightened awareness of student needs and teacher confidence, but any relevant staff development programs given to teachers might possibly have served these elements. There was no link with questions that addressed specific elements of the ALEM model, such as Temple University field staff, and critical dimensions of the ALEM model such as prescription sheets and learning centers.

#### Independent Variable: Years in the Field of Education

The independent variable, years in the field of education, was statistically significant for one out of 30 questions. This independent variable did not influence teacher perception of change in the delivery of instruction in the teacher's classroom.

1. Is there a change in the method of delivery of instruction by teachers using the Community for Learning Model (ALEM) for Whole School Reform?

Based upon the results of this study, the number of years that a teacher is in the field of education does not impact upon the teacher's perception of change in the delivery of instruction.

2. What components of the Community for Learning Model (ALEM) have been the most useful in creating change within the classroom?

Based upon the results of this study, question 8, which refers to the school ALEM facilitator, was the only statistically significant question linked to a teacher's total years in education. This links again to the school itself, as teachers commented upon the school facilitator, the local connection to ALEM, as being an important part of the ALEM model.

3. To what extent do teachers perceive support from Community for Learning (ALEM) facilitators in the implementation of change within their school?

Based upon the results of this study, support from the school facilitator (as referred to in question 8) is important for the implementation of change within the school.

4. Has the Whole School Reform Model, Community for Learning, been effective in bringing about the development of students as independent learners based upon teacher observation in the classroom?

Based upon the results in this study, the number of years that a teacher is in the field of education had no link to bringing about the development of students as

independent leaders. Teachers did not perceive change in the development of their students as independent learners.

5. Based upon teacher perception, has the Whole School Reform Model, Community for Learning, become a workable model for future improvement in the delivery of instruction to students?

Based upon the results of this study, the total years that a teacher is in the field of education did not impact upon teacher perception of Community for Learning as a workable model for future improvement in the delivery of instruction for students.

6. To what extent do teachers perceive the Whole School Reform Model, Community for Learning, as a method for classroom management that they will use in the future?

Based upon the independent variable, total years a teacher is in the field of education, there is no link between the number of years that a teacher is in the field of education and their perception of Community for Learning as a method of classroom management they will use in the future.

Evans (2001, p. 92) states that acceptance of change is based upon “one’s personality, life experience, and career experience.” He explains that many factors influence change in people, yet the elements for change do not necessarily come because a person is older (or younger). This factor has been shown in this study, since the link between Community for Learning and teacher perception of change is

not statistically significant based upon the number of years (or lack of years) that a teacher is in education.

This study is one which looked at teacher perception of change within one Abbott school district. Although the school climate might be different from school to school within that district, results appeared to be similar in each school, that is, the teachers in each school feel a sense of ability to meet their students' needs. The most telling connection within the research is the short response answers written by the teachers. Question 31, (Figure 1, p. 71), teachers state that there has been change in their method of delivery of instruction with the implementation of the Community for Learning model. The results (46% "change," 29% "negative change," 20% "no change") indicate that something is going on in the classroom. Since it is mandated that teachers use the Community for Learning model, there has to be change because that is what administrators are looking for within the school. The fact that teachers have indicated "negative change" or "no change" indicates that the model may not be working as effectively as desired.

To question 32 (see Figure 2, p. 73), "Has your classroom routine changed since the implementation of ALEM", 65 per cent of teachers indicated that classroom routine has changed. Again, since it is mandated that ALEM be implemented, this is to be expected.

For question 33, (see Figure 3, p. 75), "What part of the ALEM model has been most useful in your classroom teaching?", teachers responded centers (35%), small group instruction (12%), leveling of activities (9%), prescription sheets (8%), wait time (5%),



self-scheduling (3%), and peer tutoring (1%). Eleven per cent responded that nothing was useful.

Question 34, (see Figure 4, p. 77), “What parts of the ALEM model have been the least useful for your classroom teaching?” some of the same items were mentioned as not being useful. Twenty per cent responded that centers were the least useful and 16 per cent stated that prescription sheets were least useful, 11 per cent said that the organization and paper work were the least useful and 12 per cent responded that call cards were the least useful.

For question 35, (see figure 5, p. 79) teachers were asked to respond to “What do you need to efficiently implement ALEM in your classroom?” Responses ranged from “more time” (23%), “more supplies and materials” (18%), “more space/ a classroom” (14%), “another teacher/aide” (14%), “more support and training” (10%), “more classroom management skills” (8%) and “fewer students” (7%).

### Conclusions of the Research

The majority of needs expressed by the teachers belie the importance of the school climate itself. The perceived support from colleagues and faculty, the clarity of vision and purpose within the school and the conditions within the school environment (resources, number of students, classroom space, additional teachers) help to effect change more than external forces. Although school climate was considered as an independent variable (“School”) in this study, components of school climate were not directly measured. Strong support from administrators and respondents serve as a proxy for school climate within this study.

If support from the field staff from Temple University is lacking, again it is the school, through its administrator, who can strengthen the school-reform model bond. If materials are lacking, it is the school, through the School Management Team, which must recognize and address the need.

One factor affecting the effectiveness of the model is the size of the school population. This seems to be a factor, which cannot be controlled at this point by the school. The more overcrowded the facility, the more strain upon the faculty. This is indicated by responses of needing “a classroom,” “fewer students,” “another teacher.”

Although student achievement was not a factor in this study research from Temple University indicates that student achievement is improved with the implementation of the ALEM model yet, recent reports from the New Jersey Department of Education have indicated that of the nine schools in this study, six are classified category I, one is classified as category II, one is classified as category V and one is classified as category VI. (New Jersey Department of Education, 2002). This is significant because previous studies from the developer concentrated on student improvement and, according to recent figures from the New Jersey Department of Education, this is not happening in these schools.

Research studies from Oates, Flores, and Weishaw (1997), Wang (1998), and Wang and Gennari (1983) used the degree of implementation to measure teacher change. Results indicated that there was a high degree of implementation of the Whole School Reform model. Studies from Erlichson and Goertz (1999, 2000) employed a survey completed by teachers and interviews with staff members. Results from the Rutgers University studies were that there was a lack of training and/or resources, which made

implementation of the model difficult. Teachers believed that the program was being implemented in different ways in different schools. Teachers responded that there was a lack of support from field staff at Temple University.

This study looked at First Cohort Schools which adopted the Whole School Reform model, Community for Learning, in one urban Abbott district. The results were similar, with inconsistencies noted in a number of areas with the school environment being the most important factor influencing teacher perception of change in the delivery of instruction in the classroom.

### Recommendations

#### Policy.

Time. Policy makers should realize that, when there is a change model, that the process requires five to seven years for change to be implemented. In the case of the schools within this study, all were First Cohort schools feeling the pressure to adopt a whole school reform model (Department of Education, 1999, p. III-11). While the intention was good to get Whole School Reform moving forward, perhaps more thought should have gone into the selection process. In subsequent years Community for Learning was not as widely selected as the Whole School Reform model of choice. Allowing sufficient time for ownership of the model will give teachers a chance to implement change within the school.

State Staff. When Whole School Reform implementation began, there was not the dedicated staff to assist schools with implementation of the model. On the state level, there were specialists working in the area of Whole School Reform but not with specific

models. Recently the Department of Education has created more staff positions to assist schools with the implementation of specific Whole School Reform models on the local level. Additional guidance is needed on the state level to assist schools with the change process.

**Needs Assessment.** The implementation of a needs assessment within the school is a good mechanism to plan policy and assess teacher needs. In many schools, as part of the duties of the School Management Team, a needs assessment is given to teachers, but the SMT must go further and use the results of the survey to plan future goals for the school. By listening to the concerns of teachers, the School Management Team will be able to work to improve the problems of the school.

#### Practice.

Based upon this study, the most important independent variable leading to success of a Whole School Reform model is school climate. Administrators and teachers have adopted a reform model and must now work together to become co-owners of the model, establishing a climate which is consistent with the tenants of the model. If the two groups are not working together, it will impact perceptions of how the model is implemented within the school.

The practical implications of establishing an appropriate school culture for the ALEM model implies that everyone will be involved in the activity and follow-up. That is, needs assessments and planning cannot be a paper project only. A clear vision, positive goal setting and attention to the needs of the stakeholders (the teachers) must be

authentic, not just for show. In order to affect change, real effort must be put into making the model work.

#### Future Research.

There are four recommendations for further study. With a high degree of reliability, this is a viable study which could be utilized to examine Whole School Reform models. The study examined four independent variables influencing teacher delivery of instruction in the classroom: School, Grade Taught, Number of Years in Present Grade and Total Years in Education.

**Replicate Studies.** It is recommended that the study be replicated in other Abbott districts that have adopted the Whole School Reform model, Community for Learning.

**Qualitative Study.** This study is quantitative in nature. Although the addition of short response questions gave teachers a limited opportunity to expand on their beliefs and concerns, a qualitative study with focus groups would delve deeper into the concerns of the teachers.

**Further Study.** Findings of this study indicate that school climate is the most significant link to teacher change within the classroom. It is therefore recommended that additional research be conducted in the area of school climate and its relationship to Whole School Reform models. Investigation might focus on organizational structures within the school, such as the assignment of one facilitator, a key member of the Community for Learning model, per school regardless of the population of each school.

**Other Whole School Reform Models.** It is further recommended that the study be conducted, with the survey questions appropriately changed to meet the critical

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**Appendix A**  
**Instructional Review Board (IRB) Letter**

# SETON HALL UNIVERSITY™

1 8 5 6

April 4, 2001

Joann H. Holmes  
30 Washington Avenue  
Springfield NJ 07081

Dear Ms. Holmes:

At its March meeting, the Seton Hall University Institutional Review Board for Human Subject Research reviewed and approved as submitted your proposal entitled "Teacher Perception of Change in the Delivery of Instruction in the Classroom with the Implementation of the Whole School Reform Model Community for Learning (ALEM)." Enclosed please find the signed Request for Approval form for your records.

The Institutional Review Board approval of the project is valid for a one year period from the date of this letter. Any changes to the research protocol must be reviewed and approved by the committee prior to implementation. Thank you for your cooperation and best wishes for the success of your research.

Sincerely,



Robert C. Hallissey, Ph.D.  
Acting Chair  
Institutional Review Board

jmf

c: J. W. Collins, Jr.

**Appendix B**  
**Survey Instrument**



The purpose of this study is to explore the ways in which your method of instruction has changed with the implementation of the Whole School Reform model Community for Learning.

***Instructions:*** For each question, please fill in your response on the scale.

	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
1. The Whole School Reform Model ALEM has provided me with new ways to teach my students.	5	4	3	2	1
2. With the implementation of ALEM, I organize my classroom in a different way.	5	4	3	2	1
3. I use new methods to diagnose student needs.	5	4	3	2	1
4. ALEM has provided me with a better lesson format.	5	4	3	2	1
5. I believe that ALEM is an efficient model of instruction.	5	4	3	2	1
6. I believe I have support from the school district to implement the ALEM model.	5	4	3	2	1
7. I receive support from school administrators in implementing the ALEM model.	5	4	3	2	1
8. The school facilitator is helpful in implementing the ALEM model.	5	4	3	2	1
9. My colleagues are supportive of my efforts to implement ALEM in my classroom.	5	4	3	2	1
10. The Field Staff from Temple University has helped me to implement ALEM in my classroom	5	4	3	2	1
11. Since the implementation of the AELM model I am more aware of my students' needs.	5	4	3	2	1
12. I am more confident in my ability to address my students' needs.	5	4	3	2	1
13. I can plan alternate methods of instruction for different levels of student achievement.	5	4	3	2	1
14. I use prescription sheets as a way to write my lesson plans.	5	4	3	2	1
15. Each of my students has his/her own prescription sheet.	5	4	3	2	1
16. Since the implementation of the ALEM Model, my students have become more independent learners.	5	4	3	2	1

	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
17. With the implementation of the ALEM Model, become a more effective teacher.	5	4	3	2	1
18. Since the implementation of the ALEM Model, I have created more learning centers for my students	5	4	3	2	1
19. I am satisfied with the Whole School Reform Model used in my school.	5	4	3	2	1
20. I can make changes in the ALEM Model, to make it work in my classroom.	5	4	3	2	1
21. With this model, I can teach the way I feel is best.	5	4	3	2	1
22. I am motivated to make the ALEM Model work in my classroom.	5	4	3	2	1
23. I believe the ALEM Model has helped me become a better teacher.	5	4	3	2	1
24. I understand how the ALEM Model is supposed to work in my classroom.	5	4	3	2	1
25. I am personally motivated to make our Whole School Reform model work.	5	4	3	2	1
26. In my school, we all influence each other.	5	4	3	2	1
27. I have the resources I need to implement ALEM in my classroom.	5	4	3	2	1
28. My colleagues and I share ideas about each other's goals.	5	4	3	2	1
29. I prefer to work alone.	5	4	3	2	1
30. I am a more effective teacher with the implementation of the ALEM model.	5	4	3	2	1

31. Please comment on the ways (if any) that your method of delivering classroom instruction has changed since the implementation of the ALEM Model.

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32. Has your classroom routine changed since the implementation of ALEM?

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33. What parts of the ALEM Model have been **most useful** for your classroom teaching?

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34. What parts of the ALEM Model have been the **least useful** for your classroom teaching?

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35. What do you need in order to efficiently implement the ALEM Model into your classroom?

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36. Has the implementation of the ALEM Model helped your students to develop into independent learners? Please explain.

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37. This is the third year of the implementation of the ALEM Model in your school. Where do you see the future of this model of whole school reform for your school in the next year?

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Where do you see the ALEM Model (in relationship to your school) in the next five years?

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***Please answer some information about your teaching experience:***

Number of total years teaching	0-3.9	4-9.9	10-19.9	20+
Number of years teaching your present grade	0-3.9	4-9.9	10-19.9	20+
Grade you teach	1, 2, 3	4,5	OTHER (specify) _____	

***Thank you for taking the time to share your opinions.***

**Appendix C**

**Report to the Legislature on the Progress of Abbott School Districts**

## Report to the Legislature on the Progress of Abbott School Districts

### Background

- 1990 Abbott v. Burke: a lawsuit brought to gain parity in funding for poorer districts and wealthier districts is settled
- Prior to lawsuit, school funding relied upon property taxes
- July 3, 1990 Quality of Education Act signed into law to address inequalities cited in Abbott v. Burke: Abbott districts identified
- Continued litigation from wealthier districts challenging school funding
- Core Curriculum Content Standards of Proficiency created to measure achievement in subject areas with benchmarks in grades 4, 8 and 12. Core standards for language Arts, Mathematics, Workplace Readiness, Social Studies, Science: (World Language and Physical Education/Family Life added in 1999)
- May 1997 Supreme Court of New Jersey upheld Core Curriculum Content Standards as legitimate basis for thorough and efficient education
- Minimum proficiency assessment: ESPA (fourth grade), EWT (eighth grade), HSPT, GEPA (twelfth grade)
- May 1997 Court states that more money must be provided to Abbott districts to provide parity for students
- Money allocated to date for Abbott Districts (1997)
  - \$287.5 million (guaranteed kindergarten and prekindergarten)
  - \$175.4 million (proven programs that benefit disadvantaged children)
  - \$50 million (creation of distance learning network)
  - \$246.1 million (“to satisfy the State Supreme Court mandate to spend at an equivalent to the district’s wealthier districts”)

### Profile of the Abbott Districts

- (1996-1997) 264,070 students—21.6 per cent of total school enrollment of 1,221,145 students
- 176,362 students eligible for free lunch

- 68,546 students participated in Title I supplemental instruction
- 26,245 Limited English Proficient (LEP) students participated in bilingual and/or English as a Second Language program
- 420 Abbott Schools—319 elementary, 49 middle school, 52 high schools
- 148 schools in 20 Abbott districts failed to meet state standards in one or more subject areas for three consecutive areas as measured by EWT or HSPT; 83 schools have failed one or more subject areas for one year as measured by EWT or HSPT
- Currently three Abbott districts are under state operation and five have to develop corrective plans to improve student achievement or face further intervention

#### Evaluation Criteria

- Implementation of school funding would be deemed successful if the following criteria were met:
  1. Plan for Whole School Reform, based upon a research-based proven program was in place over a five-year period
  2. Implementation of full day kindergarten for all five year olds
  3. Implementation of preschool program by September 1999
  4. Required Secondary Supplemental Program by 2000-2001
  5. Facilities Plan due January 1999
  6. School-driven reform by the creation of school management teams
  7. Demonstrated involvement of community and community services as provider of services to students
  8. Student achievement will be deemed successful if there is mastery (score of 70 per cent or better) by 85 per cent of all students

#### Assessment and Evaluation

- **Student assessment:** Standardized testing ESPA (grade 4), EWT (grade 8), HSPT and GEPA (grade 12)
- **Student assessment:** goal of mastery of score of 70 per cent or better by 85 per cent of all students as measured by standardized tests

- **Thorough and Efficient Education:** Core Curriculum Content Standards (Language Arts, Mathematics, Science, Social Studies, Workplace Readiness (World Languages and Physical Education/Family Life added in 1999)
- Monitoring of Whole School Reform plans and school adoption of research-based model for school reform by Department of Education
- **Facilities:** progress monitored by School Review and Improvement Teams (SRI) comprised of New Jersey Department of Education program staff and auditors

### Facilities

- Buildings are in poor condition and overcrowded. It will take millions of dollars more to upgrade buildings or create new facilities
- Upgrading buildings will just keep pace with, not reduce, overcrowding.  
Recommended class size: 15 in kindergarten, 21 in kindergarten through grade 3, 23 in grades 4 and 5, 25 per middle school class and 24 per high school class will be difficult to attain in many instances, particularly when computers are added to reduce space in classrooms
- Technology is difficult in old buildings with extensive rewiring needed
- Cost and time needed is extensive

### Scheduling and Classroom

- Scheduling of block of 90 minutes for reading in grades 1 through 3 in a class of no more than 15 students is impractical with classes that are as much as double that number of students
- World Languages, already in place in some classrooms for over 60 minutes per week, further eliminates instructional time from core subjects

### Whole School Reform

- Schools have a choice of the research-based program to adopt with Dr. Robert Slavin's program, Success for All, the preferred model by the State Department of Education



- Staff development will be necessary for all staff. Success depends upon active involvement of community, staff and parents
- School to Work or School to College reform is facing difficulty as schools and the Department of Education are unclear as to goals and focus

### School Reform

- Much staff development is needed for School Management Team members since team will be responsible for, among other things, creating a zero-based budget, make appointments to chief school administrator for appointment or transfer of teachers, submit for approval and develop and accountability plan to recognize and reward teachers who help students attain Core Curriculum Content Standards
- School technology plan should be in place
- Success depends upon active involvement of community and parents
- Collaborative effort among staff is needed for success

### Composition of Abbott Plans

- No one solution for each district
- Four strategies are common in all plans:
  1. Strategies to help students meet Core Curriculum Content Standards
  2. Professional development
  3. Technology
  4. Facilities

(Source: *Chapter 19A: Implementation of Court Decision in Abbott v. Burke*, New Jersey Department of Education, July 1998.

*Report to the Legislature on the Progress of Abbott School Districts*, New Jersey Department of Education, October 1997)

**Appendix D**  
**Composition of Abbott Plans**

### **Composition of Abbott Plans**

Abbott Plans were required to fall into four categories with numerous variations. The following are the four categories with some areas of proposed expenditure for districts.

#### **Strategies to help students meet Core Curriculum Content Standards:**

- Hiring staff to reduce class size
- Implementation of Core Curriculum Content Standards
- Setting up early childhood education centers and programs
- Curriculum development and alignment
- Alternative high school programs
- School-based management
- Counseling of all types
- Preparation of teachers and students to pass required state tests
- Extended days, longer years, increased instructional time
- Enrichment/tutorial programs before school, after school, in the evenings, on Saturdays and in the summer
- Reading programs
- Books, supplies, and materials
- Student activities and field trips
- High-tech programs
- Labs for science and foreign language
- Parent involvement programs
- Community connections such as with museums and Liberty Science Center

Professional development:

- Curriculum alignment and development
- Implementation of the curricula containing the new standards
- State and district testing
- Classroom strategies for academic improvement
- Special education/inclusion
- Integration of technology

Technology:

- Hardware and software
- Connection to the Internet
- Distance learning opportunities
- Computer labs
- Integration of technology into the K-12 program to meet workplace readiness standards
- Technology to create and upgrade media centers
- Home/school connections
- Film production studios
- TV studios to prepare programming for community cable channels

Facilities:

- Repairs to roofs, auditoriums, gyms, classrooms, etc.
- Code compliance measures for safety or handicapped requirements

- Land acquisition
- New Construction
- Modular classrooms
- Security measures of all types
- Guards and bus aides

(Source: "Abbott Districts: Report to the Legislature on the Progress of Abbott School Districts." New Jersey Department of Education, October 21, 1997)

## Appendix E

### Survey Reliability Correlation Matrix

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix					
	Q1	Q2	Q3	Q4	Q5
Q1	1.0000				
Q2	.5890	1.0000			
Q3	.5540	.5563	1.0000		
Q4	.5535	.3836	.4655	1.0000	
Q5	.6009	.4587	.5192	.6734	1.0000
Q6	.3344	.4358	.3734	.3113	.3627
Q7	.3640	.5066	.4258	.4155	.4207
Q8	.2208	.3252	.3325	.3517	.2236
Q9	.3620	.4202	.3610	.2783	.3277
Q10	.2718	.2748	.2179	.3132	.3446
Q11	.5956	.4523	.5632	.6728	.6688
Q12	.6001	.4163	.5821	.7013	.6918
Q13	.4648	.4064	.3576	.5234	.5273
Q14	.2908	.3944	.2927	.4471	.3491
Q15	.1216	.4164	.2790	.1465	.0294
Q16	.5984	.4988	.5154	.5701	.6401
Q17	.6530	.4576	.5293	.6589	.7357
Q18	.5328	.6924	.3859	.4033	.4651
Q19	.5710	.4605	.4903	.7265	.8076
Q20	.4593	.2207	.3453	.5187	.6073
Q21	.4084	.1800	.3528	.5752	.6497
Q22	.4939	.5267	.4896	.5914	.6392
Q23	.6023	.4255	.5179	.6708	.7133
Q24	.2760	.3703	.2666	.2255	.2872
Q25	.4155	.4523	.4141	.4541	.5105
Q26	.1620	.1608	.2505	.2916	.2031
Q27	.1803	.3346	.2353	.2718	.3089
Q28	.1242	.1173	.2548	.2850	.2968
Q29	-.0622	-.0263	-.0443	-.2302	-.1240
Q30	.5389	.4757	.4439	.6215	.7572

## RELIABILITY ANALYSIS - SCALE (ALPHA)

## Correlation Matrix

	Q6	Q7	Q8	Q9	Q10
Q6	1.0000				
Q7	.7809	1.0000			
Q8	.5956	.7092	1.0000		
Q9	.4818	.5431	.4408	1.0000	
Q10	.5319	.5599	.5833	.4484	1.0000
Q11	.4062	.4457	.2991	.3422	.3681
Q12	.4239	.4553	.3311	.3005	.4189
Q13	.3872	.4326	.2335	.2977	.3185
Q14	.1985	.2901	.1871	.1112	.0360
Q15	.2018	.3362	.3508	.1164	.1057
Q16	.4817	.5034	.3231	.3534	.3678
Q17	.4132	.4583	.2523	.3146	.3167
Q18	.4531	.5681	.3618	.4688	.3029
Q19	.4587	.5696	.4011	.4272	.4566
Q20	.2569	.2892	.1609	.3286	.1685
Q21	.2886	.3207	.1847	.2739	.2274
Q22	.4685	.5276	.4129	.4728	.3624
Q23	.4000	.4718	.2559	.3215	.3600
Q24	.4739	.3652	.2415	.3214	.3475
Q25	.4587	.5120	.3587	.4043	.3657
Q26	.3488	.3424	.3642	.3873	.2852
Q27	.6524	.5856	.5349	.3700	.4490
Q28	.2780	.2598	.2859	.4117	.2586
Q29	-.0651	-.0417	.0163	-.1895	.0649
Q30	.3863	.4574	.2655	.2752	.3508



## RELIABILITY ANALYSIS - SCALE (ALPHA)

## Correlation Matrix

	Q11	Q12	Q13	Q14	Q15
Q11	1.0000				
Q12	.8300	1.0000			
Q13	.5779	.5769	1.0000		
Q14	.3586	.3241	.3911	1.0000	
Q15	.1462	.1097	.1159	.3002	1.0000
Q16	.5931	.5877	.4515	.3215	.2984
Q17	.7610	.7696	.5104	.3427	.1816
Q18	.4462	.4604	.3934	.3462	.4016
Q19	.7067	.7201	.4947	.3232	.1961
Q20	.5427	.5293	.3880	.3749	-.1373
Q21	.5999	.5637	.4132	.2760	-.1520
Q22	.5560	.5762	.4778	.3616	.2392
Q23	.7495	.7762	.4740	.3037	.1050
Q24	.2736	.2577	.2730	.2549	.1840
Q25	.4728	.4918	.4457	.2547	.2705
Q26	.1815	.2087	.2085	.1368	.0366
Q27	.2691	.2905	.2217	.2395	.2670
Q28	.2686	.2422	.2014	.1711	-.0415
Q29	-.1560	-.1202	-.1960	-.0496	.0877
Q30	.6993	.7168	.4911	.3144	.1319

	Q16	Q17	Q18	Q19	Q20
Q16	1.0000				
Q17	.7718	1.0000			
Q18	.5485	.5389	1.0000		
Q19	.7337	.7927	.5665	1.0000	
Q20	.5104	.5779	.3722	.6013	1.0000
Q21	.4794	.5901	.3114	.6555	.7417
Q22	.6301	.6381	.5546	.7019	.4962
Q23	.6560	.8450	.5010	.7930	.6035
Q24	.3626	.2643	.3781	.3090	.1453
Q25	.5887	.5137	.4904	.6131	.3943
Q26	.1561	.1461	.1010	.2719	.2159
Q27	.4649	.3408	.4017	.4705	.2400
Q28	.2047	.2059	.0911	.2870	.2777
Q29	-.1661	-.2048	-.1254	-.1111	-.1372
Q30	.6184	.8100	.5097	.8033	.5178

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	Q21	Q22	Q23	Q24	Q25
Q21	1.0000				
Q22	.6087	1.0000			
Q23	.6722	.6546	1.0000		
Q24	.2242	.4694	.2565	1.0000	
Q25	.4407	.7361	.5169	.4875	1.0000
Q26	.1318	.1779	.1384	.1172	.2538
Q27	.2647	.4052	.3679	.4801	.4548
Q28	.2291	.2224	.1838	.1508	.3095
Q29	-.1801	-.2233	-.1541	-.0641	-.2043
Q30	.5776	.6465	.8387	.2306	.5058

	Q26	Q27	Q28	Q29	Q30
Q26	1.0000				
Q27	.2802	1.0000			
Q28	.5934	.3029	1.0000		
Q29	-.0336	-.0167	-.1659	1.0000	
Q30	.1517	.3721	.2042	-.1438	1.0000

N of Cases = 146.0

Reliability Coefficients 30 items

Alpha = .9469      Standardized item alpha = .9468

**Appendix F**

**An Overview of Community for Learning / ALEM**

## Overview of the Whole School Reform Model

### Community for Learning (ALEM)

- Community for Learning was developed in 1990 by Dr. Margaret Wang, Temple University. The roots of the program extend into the 1960's.
- In the 1970's the program was expanded to add an "inclusion" environment, which became the Adaptive Learning Environments Model (ALEM).
- Community involvement component was added in 1990 and the program was renamed Learning City Program (LCP).
- In 1995 the program was renamed Community for Learning.
- Goal: to improve students' academic achievement, behaviors and attitudes to promote independent learning. It encourages the coordination of classroom instruction and community services in an effort to improve student learning.
- Schools should be the primary focus of efforts to improve academic achievement, however other environments (the workplace, church, home, social service agencies and higher education institutions) also affect learning.
- **Organizational Change, Staffing and Administrative Support:** Community for Learning encourages a system of shared decisionmaking involving staff, parents and the community. The developer requires each participating school to have a facilitator and a staff member to coordinate among the Community for Learning schools in the district with community social service agencies. Positions will be filled by reassigning existing staff. Several site-based teams must be created: a School Leadership Team and an instructional team.
- **Curriculum and Instruction:** Community for Learning uses the Adaptive Learning Environments Model (ALEM) for instruction, based upon the premise that it is important to tailor instruction to the needs of the individual student, focusing on literacy. An individualized learning plan must be made for each student.
- Grouping strategies, depending upon task, include small- and whole-group instruction. Teachers are expected to teach individually and as a team.
- Community for Learning does not promote specific curricula, the developer attempts to align school curricula to district and state standards.
- **Supplies and Materials:** Community for Learning does not provide materials, teachers are expected to create and maintain materials in line with the ALEM

philosophy. Materials should be “student centered” and suitable for “interactive teaching.”

- **Scheduling and Grouping:** Teachers are expected to group students in whole classes, small groups and individually, depending upon task and student needs. Team teachers are responsible collectively for student progress. The developer expects that the daily schedule of class periods will be adjusted according to student needs.
- There should be a common planning time for teachers.
- **Monitoring Student Progress:** Individualized learning plans (prescription sheets) should be created for each student. Students progress at their own rate of achievement. Criterion-referenced assessments are used to assess student progress, with the learning plan modified as needed.
- Modifications may include altering the pace of instruction or adapting materials for the student.
- **Family and Community Involvement:** The developer encourages Community for Learning schools to make community services accessible for families (for example, coordinate mobile hospital services to make visits).
- **Professional Development:** Pre-implementation, Community for Learning staff members discuss program with staff and community members and assessing the needs of the school. This is followed by four days of staff development. Ongoing staff development consists of on-going training for facilitator, program evaluation assistance for district staff and technical assistance as needed. Facilitators are trained on-site and meet with other facilitators in the district once a month to share strategies.
- **Implementation Requirements:** There are nine steps to implement the program and these steps are expected to take three years. They are grouped into three phases:
  1. providing information to the district and helping establish a team for implementation (research information about the program and establishment of the team; assignment of a project director by the district)
  2. assessing district- and school-level needs and planning (ensuring that there is a staff consensus, assessing student needs, working to develop a specific plan for each school)
  3. putting the plan into action (pre-implementation training of staff, monitoring of progress toward the objectives set out in the plans, measuring student achievement against district standards on a regular basis).

- Each school is required to have a full-time facilitator and each district a part-time coordinator,

(Source: *ALEM in Your Classroom: A guide for Teacher* (1992). Margaret C. Wang, Laboratory for Student Success, the Mid-Atlantic regional Educational Laboratory at Temple University Center for Research in Human Development and Education.

An Educators' Guide to Schoolwide Reform (1999). Rebecca Herman, Project Director. American Institutes for Research, Pelavin Research Center.)

**Appendix G**

**Analysis of Teacher Responses Grouped by School**

### Results by School

One of the independent variables, which could affect teacher perception of instruction with the implementation of the ALEM Model, is the school climate itself. To that end, results were processed by school. The following is an analysis of teachers based upon the school at which the teacher was working.

Question 1: The Whole School Reform Model ALEM has provided me with new ways to teach my students.

**Table 58. Question 1: The Whole School Reform Model ALEM has provided me with new ways to teach my students.**

School \* Q1

Count	Q1					Total
	Strongl Disagre	Disagre	Somewha Agree	Agree	Strongl Agree	
1			4	5		9
6	3	1	11	6	2	23
12	1	1	5	3		10
14	5	7	25	13	2	52
School 16	2	2	11	4	1	20
21	1	1	5	5	2	14
22		4	4		1	9
25			4	2	1	7
26	1	1	6	6	1	15
Total	13	17	75	44	10	159

While most teachers (82%) believed that they have been provided with new ways to teach with the ALEM model, the most positive responses (100%) came from School 25 and 1, with no negative responses. Other responses of somewhat agree/agree/strongly agree include: School 26 (87%), School 21 (86%), School 6 (83%), School 12 and 16 ((80%), School 14 (77%), and School 22 (56%).



Question 2: With the implementation of ALEM, I organize my classroom in a different way.

**Table 59. Question 2: With the implementation of ALEM, I organize my classroom in a different way.**

School \* Q2 Crosstabulation

Count	Q2					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1			1	4	4	9
6	2	1	7	9	4	23
12			5	4	1	10
14	5	11	18	12	3	49
School 16	1	2	6	8	3	20
21	1		5	4	4	14
22		1	3	5		9
25	1	2	1		3	7
26		2	2	8	3	15
Total	10	19	48	54	25	156

Eighty-two per cent of the teachers in all schools responded to this question with a somewhat agree/agree/strongly agree answer.

Of the teachers responding to question 2, the teachers at School 1 and 12 had no negative responses. Responses by school included: School 21 (93%), School 22 (89%), Schools 6 and 26 (87%), School 16 (85%), School 14 (68%), and School 25 (58%).

The most negative responses (32 per cent of responses) were from School 14.

Question 3: I use new methods to diagnose student needs.

**Table 60. Question 3: I use new methods to diagnose student needs.**

School \* Q3 Crosstabulation

Count		Q3					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1		3	3	3		9
	6	4	4	9	5	2	24
	12	2	2	5	1		10
	14	5	16	21	8	1	51
School	16	4	4	9	2	1	20
	21	1	4	2	5	2	14
	22		4	3	2		9
	25		1	2	4		7
	26		4	6	4	1	15
Total		16	42	60	34	7	159

Teachers at School 14 had the most “strongly disagree/disagree” responses to this question (41 per cent) while the teachers at School 25 responded the least (14 per cent) to the question. Most teachers answered “somewhat agree/agree” with the most positive responses from the teachers at School 25 (85 per cent).

Question 4: ALEM has provided me with a better lesson format.

**Table 61. Question 4: ALEM has provided me with a better lesson format.**

School \* Q4 Crosstabulation

Count		Q4					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1	2	4	1	1	1	9
	6	5	3	9	3	4	24
	12	2	4	3	1		10
	14	10	19	14	6	1	50
School	16	6	5	5	3	1	20
	21	2	5	4	1	2	14
	22	1	3	2	2	1	9
	25		1	4		2	7
	26	1	1	5	6	2	15
Total		29	45	47	23	14	158

Of 158 responses, approximately half of the teachers gave “strongly disagree/disagree” responses while the other half gave “somewhat agree/agree” responses. Few responses (8 per cent) were “strongly agree.

Question 5: I believe that ALEM is an efficient model of instruction.

**Table 62. Question 5: I believe that ALEM is an efficient model of instruction.**

School \* Q5 Crosstabulation

Count		Q5					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1	3	3	1	2		9
	6	8	3	8	3	2	24
	12	3	4	1	2		10
	14	7	10	25	9	1	52
School	16	4	7	6	3		20
	21	3	1	8	1	1	14
	22	1	1	5	2		9
	25	1	3		1	2	7
	26	1		6	8		15
Total		31	32	60	31	6	160

Responses to this question were mixed with sixty per cent of the teachers answering somewhat agree/agree/strongly agree and forty per cent responding strongly disagree/disagree.

Individual school responses of somewhat agree/agree/strongly agree were: School 26 (94%), School 22 (78%), School 21 (72%), School 14 (68%), and School 1 (54%).

Strongly disagree/disagree responses were: School 12 (70%), School 1 (67%), School 25 (58%), and School 16 (55%).

Question 6: I believe I have support from the school district to implement the ALEM Model.

**Table 63. Question 6: I believe I have support from the school district to implement the ALEM Model.**

School \* Q6 Crosstabulation

Count		Q6					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1	1	1	3	3	1	9
	6	2	2	8	7	5	24
	12		2	2	3	3	10
	14	8	10	21	8	4	51
School	16	1	5	3	7	4	20
	21	1	1	4	6	2	14
	22			3	4	2	9
	25			1	3	3	7
	26			3	7	5	15
Total		13	21	48	48	29	159

No respondents at School 22, School 25 and School 26 disagreed. All teachers answering this question believed that they had support from the school district to implement the ALEM model. The highest negative response was at School 14, where 35 per cent of the teachers responded “strongly disagree/disagree” to this question.

Question 7: I receive support from school administrators in implementing the ALEM Model.

**Table 64. Question 7: I receive support from school administrators in implementing the ALEM Model.**

School \* Q7 Crosstabulation

Count		Q7					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1		1	3	3	2	9
	6	1	3	8	6	6	24
	12		1	3	4	2	10
	14	7	16	18	7	3	51
School	16	1	3	3	8	5	20
	21	1		5	5	3	14
	22			4	4	1	9
	25		1	1	2	3	7
	26		1	1	7	6	15
Total		10	26	46	46	31	159

Teachers at School 22 gave no negative responses to this question while there was only slight disagreement at School 1, School 12, School 21 School 25 and School 26. The most “strongly disagree/disagree” responses were from the teachers at School 14 (45 per cent). The most “somewhat agree” responses were from the teachers at School 14 (35 per cent), while the most “strongly agree” responses were given by the teachers at School 25 (42 per cent).

Question 8: The school facilitator is helpful in implementing the ALEM Model.

**Table 65. Question 8: The school facilitator is helpful in implementing the ALEM Model.**

School \* Q8 Crosstabulation

Count	Q8					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1		3	1	3	2	9
6	3	2	8	6	5	24
12		1	1	4	4	10
14	12	15	13	9	1	50
School 16	2	4		8	6	20
21	1	2	7	4		14
22		2	2	3	2	9
25			1	2	4	7
26			2	2	11	15
Total	18	29	35	41	35	158

The teachers at School 14 and School 16 provided the most “strongly disagree/disagree” responses (34 per cent and 30 per cent) while there were no negative responses from the teachers at School 22 and School 26. The most “strongly agree” responses were from the teachers at School 26 (73 per cent).

Question 9: My colleagues are supportive of my efforts to implement ALEM in my classroom.

**Table 66. Question 9: My colleagues are supportive of my efforts to implement ALEM in my classroom.**

School \* Q9 Crosstabulation

Count		Q9					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1		1	5	2	1	9
	6	1	5	7	10	1	24
	12			2	3	4	9
	14	2	8	19	20	1	50
School	16	1	2	4	9	4	20
	21	1		7	5	1	14
	22		1	3	5		9
	25	1		1	1	4	7
	26			5	5	5	15
Total		6	17	53	60	21	157

This question elicited the most positive response with over 80 per cent of teachers responding “somewhat agree/agree/strongly agree.” School 12 and School 26 had a 100 per cent agreement response with other responses: School 21 (92 per cent), School 22 and School 1 (88 per cent), School 25 and 16 (85 per cent), School 14 (80 per cent) and School 6 (75 per cent).

Question 10: The Field Staff from Temple University has helped me to implement ALEM in my classroom.

**Table 67. Question 10: The Field Staff from Temple University has helped me to implement ALEM in my classroom.**

School \* Q10 Crosstabulation

Count	Q10					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1	2	4	1	1	1	9
6	5	6	6	4	3	24
12	1	4	4	1		10
14	18	22	9	2		51
School 16	7	8	4	1		20
21	6	7	1			14
22	2	3	2	1		8
25	1		3	2		6
26		3	5	5	2	15
Total	42	57	35	17	6	157

The strongest “strongly disagree/disagree” response was from School 14 (78 per cent). Other negative responses by school: School 16 (75 per cent), School 1 (66 per cent), School 21 and School 22 (62 per cent), School 12 (50 per cent), School 6 (45 per cent) School 26 (20 per cent and School 25 (16 per cent). The strongest “somewhat agree/agree/strongly agree” responses were from the teachers at School 25 (83 per cent) with other respondents: School 6 (54 per cent), School 12 (50 per cent), School 26 (46 per cent), School 22 (37 per cent), School 1 (33 per cent), School 16 (25 per cent) School 14 (20 per cent) and School 21 (7 per cent).

Question 11: Since the implementation of the ALEM Model I am more aware of my students’ needs.

**Table 68. Question 11: Since the implementation of the ALEM Model I am more aware of my students' needs.**

School \* Q11 Crosstabulation

Count

	Q11					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1	1	5	2	1		9
6	5	7	4	4	4	24
12	1	6	1	2		10
14	10	19	16	4	1	50
School 16	4	10	5	1		20
21	1	6	5	1	1	14
22		3	3	3		9
25		1	3	3		7
26		3	7	5		15
Total	22	60	46	24	6	158

Slightly more than half (51 per cent) of the teachers responding disagreed with this statement with the most “strongly disagree/disagree” responses from the teachers at School 12 and 16 (70 per cent) and School 1 (66 per cent), School 14 (58 per cent), with School 6 and School 21 responding (50 per cent). The least disagreement was the responses from teachers at School 22 (33 per cent), School 26 (20 per cent) and School 25 (14 per cent).

The most “somewhat agree/agree/strongly agree” responses were from the teachers at School 25 (85 per cent) and School 26 (80 per cent), School 22 (66 per cent), School 6 and 25 responding at 50 per cent, School 14 (42 per cent), School 1 (33 per cent), and School 12 and School 16 (30 per cent).

Question 12: I am more confident in my ability to address my students' needs.



**Table 69. Question 12: I am more confident in my ability to address my students' needs.**

School \* Q12 Crosstabulation

Count		Q12					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1	1	5		3		9
	6	3	8	6	3	4	24
	12	1	5	2	1		9
	14	12	11	18	8	1	50
School	16	4	8	7	1		20
	21	3	5	4	1	1	14
	22	1	2	4	1	1	9
	25			2	3	2	7
	26		3	4	7	1	15
Total		25	47	47	28	10	157

There were no “strongly disagree/disagree” responses from the teachers at School 25. Other schools responded: School 1 and School 12 (66 per cent), School 16 (60 per cent), School 21 (57 per cent), School 14 (46 per cent), School 6 (45 per cent), school 22 (33 per cent), and School 26 (20 per cent).

There were no “strongly agree” responses at School 1, School 12, School 16. School 25 gave the most “somewhat agree/agree/ strongly agree” responses (100 per cent) while the other schools responding to this question: School 26 (80 per cent), School 22 (66 per cent), School 14 and School 6 (54 per cent), School 21 (43 per cent), School 16 (40 per cent), and School 1 and School 12 (33 per cent).

Question 13: I can plan alternate methods of instruction for different levels of student achievement.

**Table 70. Question 13: I can plan alternate methods of instruction for different levels of student achievement.**

School \* Q13 Crosstabulation

Count		Q13					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1		2	2	5		9
	6	1	2	7	9	5	24
	12	1	1	5	2	1	10
	14	6	8	17	17	2	50
School	16		3	7	7	3	20
	21	1	1	7	4	1	14
	22		2	3	2	2	9
	25		1	3	1	2	7
	26			3	11	1	15
Total		9	20	54	58	17	158

Teachers at School 26 had no “strongly disagree/disagree” responses to this question while responses to this question by school were: School 14 (28 per cent), School 22 and School 1 (22 per cent), School 12 (20 per cent).

Question 14: I use prescription sheets as a way to write my lesson plans.

**Table 71. Question 14: I use prescription sheets as a way to write my lesson plans.**

School \* Q14 Crosstabulation

Count		Q14					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1				5	4	9
	6	1	1	1	7	14	24
	12	1	1	1	3	3	9
	14	3	2	5	27	13	50
School	16	2	1		7	10	20
	21			1	4	9	14
	22				6	3	9
	25			1	2	4	7
	26		1		2	12	15
Total		7	6	9	63	72	157

Prescription sheets are utilized to plan individualized instruction for each student.

Prescription sheets, since they show the activities to be completed within a theme or unit,

are a natural format for the teacher's lesson plans. There were no "disagree" responses from respondents in School 1, School 21, School 22, and School 25. School 26 had one (6 per cent) "disagree" response. In the other schools there were more "disagree" responses: School 6 and School 12 (8 per cent), School 14 (10 per cent), School 16 (15 per cent).

Most teachers report that they utilized prescription sheet format for their lesson plans: School 1, School 21, School 22 and School 25 (100 per cent), School 26 (94 per cent), School 6 and School 12 (92 per cent), School 14 (90 per cent), and School 16 (85 per cent).

Question 15: Each of my students has his/her own prescription sheet.

**Table 72. Question 15: Each of my students has his/her own prescription sheet.**

School \* Q15 Crosstabulation

Count	Q15					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1			1	5	3	9
6	5	4	6	3	5	23
12	3	1	2	2		8
14	24	15	6	2	2	49
School 16	2	2	1	6	9	20
21	1	4	3	1	5	14
22	1	1	3	4		9
25	1	1	1	3	1	7
26	2	5	3	3	2	15
Total	39	33	26	29	27	154

Prescription sheets for each student is a required component of ALEM because all students are not expected to complete all assignments and lessons are to be individualized to meet the learner's needs.

Teachers at School 1 had no "strongly disagree/disagree" responses while the largest number of "strongly disagree/disagree" responses were from School 14 (79 per

cent) teachers. Other school responses were: School 6 (39 per cent), School 12 (50 per cent), School 16 (20 per cent), School 21 (35 per cent), School 22 (11 per cent), School 25 (28 per cent), and School 26 (46 per cent).

The most “somewhat agree/agree/strongly agree” responses were from the teachers at School 1 (100 per cent), followed by School 6 (60 per cent), School 12 (50 per cent), School 16 (80 per cent), School 21 (65 per cent), School 22 (89 per cent), School 25 (72 per cent), School 26 (54 per cent) and School 14 (21 per cent). School 16 posted the greatest number of “strongly agree” responses (45 per cent).

Question 16: Since the implementation of the ALEM Model, my students have become more independent learners.

**Table 73. Question 16: Since the implementation of the ALEM Model, my students have become more independent learners.**

School \* Q16 Crosstabulation

Count		Q16					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1		3	4	2		9
	6	7	4	8	4	1	24
	12	2	3	3	1		9
	14	9	21	13	4	1	48
School	16	3	6	8	2	1	20
	21	1	2	7	1	2	13
	22	1		4	4		9
	25	1		5		1	7
	26	1	1	5	6	2	15
Total		25	40	57	24	8	154

One of the primary goals of the ALEM Model of School Reform is the creation of independent learners. More than half of the respondents (57 per cent) believed that their students had become more independent with the implementation of the ALEM Model. Individual school responses in the area of “somewhat agree/agree/strongly agree” were: School 1 (67 per cent), School 6 and School 16 (55 per cent), School 12 (45 per cent),

School 14 (38 per cent), School 21 (77 per cent), School 22 and School 25 (89 per cent) and School 26 (87 per cent).

Of the schools surveyed, few responses (5 per cent) were in the “strongly agree” category while 16 per cent of the responses were in the area of “strongly disagree.”

Question 17: With the implementation of the ALEM Model, I have become a more effective teacher.

**Table 74. Question 17: With the implementation of the ALEM Model, I have become a more effective teacher.**

School \* Q17 Crosstabulation

Count	Q17					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1	1	6		1		8
6	6	8	6	4		24
12	1	5	3			9
14	11	17	14	6	1	49
School 16	3	12	3	2		20
21	2	2	6	2	1	13
22	1		6	2		9
25	1	1	3	1	1	7
26	2	2	4	6	1	15
Total	28	53	45	24	4	154

In this question, teachers were asked whether the implementation of the ALEM Model helped them to be a more effective teacher. In five schools (Schools 1, 6, 12, 14 and 16) more than half of the teachers disagreed that they had become more effective with the ALEM Model. In four schools (Schools 21, 22, 25, 26), the results were reversed.

Question 18: Since the implementation of the ALEM Model, I have created more learning centers for my students.

**Table 75. Question 18: since the implementation of the ALEM model, I have created more learning centers for my students.**

School \* Q18 Crosstabulation

Count		Q18					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1			2	5	2	9
	6	3	1	8	7	4	23
	12			3	4	2	9
	14	6	9	13	15	6	49
School	16	1	1	4	8	6	20
	21	1		3	4	5	13
	22	2	1	2	3	1	9
	25		2	1	1	3	7
	26		1	3	5	6	15
Total		13	15	39	52	35	154

Learning centers are one important way to level instruction in the classroom.

Teachers at School 1, and School 12 agreed 100 per cent that with the ALEM Model they create more learning centers. Teachers at the others schools also had a high degree of somewhat agree/agree/strongly agree responses: School 26 (93%), School 21 (92 %), School 6 (83%), School 16 (90%), School 25 (71%), and Schools 14 and 22 (67%).

Question 19: I am satisfied with the Whole School Reform Model used in my school.

**Table 76. Question 19: I am satisfied with the Whole School Reform model used in my school.**

School \* Q19 Crosstabulation

Count		Q19					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1	4	2	3			9
	6	12	1	4	4	3	24
	12	2	3	2	2		9
	14	14	14	15	7	1	51
School	16	1	11	3	4	1	20
	21	1	4	7	1	1	14
	22	1	3	4	1		9
	25	1	1	2		3	7
	26	1		3	9	2	15
Total		37	39	43	28	11	158

Degree of satisfaction with the Whole School Reform Model chosen by their school, ALEM, varied with the schools being almost evenly split, 52 per cent agree and 48 per cent disagree.

The highest degree of satisfaction with the ALEM Model came from School 26 (93 %), followed by School 25 (71 %), School 21 (64 %), and School 22 (56 %).

The schools recording the highest degree of strongly disagree/disagree/responses were School 1 (67%), School 16 (60%), School 12 (56%), School 14 (55%), and School 6 (54%).

Question 20: I can make changes in the ALEM Model, to make it work in my classroom.

**Table 77. Question 20: I can make changes in the ALEM model, to make it work in my classroom.**

School \* Q20 Crosstabulation

Count	Q20					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1	1	1	4	3		9
6	5	1	5	9	4	24
12			2	5	2	9
14	1	4	18	14	12	49
School 16	1	4	8	5	2	20
21			5	6	3	14
22	1		2	5	1	9
25				4	3	7
26	1		1	9	4	15
Total	10	10	45	60	31	156

The ability to make change within the ALEM Model to adapt it to the individual classroom is an important component to facilitate teacher change. Overall, 87 per cent of the teachers responding believed that they could adapt the ALEM Model to their class needs. Teachers at Schools 12, 21 and 25 agreed 100 per cent that they could change the ALEM Model to work within their classroom.

Other degrees of somewhat agree/agree/strongly agree include: School 26 (93%), School 14 (90%), School 22 (89%), School 1 (78%) and Schools 6 and 16 (75%).

Question 21: With this model, I can teach the way I feel is best.

**Table 78. Question 21: with this model, I can teach the way I feel is best.**

School \* Q21 Crosstabulation

Count	Q21					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1	4	3		1	1	9
6	4	4	9	3	4	24
12	1	3	2	1	2	9
14	8	8	13	13	8	50
School 16	3	7	6	2	2	20
21	1	3	7	2	1	14
22		4	2	2	1	9
25			2	3	2	7
26	1	1	4	6	3	15
Total	22	33	45	33	24	157

Responses to this question were varied. One school, School 1, answered strongly disagree/disagree 67 per cent, while School 25 responded somewhat agree/agree/strongly agree 100 per cent.

Other somewhat agree/agree/strongly agree responses were from School 26 (87%), School 21 (71%), School 14 (68%), School 6 (67%), Schools 12 and 22 (56%) and School 16 (50%).

Question 22: I am motivated to make the ALEM Model work in my classroom.



**Table 79. Question 22: I am motivated to make the ALEM model work in my classroom.**

School \* Q22 Crosstabulation

Count

	Q22					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1	1	1	3	3	1	9
6	6	2	7	6	3	24
12		1	4	3	1	9
14	8	10	15	14	4	51
School 16	2	3	4	7	4	20
21	1	1	6	3	3	14
22		2	4	3		9
25		1	2	1	3	7
26	1		6	5	3	15
Total	19	21	51	45	22	158

Teachers responding believed that they were motivated to make ALEM work in the classroom (75%). Individual school total responses somewhat agree/agree/strongly agree included School 26 (93%), School 12 (89%), Schools 21 and 25 (86%), Schools 1 and 22 (78%), School 16 (75%), School 6 (67%) and School 14 (65%).

Question 23: I believe the ALEM Model has helped me become a better teacher.

**Table 80. Question 23: I believe the ALEM model has helped me become a better teacher.**

School \* Q23 Crosstabulation

Count

	Q23					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1	4	3		2		9
6	8	6	6	2	2	24
12	3	3	3			9
14	16	10	18	5	1	50
School 16	7	4	8		1	20
21	2	4	3	3	1	13
22	2	2	3	2		9
25	1		4	2		7
26	2	2	5	5	1	15
Total	45	34	50	21	6	156

For this question, teacher respondents were almost evenly split with 51 per cent strongly disagree/disagree and 49 per cent somewhat agree/agree/strongly agree.

Five schools responded strongly disagree/disagree: School 1 (78%), School 12 (67%), School 6 (58%), School 16 (55%) and School 14 (52%).

Four schools responded somewhat agree/agree/strongly agree: School 25 (86%), School 22 (78%), School 26 (73%) and School 21 (54%).

Question 24: I understand how the ALEM Model is supposed to work in my classroom.

**Table 81. Question 24: I understand how the ALEM Model is supposed to work in my classroom.**

School \* Q24 Crosstabulation

Count		Q24					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1		1	2	6		9
	6	2		5	8	9	24
	12			4	4	1	9
	14	3	2	12	26	8	51
School	16	1	3	3	5	8	20
	21	1	1	2	5	5	14
	22	1	2	2	4		9
	25			2	2	3	7
	26			2	7	6	15
Total		8	9	34	67	40	158

Teacher understanding of how ALEM is supposed to work in the classroom is high, with 89 per cent overall responses of somewhat agree/agree/strongly agree.

Individually, Schools 25 and 26 agreed 100 per cent.

Other responses, somewhat agree/agree/strobgly agree were: School 6 (92%), School 14 (90%), School 21 (86%), School 16 (80%), School 12 (78%), and Schools 1 and 22 (67%).

Question 25: I am personally motivated to make our Whole School Reform Model work.

**Table 82. Question 25: I am personally motivated to make our Whole School Reform Model work.**

School \* Q25 Crosstabulation

Count		Q25					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1			5	4		9
	6	6	4	3	6	5	24
	12		1	2	4	2	9
	14	5	11	18	15	2	51
School	16		3	8	5	4	20
	21	1		6	3	4	14
	22		1	5	3		9
	25	1		2	1	3	7
	26			7	4	4	15
Total		13	20	56	45	24	158

Teachers are motivated to make their Whole School Reform Model work with a rate of 79 per cent. Schools 1 and 26 responded 100 per cent somewhat agree/agree/strongly agree.

Other somewhat agree/agree/strongly agree responses include: School 21 (93%), School 12 and 22 (89%), School 25 (86%), School 16 (85%), School 14 (69%), and School 6 (58%).

Question 26: In my school, we all influence each other.

**Table 83. Question 26: In my school, we all influence each other.**

School \* Q26 Crosstabulation

Count		Q26					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1		3	2	3	1	9
	6	1	2	8	7	6	24
	12		1	4	3	1	9
	14	2	4	29	13	4	52
School	16		6	7	5	2	20
	21		1	7	6		14
	22			5	2	2	9
	25			1	6		7
	26		1	1	9	4	15
Total		3	18	64	54	20	159

A sense of collegiality within the schools is high with an overall rate of 87 per cent somewhat agree/agree/strongly agree. Two schools, School 22 and 25 agreed 100 per cent.

Other somewhat agree/agree/strongly agree responses include: Schools 21 and 26 (93%), School 12 (89%), Schools 6 and 14 (88%), School 16 (70%), and School 1 (67%).

Question 27: I have the resources I need to implement ALEM in my classroom.

**Table 84. Question 27: I have the resources I need to implement ALEM in my classroom.**

School \* Q27 Crosstabulation

Count	Q27					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1	2	1	4	2		9
6	4	2	7	8	3	24
12			3	4	2	9
14	9	20	17	4	1	51
School 16	3	3	5	5	4	20
21	1	3	5	1	4	14
22	1	1	2	3	2	9
25			1	4	2	7
26			5	3	7	15
Total	20	30	49	34	25	158

For this question, the responses varied by school. The overall response was 68 per cent somewhat agree/agree/strongly agree with three schools, Schools 12, 25 and 26 agreeing 100 per cent.

Other somewhat agree/agree/strongly agree responses include: School 22 (78%), School 6 (75%), School 21 (71%), School 16 (70%), and School 6 (75%).

One school, School 14, responded with more strongly disagree/disagree responses (57%).

Question 28: My colleagues and I share ideas about each other's goals.

**Table 85. Question 28: My colleagues and I share ideas about each others' goals.**

School \* Q28 Crosstabulation

Count		Q28					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1		1	5	2	1	9
	6	1	2	4	11	6	24
	12			3	3	4	10
	14	2	6	12	25	6	51
School	16	1	3	8	7	1	20
	21		1	4	8	1	14
	22			2	5	2	9
	25			2	3	2	7
	26		1	4	2	8	15
Total		4	14	44	66	31	159

By school, eighty-seven per cent of the teachers responding believed that there is a collegial sharing of ideas. All groups answered, in the majority, somewhat agree/agree/strongly agree.

Individual school results were: Schools 12, 22 and 25 (100%), Schools 21 and 26 (93%), School 1 (89%), School 6 (88%), School 14 (84%), and School 16 (80%).

Question 29: I prefer to work alone.

**Table 86. Question 29: I prefer to work alone.**

School \* Q29 Crosstabulation

Count		Q29					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
	1		1	3	5		9
	6	1	9	9	2	3	24
	12	3	3	4			10
	14	6	18	17	8	2	51
School	16	1	11	4	4		20
	21		4	6	3	1	14
	22	2	3	3	1		9
	25		2	3	2		7
	26		9	1	3	2	15
Total		13	60	50	28	8	159

Reaction to this question, by school, was mixed, with fifty-four per cent answered somewhat agree/agree/strongly agree and forty-four per cent of the groups answered strongly disagree/disagree.

School results for somewhat agree/agree/strongly agree were: School 25 and 21 (71%), School 6 (58%), and School 14 (53%). Results in the area of strongly disagree/disagree were: Schools 12, 16 and 26 (60%) and School 22 (56%).

Question 30: I am a more effective teacher with the implementation of the ALEM Model.

**Table 87. Question 30: I am a more effective teacher with the implementation of the ALEM Model.**

School \* Q30 Crosstabulation

Count	Q30					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
1	2	5	1	1		9
6	7	9	4	3	1	24
12	5	2	2	1		10
14	10	17	15	6	1	49
School 16	3	10	4	2	1	20
21	2	4	5	1	1	13
22	1		6	2		9
25	1		4	2		7
26	1	1	6	6	1	15
Total	32	48	47	24	5	156

By school fifty-one per cent of the schools responded strongly disagree/disagree and forty-nine per cent of the schools responded somewhat agree/agree/strongly agree.

Those schools answering strongly disagree/disagree were: School 12 (70%), School 6 (67%), School 16 (65%) and School 1 (56%).

Somewhat agree/agree/strongly agree answers were from School 22 (89%), School 26 (87%), School 25 (86%), and School 21 (54%).

**Appendix H**  
**Crosstabulation Based Upon Grade**

### Crosstabulation

The following data reflects responses to questions based upon the present teaching grade level of the respondents.

Question 1: The Whole School Reform Model ALEM has provided me with new ways to teach my students.

**Table 88. Question 1: The Whole School Reform Model has provided me with new ways to teach my students.**

Present Grade \* Q1 Crosstabulation

Count		Q1				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Strongly Agree		
Present Grade	Grade 1-3	5	7	35	27	5	79
	Grade 4-5	4	5	19	10		38
	Resource Room		1	7			8
	Art	2	1	3	2		8
	Physical Education		2	2	3	1	8
	ESL/Bilingual	1		2	1	1	5
	Music	1	1	2		1	5
	World Language			3	1	2	6
	Library			2	1		3
	Total		13	17	75	45	10

Across the grades, 82 per cent of the teachers responding stated that ALEM provided them with new ways to teach students. World Language and Media Specialists/Librarians had the highest somewhat agree/agree/strongly agree responses (100%), followed by Resource Room (88%), ESL/Bilingual (80%), Grades 4-5 (76%), Physical Education (75%), Grades 1-3 (67%), Art (63%), and Music (60%).

Question 2: With the implementation of ALEM, I organize my classroom in a different way.



**Table 89. Question 2: With the implementation of ALEM, I organize my classroom in a different way.**

Present Grade \* Q2 Crosstabulation

Count		Q2					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	3	6	24	31	14	78
	Grade 4-5		5	12	14	7	38
	Resource Room		2	3	3		8
	Art	3	1	2	1		7
	Physical Education	1	3	1	3		8
	ESL/Bilingual	2	1			2	5
	Music	1	1	2		1	5
	World Language			2	2	1	5
	Library			2	1		3
	Total		10	19	48	55	25

Most groups responding stated that their classroom was organized in a different way because of the implementation of ALEM. Once again World Language and Media Specialists/Librarians responded somewhat agree/agree/strongly agree 100 per cent, followed by Grades 1-3 (88%), Grades 4-5 (87%), Resource Room (78%), and Music (60%). Physical Education teachers' responses were evenly split with 50 per cent strongly disagree/disagree and 50 per cent somewhat agree/agree/strongly agree.

Art teachers responded strongly disagree/disagree (57%) while ESL/Bilingual teachers responded 60 per cent strongly disagree/disagree.

Question 3: I use new methods to diagnose student needs.

**Table 90. Question 3: I use new methods to diagnose my students' needs.**

Present Grade \* Q3 Crosstabulation

Count

	Q3					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Grade 1-3	5	25	26	18	5	79
Grade 4-5	6	7	16	8	1	38
Resource Room		4	4			8
Art	2	1	3	2		8
Physical Education	1	4	3			8
ESL/Bilingual	1		2	2		5
Music	1	1	1	1	1	5
World Language		1	3	2		6
Library			2	1		3
Total	16	43	60	34	7	160

Teachers in most categories responded somewhat agree/agree/strongly agree to this question (63 % total). By groups, Media Specialists responded 100 per cent agree, while other groups answering somewhat agree/agree/strongly were World Language (83%), ESL/Bilingual (80 %), Grade 4-5 (66%), Art and Grades 1-3 (62%), and Music (60%). Resource Room was evenly divided (50 % disagree and 50 % somewhat agree/). It is noted that these are middle-range responses with no responses at either extreme.

One group, Physical Education, responded more in the negative with 62 per cent strongly disagree/disagree.

Question 4: ALEM has provided me with a better lesson format.

**Table 91. Question 4: ALEM has provided me with a better lesson format.**

Present Grade \* Q4 Crosstabulation

Count

	Q4					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Grade 1-3	13	21	27	11	7	79
Grade 4-5	10	16	8	2	2	38
Resource Room	1	2	3	2		8
Art	3	1	3		1	8
Physical Education	1	3	1	2	1	8
ESL/Bilingual	1		1	1	1	4
Music	1	1	1	1	1	5
World Language		1	2	2	1	6
Library			1	2		3
<b>Total</b>	<b>30</b>	<b>45</b>	<b>47</b>	<b>23</b>	<b>14</b>	<b>159</b>

The use of prescription sheets as a lesson plan format is another area where Media Specialists/ Librarians answered 100 per cent somewhat agree/agree that this was a better lesson format. Special area teachers, as a whole, believe that the prescription sheet is a better lesson plan format. Other special area teachers who answered in the area of somewhat agree/agree/strongly agree were: World Language (83 %), ESL/Bilingual (75%), Resource Room (62 %), Music (60 %), Art and Resource Room (50 %).

Classroom teachers were split in their assessment of the ALEM lesson plan format; Grade 1-3 teachers approved (57 %) of the lesson plans and Grade 4-5 disapproved (64 %) of the lesson plan format.

Question 5: I believe that ALEM is an efficient model of instruction.

**Table 92. Question 5: I believe that ALEM is an efficient model of instruction.**

Present Grade \* Q5 Crosstabulation

Count		Q5					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	14	16	27	20	3	80
	Grade 4-5	10	12	13	2	1	38
	Resource Room			7	1		8
	Art	3	1	3	1		8
	Physical Education	3	2	2	1		8
	ESL/Bilingual	1		1	2	1	5
	Music	1	1	2	1		5
	World Language			2	3	1	6
	Library			3			3
	<b>Total</b>		32	32	60	31	6

The heart of the ALEM Model is the concept that it is an efficient model of instruction. In this area results were scattered, with an overall somewhat agree/agree/strongly agree response of 60 per cent. Of those groups of teachers responding somewhat agree/agree/strongly agree Media Specialists/Librarians, World Language, and Resource Room teachers answered 100 per cent. Other results were: ESL/Bilingual teachers and Music teachers (80 %), Grade 1-3 teachers (62 %) and Art teachers (50 %).

Two groups answered more in the area of strongly disagree/disagree: Physical Education (62 %) and Grade 4-5 teachers (57 %).

Question 6: I believe I have support from the school district to implement the ALEM Model.

**Table 93. Question 6: I believe I have support from the school district to implement the ALEM Model.**

Present Grade \* Q6 Crosstabulation

Count		Q6					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	3	10	23	26	17	79
	Grade 4-5	7	6	12	9	4	38
	Resource Room		1	4	3		8
	Art	2	1	3	2		8
	Physical Education		1	3	1	3	8
	ESL/Bilingual	1		1	2	1	5
	Music		1		2	2	5
	World Language			2	2	2	6
	Library		1		2		3
	Total		13	21	48	49	29

A sense of support is necessary for success of a Whole School Reform Model.

The next questions addressed a sense of support from the top down within a school system. In this question, seventy-nine per cent of the teachers responding believed that they had support from the school district.

All groups answered in the majority somewhat agree/agree/strongly agree. World Language teachers agreed 100 per cent with the following additional results: Physical Education and Resource Room (88 %), Grades 1-3 (84 %), ESL/Bilingual and Music (80 %), Media Specialists/Librarians (67 %), Grades 4-5 (66 %), and Art (63 %).

Question 7: I receive support from school administrators in implementing the ALEM Model.

**Table 94. Question 7: I receive support from school administrators in implementing the ALEM Model.**

Present Grade \* Q7 Crosstabulation

Count		Q7				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3	1	18	20	20	20	79
	Grade 4-5	5	4	16	9	4	38
	Resource Room			3	5		8
	Art	2	3		3		8
	Physical Education		1	2	2	3	8
	ESL/Bilingual	2			1	2	5
	Music		1	1	3		5
	World Language			2	2	2	6
	Library			2	1		3
	Total		10	27	46	46	31

Teachers believed that they have support for their Whole School Reform Model not only from the school district but also from school administrators. Of those teachers responding, 77 per cent of respondents answered somewhat agree/agree/strongly agree to this question. Three groups, Resource Room, World Language and Media Specialists/Librarians responded 100 per cent. Other responses in the positive were: Physical Education (88 %), Music (80 %), Grades 1-3 and Grades 4-5 (76 %), and ESL/Bilingual (60 %).

One group, Art teachers (63 %) responded with more strongly disagree/disagree answers.

Question 8: The school facilitator is helpful in implementing the ALEM Model.

**Table 95. Question 8: The school facilitator is helpful in implementing the ALEM Model.**

## Present Grade \* Q8 Crosstabulation

Count		Q8				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3	8	14	17	19	21	79
	Grade 4-5	8	8	6	10	6	38
	Resource Room		2	3	3		8
	Art		2	2	3	1	8
	Physical Education	1	1	2	2	2	8
	ESL/Bilingual	1		1		2	4
	Music		2	1	1	1	5
	World Language			2	2	2	6
	Library			1	2		3
	Total	18	29	35	42	35	159

The school facilitator is the main link between the teacher, the administration and field staff from Temple University. Seventy-one per cent of the teachers responding believed that the school facilitator was helpful in implementing the ALEM Model. World Language and Media Specialists/Librarians responded somewhat agree/agree/strongly agree 100 per cent with results from other groups: Resource Room, Art, Physical Education and ESL/Bilingual (75 %), Grades 1-3 (72 %), Music (60 %) and Grades 4-5 (58 %).

Question 9: My colleagues are supportive of my efforts to implement ALEM in my classroom.

**Table 96. Question 9: My colleagues are supportive of my efforts to implement ALEM in my classroom.**

Present Grade \* Q9 Crosstabulation

Count		Q9				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3		9	25	30	14	78
	Grade 4-5	1	4	9	20	4	38
	Resource Room		1	4	3		8
	Art	3		2	2		7
	Physical Education		1	3	2	2	8
	ESL/Bilingual	1	1	2	1		5
	Music	1	2	1		1	5
	World Language			4	2		6
	Library			3			3
	Total	6	18	53	60	21	158

A sense of support from colleagues is important for the successful implementation of a Whole School Reform Model. Most groups responded in the positive with an overall 85 per cent. World Language and Media Specialists/Librarians responded 100 per cent. Other group results: Grades 1-3, Resource Room and Physical Education (88 %), Grades 4-5 (87 %), ESL/Bilingual (60 %), and Art (57 %).

One group, Music teachers, answered strongly disagree/disagree in the majority (60 %).

Question 10: The Field Staff from Temple University has helped me implement ALEM in my classroom.



**Table 97. Question 10: The Field Staff from Temple University has helped me implement ALEM in my classroom.**

Present Grade \* Q10 Crosstabulation

Count		Q10					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	17	34	16	8	4	79
	Grade 4-5	13	12	8	4	1	38
	Resource Room	2	4	1	1		8
	Art	5	1	2			8
	Physical Education	2	3	1	1		7
	ESL/Bilingual	2	1	1	1		5
	Music	1	2	1	1		5
	World Language			4	1		5
	Library		1	1		1	3
	Total	42	58	35	17	6	158

Training and support is provided by the Field Staff from Temple University. The commitment from Temple and the school district is for a five-year period. The first and second year Temple Field Staff provided training, now they are to provide on-site support for teachers. For this question, sixty-three per cent of the teachers responding answered that they strongly disagree/disagree that they have been provided with help from the Temple University Field Staff. Results included: Resource Room and Art (75 %), Physical Education (71 %), Grades 4-5 (66 %), Grades 1-3 (65 %), and Music and ESL/Bilingual (60 %).

World Language teachers answered 100 per cent somewhat agree/agree/strongly agree. Media Specialists/Librarians responded 67 per cent in the positive.

Question 11: Since the implementation of the ALEM Model I am more aware of my students' needs.

**Table 98. Question 11: Since the implementation of the ALEM Model I am more aware of my students' needs.**

Present Grade \* Q11 Crosstabulation

Count		Q11					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	12	30	21	12	4	79
	Grade 4-5	7	17	11	2	1	38
	Resource Room		4	2	2		8
	Art	2	3	2	1		8
	Physical Education	1	4	3			8
	ESL/Bilingual	1	1		1	1	4
	Music		1	2	2		5
	World Language			4	2		6
	Library			1	2		3
	Total	23	60	46	24	6	159

By grade, teachers were not as confident that they were more aware of their students' needs because of the implementation of ALEM. Results were almost split with 52 per cent of the teachers responding strongly disagree/disagree and 48 per cent of the teachers answering somewhat agree/agree/strongly agree.

By group, Resource Room and ESL/Bilingual were split (50 % positive, 50 % negative). World Language and Media Specialists responded 100 per cent somewhat agree/agree/strongly agree.

Groups responding strongly disagree/disagree were: Art, Grades 4-5 and Physical Education (63 %), and Grades 1-3 (53 %).

Question 12: I am more confident in my ability to address my students' needs.

**Table 99. Question 12: I am more confident in my ability to address my students' needs.**

Present Grade \* Q12 Crosstabulation

Count

	Q12					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Grade 1-3	10	27	19	17	5	78
Grade 4-5	10	12	11	3	2	38
Resource Room		2	4	2		8
Art	3	2	2	1		8
Physical Education	1	2	3	2		8
ESL/Bilingual	1	1		1	1	4
Music		2	2	1		5
World Language			3	1	2	6
Library			3			3
Total	25	48	47	28	10	158

Fifty-four per cent of the groups expressed a confidence in the ability to address students' needs because of the implementation of the ALEM Model. Two groups: Grades 4-5 (58 %) and Art (63 %) responded that they strongly disagree/disagree with the statement.

Groups that answered somewhat agree/agree/strongly agree included: World Language and Media Specialists (100 %), Resource Room (75 %), Physical Education (63 %), and Grades 1-3 (53 %). ESL/Bilingual teachers were evenly split, 50 per cent positive and 50 per cent negative responses.

Question 13: I can plan alternate methods of instruction for different levels of student achievement.

**Table 100. Question 13: I can plan alternate methods of instruction for different levels of student achievement.**

Present Grade \* Q13 Crosstabulation

Count		Q13					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	4	13	24	32	6	79
	Grade 4-5	3	4	16	11	4	38
	Resource Room		1	4	2	1	8
	Art	2		2	3	1	8
	Physical Education		2	2	2	2	8
	ESL/Bilingual			1	2	1	4
	Music			2	2	1	5
	World Language			2	3	1	6
	Library		1	1	1		3
	Total		9	21	54	58	17

All groups responded a majority (81 %) somewhat agree/agree/Strongly agree.

By group the results were: ESL/Bilingual, Music and World Language(100 %), Resource Room (88 %), Grades 4-5 (82 %), Grades 1-3 (78 %), Art and Physical Education (75 %) and Media Specialists/Librarians (67 %).

Question 14: I use prescription sheets as a way to write my lesson plans.

**Table 101. Question 14: I use prescription sheets as a way to write my lesson plans.**

## Present Grade \* Q14 Crosstabulation

Count		Q14				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3	2	2	4	35	36	79
	Grade 4-5	1	1	2	15	18	37
	Resource Room				8		8
	Art	2	1	1	1	3	8
	Physical Education	2		1		5	8
	ESL/Bilingual		1		1	2	4
	Music			1		4	5
	World Language				4	2	6
	Library		1			2	3
	Total	7	6	9	64	72	158

Prescription sheets are the required format for lesson plans in ALEM schools and ninety-two per cent of the teachers agreed that they used the format. Results included Resource Room, Music and World Language (100 %), Grades 1-3 and Grades 4-5 (95 %), Physical Education and ESL/Bilingual (75 %), Media Specialists/Librarians (67 %), and Art (63%).

Question 15: Each of my students has his/her own prescription sheet.

**Table 102. Question 15: Each of my students has his/her own prescription sheet.**

Present Grade \* Q15 Crosstabulation

Count		Q15				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3	20	14	15	15	14	78
	Grade 4-5	7	7	7	7	9	37
	Resource Room		3		4	1	8
	Art	5	2	1			8
	Physical Education	5	1	1		1	8
	ESL/Bilingual		1	1	1	1	4
	Music	1	3		1		5
	World Language	1	1		2	1	5
	Library		1	1			2
	Total		39	33	26	30	27

Once again prescription sheets are an important part of the ALEM Model and students should have their own sheets because each student is expected to have individualized instruction (as shown on the prescription sheets). Groups were more divided in this area as 54 per cent responded somewhat agree/agree/strongly agree and 46 per cent responded in the negative.

By group, Art teachers responded strongly disagree/disagree (88 %), Music (80 %), and Physical Education (75 %).

ESL/Bilingual teachers responded somewhat agree/agree/strongly agree 75 per cent. Other results were: Resource Room (63 %), Grades 4-5 (62 %), World Language (60 %), and Grades 1-3 (56%). Media Specialists/Librarians were split (50%, positive, 50% negative).

Question 16: Since the implementation of the ALEM Model, my students have become more independent learners.

**Table 103. Question 16: since the implementation of the ALEM Model, my students have become more independent learners.**

Present Grade \* Q16 Crosstabulation

Count		Q16					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	8	19	34	13	4	78
	Grade 4-5	9	12	11	3	2	37
	Resource Room		3	2	3		8
	Art	4		2	1		7
	Physical Education	2	3	2		1	8
	ESL/Bilingual	1		1	1	1	4
	Music		2	1	2		5
	World Language	1	1	2	1		5
	Library			3			3
	Total	25	40	58	24	8	155

One of the main goals of the ALEM Model is to create independent learners, yet 58 per cent of the teachers responded somewhat agree/agree/strongly agree. Results ranged from Media Specialists/Librarians (100%), to ESL/Bilingual (75%), Grades 1-3 (65%), Resource Room (63%), Music and World Language (60%).

Physical Education teachers responded strongly disagree/disagree 63 per cent, while Grades 4-5 and Art responded negatively 57 per cent.

Question 17: With the implementation of the ALEM Model, I have become a more effective teacher.

**Table 104. Question 17: with the implementation of the ALEM Model, I have become a more effective teacher.**

Present Grade \* Q17 Crosstabulation

Count		Q17					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	12	27	23	13	2	77
	Grade 4-5	10	16	6	5		37
	Resource Room		2	4	2		8
	Art	3	1	3			7
	Physical Education	1	5	1	1		8
	ESL/Bilingual	1	1		1	1	4
	Music		2	2	1		5
	World Language	1		3	1	1	6
	Library			3			3
	Total	28	54	45	24	4	155

Fifty-two per cent of those teachers responding believed that they have become a more effective teacher because of the implementation of the ALEM Model. Groups were split with agree and disagree answers. The most somewhat agree/agree/strongly agree responses came from the Media specialists/Librarians (100 %), followed by World Language (83 %), Resource Room (75%), and Music 60 %). ESL/Bilingual was split, 50 per cent positive and 50 per cent negative.

Of those groups responding strongly disagree/disagree Physical Education had the greatest response at 75 per cent followed by Grades 4-5 (70%), Art (57%), and Grades 1-3 (51%).

Question 18: Since the implementation of the ALEM Model, I have created more learning centers for my students.



**Table 105. Question 18: Since the implementation of the ALEM Model, I have created more learning centers for my students.**

Present Grade \* Q18 Crosstabulation

Count		Q18				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3	4	5	17	27	25	78
	Grade 4-5	1	4	13	15	4	37
	Resource Room		1	1	4	1	7
	Art	3	2	1	2		8
	Physical Education	1	1	3	1	2	8
	ESL/Bilingual	1			1	2	4
	Music	1	2	1	1		5
	World Language	2		2	1	1	6
	Library			1	1		2
	Total		13	15	39	53	35

One way to individualize instruction is through the creation of leveled learning centers where students work on tasks. Eight-two per cent of the teachers responding stated that they now create more learning centers. Individual group results include: Media Specialists/Librarians 100 per cent followed by Grades 1-3 (88%), Grades 4-5 and Resource Room (86 %), Physical Education and ESL/Bilingual (75%), and World Language (67%).

Two groups had more strongly disagree/disagree responses. They were Music (60%) and Art (63%).

Question 19: I am satisfied with the Whole School Reform Model used in my school.

**Table 106. Question 19: I am satisfied with the Whole School Reform Model used in my school.**

Present Grade \* Q19 Crosstabulation

Count		Q19				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3	17	17	25	16	5	80
	Grade 4-5	14	13	4	4	2	37
	Resource Room		2	4	2		8
	Art	4	2	1	1		8
	Physical Education	2	2	3		1	8
	ESL/Bilingual		1	1		2	4
	Music	1	1	2	1		5
	World Language		1	2	2	1	6
	Library			1	2		3
	Total	38	39	43	28	11	159

In order for a Whole School Reform Model to be adopted by a school, the staff members must vote by a majority to accept the plan. In this question, however, only fifty-two per cent of the teachers responding expressed satisfaction with the Model. By group results are as follows: Media Specialists/Librarians (100%), World Language (83%), Resource Room and ESL/Bilingual (75%), Music (60%), and Grades 1-3 (58%). Physical Education teachers were split, 50 per cent disagree and 50 per cent agree.

Two groups recorded more strongly disagree/disagree responses. They were Art (75%) and Grades 4-5 (73%).

Question 20: I can make changes in the ALEM Model, to make it work in my classroom.

**Table 107. Question 20: I can make changes in the ALEM Model, to make it work in my classroom.**

## Present Grade \* Q20 Crosstabulation

Count		Q20				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3	4	4	18	32	21	79
	Grade 4-5	3	3	17	12	2	37
	Resource Room		1	3	4		8
	Art	1	1	2	1	2	7
	Physical Education			2	4	2	8
	ESL/Bilingual		1		1	2	4
	Music	1			4		5
	World Language	1		3	1	1	6
	Library	1			1	1	3
	Total	11	10	45	60	31	157

The ability to make changes in the Whole School Reform Model is important to make it workable within the classroom. The majority of the teachers (87%) responded that they felt able to make changes in the Model.

By group, these are the results: Physical Education (100%), Grades 1-3 (90%), Resource Room (88%), World Language (83%), Grades 4-5 (84%), Music (80%), ESL/Bilingual (75%), Art (71%) and Media Specialists/Librarians (67%).

Question 21: With this model, I can teach the way I feel is best.

**Table 108. Question 21: with this model, I can teach the way I feel is best.**

## Present Grade \* Q21 Crosstabulation

Count		Q21				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3	12	13	20	19	15	79
	Grade 4-5	9	11	8	7	2	37
	Resource Room		2	5		1	8
	Art	2	1	2	2	1	8
	Physical Education		1	4	1	2	8
	ESL/Bilingual		2			2	4
	Music		1	2	1	1	5
	World Language		2	3	1		6
	Library			1	2		3
	Total		23	33	45	33	24

Results for this question were a little scattered with an overall somewhat agree/agree/strongly agree of 65 per cent. Media Specialists/Librarians responded 100 per cent followed by Physical Education (88%), Music (80%), Resource Room (75%), Grades 1-3 (68%), World Language (67%), and Art (63%). ESL/Bilingual teachers were split 50 per cent strongly disagree/disagree and 50 per cent somewhat agree/agree/strongly agree.

One group, Grades 4-5, had more strongly disagree/disagree responses (54%).

Question 22: I am motivated to make the ALEM Model work in my classroom.

**Table 109. Question 22: I am motivated to make the ALEM Model work in my classroom.**

Present Grade \* Q22 Crosstabulation

Count		Q22				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Present Grade	Grade 1-3	5	9	25	28	12	79
	Grade 4-5	7	5	11	10	4	37
	Resource Room		3	2	2	1	8
	Art	4		2	2		8
	Physical Education	1	3	2		2	8
	ESL/Bilingual	1		1	1	2	5
	Music	1	1	2	1		5
	World Language			5		1	6
	Library			2	1		3
	Total	19	21	52	45	22	159

Seventy-five per cent of the teachers responding felt motivated to make the ALEM Model work in their classroom, as all groups responded somewhat agree/agree/strongly agree.

Group results include: World Language and Media Specialists/Librarians (100%), Grades 1-3 (82%), ESL/Bilingual (80%), Grades 4-5 ((68%), Resource Room (63%), and Music (60%). Art and Physical Education were evenly split, with fifty per cent strongly disagree/disagree and fifty per cent somewhat agree/agree/strongly agree.

Question 23: I believe the ALEM Model has helped me become a better teacher.

**Table 110. Question 23: I believe the ALEM Model has helped me become a better teacher.**

Present Grade \* Q23 Crosstabulation

Count		Q23					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	21	16	28	9	4	78
	Grade 4-5	15	8	8	6		37
	Resource Room		5	2	1		8
	Art	5		3			8
	Physical Education	2	2	3		1	8
	ESL/Bilingual	1	1		1	1	4
	Music	1	1	2	1		5
	World Language	1	1	2	2		6
	Library			2	1		3
	Total	46	34	50	21	6	157

In the question of becoming a better teacher because of ALEM, fifty-one per cent responded strongly disagree/disagree. Groups were split as those responding strongly disagree/disagree were: Grades 4-5 (62%) and Resource Room and Art (63%).

The groups responding somewhat agree/agree/strongly agree are: Media Specialists/Librarians (100%), World Language (67%), Music (60%), and Grades 1-3 (53%). ESL/Bilingual and Physical Education responded fifty per cent strongly disagree/disagree and fifty per cent somewhat agree/agree/strongly agree.

Question 24: I understand how the ALEM Model is supposed to work in my classroom.

**Table 111. Question 24: I understand how the ALEM Model is supposed to work.**

## Present Grade \* Q24 Crosstabulation

Count		Q24					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	1	2	13	38	25	79
	Grade 4-5	2	3	10	12	10	37
	Resource Room		2	2	4		8
	Art	2		2	3	1	8
	Physical Education		1	3	2	2	8
	ESL/Bilingual	2			1	2	5
	Music		1	1	3		5
	World Language			2	3	1	6
	Library	1		1	1		3
	Total	8	9	34	67	41	159

Most teachers, eighty-nine per cent, responding to this question understand how the ALEM Model is supposed to work in the classroom. Survey results by group were: World Language (100%), Grades 1-3 (96%), Physical Education (88%), Grades 4-5 (86%), Music (80%), Resource Room and Art (75%), Media Specialists/Librarians (67%) and ESL/Bilingual (60%).

Question 25: I am personally motivated to make our Whole School Reform Model work.

**Table 112. Question 25: I am personally motivated to make our Whole School Reform Model work.**

## Present Grade \* Q25 Crosstabulation

Count		Q25					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	2	11	25	27	14	79
	Grade 4-5	6	1	17	7	6	37
	Resource Room		2	4	2		8
	Art	2	3	1	2		8
	Physical Education	2	1	3	1	1	8
	ESL/Bilingual			2	1	2	5
	Music		2	2	1		5
	World Language			2	3	1	6
	Library	1		1	1		3
	Total	13	20	57	45	24	159

Most groups of teachers responding (seventy-nine per cent) feel personally motivated to make the Whole School Reform Model work. Individual group results were: World Language and ESL/Bilingual (100%), Grades 1-3 (84%), Grades 4-5 (81%), Resource Room (75%), Media Specialists/Librarians (67%), Physical Education (63%), and Music (60%).

One group, Art teachers, responded strongly disagree/disagree to this question with a majority of sixty-three per cent.

Question 26: In my school, we all influence each other.



**Table 113. Question 26: In my school, we all influence each other.**

## Present Grade \* Q26 Crosstabulation

Count		Q26					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	1	11	28	30	10	80
	Grade 4-5	1	4	16	11	5	37
	Resource Room		1	5	2		8
	Art	1		4	2	1	8
	Physical Education			5	1	2	8
	ESL/Bilingual		1	3		1	5
	Music		1	1	2	1	5
	World Language			2	4		6
	Library			1	2		3
	Total		3	18	65	54	20

A feeling of collegiality is important for teachers to feel connected to and strengthen each other. Eighty-seven per cent of the teachers believe that they influence each other. All groups responded in the majority somewhat agree/agree/strongly agree.

Three groups, Physical Education, World Language and Media

Specialists/Librarians responded 100 per cent to this question. Other results were:

Resource Room and Art (88%), Grades 4-5 (86%), Grades 1-3 (85%), and ESL/Bilingual and Music (80%).

Question 27: I have the resources I need to implement ALEM in my classroom.

**Table 114. Question 27: I have the resources I need to implement ALEM in my classroom.**

Present Grade \* Q27 Crosstabulation

Count		Q27					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	5	14	25	18	17	79
	Grade 4-5	8	6	11	8	4	37
	Resource Room		3	3	1	1	8
	Art	3	1	1	3		8
	Physical Education	2	1	3	1	1	8
	ESL/Bilingual	2	1	1		1	5
	Music		2	2	1		5
	World Language		1	2	3		6
	Library		1	1		1	3
	Total		20	30	49	35	25

This question addressed whether teachers believed that they had all the resources needed to implement ALEM in the classroom. Overall results were somewhat agree/agree/strongly agree, sixty-nine per cent.

By group, results were (World Language (83%), Grades 1-3 (76%), Media Specialists/Librarians (67%), Resource Room and Physical Education (63%), Grades 4-5 (62%), and Music (60%).

One group, Art teachers, were split with strongly disagree/disagree fifty per cent and somewhat agree/agree/strongly agree fifty per cent.

Question 28: My colleagues and I share ideas about each other's goals.

**Table 115. Question 28: My colleagues and I share ideas about each other's goals.**

Present Grade \* Q28 Crosstabulation

Count		Q28					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	2	6	24	32	16	80
	Grade 4-5	2	5	4	17	10	38
	Resource Room			4	4		8
	Art		1	2	4	1	8
	Physical Education		1	3	2	2	8
	ESL/Bilingual		1	1	2	1	5
	Music			1	4		5
	World Language			4	1	1	6
	Library			2			2
	Total		4	14	45	66	31

This question again addresses the area of collegiality and shared communication.

All groups responded in the majority (89%) somewhat agree/agree/strongly agree.

Four groups, Resource Room, Music, World Language and Media

Specialists/Librarians, answered somewhat agree/agree/strongly agree 100 per cent.

Other group responses are: Grades 1-3 (90%), Art and Physical Education (88%),

Grades 4-5 (82%), and ESL/Bilingual (80%).

Question 29: I prefer to work alone.

**Table 116. Question 29: I prefer to work alone.**

## Present Grade \* Q29 Crosstabulation

Count		Q29					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Present Grade	Grade 1-3	7	31	23	17	2	80
	Grade 4-5	3	12	16	4	3	38
	Resource Room		5	2	1		8
	Art	1		2	3	2	8
	Physical Education	1	6	1			8
	ESL/Bilingual		1	3	1		5
	Music	1	2	1	1		5
	World Language		1	2	2	1	6
	Library		2				2
	<b>Total</b>		13	60	50	29	8

Results for this question were four groups responding strongly disagree/disagree (46%) and five groups responding somewhat agree/agree/strongly agree (54%).

Those groups answering somewhat agree/agree/strongly agree were: Art (88%), World Language (83%), ESL/Bilingual (80%), Grades 4-5 (61%) and Grades 1-3 (53%).

Groups answering strongly disagree/disagree were: Media Specialists/Librarians (100%), Physical Education (88%), Resource Room (63%), and Music (60%).

Question 30: I am a more efficient teacher with the implementation of the ALEM Model.

**Table 117. Question 30: I am a more efficient teacher with the implementation of the ALEM Model.**

Present Grade \* Q30 Crosstabulation

Count

	Q30					Total
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Grade 1-3	16	21	29	9	3	78
Grade 4-5	12	15	5	5	1	38
Resource Room		3	4	1		8
Art	3	1	3	1		8
Physical Education	1	6		1		8
ESL/Bilingual	1			1	1	3
Music		2	2	1		5
World Language			3	3		6
Library			1	2		3
Total	33	48	47	24	5	157

Responses were split fairly evenly by groups, with fifty-two per cent of the groups answering strongly disagree/disagree and forty-eight per cent of the groups answering somewhat agree/agree/strongly agree.

The groups responding strongly disagree/disagree were Physical Education (88%) and Grades 4-5 (71%). Groups responding somewhat agree/agree/strongly agree were World Language and Media Specialists (100%), ESL/Bilingual (67%), Resource Room (63%), and Grades 1-3 (53%).

Art teachers were split, between strongly disagree/ disagree (50%) and somewhat agree/agree/strongly agree (50%).

## Appendix I

### Crosstabulation Based Upon Years Teaching in Present Grade

### Years Teaching in Present Grade

The following data reflects responses given by respondents in relationship to the number of years that teacher has taught in his/her present grade.

Question 1: The Whole School Reform Model ALEM has provided me with new ways to teach my students

**Table 118. Question 1: The Whole School Reform Model ALEM has provided me with new ways to teach my students.**

Years Teaching in Present Grade \* Q1 Crosstabulation

Count		Q1					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	4	7	36	23	7	77
	4-9.9 years	3	5	18	10	1	37
	10-19.9 years	3	4	12	7	1	27
	20+ years	2	1	7	2	1	13
<b>Total</b>		12	17	73	42	10	154

Eighty-one per cent of the teachers responding believed that the ALEM Model has provided new ways to teach students. All groups were in the majority in stating somewhat agree/agree/strongly agree. There is little difference based upon years of teaching.

Results included: teachers teaching 0-3.9 years (86%), 4-9.9 years (78%), 10-19.9 years (74%), and 20+ years (77%).

Question 2: With the implementation of ALEM, I organize my classroom in a different way.

**Table 119. Question 2: with the implementation of ALEM, I organize my classroom in a different way.**

Years Teaching in Present Grade \* Q2 Crosstabulation

Count		Q2					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	4	6	20	31	13	74
	4-9.9 years	2	9	12	12	2	37
	10-19.9 years	2	3	9	9	4	27
	20+ years	1	2	6	1	3	13
Total		9	20	47	53	22	151

Again eighty-one per cent of the teachers responding stated that their classrooms were organized differently with the implementation of the ALEM Model. There was little difference in responses based upon the number of years teaching.

All groups were in the majority stating somewhat agree/agree/strongly agree. Individual results by number of years teaching were: 0-3.9 years (86%), 4-9.9 years (70%), 10-19.9 years (81 %), and 20+ years (77%).

Question 3: I use new methods to diagnose student needs.

**Table 120. Question 3: I use new methods to diagnose student needs.**

Years Teaching in Present Grade \* Q3 Crosstabulation

Count		Q3					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	5	16	33	20	2	76
	4-9.9 years	2	13	13	9	1	38
	10-19.9 years	3	11	10	1	2	27
	20+ years	3	3	4	2	1	13
Total		13	43	60	32	6	154

In terms of using new methods to diagnose student needs, sixty-four per cent of the teachers believed that they used new diagnostic methods, thirty-six per cent answered strongly disagree/disagree.

In terms of years teaching, teachers in the profession 10-19.9 years responded strongly disagree/disagree (52%). Other responses included: 0-3.9 years (72%), 4-9.9 years (61%), and 20+ years (54%).



Question 4: ALEM has provided me with a better lesson format.

**Table 121. Question 4: ALEM has provided me with a better lesson format.**

Years Teaching in Present Grade \* Q4 Crosstabulation

Count		Q4					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	12	19	25	13	6	75
	4-9.9 years	8	11	12	5	2	38
	10-19.9 years	4	13	6	2	2	27
	20+ years	4	2	3	1	3	13
Total		28	45	46	21	13	153

Fifty-two per cent of the teachers responding believed that the ALEM Model provided a better lesson plan format. Based upon years of teaching experience, results were: 0-3.9 years (59%), 4-9.9 years, (50%), and 20+ years (54%).

One group, those teachers teaching 10-19.9 years, answered strongly disagree/disagree (63%).

Question 5: I believe that ALEM is an efficient model of instruction.

**Table 122. Question 5: I believe that ALEM is an efficient model of instruction.**

Years Teaching in Present Grade \* Q5 Crosstabulation

Count		Q5					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	11	12	32	18	4	77
	4-9.9 years	9	11	11	7		38
	10-19.9 years	6	6	12	2	1	27
	20+ years	4	2	4	2	1	13
Total		30	31	59	29	6	155

Sixty-one per cent of the teachers responding believed that ALEM is an effective model of instruction. Based upon the number of years teaching the individual results of somewhat agree/agree/strongly agree were: 0-3.9 years (70%), 10-19.9 years (56%), and 20+ years (54%).

One group, those teachers with 4-9.9 years in present grade, responded strongly disagree/disagree (53%).

Question 6: I believe I have support from the school district to implement the ALEM Model.

**Table 123. Question 6: I believe I have support from the school district to implement the ALEM Model.**

Years Teaching in Present Grade \* Q6 Crosstabulation

Count		Q6					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	8	5	25	25	13	76
	4-9.9 years	3	7	11	10	7	38
	10-19.9 years	1	3	10	10	3	27
	20+ years	1	4	2	3	3	13
Total		13	19	48	48	26	154

All groups answered in the majority that they believed there was support from the school districts to implement the ALEM Model with seventy-nine per cent of teachers answering somewhat agree/agree/strongly agree.

By number of years teaching results were: 0-3.9 years (83%), 4-9.9 years (74%), 10-19.9 years (85%) and 20+ years (62%).

Question 7: I receive support from school administrators in implementing the ALEM Model.

**Table 124. Question 7: I receive support from school administrators in implementing the ALEM Model.**

Years Teaching in Present Grade \* Q7 Crosstabulation

Count		Q7					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	4	13	19	26	14	76
	4-9.9 years	4	7	8	10	9	38
	10-19.9 years	1	4	14	6	2	27
	20+ years	1	2	4	3	3	13
Total		10	26	45	45	28	154

Belief that there is support from school administrators was also high, with seventy-seven per cent of the teachers responding somewhat agree/agree/strongly agree. Individual results included: 0-3.9 years (78%), 4-9.9 years (71%), 10-19.9 years (81%) and 20+ years (77%).

Question 8: The school facilitator is helpful in implementing the ALEM Model.

**Table 125. Question 8: The school facilitator is helpful in implementating the ALEM Model.**

Years Teaching in Present Grade \* Q8 Crosstabulation

Count		Q8					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	4	13	15	23	20	75
	4-9.9 years	8	8	5	7	10	38
	10-19.9 years	1	8	11	6	1	27
	20+ years	4		4	4	1	13
Total		17	29	35	40	32	153

Based upon number of years teaching, seventy per cent of the teachers responding believed that the school facilitator is helpful in implementing the ALEM Model. By number of years teaching, individual results were: 0-3.9 years (77%), 4-9.9 years (58%), 10-19.9 years (67%), and 20+ years (69%).

Question 9: My colleagues are supportive of my efforts to implement ALEM in my classroom.

**Table 126. Question 9: My colleagues are supportive of my efforts to implement ALEM in my classroom.**

Years Teaching in Present Grade \* Q9 Crosstabulation

Count		Q9					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	3	10	22	29	11	75
	4-9.9 years	2	5	10	17	4	38
	10-19.9 years		2	15	8	2	27
	20+ years	1	2	4	5		12
Total		6	19	51	59	17	152

Eighty-four per cent of the teachers believe that their colleagues are supportive of efforts to use ALEM in the classroom. Based upon the number of years teaching, results included: 0-3.9 years (83%), 4-9.9 years (82%), 10-19.9 years (93%), and 20+ years (75%).

Question 10: The Field Staff from Temple University has helped me to implement ALEM in my classroom.

**Table 127. Question 10: The Field Staff from Temple University has helped me to implement ALEM in my classroom.**

Years Teaching in Present Grade \* Q10 Crosstabulation

Count		Q10					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	18	22	19	13	2	74
	4-9.9 years	14	14	6	2	2	38
	10-19.9 years	3	18	6			27
	20+ years	6	3	1	2	1	13
Total		41	57	32	17	5	152

When polled on the assistance given by the Field Staff of Temple University, sixty-four per cent of all groups believed that the help was not given (answering strongly disagree/disagree to being given assistance from Field Staff).

Results by number of years teaching were: 0-3.9 years (54%), 4-9.9 years (74%), 10-19.9 years (78%), and 20+ years (70%).

Question 11: Since the implementation of the ALEM Model I am more aware of my students' needs.

**Table 128. Question 11: Since the implementation of the ALEM Model I am more aware of my students' needs.**

Years Teaching in Present Grade \* Q11 Crosstabulation

Count		Q11					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	8	23	26	14	4	75
	4-9.9 years	5	18	10	5		38
	10-19.9 years	4	16	5	1	1	27
	20+ years	4	3	3	2	1	13
Total		21	60	44	22	6	153

Responses to this question were mixed, with fifty-three per cent of the teachers answering strongly disagree/disagree and forty-seven per cent answering somewhat agree/agree/strongly agree.

One group, those teachers teaching 0-3.9 years responded somewhat agree/agree/strongly agree (59%). Groups that responded strongly disagree/disagree were: 4-9.9 years (61%), 10-19.9 years (74%), and 20+ years (54%).

Question 12: I am more confident in my ability to address my students' needs.

**Table 129. Question 12: I am more confident in my ability to address my students' needs.**

Years Teaching in Present Grade \* Q12 Crosstabulation

Count

		Q12					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	6	19	28	13	8	74
	4-9.9 years	8	14	6	10		38
	10-19.9 years	3	13	9	1	1	27
	20+ years	5	3	2	2	1	13
Total		22	49	45	26	10	152

Fifty-three per cent of the teachers responded that confidence in their ability to address students' needs has improved with the implementation of the ALEM Model, but individual results were mixed.

Teachers teaching 0-3.9 years responded somewhat agree/agree/strongly agree (59%). Teachers responding strongly disagree/disagree were: 4-9.9 years (61%), 10-19.9 years (74%), and 20+ years (56%).

Question 13: I can plan alternate methods of instruction for different levels of student achievement.

**Table 129. Question 13: I can plan alternate methods of instruction for different levels of student achievement.**

Years Teaching in Present Grade \* Q13 Crosstabulation

Count

		Q13					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	3	7	28	29	8	75
	4-9.9 years	2	6	10	17	3	38
	10-19.9 years	2	6	10	7	2	27
	20+ years	2	2	5	2	2	13
Total		9	21	53	55	15	153

All groups (80%) answered somewhat agree/agree/strongly agree in the area of being able to plan alternate methods of instruction for different levels of student

achievement. Based upon the number of years teaching, results included: 0-3.9 years (87%), 4-9.9 years (80%), 10-19.9 years (70%), and 20+ years (69%).

Question 14: I use prescription sheets as a way to write my lesson plans.

**Table 130. Question 14: I use prescription sheets as a way to write my lesson plans.**

Years Teaching in Present Grade \* Q14 Crosstabulation

Count		Q14					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	3	1	6	32	33	75
	4-9.9 years		3	1	16	18	38
	10-19.9 years	2	1	2	12	10	27
	20+ years	2	1		3	7	13
Total		7	6	9	63	68	153

Prescription sheets are required to be written as lesson plans and ninety-two per cent of the teachers responded somewhat agree/agree/strongly agree to this question. By number of years teaching, results were: 0-3.9 years (95%), 4-9.9 years (92%), 10-19.9 years

Question 15: Each of my students has his/her own prescription sheet.

**Table 131. Question 15: Each of my students has his/her own prescription sheet.**

Years Teaching in Present Grade \* Q15 Crosstabulation

Count		Q15					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	13	16	14	19	11	73
	4-9.9 years	9	9	7	5	8	38
	10-19.9 years	9	5	5	4	4	27
	20+ years	7	1		2	2	12
Total		38	31	26	30	25	150

Individual prescription sheets for each student is a part of the ALEM Model which is only utilized by fifty-four per cent of the teachers responding to this question.

Responses somewhat agree/agree/strongly agree were: 0-3.9 years (60%) and 4-9.9 years (53%). Responses strongly disagree/disagree were 10-19.9 years (52%) and 20+ years (67%), (89%), and 20+ years (77%).

Question 16: Since the implementation of the ALEM Model, my students have become more independent learners.

**Table 132. Question 16: Since the implementation of the ALEM Model, my students have become more independent learners.**

Years Teaching in Present Grade \* Q16 Crosstabulation

Count		Q16					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	11	16	25	17	3	72
	4-9.9 years	6	13	14	4	1	38
	10-19.9 years	4	7	12	2	2	27
	20+ years	3	3	5		2	13
Total		24	39	56	23	8	150

The end goal of the ALEM Model is to create independent learners and fifty-eight per cent of the teachers responded somewhat agree/agree/strongly agree. Individual results were: 0-3.9 years (63%), 4-9.9 years (50%), 10-19.9 years (59%), and 20+ years (54%).

Question 17: With the implementation of the ALEM Model, I have become a more effective teacher.



**Table 133. Question 17: With the implementation of the ALEM Model, I have become a more effective teacher.**

Years Teaching in Present Grade \* Q17 Crosstabulation

Count		Q17					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	10	19	27	16	1	73
	4-9.9 years	9	16	8	5		38
	10-19.9 years	4	14	5	3	1	27
	20+ years	4	4	3		2	13
Total		27	53	43	24	4	151

Fifty-three per cent of the teachers responded answered strongly disagree/disagree to this statement. Based upon the number of years teaching, results were: 4-9.9 years (66%), 10-19.9 years (67%), and 20+ years (62%).

One group, 0-3.9 years responded somewhat agree/agree/strongly agree, sixty per cent.

Question 18: Since the implementation of the ALEM Model, I have created more learning centers for my students.

**Table 134. Question 18: Since the implementation of the ALEM Model, I have created more learning centers for my students.**

Years Teaching in Present Grade \* Q18 Crosstabulation

Count		Q18					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	4	6	21	30	13	74
	4-9.9 years	4	6	9	10	8	37
	10-19.9 years	2	3	5	9	8	27
	20+ years	2		4	3	3	12
Total		12	15	39	52	32	150

Eighty-two per cent of the respondents answered somewhat agree/agree/strongly agree. Individual results were: 0-3.9 years (86%), 4-9.9 years (73%), 10-19.9 years (81%), and 20+ years (83%).

Question 19: I am satisfied with the Whole School Reform Model used in my school.

**Table 135. Question 19: I am satisfied with the Whole School Reform Model used in my school.**

Years Teaching in Present Grade \* Q19 Crosstabulation

Count		Q19					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	14	16	22	17	7	76
	4-9.9 years	12	11	9	5	1	38
	10-19.9 years	8	7	8	3	1	27
	20+ years	4	3	3	1	2	13
Total		38	37	42	26	11	154

Overall, fifty-one per cent of the teachers responding to this question are satisfied with the Whole School Reform Model used in their school. One group, those teachers teaching 0-3.9 years answered somewhat agree/agree/strongly agree (61%). Other group results were: 4-9.9 years (61%), 10-19.9 years (56%), and 20+ years (54%).

Question 20: I can make changes in the ALEM Model, to make it work in my classroom.

**Table 136. Question 20: I can make changes in the ALEM Model, to make it work in my classroom.**

Years Teaching in Present Grade \* Q20 Crosstabulation

Count		Q20				Total	
		Strongly Disagree	Disagree	Somewhat Agree	Agree		Strongly Agree
Years Teaching in Present Grade	0-3.9 years	2	5	20	35	12	74
	4-9.9 years	4	1	12	13	8	38
	10-19.9 years	2	3	9	7	6	27
	20+ years	2		4	4	3	13
Total		10	9	45	59	29	152

Eighty-eight per cent of all teachers responding agreed that they can make changes in the ALEM Model to make it work in their classroom. The highest somewhat agree/agree/strongly agree answers were from those educators teaching 0-3.9 years (88%). Other responses were: 4-9.9 years (87%), 10-19.9 years (81%) and 20+ years (85%).

Question 21: With this model, I can teach the way I feel is best.

**Table 137. Question 21: With this model, I can teach the way I feel is best.**

Years Teaching in Present Grade \* Q21 Crosstabulation

Count		Q21					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	9	14	25	20	7	75
	4-9.9 years	5	10	8	8	7	38
	10-19.9 years	5	6	7	3	6	27
	20+ years	2	3	5	1	2	13
Total		21	33	45	32	22	153

Sixty-five per cent of the teachers answered somewhat agree/agree/strongly agree to this question. Individual results were: 0-3.9 years (69%), 4-9.9 years (61%), 10-19.9 years (59%), and 20+ (62%).

Question 22: I am motivated to make the ALEM Model work in my classroom.

**Table 138. Question 22: I am motivated to make the ALEM Model work in my classroom.**

Years Teaching in Present Grade \* Q22 Crosstabulation

Count		Q22					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	8	8	28	22	10	76
	4-9.9 years	5	6	11	13	3	38
	10-19.9 years	1	7	8	7	4	27
	20+ years	3	1	5	1	3	13
Total		17	22	52	43	20	154

Seventy-five per cent of all teachers responded somewhat agree/agree/strongly agree to the question of being motivated to make the ALEM Model work in their classroom.

Individually the groups responded: 0-3.9 years (79%), 4-9.9 years (71%), 10-19.9 years (70%), and 20+ years (69%).

Question 23: I believe the ALEM Model has helped me to become a better teacher.

**Table 139. Question 23: I believe the ALEM Model has helped me to become a better teacher.**

Years Teaching in Present Grade \* Q23 Crosstabulation

Count		Q23					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	19	12	27	13	3	74
	4-9.9 years	13	10	12	2	1	38
	10-19.9 years	6	11	6	3	1	27
	20+ years	6	1	4	1	1	13
Total		44	34	49	19	6	152

On the question of becoming a better teacher with the implementation of the ALEM Model, fifty-one per cent of the teachers responding answered strongly disagree/disagree. One group, those teachers teaching 0-3.9 years answered somewhat agree/agree/strongly agree.

Responses in the area of strongly disagree/disagree were: 4-9.9 years (61%), 10-19.9 years.

Question 24: I understand how the ALEM Model is supposed to work in my classroom.

**Table 140. Question 24: I understand how the ALEM Model is supposed to work in my classroom.**

Years Teaching in Present Grade \* Q24 Crosstabulation

Count		Q24					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	4	6	19	29	18	76
	4-9.9 years	1	2	4	16	15	38
	10-19.9 years	1	1	5	18	3	27
	20+ years	2	1	3	3	4	13
Total		7	10	31	66	40	154

Most teachers have an understanding of how ALEM is supposed to work in the classroom, with eighty-nine per cent responding somewhat agree/agree/strongly agree.

Individually, results included: 0-3.9 years (87%), 4-9.9 years (92%), 10-19.9 years (96%), and 20+ years (77%). (63%), and 20+ years (54%).

Question 25: I am personally motivated to make our Whole School Reform Model work.

**Table 141. I am personally motivated to make our Whole School Reform Model work.**

Years Teaching in Present Grade \* Q25 Crosstabulation

Count		Q25					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	7	7	30	22	10	76
	4-9.9 years	3	5	13	11	6	38
	10-19.9 years		7	9	8	3	27
	20+ years	3	1	4	2	3	13
Total		13	20	56	43	22	154

Across the levels, seventy-nine per cent of the teachers feel personally motivated to make the Whole School Reform Model work. By number of years teaching, results were: 0-3.9 years (82%), 4-9.9 years (79%), 10-19.9 years (74%), and 20+ years (69%).

Question 26: In my school, we all influence each other.

**Table 142. Question 26: In my school, we all influence each other.**

Years Teaching in Present Grade \* Q26 Crosstabulation

Count		Q26					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	1	8	27	32	9	77
	4-9.9 years	1	5	15	10	7	38
	10-19.9 years		3	18	6		27
	20+ years	1	2	4	4	2	13
Total		3	18	64	52	18	155

Eighty-six per cent of all teachers believe that they influence each other in the school. By group, results were: 0-3.9 years (88%), 4-9.9 years (84%), 10-19.9 years (88%), and 20+ years (77%).

Question 27: I have the resources I need to implement ALEM in my classroom.

**Table 143. Question 27: I have the resources I need to implement ALEM in my classroom.**

Years Teaching in Present Grade \* Q27 Crosstabulation

Count		Q27					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	11	10	25	17	13	76
	4-9.9 years	5	7	10	10	6	38
	10-19.9 years	2	7	8	6	4	27
	20+ years	2	5	4		2	13
Total		20	29	47	33	25	154

Groups were split in their response to having the resources needed to implement ALEM in the classroom. Answering somewhat agree/agree/strongly agree were: 0-3.9 years (72%), 4-9.9 years (68%), and 10-19.9 years (67%).

One group, those teachers teaching 20+ years, responded strongly disagree/disagree fifty-four per cent.

Question 28: My colleagues and I share ideas about each other's goals.

**Table 144. Question 28: My colleagues and I share ideas about each other's goals.**

Years Teaching in Present Grade \* Q28 Crosstabulation

Count		Q28					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	2	9	22	29	15	77
	4-9.9 years	1	3	7	18	9	38
	10-19.9 years		2	11	13	1	27
	20+ years	1	1	4	4	3	13
Total		4	15	44	64	28	155

In the area of sharing ideas about goals, eighty-eight per cent of the teachers responded somewhat agree/agree/strongly agree. Individually, groups answered: 0-3.9 years (86%), 4-9.9 years (89%), 10-19.9 years (93%), and 20+ years (85%).

Question 29: I prefer to work alone.

**Table 145. Question 29: I prefer to work alone.**

Years Teaching in Present Grade \* Q29 Crosstabulation

Count		Q29					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	3	34	26	10	4	77
	4-9.9 years	4	11	11	10	2	38
	10-19.9 years	3	9	8	7		27
	20+ years	1	4	5	1	2	13
Total		11	58	50	28	8	155

Fifty-five per cent of the teachers answered somewhat agree/agree/strongly agree to the statement, "I prefer to work alone." Group results were: 0-3.9 years (52%), 4-9.9 years (61%), 10-19.9 years (56%), and 20+ years (62%).

Question 30: I am a more effective teacher with the implementation of the ALEM Model.

**Table 146. Question 30: I am a more effective teacher with the implementation of the ALEM Model.**

Years Teaching in Present Grade \* Q30 Crosstabulation

Count		Q30					Total
		Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	
Years Teaching in Present Grade	0-3.9 years	10	19	26	17	2	74
	4-9.9 years	9	14	10	5		38
	10-19.9 years	6	12	7	1	1	27
	20+ years	5	3	2		2	12
Total		30	48	45	23	5	151

Fifty-two per cent of the teachers responding to this question answered strongly disagree/disagree. Group responses included: 4-9.9 years (61%), 10-19.9 years (67%), and 20+ years (67%).

One group, those teachers teaching 0-3.9 years responded somewhat agree/agree/strongly agree (61%).