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ABSTRACT

Even though total quality strategies have become the focus of many private as well as public sector organizations in the United States, the K-12 public education arena has been slow to respond to the philosophy as well as practical techniques for improving 'the deliverables to their customer' which are embedded in Total Quality Management (TQM). Educational reform in public schools has taken place in a variety of ways including most recently the implementation of national standards for content and process areas, but still the major elements of TQM are missing from most management practices and philosophy of educational organizations.

There are, however, isolated schools which have recognized the success of those private sector businesses employing TQM and have begun to embrace quality ideas and practices. Unfortunately, minimal research has been conducted on these isolated educational 'quality stars' to determine the 'how's' and 'why's' of the processes these schools have gone through to approach reform through the eyes of TQM.

My study closely examines the historical journeys, current state, and future hopes and dreams of three purposefully selected public schools which have been publicly recognized for their efforts in approaching quality management. Data from interviewing, focus
groups, observations, documents and artifacts will be used to explore and describe the similarities and differences across the schools in terms of their perceptions, experiences, and beliefs related to their past, present and future quality journeys. Through this analysis of three case studies, trends and unique aspects were noted of public school organizations which have embraced TQM.
DEDICATED TO

my parents, Clifford and Marie,
who have instilled within me a positive work ethic,
a desire for accomplishment, and
enough confidence in self to remain loyal to my dreams.

Thanks and I love you, mom and dad!
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And last but certainly not least, I wish to thank God for providing me with a path that has led me to this place in my life.
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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND FOR THE STUDY

A considerable part of my career in education has been devoted to increasing student's educational attainment. As a former public school teacher, building administrator and assistant superintendent, I desired to do this research because of my interest in K-12 public education and management aspects of the K-12 organization. As a manager of public schools, I took note of the negative public sentiment toward public education.

All levels of government are concerned about public education. The message from the federal government is to improve educational attainment (Chalker & Haynes, 1998; Jones, 1998). Continual mandates from "[m]ost states" are raising standards (Schargel, 1999) and encouraging public school districts to increase student educational attainment (Fields, 1993, p. 88). Local communities and/or businesses are voicing concern regarding educational attainment and the need to re-train high school graduates before they enter the work force (Fields, 1993).
As a nation, the United States ranks subordinate to other nations in K-12 public education. The academic accomplishments of students from other countries are surpassing those of our own. Typically, the average scores on achievement tests for students in the United States are lower than the average scores of students from other nations (The Condition of Education, 1998).

A student graduating with a high school diploma is no longer automatically considered employable. In fact, some private sector organizations have been known to offer remedial education to new hires simply to raise their academic level in order to insure success on the job. Regarding increased educational attainment, it has been stated that “[t]here are no easy answers, but clearly we need a systematic approach, strategically deployed with measured and improved results” (Schargel, 1996, p. 14).

I asked myself what made an organization successful. This led me to consider other organizations, both public and private. Thus, I began to consider successful private businesses and the management within their organizations. A focus on the customer was obvious. Just as time changed the needs of their customers, businesses changed their product to meet the customers’ needs. Thus, the relationship between successful private business and the customer remained positive.

Wal-Mart illustrates this well. Because my parents have stock in Wal-Mart, I have been aware of its growth over the past 20 years. This private organization was conceived and built by Sam Walton. Most people in America who are familiar with Wal-Mart stores would agree
that Walton’s philosophy was simple: provide for the customer with a guarantee of satisfaction. By planning-their-work-and-working-their-plan, the Wal-Mart organization has successfully provided for the customer and become a common household word. Monetarily, Sam Walton escalated from a dime-store owner in the 1950s to a multi-millionaire in the 1990s (Walton, 1992).

On a broader scale, from the middle of the 20th century to present day other countries have increased their competitive edge in manufacturing by systemic ‘quality’ reform. Both Germany and Japan have edged forward in the manufacturing world while other countries (the United States included) have “dilly-dallied” (Boutwell, 1997, p. 106). While clinging to its own Western Style of management (Abbott, 1998), the U.S. has watched Germany and Japan make significant manufacturing advances by committing to constancy of purpose as well as other systemic quality reform philosophies.

Public schools are often viewed as organizations that do not properly focus on ‘quality’, particularly from the perspective of the customer. Public schools have been seen as “tradition-bound archetypes that are modeled along stratified, bureaucratic lines from another era” which seldom change to meet the needs of customers (Abbott, 1998, p. 80).

Could components of the organizational management philosophies within successful private business be transferred (or at least be considered for incorporation) into the K-12 public education system as a means to improve an end product (i.e., increased
What lessons could public schools possibly learn from successful organizations in the private sector? Considering Sam Walton's success, obvious lessons might include (Walton, 1992):

1. Know your customer and guarantee their satisfaction.
   Identify and provide for their needs and expectations within the organization's realm of resources. If the customer is not happy, investigate why and pursue avenues to assure customer satisfaction;

2. Work as a team. Engage the strengths of the organization and the people within the organization;

3. Develop a mission and pursue this mission at every level within the organization. Insure that all persons within the organization know the goals of the organization and are actively pursuing those goals.

Education reform seems to be in the forefront of public thought (Brong, 1996). Thus, the time to consider education reform is here, and while considering it we may be called upon to 'color outside the lines' while searching for answers that lead to increased educational attainment. Albert Einstein stated that "[t]he significant problems we face cannot be solved at the same level of thinking we were at when we created them" (Carter, 1996, p. 10). Perhaps to improve the K-12 public education system, education leaders must 'think and act' on a different level. Perhaps progress will occur by looking at our K-12 public education organizations in a different way, such as examining
management strategies and commitment to 'quality.' We have been
told that maintaining a focus on 'quality' (i.e. meeting the requirements
of customers while reducing variation) (Fields, 1993) will result in
progress (i.e. increased student educational attainment). Therefore, my
research will describe, observe, explore, compare and contrast various
aspects of 'total quality' within public education.

1.2 PROBLEM STATEMENT

Public education at the K-12 level has been allowed to stagnate
(Schargel, 1996). It is necessary for the K-12 public education system
to recognize and solve significant problems dealing with educational
attainment by thinking and acting at a level different from when the
problems were created (Cotter & Seymour, 1993). By learning from
organizations in the private sector, public education has the
opportunity to benefit from philosophies that have produced successful
practices (i.e., focusing on quality). Specifically, private business in
Japan used Deming's 14-point philosophy, later to become known as
Total Quality Management (TQM), to revolutionize the production
industry and become a leader in the global market (Fields, 1993).

For many educators, it is difficult to think of K-12 public schools
as an organization in the same way business people think of their
organizations (Langford & Cleary, 1995; Sallis, 1993). However, there
are similarities. First, just as private business is provided with a
resource to create an end product, public education is provided with a
resource (the student) to create an end product (an educated person).
Secondly, just as private business applies a variety of processes to the
resource, public education applies a variety of processes (learning and teaching) to the student (a 13-year sequence of processes to produce a graduate who should meet both internal and external customer requirements). Finally, private businesses are dependent upon a variety of populations to supply resources with which they can work, and so it is with public schools (Field, p. 14-15). Similarities between private sector business and K-12 public schools do exist.

By the same token, differences exist between private sector business and K-12 public education. Perhaps the most significant is the variation in resources. Within any organization variation will exist, and a goal of an organization is to reduce this variation in order to produce a better outcome (Jenkins, 1997; Langford & Cleary, 1995). Variation in resources is more easily remedied in the private sector. If the widget does not meet standards, a machine is adjusted to control for quality, and the variation is reduced or becomes nonexistent. In K-12 public education, variation of resources (i.e. differences in students) and processes designed to decrease the variation of resources (i.e. total quality management) are not so easily manipulated. Nevertheless, by planning for long-term results and using a total quality approach to overcome system interference (i.e., misdirected funds, disgruntled parents), public schools can begin to reduce variation (Fields, 1993).

It is commonly understood that resource variation within an organization needs to be minimal for optimal effectiveness (American Association of School Administrators, 1992; Jenkins, 1997).
Additionally, it is understood that total quality management lends itself to decreasing resource variation which promotes optimal effectiveness (American Association of School Administrators, 1992; Langford & Cleary, 1995; Toward Quality in Education--The Leader’s Odyssey, 1993). Therefore, because I am a public educator and interested in optimal effectiveness of our schools, my study will focus on ‘quality’ within the realm of public school organizational management. When related to public education, the three points previously mentioned in connection with the success of Sam Walton might read:

1. Know public education customers and guarantee their satisfaction. Identify and provide for the customer’s needs within the public school’s realm of resources. If the customer is not happy, the reason will be investigated and avenues will be pursued to better assure customer satisfaction;

2. Develop and work as a team within the public school organization. Emphasize and build upon individual strengths and the strengths of the public school organization; and

3. Develop a mission and pursue this mission at every level within the public school organization (i.e. students, parents, faculty, support staff, administration, community). All persons within the public school organization will know the goals of the organization and will actively pursue these goals.

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These three points are inclusive of the seven points that Fields (1993) condensed from Deming’s 14 philosophies of Total Quality Management and related to public education. The seven points, known as Total Quality Education (TQE) are:

1. Total management commitment—quality will occur only if educational leaders are committed to the cause;
2. Commitment to customers—specific consideration to the internal and external customers of the organization;
3. Commitment to teamwork—teams must be trained in quality management and must challenge problems;
4. Commitment to self-management and leadership—people can learn and will be expected to manage themselves;
5. Commitment to continuous improvement—the Shewhart model of Plan-Do-Study-Act (PDSA) must be used consistently and comprehensively;
6. Commitment to believe in individual and team potential; and
7. Commitment to quality—helping others.

Perhaps by adapting the TQM philosophy to discover and meet the needs of K-12 public education (i.e., Total Quality Education or TQE), a better public education system, and thus increased educational attainment will result. The data collected for my dissertation will be viewed and analyzed through the lens of the seven points of TQE.

1.3 PURPOSE OF THE STUDY

For my study, Total Quality Management (TQM) in public education was targeted. It was observed, explored, described, compared
and contrasted within three purposefully selected public schools. They were closely examined. Data were collected regarding their historical journey toward TQM, current state of TQM, and future 'hopes and dreams' for TQM in their school.

My study was qualitative in nature. It was centered around how "various participants in a social setting construct the world around them" (Glesne & Peshkin, 1992, p. 6). I was the "main research instrument" (p. 6) who collected data through observation, questioning, and interacting with research participants in three school sites. In contrast to quantitative research which is considered more formal, "[t]he open, emergent nature [of qualitative research] means a lack of standardization; we do not know of and thus do not provide clear criteria packaged into neat research steps. The openness sets the stage for discovery as well as for ambiguity . . ." (p. 6).

There were five objectives of my study. The objectives were:

Objective 1. To describe the historical journeys of TQM schools, identifying significant turning points in processes and philosophy;

Objective 2. To observe the current environment, practices, philosophies, and other evidence that can then be compared to quality principles for illustrating how various elements are made manifest within the different contextual situations of the schools;

Objective 3. To explore the next steps both in the concrete strategic planning context as well as the 'hopes and dreams' context;
Objective 4. To compare and contrast Objectives 1, 2 & 3 across three case study sites to identify trends across and unique aspects within sites; and

Objective 5. To analyze the data through the framework of the seven philosophies of Total Quality Education.

1.4 NEED FOR THE STUDY

It seems that public schools are inadequately providing for educational attainment (Abbott, 1998; Cotter and Seymour, 1993; Deming, 1994; Fields, 1993; Jenkins, 1997; Latzko, 1997; Meadows, 1998; Rinehart, 1996; Schargel, 1996; Speer, 1994). Although opinions vary on how best to correct the problem, my interest and this study focuses on management. Many school managers are stuck in a “static zone....mired in rules and regulations” (Abbott, 1998, p. 24). This prevents the organization from optimizing, meaning that all components of the system are not working together (Jenkins, 1997). However, if the United States is to remain globally competitive, the K-12 public education system must strive for optimization (Toward Quality in Education--The Leader's Odyssey, 1993). It is not enough to simply recognize this need, give it lip service and implement the latest education fad (Green, 1994). This is done all too commonly in the K-12 public education arena. Systemic reform is necessary (Langford & Cleary, 1995). Additional research that explores management methods such as TQM to improve public education is necessary (Walser, 1995). Management theories and methodologies that will produce positive
results and increase educational attainment in public schools must be recognized.

1.5 Definition of Terms

1. Continuous improvement: One of the main goals of TQM is continuous improvement. Continuous improvement requires an organization to study all processes in an effort to produce constant improvement. This is accomplished through evaluation and implementation of ideas and suggestions (AASA, 1992).

2. Customers: “Recipient of a product or service from others inside or outside the system” (AASA, 1992, p. 7).

- Internal customers are those inside the organization. In a public school, they would be students, teachers, administrators, etc. (Langford & Cleary, 1995). Internal customers are considered second to external customers (Fields, 1993).
- External customers are customers outside the organization (i.e. society, colleges and universities, employers, taxpayers) (Langford & Cleary, 1995).

3. The Philosophies of TQM: They were authored by Deming. The 14 points are (Field, 1993, p. 48):

- Create constancy of purpose toward improvement of a product and service;
- Adopt the new philosophy;
- Design for quality so that excellence is a given and inspection for error is eliminated;
• Award business on the basis of quality as opposed price tag;
• Search constantly for improvement in production, service and quality;
• Institute on-the-job training;
• Promote leadership (help people and machines do a better job);
• Remove all fear (people will work more effectively);
• Destroy barriers between departments;
• Eliminate slogans;
• Eliminate numerical quotas;
• Eliminate barriers that "rob people of pride of workmanship";
• Create a program for education and self-improvement; and
• See that everyone in the organization works on the transformation.

4. Optimization: This occurs when an organization's processes are all working together to achieve the goals of the organization (AASA, 1992).

5. Suboptimization: This occurs when some of the processes within an organization are not working toward the goals of the organization. Progress is impeded (AASA, 1992).

6. Total Quality Education (TQE): Seven total quality principles for education. They have been condensed from Deming's 14
philosophies of TQM. The seven points are total management commitment, customer focus, commitment to teamwork, commitment to self-management and leadership, commitment to continuous improvement, commitment to believe in individual and team potential, and commitment to quality (Fields, 1993).

7. Total Quality Management (TQM): Deming has created 14 philosophies that make up TQM. It is a “structured system for meeting and exceeding needs by creating organization-wide participation in the planning and implementation of continuous improvement processes” (AASA, 1992, p. 7).

8. Educational attainment: the degree to which a student achieves. Includes many areas but the most commonly recognized are attendance, grades, achievement test scores, and involvement.

1.6 LIMITATIONS

1. “The chief shortcoming of exploratory research is that it seldom produces highly generalizable answers to research questions. Nonetheless, this strategy can offer highly important insights into how things are or how people understand phenomena or events” (Mutchnick & Berg, 1996, p. 79). I did not expect my research to be generalizable. Rather, it was a study of three purposefully selected public schools that provided me and the public education administrative audience at large with a snapshot view entitled “how things are or how people understand” TQM within the public school setting (p. 79).

2. My research methodology involves the case study in which I gathered data primarily via interviews. The following are limitations:
First, the interviewer has less control in the group interview as compared to the individual interview. Second, data are more difficult to analyze. Third, the technique requires carefully trained interviewers. Fourth, groups can vary considerably. Fifth, groups are difficult to assemble. Sixth, the discussion must be conducted in an environment conducive to conversation (Kruegger, 1988, p. 46-47).
CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

As a school administration, I was deeply entrenched in the practical aspects of public education. While in that position I was very involved in management issues. Basically, my stance as a manager focused on “Doing what’s best for kids!” (the motto of the public school system where I was employed), continually looking for ways to improve and working collaboratively with my colleagues. Because of an interest in balancing the practical aspects of public education with the theoretical, I chose to pursue a higher degree in which I would have the opportunity to study more in-depth where I had chosen to spend my career: education leadership. I left my position in public school administration and returned to the university.

The first class I had as a Ph.D. student was Organizational Theory. Without knowing it at the time, it was the beginning of my literature review for my research. Studying and discussing various metaphors helped in understanding the evolution of management and leadership. The first section of the literature review will touch upon the
leading metaphors, including some strengths and weaknesses. I have included a brief section on my personal affiliation with the more common metaphors.

More specific to my interest as well as my career in public education is management and leadership. The next section in my literature review discusses the major developments in public education in the United States. Along with the developments, the need for improvement is documented.

As are many educators that I have had the privilege with which to work in the past, I am driven by a need to improve. After studying management metaphors, tracing the major developments in public education, and documenting a need for improvement, I was ready to 'hang my hat' on a reform. The 'quality' movement caught my attention early in my graduate studies. Because my personal philosophies align closely with the philosophies of total quality management, I began to study in that area. For an educator, the desire to bring quality to public education is not uncommon. I began to think about 'quality' as a school reform tool that could more positively effect public education. Thus, my research stemmed from a personal interest in the quality philosophies and a professional interest in positively effecting student achievement through my role as a public school manager.

2.2 EVOLUTION OF LEADERSHIP

2.2.1 DOMINANT MANAGEMENT THEORIES

Two management theories that emerged in the early 1900s were scientific management (concerned with the design of individual jobs
within an organization) and classical management (concerned with the
design of the whole organization). The father of scientific management
and person responsible for "the 'doing to' method of education" was
Frederick Taylor (Langford & Cleary, 1995, p. 6-7). Taylor authored The
Principles of Scientific Management and advocated the use of scientific
management within organizations as a source of analyzing jobs in order
to determine a task procedure that would produce the best cost-benefit
ratio. He believed that managers were responsible for the organization
of jobs. He also encouraged attention be given to the selection, training,
and monitoring of members within an organization (Taylor, 1911).
Structured scientific management had a tendency to reduce the skilled
craftsman to an unskilled laborer. There was an obvious separation of
the 'brain' from the 'hand' in that managers were required to be the
'thinkers,' and workers were considered the 'doers.' In essence, this
mindset had a tendency to produce workers who were nothing more
than automatons (Morgan, 1986).

The classical movement, also emerging in the early 1900s,
embodied management with a focus on planning, organization,
coordination, control, and command. Henri Fayol was a leader in this
movement. As a classical manager, he believed that an organization
must be centralized with clear authority. Both discipline and division of
labor were important to the organization as was harmony, initiative,
equity, and remuneration. Fayol stressed stability, unity of direction
and unity of command, and subordination of the individual's needs to
the needs of the organization (Sergiovanni, 1992).
2.2.2 MANAGEMENT METAPHORS

When considering the metaphorical evolution of leadership, typically the Machine Metaphor is discussed first. On a large scale, this metaphor views the universe as a machine (Fields, 1993). On an individual level, the machine metaphor embodies the idea of a person as a machine where the needs of the individual are subordinate to the needs of the organization. Other characteristics include maximizing efficiency within the organization, analyzing jobs in order to determine the most productive method of performing tasks, and dividing labor to the point that specialization occurs. The machine metaphor also focuses on higher productivity and quality as well as a high level of structure (Morgan, 1986).

It must be noted that the strengths of this metaphor have the capability of becoming its weaknesses. The built-in rigidity is capable of producing workers who are unmotivated and dissatisfied with their job, thus reducing both quality and quantity of production. In addition the division of labor causes specialization. Workers have become so accustomed to doing only their job that they lose sight of the purpose of the organization as a whole. This has the tendency to create an atmosphere of boredom (Hoy & Miskel, 1982).

The machine metaphor is at its best when human behavior remains constant, when the environment is stable, when task are straightforward, when precision is premium, and when mass production is acceptable. However, this metaphor does not lend itself well to
adaptation and often results in the dehumanization of the individual (Morgan, 1986).

Such was the beginning of bureaucracy. Max Weber, a sociologist, was the first to provide a comprehensive definition of bureaucracy. He defined it as a form of organization that uses clarity, regulation, efficiency, precision, speed, and reliability in order to achieve its task in an atmosphere of division of labor, hierarchical supervision, and rules and regulations (Morgan, 1986). Weber expressed concern regarding bureaucracy and its effect on the people. He believed it had the power to diminish creativity within the working population and also believed it suppressed other forms of democratic organization. This line of thought leads to the next metaphor where organization members began to be viewed differently.

The Organism Metaphor embodied humans with needs. This was different from the previous metaphor in that it takes the human aspect into consideration. The organism metaphor focuses on the environment-organization relationship, the relationship between organizations, and efficiency. It supports the premises that the organization is most effective when its needs are met, and that the individual is like an organism in a quest for attainment of full growth and maturity (Morgan, 1986).

The need was recognized early for attention to be placed upon the advantages of utilizing the human perspective in the area of organization. Mary P. Follett (psychologist) and Ella F. Young (Chicago's first female superintendent) wrote and spoke about developing a
harmonious work climate as early as 1924. They promoted the integration of the efficient, bureaucratic organization with individual and group insight. However, this movement did not begin to gain in momentum until the Hawthorne Studies (headed by Mayo & Roethlisberger) gained attention. In these studies, it was discovered that an increase in production was not due to the fact that physical variables within a work plant were manipulated but rather due to the fact that workers felt management was paying attention to them. In essence, the worker felt that they were cared about (Sergiovanni, 1992).

Alternate theories came to light. Maslow’s Hierarchy of Needs involved an individual in attaining different levels of fulfillment as needs were met at various levels (Morgan, 1986). Another alternative to the bureaucratic organizational model was McGregor’s comparison and analysis of the X-Y Theories where some workers were viewed as lacking responsibility, creativity, and intuitiveness as well as being incapable of task performance without being coerced. In contrast, other workers were viewed as very capable, and even desiring, of being self-monitoring of an assigned task, as well as being responsible, creative, and intuitive (Sergiovanni, et al., 1992).

A strength of the organism metaphor is its adaptability to situations (a weakness of the machine metaphor). Also, attention is given to the relationship between the environment and the organization as well as to the individual and organizational needs. A limitation of the organism metaphor is that organisms are much more functionally unified than most organizations. In addition, natural selection that is
found within an organism severely limits the power of the organization and the individual to influence the future.

The Culture Metaphor has gained attention in the recent past. In the 1960s, the U.S. was seen as a great force in the area of management and organization. During the 1970s, Japan began to offer competition in this area and has, since W.W.II, earned a positive reputation. Most organizational theorists would support the idea that this rise in stature is a result of the culture (Morgan, 1986).

Although culture has been defined in many different ways, it is generally accepted that it is beliefs and situations that are accepted by a group at a given time. There are three levels of culture (Ott, 1989): artifacts, which are items within a culture that are visible, tangible, or audible; values, which are items which provide for the evaluation of situations that for the most part are not seen, and maybe not even written down, yet can be determined through study of culture; and assumptions, which are close to the same as values but have a tendency to be much more deeply embedded in the mind, perhaps to the extent that they are in the subconscious.

Culture is a social construct that has great power and is difficult to change. It requires much more than the addition of rules and regulations to the policy handbook. Because culture is a social construct, change must come from the bottom up, and it must become a belief and shared value of those involved in the change (Morgan, 1988).
Organizational culture is strongly influenced by the founders of an organization, by societal forces, and by similar organizations (Ott, 1989). For example, the culture within a particular school building is influenced by the culture of other buildings within the same district, which is influenced by the culture of other districts within the same region, which is influenced by the culture of other regions within the same state.

A major strength of the culture metaphor is that it is people-oriented as opposed to process-oriented. You can not deal with culture without involving people. Culture is in the minds of the people. Thus, if you successfully change the culture (or even move it to new levels of productivity and fulfillment), then the change has lasting power. A major weakness of the culture metaphor is that if handled inappropriately by management, the culture may be viewed as controlling rather than promoting an expression of human character (Morgan, 1986).

The Political Metaphor has as its main thrust the consideration that all people have individual interest and goals and that through collaboration and dialogue some agreement can come that will serve to satisfy, although not always completely, the people involved. This is known as satisficing. Give-and-take must be present within the political metaphor (Morgan, 1986).

The political metaphor emphasizes different styles of leadership. The most common styles are: autocratic (one leader who is in control) in which people work hard but only when watched and have the most
aggressive and hostile behavior; democratic (leaders are elected by the people) in which people are highly motivated, original and have fun at work; and laissez-faire (total freedom and no guidance) in which people accomplish little and the quality of work is poor. Different styles of leadership are used in different situations depending upon the needs of the organization (Langford & Cleary, 1995).

A strength of this metaphor is that it involves the human being in the leadership process. Additionally, it explodes the rationality of previous metaphors by asking 'rational for who?' On the contrary, the political metaphor has limitations imposed upon it simply because of its name. The word 'politics' denotes cynicism and mistrust (Morgan, 1986).

2.2.3 BRIEF PERSONAL PERSPECTIVE...METAPHORS IN EDUCATION

Management metaphors represent various views of an organization. Although public school districts may adhere more closely to one metaphor than another, many aspects of each of the aforementioned metaphors can be found within most systems.

Considering the machine metaphor, maximizing efficiency within public education is certainly a focus. As Assistant Superintendent of Finance, I was constantly searching for and encouraging others to utilize more efficient methods to accomplish the goals of my district. However, I have seen specialization within public education, a more negative aspect of the machine metaphor, produce a loss of vision for the organization as a whole. Individuals assigned to certain tasks had a
tendency to become so focused on their goals that they lost sight of the goals of the organization as a whole.

As the United States moved from an agrarian society into the industrial revolution, schools were used to prepare citizens for factory work. Public school management was influenced by the “scientific method” (Langford, 1995, p. 6-7). The machine metaphor continues to remain evident in educational settings as indicated by the following statement:

In the educational systems of our nation, top-down management has been the hallmark since the early days of universal public education—or at least since the days of consolidated school districts whose numbers seemed to require this style of management....the classroom has evolved very little since the turn of the century (Langford & Cleary, 1995, p. 150 & 159).

The father of the scientific revolution, Frederick Taylor, supported the mechanistic metaphor in industry. Especially throughout the early 1900s, his philosophies combined with Henry Ford’s “applications in the factories” led public schools into a “doing to” method of education (Langford, 1995, p. 6-7). Management and production methods discovered to be successful during this time seemed to work well in the public education arena.

However, the world continued to change more rapidly than public schools (Manzo, 1998). Thus, a serious gap developed between what was needed and what was being provided from public education (Cotter, 1993; Schargel, 1996). The “doing to” method of education needed to be changed to a “doing with” method of education (Langford, 1995, p. 14). As early as the 1920s, the organism metaphor became evident.
within public schools as “relationships among parts become a key factor” (American Association of School Administrators, 1992, p. 8). As with any modern day organization striving for success, K-12 public schools require increased degrees of creative thinking, social skills, productivity in team situations, communication skills and technological expertise (Langford, 1995).

The organism metaphor fits well in public education because it recognizes the needs of people and is adaptable to situations. The needs of people should be, and typically is, a primary concern in public education. As well, situations are constantly being presented that require quick decisions and some degree of non-conformity. In contrast, the survival-of-the-fittest theme does not bode well in our country where education is intended for all.

Metaphors that have been recognized in more recent years are the cultural and political metaphors. There is a strong connection between the culture metaphor and public education where a time-honored culture is evident. Public education is certainly people oriented and to change the culture requires changing the mind of the people. However, this is not easily accomplished and can be considered a major weakness of both the metaphor and our education system. The political metaphor also lends itself well to public education. This metaphor and public education mesh at the point of considering individual interest and dialoging about those interests. Additionally, the various styles of leadership represented in the political metaphor are evident in public education.

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2.3 MAJOR DEVELOPMENTS IN PUBLIC EDUCATION IN THE UNITED STATES

There are three types of education: informal, nonformal and formal. Informal education occurs without a plan (Itejdere, 1997), and some would say that it is not education (Reed & Loughran, 1984). Nonformal education refers to efforts to learn through out-of-school approaches such as field trips (Reed & Loughran; Maarschalk, 1988). In contrast, formal education is a planned process by which knowledge is communicated. It does not occur accidentally. Public education is a means of formal education (Itejdere).

2.3.1 PRE-REVOLUTION PERIOD (PRE-1775)

Initially, schools were designed in the midst of an agrarian society. Therefore, they were organized around the farming industry (Langford, 1995). The general purpose of public education was to enable a person to read the Bible and the laws. This was what was viewed as being important to society. Education was to teach a person how to live a godly life and to “confer status” (Spring, 1994, p. 28). Missionaries on foreign fields used formalized education to teach religious views (Itejdere, 1997). However, little time and energy was put into developing a quality education system. Thus, the early education organization was disorganized and shallow. In fact, pre-Revolutionary times saw many areas where education was totally neglected (Spring, 1994). The pre-Revolutionary period was hierarchical in nature with regard to the status of humankind. It was a fixed society and viewed as ordained by God. Royal absolutism reigned.
This fixed society began to break down with the scientific revolution, and a person's relationship with God began to change as a result of the intellectual revolution. Nevertheless, people had no way to rise out of their societal position. As a result, the idea of personal freedom (i.e. enlightenment) was promoted (Spring, 1994).

The American Revolution period supported the ideals of "everybody is welcome," "be what you want to be," and "rugged individualism" (Leach, M., 1993, The History of Modern Education class notes). During this era, the basic theme was considered to be all-inclusive and fostered self-sufficiency even though women were accepted as property and blacks/indentured servants were merely slaves. The reality that this ideal served only the white, Anglo-Saxon, Protestant male was not viewed as a problem (Leach, 1993).

During the American Revolutionary period, the population was basically agrarian. There were no U.S. cities with a population over 50,000, and approximately 90% of the population lived on farms. Small industries began toward the latter part of the 18th century. In the South there were slaves, and in the North there were indentured servants. The U.S. was a limited republic with only one out of seven white males allowed to vote (Leach, 1993).

With regard to education, the basic institutions were the family and the church. Education was varied and somewhat crude since different types of schools existed in different areas of the country. The North had dame schools, infant schools, charity schools, Latin grammar schools, and lancastrian schools. The Middle colonies utilized church
schools, apprentice schools, and Sunday schools. The Southern states
developed military academies and tutors where large plantation owners
were plentiful (Leach, 1993).

During this era, persons such as Thomas Jefferson had visions of
an education institution that would advance the republican
government. Jefferson believed all citizens should be taught to read
and write. Because of his faith in the individual's ability to reason and
form opinions, he believed all political and virtuous values should be
formed outside of educational institutions. Jefferson supported
developing moral instruction through the study of history which
provided students with knowledge about previous human actions. He
also thought future leaders should be identified early and that the
public should share the cost of educating the identified leaders. This
would help ensure the best representatives for the people, for the
country needed wise and honest laws, and thus it needed educated and
virtuous lawmakers. Jefferson felt that wise leaders should be chosen
to keep a watchful eye on the government, as ambition and corruption
in politics must be defeated. Additionally, he believed all should have
the right to vote and be elected regardless of wealth, birth or any other
condition. Jefferson supported the separation of church and state. He
also promoted faculty psychology, which held the belief that we are born
with faculties and must continue to develop them. Last, Jefferson
desired the development of a more standardized system of education
through a statewide curriculum and regional-level supervision (Leach,
1993).

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2.3.2 AMERICAN REVOLUTION (1775-1783)

In the early development of the United States, the leaders of our country desired to establish a strong form of government that was neither monarchical or aristocratic. They favored a representative type of government where decisions would be made by the ‘best men’. Because of their fear that America was too large for this type of government to be successful, they began to place a heavy reliance on education as a tool to balance freedom and order. The prevailing ideology of the day involved an individual’s personal relationship with God (virtue), an individual’s relationship to the land (nationalism), an individual’s freedoms (civic, intellectual, political, and economic), an individual’s understanding of the world (rationality), and an individual’s optimistic view of the universe and the discovery of its parts (natural law) (Leach, 1993).

During the early stages of the formal education system, most people were placed in one of two categories: those who were inside the Protestant culture and who needed to develop self-discipline in order to remain so, and those outside the Protestant culture who needed to be working to get inside. Schools were designed to integrate our diverse population into a unified nation with common cultures, political aspirations, economic institutions, and similar religious values. However, there were minority groups who were not allowed to associate with either of the two categories. Thus, the ideals of the early schools were opposed by many (i.e. Southern slaveholders, non-English and non-Protestant groups, radicals) who, although they did achieve some
concessions, were not able to prevent the creation of the common school (Leach, 1993).

Post-revolutionary times saw the public begin to appreciate the importance of education. Besides serving the community in a religious and civic way, it was discovered that education could possibly be the means for "creating the perfect society" as well as "gaining independence" (Spring, 1994, p. 29).

2.3.3 INDUSTRIAL MOVEMENT

As the nation became more industrialized, people began migrating to the cities. Immigration was flourishing, continually introducing new languages and cultures within the United States which was a relatively new country. As urbanization occurred, a changing pattern of labor became evident. Assembly lines and mass-production were vitalized, requiring a larger number of workers to migrate toward the factory. The move away from a predominantly agrarian and skilled society was apparent.

A de-skilling process became evident as the once skilled workers in custom shops entered the workforce as laborers. As this evolution took place, the family was affected. No longer was the family viewed as earning the income, but rather the man-of-the-house was seen as the source of the paycheck. A division emerged between home and work (i.e., the man goes off to work for specific hours each day while the woman stays at home). As this process took place, the role of children began to change. No longer were they as necessary as in previous, more agrarian years for support to their families. The combination of
students having more time to devote to schooling and the growing need of the population to find a cure for social ills provided impetus for the public school movement (Spring, 1994).

The view that humans can be "formed, shaped, and given direction by training within formally organized institutions" (Spring, 1994, p. 64) supported the movement of the developing education system. Education reformers such as Thomas Jefferson and Noah Webster used this thought to seduce the population into believing that the perfect society could be developed via the common school. Noah Webster's desire to produce good and patriotic Americans is revealed in his words:

I should rejoice to see a system adopted that should lay a foundation for a permanent fund for public schools, and to have more pains taken to discipline our youth in early life to sound maxims of moral, political, and religious duties. I believe more than is commonly believed may be done in this way towards correcting the vices and disorders of society (quoted in Spring, 1994, p. 35).

**2.3.4 COMMON SCHOOL ERA (1830-1870)**

The common school was not the beginning of education in the U.S. However, it was during the common school period that the modern American school system began to take form. It served as the backbone for the system as we know it today. Previous to the common school, a variety of schools existed, both public and private. However, the common school was distinct from previous educational institutions in three main areas (Spring, 1994):
1. An emphasis was placed on educating all children, for it was believed that by bringing all children together, regardless of their background, a reduction in friction due to class differentiation would result. Also, if all students were taught the same curriculum, which of course would be highly supportive of a republican government, the results would be fewer political conflicts and social difficulties.

2. The common school was to be a forum for strengthening belief in and support of governmental policy, which would in essence serve as a "panacea for society's problems" (Spring, 1994, p.63).

3. State agencies would be created in order to control local schools with regard to supervision and organization.

Much of what was seen as a priority for a successful society could be accomplished with the common school. The common school era (1830-1870) was encouraged by the WASPs who were committed to a republican government, the development of capitalism, and a protestant culture which embodied the following ideology:

human beings are born malleable and potentially good but need much careful guidance; all men are equal in some formal ways, but some groups are more able, wise, and refined than others; and therefore it is important that in education, economics, and politics, institutions be shaped to maintain the values and leadership of cultivated, native, Protestant Americans (Kaestle, p. 95).

As the common school movement gained momentum, it became associated with centralization, supervision, new schoolhouses, teacher training, and graded schools. Those opposing the movement were
categorized as being “against morality, good order, intelligent citizenship, economic prosperity, fair opportunity, and a common American culture” (Kaestle, p. 95). The U.S. economy was rapidly expanding, urbanization was increasing, immigration was on the rise, and capitalism was evident by the increased trading at U.S. ports. There was growing concern over the increased social ills resulting from national expansion. Public education was seen as the cure-all and took on a new urgency. The success of the common school contributed to the readiness of a more formal education system in a rapidly developing nation (Spring, 1994). Much of the population considered the common school to be necessary in order to keep up with the rapidly expanding role education was to play (Leach, 1993).

Although each state was different, there were many basic objectives of the common school movement (Spring, 1994). Education was viewed as a means for eliminating crime and riots, to mold children (who were viewed as still yet malleable as opposed to adults who were viewed as cast-iron) into good citizens, and to create a common morality (based on the Bible) to rid society of evil actions. The common school was to reduce social class conflict, to increase efficiency within the education organization by consolidating whenever possible so that fewer institutions existed, and to develop truly republican citizens by instructing children in articles of the republican faith that were deemed good by “all sensible and judicious men, all patriots, and all genuine republicans” (p. 69). Education was also seen as a way to improve the general wealth of the population by providing the poor with a means for
a more even distribution of property and to produce intelligent, disciplined citizens to unify a diverse population.

**2.3.5 (1900-1960s)**

Organizationalists recognized the need for a more effective and productive system of management. Frederick Taylor introduced a theory of management that became revered for its machine-like effectiveness with regard to production. He advocated the use of scientific management within organizations as a source of analyzing jobs in order to determine a task procedure that would produce the best cost-benefit ratio (Taylor, 1911). Taylor believed that it was the responsibility of managers to be responsible for the organization of jobs. Within an organization, attention must be given to the selection, training, and monitoring of members within an organization, and all decision making was to be assumed by the management (Sergiovanni, 1992).

The structure of scientific management had a tendency to reduce the skilled craftsman to an unskilled laborer. There was an obvious separation of the brain from the hand in that managers were required to be the thinkers and workers were considered the doers. In essence, this mindset had a tendency to produce workers who were nothing more than automatons (Morgan, 1988).

Taylor’s theory stressed the importance of rules, repetition, and recording. Rules were necessary due to the theory that workers could not think for themselves but were required to simulate a part of a machine; repetition allowed the organization to capitalize on speed in
production; and recording information, which was mainly secretarial jobs for women who were considered a ready market and cheap labor, was necessary due to the large volume of production. Workers experienced a loss of power and feelings of alienation as the process of mass-production developed (Morgan, 1988).

Similar organizational events were occurring in education. Control was edging “one step farther from the people,” and professional educators were supporting decisions being made at higher levels (Kaestle, p. 152). Reformers favored the state school board due to its expected aid in gathering statistics, achieving improvements, recommending legislation, and implementing state school laws. To them, the appointment of state school officers was equated with progress, efficiency, and improved quality, all characteristics of scientific management.

As power within government increased, a number of regulatory agencies were established. Centralization of power was garnered in the executive branch of government in the social interest of the people and was accompanied with a continuing decrease in the power of the individual. The rationalization of a hierarchy was created as a professional class was established. The loving and wise family as a powerful ingredient within the social structure of the nation was losing ground to industrialization, which was becoming a driving force in the shaping of the education system. New objectives for the field of education were developed.

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An early education reformer, Horace Mann, saw the student as "a lump of clay that can be shaped for the future" (Spring, 1994, p. 28). Mann believed that all students should have equal education. However, other education reformers argued that schools should admit that the democratic idea of students being equal in a society devoid of classes has fallacies. They promoted the development of a curriculum that would address the needs of various classes. Thus, it became generally accepted that the education system could not provide equal education. Taking the place of an equal education for all was the promise of an equal education opportunity (EEO) for all (Spring, 1994).

Questions arose regarding what programs would be available to various students. Due to influence by the industrial movement, students were viewed as needing employable skills. Thus, the education system accepted the responsibility, and vocational education (career education) was developed in efforts to meet the demand of the industrial movement. By providing EEO and employable skills, the nation was believed to be on its way to social stability. However, the lack of education for many resulted in poverty and remained a concern for years to come. A report requested by the Kennedy administration and coming from the chairman of the Council of Economic Advisers declared a "War on Poverty" and helped to further define the role of education:

It is difficult for children to find and follow avenues leading out of poverty in environments where education is deprecated and hope is smothered....Universal education has been perhaps the greatest single force contributing both to social mobility and to general economic growth....The school must play a larger role in the development of poor youngsters if they are to have, in fact, 'equal
From the early 1900s to the 1960s, various philosophies developed in the field of education. Students became more involved in their educational process as the learning-by-doing movement developed. Subjects were broken down into smaller units which allowed for the content to become more specific. Behavior became a point of concentration because it was viewed as paramount in reaching objectives.

During the early 1900s, the nation's urban population increased significantly. People were moving away from the agrarian life to an urban life. In 1890, approximately 30% of the population (approximately 63 million) lived in cities; in 1920, approximately 50% of the population (approximately 106 million) lived in cities; in 1950, approximately 66%, of the population (approximately 151 million) lived in cities; and by 1980, approximately 75% of the population (approximately 227 million) lived in cities (Cremin, 1988).

2.3.6 20th CENTURY SCHOOLS

In recent years, Dewey's belief of teaching students a "spirit of service" and "effective self-direction" have re-surfaced (Tyack, 1982, p. 202). Dewey believed that teachers and students could participate in true education only if certain proponents of planning emerged from shared social activity. As a result of this belief, Dewey believed that the prevalence of top-down management in a democratic school system was contradictory. Regarding democracy, Dewey believed it to be a constant search which was only successful when the school created individuals
who understood democracy with their minds, felt it in their hearts, and demonstrated it through their actions (Spring, 1994). Even before Dewey’s time, a public educator commented:

There has been a tendency toward factory-evolution and factory-management, and the teachers...are told just what to do. The teachers, instead of being the great moving force, educating and developing the powers of the human mind in such a way that they shall contribute to the power and efficiency of this democracy, tend to become mere workers at the treadmill (Young, 1916, p. 357; secondary citing from Tyack, 1982).

Dewey expressed concern regarding the development of the modern urban industrial society. He recognized its detrimental effects on society’s sense of community and common goals, and he promoted the idea of schools being active in restoring these values. His methods focused on student interest and activity, group work and cooperation (Spring, 1994).

Many philosophies and beliefs have combined to create the public education system presently in place. Some have been good and others not-so-good; some have lasted the test of time while others have been labeled a fad and put far away. Regardless, American schools have experienced great popularity since W.W.II. Access to public education has increased dramatically, the curriculum has diversified greatly, and public control has extended (Cremin, 1989). Yet, public opinion continues to remind us that there is serious work yet to be done (Abbott, 1998; Jenkins, 1997; Schargel, 1996). Perhaps the feeling regarding the status of public education is highlighted by the following sentiment:
While rummaging through a local newspaper in rural Maine, I came upon an advertisement in the “used farm equipment” section: “For sale, Model 95 International Harvester Hay Baler, $900 as is. Working, but could work better. (Barth, 1990, p. 147)

Working, but could work better is a phrase that might also be applied to our public schools (Barth).

2.4 THE NEED TO IMPROVE

For over a decade, many commissions and panels have informed the public that our schools are in crisis. It has been repeatedly stated that “[e]ducation in America needs help” (Cotter & Seymour, 1993, p. xiii). Respected educators report that there is disenchantment everywhere with education (Abbott, 1998; Deming, 1994; Jenkins, 1997; Latzko, 1997; Meadows, 1998; Schargel, 1996; Speer, 1994). Within the public education arena, “satisficing” (producing only enough to get by) seems to be acceptable (Rinehart, 1996, p. 10) and producing the “ultimate best product” is not the norm (Fields, 1993, p. 7).

2.4.1 IN THE UNITED STATES

The media have emphasized the message of accountability in public education, reminding the public that the responsibility for educating the masses should be taken seriously. Much of their blame for this crisis has been placed on the poor quality of teaching and the education system in general. However, Lee Jenkins (1997) reminded us that “[i]f blame could improve schooling, American K-12 education would be the envy of the world” (p. xxi). Jenkins stated that more effort is being placed upon locating a scapegoat for the ills of public education than on identifying the root causes of inadequacies within the system.
Nevertheless, educational leaders have recognized that the quality of education must change. In addition, they must recognize that the impetus for this change has to initiate with them (Abbott, 1998; Jenkins, 1997).

In light of the opinion that the American education system is in crisis, it should be noted that the role of the school has changed tremendously in recent years. Even though schools are “doing about as well as we always have in this century” (Abbott, p. 1), students who crowd the front doors are needier, poorer, more transient, and more diverse than in the past. Educating today’s students is more difficult, especially when considering that “traditional schooling...has been characterized by not being able to stick to the business” (Fields, 1993, p. 75). Additionally,

[s]chools reflect...the society in which they exist. Unfortunately, the educational system of the twentieth century is one that was designed for the society of the nineteenth. In the same way that American industry has awakened to the new challenges of the global economy, changing customer bases, and acute competition, education must identify the needs of the twenty-first century and move toward meeting those needs (Langford, 1995, p. 4).

All too often, public schools have become adequate by merely satisficing as opposed to becoming superior by focusing on optimization.

The public has continued to cry out for the K-12 public education system to provide better educated citizens. However, various factors hamper the academic growth of students. The President of The Ohio State University, Dr. William “Brit” Kirwan, used a session during a
national conference to encourage quality performance of public school superintendents even in the face of adversity. He stated that their job was particularly difficult due to "so many variables out of [their] control that impact the quality of education" (Kirwan, 1998). Nevertheless, it is the responsibility of education administrators to recognize these factors and to subdue any that impede student educational attainment (Abbott, 1998).

The interest in providing quality public education is part of a national reform movement. In 1983, a national report titled A Nation at Risk was released which stimulated a reaction known as the educational reform. Its rhetoric should be noted:

We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a few generations ago has begun to occur--others are matching and surpassing our educational attainments.

If an unfriendly power had attempted to impose on America the mediocre educational performance that exists today, we might have viewed it as an act of war....We have, in effect, been committing an act of unthinking, unilateral educational disarmament. (National Commission on Excellence in Education, 1983, p. 5)

The results of a Gallup Poll on the attitude toward public schools indicated that the public supports reform in the education system (1998). Furthermore, the public reported they will pay higher taxes, if necessary, for the reforms to be implemented. It has been suggested
that public education must soon implement successful reform to reestablish its credibility and regain the public's confidence (Glickman, 1990).

Successful education reform must include research on organizational management and its effect on educational attainment. The public wants successful reform at the management level in public schools. They desire a system where everyone is committed to collaboratively meet the requirements of customers: thus, "Total (everyone committed) Quality (meeting the requirements of customers) Management (collaboratively)" (Fields, 1993, p. 13). A main component of Total Quality Management (TQM) is optimizing a system by creating an atmosphere where all components are working together toward a goal (constancy of purpose). This contrasts to suboptimization in which components of a system work individually at the expense of other components within the system.

The education system is presently seen as a "collection of pieces" rather than an effectively working "system" (Jenkins, 1997, p. 3). However, the TQM process used in the private sector has demonstrated the bringing together of components of an organization. This process can be "recycled" and adapted to meet the needs in the public sector, including K-12 public schools (Fields, 1993, p. 9) to positively effect student educational attainment. Jenkins stated that the management philosophies of Deming can improve student educational attainment and provided three building blocks for improving public schools (Jenkins, 1997, p. 13):

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(1) a commitment to stop blaming;
(2) the establishment of clear aims; and
(3) agreement on a definition of improvement

2.4.2 GLOBAL COMPARISONS

The Third International Mathematics and Science Study (TIMSS) assessed academic abilities of 4th, 8th and 12th grade students in countries around the world. TIMSS indicated U.S. 4th grade students score above the international average in mathematics and science. In science, the U.S. 4th grade students were outperformed only by Korean 4th grade students. In math, seven countries outperformed U.S. 4th grade students. U.S. 8th grade students scored above the international average in science but below the international average in mathematics. In science, the U.S. 8th grade students scored below their peers in nine countries. In mathematics, the U.S. 8th grade students scored below their peers in 20 countries. Students in the 12th grade in the U.S. scored below the international average in both science and mathematics. In science, the U.S. 12th grade students scored below 11 countries and above 2 countries. In mathematics, the U.S. 12th grade students scored below 14 countries and above 2 countries (The Condition of Education 1998, Indicator 20, p. 1; Jones, 1998).

In a “World Class Schools” study of country’s educational contribution to excellence, nine countries were selected (i.e., France, Germany, Taiwan, Japan, Canada, Great Britain, Israel, Korea, and New Zealand) to be studied before the United States. After reviewing data collected from 188 educational leaders during presentations at national
conferences from 1993-1995 involving 22 states and 2 Canadian provinces, it was determined that the opinion regarding rating the U.S. regarding educational excellence on the global market was (Chalker & Haynes, 1998, p.2 of a slide presentation):

14% Thought the U.S. was above average
48% Thought the U.S. was average
38% Thought the U.S. was below average

2.5 "QUALITY": WHAT IS IT?

The term quality is not easily defined. To different people it will mean different things. Taking pride in the production of an item is quality to the production worker. To the plant manager, quality is continually improving the production process so that time and production specifications are met. The educator finds quality in having something to teach and teaching it well, resulting in students learning and demonstrating mastery. And for the consumer, quality is having your needs and wishes understood and having a product designed “that will provide a better living...in the future” (Deming, 1986, p. 175). However, few people would argue that quality means “improvement of the process, which in turn improves the product and productivity” (Deming, 1986, p. 491).

Total quality programs must involve four criteria (Creech, 1994). First, every person, process and product within an organization must have a mindset toward quality. Second, quality must have a humanistic component that effects the manner in which people are “treated, included, and inspired” (p. 5). Third, all persons throughout
the organization must be involved and empowered. And fourth, a quality program must be holistic, reaching every part of an organization.

2.5.1 TOTAL QUALITY MANAGEMENT HISTORY

The main founders of the quality revolution are Walter A. Shewhart and his student, W. Edwards Deming (Fields, 1993). Shewhart worked closely in quality management with Bell Telephone Laboratories during the 1920s and 1930s. He provided solutions to producing/distributing telephones and networking phone lines.

Shewhart’s philosophy addressed variation within processes. Variation was indicated when there was a change in data caused by different influences. Shewhart used “statistical problem solving in the form of run charts and control charts” to control variation in the Bell Telephone Laboratories (Field, 1993, p. 35).

Shewhart demonstrated that productivity improves as variation is reduced. He purported that improving quality decreased production costs because there would be fewer mistakes and less reworking. This improved productivity and helped capture the market because of better quality and lower prices. Consequently, the organization stayed in business and resulted in securing and even providing more jobs (Deming, 1986).

NOTE: In school system management, variation is considered the enemy (Jenkins, 1997). Although it will always be, education leaders must try to reduce it. It results from “continuous interference” from both inside and outside the system. Actions and reactions occur as groups affect the educational process,
causing disorder to other groups within the processes and a change in data (Fields, 1993).

Shewhart developed the plan-do-study-act (PDSA) cycle with customers as the “single focus” (Field, 1993, p. 31). The planning Step included understanding what the present system produced, further analyzing the present system to determine what the present system should produce and how it can be produced, and coming to a clear understanding of the vision of the present system. The Do Step involved determining what to do and then actually doing it. The Study Step studied the results created from the Plan and Do Steps and recognized improvement. The Act Step followed the Study Step and turned the Do Step into theory-in-practice (Jenkins, 1997, p. 129).

Deming is well recognized for his work with Japanese companies. In 1950, he was invited by the Union of Japanese Science and Engineering (JUSE) to visit Japan and share his knowledge of quality reform and productivity. His role was to provide a means in which wartorn Japanese companies could improve the quality of their products, therefore increasing production and aiding the reconstruction efforts of post-war Japan (Deming, 1986). Thus, Deming began working with Japanese manufacturers.

Although many other factors are commonly blamed, Deming believed that the leading cause of organizational ineffectiveness was the failure of top management to manage. It was not enough for management to simply do their best to improve an organization. Rather, management must learn what to do to improve and then make a long-term commitment to see that improvement happens (Deming,
1986). In the United States, quality efforts had begun but “fizzled” in an atmosphere in which management did not know their responsibilities” (Deming, p. 487). To prevent this from happening in Japan, those in top management positions were brought together in conferences where it was taught that quality involves the entire organization. JUSE initiated the quality movement in Japan with a mass education of management, engineers, and foremen in the area of statistical methods important to quality reform (Deming).

Deming observed the Japanese work force and noted their eagerness to learn and do a good job. Additionally, he saw Japanese management fulfilling their responsibilities regarding the quality movement and was aware of the increased education of the management by JUSE. Thus, in 1950, Deming predicted that within five years, the nation of Japan would “invade the markets of the world” and that the standard of living would “rise to equality with the world’s most prosperous countries” (Deming, 1986, p. 490). Just as Shewhart was successful with Bell Telephone Laboratories, Deming was successful with Japanese companies (Fields, 1993).

Others recognized as quality gurus were Joseph Juran, Philip Crosby and Armand Feigenbaum (Creech, 1994). Joseph M. Juran was a lifelong “quality practitioner” (Poirier & Tokarz, 1996, p. 61). He was often considered to be the one who brought the human dimension to quality which was initially statistical in nature (Juran, 1995). In 1954, Juran was invited by JUSE to Japan for additional instruction regarding management’s responsibility for improving quality and
productivity (Deming, 1986). He taught the Japanese how to organize production and how to manage and train workers (Creech). Juran believed that the role of the quality manager was to secure resources, remove barriers, and ensure that the team remained focused and on schedule (Poirier & Tokarz).

Juran introduced Total Quality Control in Japan and was just as revered, if not more so, as Deming. In his quality philosophy, Juran applied quality to everybody, from the top of the organization to the bottom. In what has become known as the Juran Trilogy, he believed there were three managerial components that must be present in a quality program: “Quality Planning” which “identifies the quality features to be provided and plans for delivering them without deficiencies”; “Quality Improvement” which “reduces or eliminates deficiencies in current goods, services, or processes”; and “Quality Control” which “maintains the results achieved through Quality Planning and Quality Improvement” (Juran, 1995, p. 430).

Phillip Crosby, another leader in the total quality movement, defined quality as conformance to requirements (Fields, 1993). He believed that measurement was “an absolute factor and must be central to an improvement effort” (Poirier & Tokarz, 1996, p. 78). In 1961, he introduced the concept of zero defects. This concept encouraged organizations to “concentrate on learning how to do their job right the first time” (Crosby, 1992, p. xi). Crosby believed quality was the skeleton of an organization and resulted when everyone did what they were supposed to do. He distinguished between quality control and
quality management. To Crosby, quality control was like a sieve that separates the good production/processes from the bad production/processes. However, quality management was being committed to running an organization based on prevention of defects. With quality management, the need to sift anything out was minimized (Crosby). Crosby believed “[M]easurement is an absolute factor and must be central to an improvement effort” (Poirier & Tokarz, p. 78).

When Crosby first introduced the zero defect concept, there was division in the quality ranks. The American Society for Quality Control (ASQC) was not supportive and passed a resolution against it. However, as Japan gained recognition for their business prowess in the 1970s, the pendulum began to swing toward quality management. No longer was it acceptable to manufacture products that only came close to specifications (Crosby, 1992).

In more recent years, Crosby sensed that management was turning quality back over to the professionals. He considered this a step back in the quality movement. Besides recognizing the need for management to remain very closely connected to the quality movement, Crosby also realized the importance of looking toward the future of quality reform. Thus, Crosby introduced the concept of Completeness which he considered a step beyond TQM. Completeness has three principles: cause employees to be successful; cause suppliers to be successful; and cause customers to be successful (Crosby, 1992). He believed that the way to be successful in all aspects of life was “to help others be successful. Reward comes from what you give, not from what
you get” (p. 220). With this mindset, Crosby added a humanistic component to the quality movement and encouraged companies to “broaden their vision...beyond some old-fashioned “quality control practices”” (Creech, 1994, p. 216).

A.V. Feigenbaum was also considered a quality pioneer. He was considered one of the “Big Four” in the quality movement and wrote on total quality control (Creech, 1994, p. 210). Feigenbaum believed that quality reform was holistic and should encompass the entire organization. He also believed that for quality control to be effective, all employees had to be adequately trained (Creech).

2.5.2 TOTAL QUALITY MANAGEMENT (TQM)

All leaders within the total quality movement share a focus on the customer (Abbott, 1998; Cotter, 1993; Fields, 1993; Langford, 1995). The quality of an organization’s output can be defined only after gathering input from “those people your products or services are intended to benefit” (Cotter & Seymour, 1993, p. 3). Customers must be considered by organizations interested in increasing total quality. If an organization turns out a product that is of the highest quality but not recognized by the customer, then little is gained. The customer can not be overlooked in TQM and must be the number one concern of an organization. “Quality should be aimed at the needs of the consumer, present and future” (Deming, 1986, p. 5). The strengths of all customers (internal and external) are utilized in creating a learning organization which continually strives toward improvement (Abbott). The move toward total and collaborative commitment to meet the
requirements of customers “is the day-to-day belief and behavior of effective TQM organizations” (Fields, p. 13).

Proponents of TQM realize the potential of working with people at every level within an organization (Abbott, 1998; Fields, 1993). “[T]he process of improvements is not top-down” and it is “we based” (Jenkins, 1997, p. 103). The quality philosophy includes developing ownership of the organization and everything it stands for by allowing input and decision-making at all levels. In this regard, the mechanistic metaphor of the organization is de-emphasized. No longer are decisions made at the top of the hierarchy and pushed down to the levels of implementation. In contrast, decisions and input are encouraged at the level of implementation.

Total Quality Management means specific things to individual organizations and is not a canned program. Depending upon the organizational focus, the definition of TQM may vary. However, above all else, TQM requires organizations to realize that “quality” is a continual goal (Abbott, 1998, p. 2; Field, 1993, p. 55; Jenkins, 1997, p. 69).

2.5.3 DEFINITION OF TOTAL QUALITY MANAGEMENT

Total Quality Management has been defined as “a way of thinking and working to achieve continuous improvement through employee involvement and a focus on customers” (The National LEADership Network Study Group on Restructuring Schools, 1993, p. 3). TQM requires organizational change, and for the change to become common practice it must start from within the organization and work its way out
(Tice, 1986). TQM is a management philosophy that focuses on quality by using the strengths within an organization to satisfactorily provide for identified customers (Cotter and Seymour, 1993; Langford, 1995).

TQM means that the organizations' culture is defined by and supports the constant attainment of customer satisfaction through an integrated system of tools, techniques, and training. This involves the continuous improvement of organizational processes, resulting in high quality products and services. (Sashkin and Kiser, 1993, p. 25)

2.5.4 CHARACTERISTICS OF TQM

Although TQM should never become a top-down mandated program, it must be driven from the top by commitment. If it is mandated from the pinnacle of a hierarchy, lasting change will not occur. TQM requires a cultural change and ownership of this change must be developed at every level within the organization. Nevertheless, the initiative to change and the resources necessary for change must be supported at the top levels of management (Abbott, 1998; Fields, 1993; Jenkins, 1997; Langford, 1995). "Without the commitment of the chief leader, the organization cannot move forward in the total quality improvement effort. Without the commitment of all the leaders in the organization, the momentum of TQM cannot be sustained" (National LEADership Network Study Group on Restructuring Schools, 1993, p. 4).

TQM will fail if not supported by strong leadership (Sallis, 1993). Responsibilities for reform can not be delegated. The change process must be led by the senior leaders of the organization who must remain faithful to the reform efforts until the reform becomes part of the culture.
of the organization (HR Focus, 1993; Poirier & Tokarz, 1996).
Management should provide TQM training, assess quality, define goals, prioritize and support projects, and review and reward progress. Top management must be supportive of and actively engaged in the total quality movement within an organization in order for the reform to have a lasting effect on quality (Endres, 1997).

In addition, people should know and share the goals of their organization. As this is accomplished, people working within an organization tend to develop greater interest and commitment to organizational accomplishments. Thus, ownership of the product is developed (Cotter & Seymour, 1993).

The power of group thinking and acting is elevated within a TQM organization. In order for members to effectively combine their efforts, the atmosphere within an organization must be “supportive, nonthreatening, and trusting” (Cotter & Seymour, 1993, p.7). An appropriate analogy to TQM is that of the natural actions seen in a flock of geese.

As each goose flaps its wings, it creates an “uplift” for the bird following. By flying in a “V” formation, the whole flock adds 71 percent greater flying range than if the bird flew alone....When the lead goose gets tired, it rotates back into the flying formation and another goose flies at the point position....The geese in formation honk from behind to encourage those up front to keep up their speed....When a goose gets sick, wounded, or shot, two geese drop out of formation and follow it down to help and protect it. They stay with it until it is able to fly again or it dies. Then they launch out on their own, with another formation, or catch up with the flock. (Cotter & Seymour, 1993, p. 114-117)
It is necessary to understand the interrelationships within an organization. System interrelationships must be observed and processes improved as activities are performed to achieve specific outcomes (i.e. in education, the best way to improve the teaching and learning system is to improve the processes that make up the teaching and learning system). Additionally, the organization should be seen as a whole and considered from a broad perspective. Understanding the systems and the processes within the systems of an organization are important components in total quality reform. Through increased understanding of their systems, organizations can become less reactive and more proactive in the quest to improve quality (Cotter & Seymour, 1993).

2.5.5 Principles of TQM

Although he did not coin the term, Deming's quality philosophy has become known as Total Quality Management (TQM). The TQM philosophy embodies 14 key points (Field, 1993). They are

- Creating constancy of purpose toward improvement;
- Adopting the new philosophy;
- Designing for quality so that excellence is a given;
- Awarding business on the basis of quality as opposed to price tag;
- Searching constantly for improvement;
- Instituting on-the-job training;
- Promoting leadership (helping people/machines do a better job);
- Removing all fear (people will work more effectively);
- Destroying barriers between departments;
• Eliminating slogans;
• Eliminating numerical quotas;
• Eliminating barriers that "rob people of pride of workmanship";
• Creating programs for education and self-improvement; and
• Seeing that all in the organization work on the transformation.

2.5.6 SUCCESS/FAILURE OF TQM IN ORGANIZATIONS

Most often the failures of total quality management stem from a lack of understanding. Groups that fail are typically seeking a quick fix for their organization, and TQM is not a program that can be pulled out of a box and worn. Although most of those implementing TQM will adhere to the basic philosophies, each organization will create a quality reform that is specific to its individual needs. However, few organizations initiate TQM throughout every part which makes it difficult for quality to permeate. The organizations which are less committed to quality reform will often allow their existing culture to dominate rather than seek change where needed (Poirier & Tokarz, 1996).

Another critical factor on the journey to becoming a TQM organization is "perseverance" (Poirier & Tokarz, 1996, p. 222). Although the benefits far outweigh the pitfalls that an organization may encounter in the quality quest, the journey is slow and far from easy. An organization must exercise a high degree of 'stick-to-it-iveness'. From the initial desire to become a quality organization to the realization that total quality has effectively infiltrated the organizational culture, perseverance is essential (Poirier & Tokarz).
Often organizations spend 1-3 years working within the TQM philosophy. This time span has been labeled as the "little q", or "what people have interpreted as the basics of quality enhancement" (Poirier & Takarz, 1996, p. 4-5). Somewhere within the "little q" quality journey, the organization comes to "the wall," a barrier to further progress. Many organizations are unable to achieve beyond the wall where "the fuller quality meaning....embrace[s] the tenets within TQM" (p. 5). Those that actually do move from the "little q" area, over the wall, to the "Big Q" area do so for a couple reasons: because of a desire to create a quality organization; or as a survival technique. For example, Xerox was losing ground to foreign competitors and the move beyond the wall to the "Big Q" was a survival technique. A characteristic of those few organizations that move beyond the "little q" area into the "Big Q" area is that they are typically pursuing the highest quality possible in every part of the organization (Poirier & Takarz).

In literature discussing implementation of TQM, managerial leadership is listed as a major cause regarding the success (or the lack thereof) of quality reform. Deming believed the support of leadership was so important that he was known to stop his own TQM presentations when he realized the senior management had exited the meeting.

*The biggest problem that almost any company in the Western world faces is not its competitors, not the Japanese. The biggest problems are self-inflicted, created right at home by management that are off course in the competitive world of today. Systems of management are in place that for survival must be blasted out; new construction*
commences. "Patchwork will not suffice" (Deming, 1982 in Out of Crisis; secondary citing from Poirier & Tokarz, 1996, p. 174-175).

Hindrances to the successful implementation of TQM include: managers unaware of the potential of their organization; dominance of status quo; division within the ranks about how to proceed; lack of time; lack of understanding and commitment of improvement philosophies by those within the organization and especially by leaders; and great intentions but little carry-through. Another significant hindrance to the successful implementation of TQM is that organizations are known to skimp on their own assessment at the initiation of the quality reform. Without a proper assessment, the organization will find it difficult to identify where they are, where they want to be, how to get there, and the required resources to complete the effort (Poirier & Tokarz, 1996).

Miscommunication and misinterpretation are additional pitfalls to implementing TQM within an organization. Communication must be fluid throughout the organization, from top to bottom and from side to side. Communication should be clear and easily interpreted. In addition, the quality organization must be aware of the influence of their own past culture. As crises occur, organizations not solid in their quality direction will abandon newly learned values and policies for those that are more familiar and comfortable at the moment. For successful implementation, an infrastructure should be established to provide "support, direction, resources, training, and clarification to those involved" while also providing "bottom-up feedback to the policy and key decision makers so that appropriate adjustment to the overall
process can be made to ensure its success” (Poirier & Takarz, 1996, p. 62-63).

There are several successful U.S. companies that have been involved with TQM. In the 1970s, Motorola was faltering. After implementing the TQM philosophy, success resulted. The corporation motto became “Quality Is Built In Before the Name Goes On” (Schenkat, 1993). In the 1980s, Motorola was awarded the Malcolm Baldrige National Quality Award, a prestigious award indicative of tremendous quality efforts (Poirier & Takarz, 1996).

Xerox is another organization that has realized benefits from TQM. Since implementing TQM, Xerox significantly reduced the time needed to bring a new product to market as well as significantly reduced the percentage of defects per machine. Xerox also experienced a significant increase in service response time. These accomplishments were achieved while reducing manufacturing cost by 50 percent and increasing revenues per employee by 20 percent (Poirier & Takarz, 1996).

Another production plant that has found success with TQM is Honda. This very successful automotive plant adheres closely to the philosophies of quality. For example, activities are organized by teams and not by functions. The team approach is used in every activity throughout the organization. In addition, the gap between labor and management is non-existent. Leaders are aware of every step of all processes and assessment is done throughout. Quality is built in
rather than inspected in. Principles are supported top to bottom, and decisions are made at the level of implementation (Creech, 1994).

An automotive manufacturer that has experienced great success with total quality management is Toyota. Once again, they support the use of the team concept. Toyota also practices multiskilling, a process where workers learn more than one skill so they have some flexibility within the work operations. Besides resulting in greater efficiency, multiskilling has also reduced boredom of workers because they are able to do more than one job. Toyota made it clear that poor quality would not be tolerated. In addition, the company focused on attendance by offering incentives for exemplary attendance records. Toyota has also broken down the two-class system. There are no special parking places for top management, everyone eats in the same cafeteria and management adheres to an open-door policy (Creech, 1994).

2.5.7 WHY TQM IN PUBLIC EDUCATION?

Fads in the guise of educational reform are common to K-12 public education (Green, 1994). Often I’ve heard experienced teachers disregard various reform efforts because they had previously experienced the reform under a different name. Best practices, restructuring, accelerated schools, positive action, school effectiveness and school improvement, site-based management, and a host of other programs have cycled through public education in the name of reform (Missouri Department of Elementary and Secondary Education, 1999; Secor, 1995; White & Barber, 1997). However, some believe total
quality management is here to stay. Historically, humankind has shown a desire to improve life, and TQM focuses on continuous improvement of our life and work (Secor, 1995).

Public education at the K-12 level has been allowed to stagnate (Schargel, 1996). Our public schools “continue to linger in a static zone” (Abbott, 1998, p. 24) as they “lay behind many other nations in international math and science tests” (Hawkes, et al., 1997, p. 26). Education reform is essential. Public education has the opportunity to learn from successful practice in the private sector. Specifically, private businesses have used Total Quality Management to revolutionize their production and become leaders in their area (Fields, 1993). Perhaps by adapting the TQM philosophy (i.e., Total Quality Education) to discover and meet the needs of K-12 public education, a better public education system (i.e., increased educational attainment) will result.

For many educators, it is difficult to think of public schools as an organization in the same way a businessperson thinks of an organization (Langford & Cleary, 1995; Sallis, 1993). Nevertheless, there are similarities, and best practices within those similarities can and should be noted (Field, 1993). Best practices common to effective schools and TQM have been identified (The National LEADership Network Study Group, 1993, p. 42-44). They include

1. Constancy of Purpose: the total organization is committed to meet or exceed customer needs and move in a single direction.

2. Continuous Improvement: the total organization is aware of and committed to constant improvement; all processes are constantly
being studied and improved through incremental change and carefully evaluated innovation.

3. Comprehensive perspective: the organization is viewed as a whole system of interconnected components, working toward the same aim, and the responsibility for the final product is shared by all.

4. Customer-Driven Service: the organization finds out what the customer wants and satisfies the customer without hassle.

5. School and District Culture: there is a shared understanding about how the organization works and how to work in the organization and this represents the basic mind-set, attitudes, and values of the organization.

6. Counting for Quality: statistics and problem-solving processes are used by everyone in the organization to analyze, understand, and solve quality improvement problems; brain power and rational thinking are considered very important and is encouraged; decisions are based on data and not opinions, assumptions, and habits.

7. Decentralized Decision Making: empowering those closest to the point of improvement.

8. Collegial Leadership: barriers are eliminated; teamwork and cooperation are encouraged so that employees can concentrate on the purpose of quality improvement; knowledge, resources, ideas, and solutions are pooled in order to solve problems.

If viewed as a fad, whether it is labeled best practices or TQM philosophies, adhering to the previous eight points will be futile. However, if utilized as methodologies for creating long term reform, the
best practices common to both effective schools and TQM philosophies could possibly move public education from the perceived stagnant state to a public education system that is making positive gains in student educational attainment.

2.6 TOTAL QUALITY EDUCATION

Many of the qualities of TQM could transition into public education as a tool for improving quality within the education system (AASA, 1992). However, education can not simply copy what is being done in other organizations. It must create its own learning and make its own application for success in quality reform (National LEADership Network Study Group on Restructuring Schools, 1993).

To define TQM in an educational context is a difficult task. It can be compared to the story of six blind mice who all touched different parts of an elephant (i.e., leg, trunk, tusk, head, ear, tail) and then described the beast from their individual perspective. To the mouse who touched only the leg, the beast was like a pillar and to the mouse who touched only the trunk, the beast was like a snake; the tusk reminded one mouse of a spear and the head reminded another of a great cliff; the fifth mouse described the ear as a fan, and the sixth mouse described the tail as a rope. Although the six blind mice touched the same animal, each described the beast very differently (Young, 1992). In a similar manner, it is difficult to define the quality approach to education reform simply because there are so many perspectives. Perhaps it can be done more easily by comparing it to successful private sector businesses that have employed various TQM principles.
On a personal level, I have always had an interest in the success of Sam Walton. Walton used some of the philosophies of TQM to transform a single dime store in the 1950s into a multimillion dollar variety store chain in the 1990s. His ideas were simple: know and satisfy the customer; work as a team; and steadfastly pursue your goals (Walton, 1992).

When rewritten for public education, the three points previously mentioned that Walton closely adhered to would read

1. Know K-12 public education customers and guarantee their satisfaction. Identify and provide for the customer's needs within the organization's realm of resources. If the customer is not happy, the reason will be investigated and avenues will be pursued to assure customer satisfaction;

2. Work as a team. Emphasize and build upon the strengths of the organization; and

3. Develop a mission and pursue this mission at every level within the organization. All persons within the organization will know the goals of the organization and will actively pursue these goals. Within these three points are most of the 14 principles that are included in TQM.

Deming's 14 philosophies of TQM have been paraphrased for application to public education (The National LEADership Network Study Group, 1993, p. 33-37). They are

1. Schools must support the continuous improvement of teachers and students;
2. School leaders must model the new philosophy of continuous improvement;

3. School leaders must engage in consistent and continuous monitoring of all processes that contribute to students' progress rather than examining end-of-the-year scores;

4. School leaders must consistently seek long term benefits over short term savings by investing in quality materials and services that maximize the potential productivity of students, staff, and the community;

5. School leaders must constantly and continuously look beyond symptoms to the root causes of problems;

6. School leaders must provide and implement on-the-job training that enables workers to set goals, work effectively, and assess the quality of their work;

7. School leaders must create a learning environment in which everyone is continuously encouraged and supported to grow;

8. School leaders must create an atmosphere conducive to risk taking and experimentation without fear of failure;

9. School leaders must establish teams that break down role and status barriers to progress;

10. School leaders should not exhort workers to meet leader-defined goals. Rather, they must enable workers to define their own processes for pursuing quality and to determine the effectiveness of their work;
11. School leaders must focus on improving the processes which yield results rather than attempting to determine results by judging numerical or letter symbols not reflective of the quality of performance;

12. School leaders must acknowledge that workers want to do good work and take pride in their accomplishments;

13. School leaders must encourage and support internalized needs for continuous learning and expect workers to continuously pursue quality in their work; and

14. School leaders must dedicate themselves to transforming schools by fully integrating total quality processes into every aspect of their school.

The principles of TQM provide public education with a "long-term, systemic, transformational" reform (The American Association of School Administrators, 1992, p. 3). Many public school administrators are supportive of meeting the needs of the customer while working for continuous improvement. More and more public schools are collaborating with other agencies in efforts to provide an educational experience for students with the least amount of variation. Employment of these constantly evolving principles can improve public schools and society in general (The American Association of School Administrators, 1992).

The 14 philosophies of TQM have been rewritten and reduced for public education. This resulted in Total Quality Education (TQE). By looking at quality reform in its totality, TQE is a management
philosophy that recognizes the importance of the person within the education organization (Fields, 1993).

2.6.1 CHARACTERISTICS AND PRINCIPLES OF TQE

Total Quality Education has several characteristics which center around persons within the public school organization (Fields, 1993, p.9). It promotes dignity, self-worth, respect, and adventure for communities of problem solvers; it builds the human spirit, strengthens bonds between people, and expands the mind of every participant; it fixes the parts and the whole within the education field; and it simplifies the education problem-solving process with a reasonable management. These characteristics are evident in total quality literature and embodied in the seven principles of TQE.

Total Quality Education contains seven principles that are common in total quality programs (Fields, 1993, p. 88-9):

1. Commitment of management: educational leaders must be committed to quality reform in order for TQE to occur. Educational leaders must “not only see the vision and have a clear idea of where the organization is going but also persist in the face of setbacks and failures” (Langford, 1995, p. 133). Top management must lead the total quality reform movement (National LEADership Network Study Group, 1993);

2. Commitment to customers: specific consideration must be given to all customers of the organization. Customers can be internal and external as well as direct (receive immediate benefit from the system) or indirect (have significant interest in the system but are not
3. Commitment to teamwork: teams must be trained in quality management and must develop the skill and have the freedom to challenge problems. "Understanding teamwork and encouraging contributions from all members of the organization represent a kind of shared leadership" (Langford, 1995, p. 139);

4. Commitment to self-management and leadership: people can learn and will be expected to manage themselves. "[T]he role of leadership in any organization...is to...assure that all members see the organization as their own....[I]t is interdependence that is the hallmark of a total quality organization" (Langford, 1995, p. 131);

5. Commitment to continuous improvement: the Shewhart model of Plan-Do-Study-Act (PDSA) must be used on everything. The purpose of schools should be reexamined and clarified, and it should be remembered that "[t]he measure of the system ultimately lies in how well it fulfills its purpose....Continuous improvement cannot be sustained without continuous communication about quality....Schools must see themselves as part of an ongoing process of learning and of continuous improvement, with connections to customers both present
and future and to the culture of which they are a part" (Langford, 1995, p. 27, 89, and 135). Even the principles of total quality reform are continuously being honed in efforts to pursue improvement (National LEADership Network Study Group, 1993);

6. Commitment to individual and team potential: each individual’s strengths must be identified and utilized as quality becomes the focus of the organization. Additionally, connections between interdependent components must be recognized as the organization moves toward continuous improvement (AASA, 1992); and

7. Commitment to quality: helping others. “[A] school practicing quality education meets and exceeds the learning needs of its ultimate customers” (AASA, 1992, p. 2).

Total quality education requires a commitment from all persons in the public education system. It encourages all members of the public school organization to be “high-performance” persons, a characteristic not unusual in effective educators (Fields, 1993, p. 13).

Implementing TQE requires that all facets of a public school be focused on specific roles and how these roles move the school closer to important goals. All components must be interconnected and continually supportive of one another. An analogy would be that of a sports event. The players (i.e., students, teachers) are successful because they know their role and are being cheered on by the fans (i.e., teachers, administrators). The fans are successful because they know their role and are being encouraged by the performance of the players. Both players and fans feed off each other toward the common goal of
winning the sports event. The same should be true of persons within schools striving for quality.

2.7 SUMMARY

Public education is both a career choice and passion of mine. A considerable part of my adult life has been devoted to studying, better understanding and improving public education school systems in which I was employed. As I read about various management metaphors, I could easily recognize their influence on the evolution of the education system into what we know it as today. In the initial stages, education was greatly influenced by an agrarian society. The school season as well as student attendance was determined by the growth season. When the crops needed harvesting, education became secondary because a good harvest was primary to a good existence.

Following the American Revolution, education was recognized as offering additional benefits to the American society. It became a tool for balancing freedom and order. However, for the tool to work effectively it needed a plan. Thus, the education system became somewhat more formal in nature.

As the United States became more industrialized, a significant portion of the population headed for the cities. The common school movement gained momentum and became associated with centralization, supervision, new schools, teacher training, and graded school. Also significant to the common school era was the idea that education would be for everyone with government support and state
involvement. Public education was seen as a cure-all for society and took on a new urgency.

Industrialization gave rise to scientific management which influenced public education. As centralization occurred, the appointment of state school officers was equated with progress, efficiency, and improved quality. Students were 'done to' in contrast to being 'worked with.'

More recently, educational philosophies have developed that encourage students to become more involved in their educational process as the learning-by-doing movement developed. Top-down management has been questioned and the student's interest, activity, group work and cooperation has been reconsidered. Access to public education has improved, the curriculum has become more diverse and public control has increased. However, many commissions and panels have indicated that our public schools are in crisis. The public has cried out for the public education system to provide better educated citizens and a national reform has begun. Although there are many areas where reform is focused, significant to my interest is the area of optimizing school management.

Improving public school management can be done by studying various management philosophies. Increased attention to student and stakeholder involvement, less top-down decisions, and group work/cooperative learning has stimulated interest in Total Quality Management (TQM). A main component of TQM is optimizing a system by creating an atmosphere where all components are working together

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toward a goal. The TQM process used in the private sector has demonstrated the bringing together of components of an organization. This same process could be beneficial in public education. The education system is presently seen as a collection of pieces rather than an effectively working system. The need exists to bring all parts of the public education system together in efforts to optimize results (i.e., student success). Thus, using TQM philosophies in public education has the potential to positively effect student success.

Student success is the sole purpose for researching management philosophies that effect public education. The meaning of school success varies. Some believe it to be achievement on standardized test, others think it to be a student’s acceptance among peers, and still others believe it to be a combination of academic achievement and peer social status. Although somewhat ambiguous in definition, school success involves student achievements in various areas. In seeking to positively effect a student’s school success, management philosophies such as TQM must be considered.

To successfully be implemented, TQM philosophies require a sufficient degree of understanding. It is not a canned program or a quick fix. Rather, it is a total buy-in of an organization to certain philosophies of managing that is specific to each organization based on needs. TQM is a long-term investment.

The TQM philosophies have been paraphrased for application to public education and are embodied in the seven of principles of Total Quality Education (TQE). These principles include commitment to
management, customers, teamwork, self-management/leadership, continuous improvement, individual/team potential, and quality. Implementing TQE requires that all facets of a public school be focused on specific roles and how these roles move the school closer to specific goals which ultimately increase student success.
CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

Chapter Three consists of:

A. The basic characteristics of a qualitative study as compared to a quantitative study;
B. The research design;
C. The values and biases of the researcher;
D. Gaining entry to the public school sites; and
E. Data gathering instruments.

3.2 METHODOLOGICAL ASSUMPTIONS: BASIC CHARACTERISTICS OF QUANTITATIVE AND QUALITATIVE STUDIES

Two basic paradigms exist in research: qualitative and quantitative. The quantitative study "is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true" (Creswell, 1994, p. 1-2). Quantitative researchers use deductive reasoning. Their research is based on a theory or hypothesis
and is typically generalizable to a larger population (Mutchnick & Berg, 1996). An advantage of quantitative studies is their ability to "measure the reactions of a great many people...thus facilitating comparison" (Patton, 1990, p. 14). A result of quantitative studies is a set of broad, generalizable findings. The data collecting instrument is carefully constructed and great care is taken to administer it in a standardized manner (Patton, 1990).

The qualitative study "is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (Creswell, 1994, p. 1-2). Qualitative research allows the researcher to participate very closely in the phenomenon they are studying (Patton, 1990). The researcher uses inductive reasoning, moving from the findings of a study to generating a theoretical explanation (Creswell, 1994; Mutchnick & Berg, 1996). Typically, qualitative studies involve collecting rich, detailed data about a small number of people and/or cases. Although this reduces generalizability, it increases understanding of the cases and situations being studied. In qualitative inquiry, the research instrument is the researcher (Patton, 1990).

There are assumptions inherent in the qualitative study. Reality is subjective (the ontological assumption); the researcher interacts with what is being researched (the epistemological assumption); the research is biased (the axiological assumption); the language is informal, written in the personal voice using qualitative words (the rhetorical
assumption); and research process is inductive, context-bound and emerging (the methodological assumption) (Creswell, 1994).

My worldview closely aligns with the qualitative assumptions, and my research topic lends itself well to the qualitative paradigm. Qualitative researchers are interested in people--how they make sense of life experiences and the structures within their world (Creswell, 1994). The goal of the researcher is to accurately portray how things relate to a particular phenomenon by uncovering whatever he/she can about the population (Mutchnick & Berg, 1996). The qualitative researcher is the primary instrument for data collection and analysis, and attempts to gain understanding through words and pictures (Creswell).

I have chosen to qualitatively study the area of TQM within the public school setting. The purpose of this exploratory research is to better understand this specific phenomenon of TQM in public education. I will become a part of the world that is being studied (Creswell, 1994). This is an area of public education that is underresearched, and exploratory descriptive research provides an avenue for the researcher to study underresearched areas in which little previous research has been done (Mutchnick & Berg, 1996).

3.3 RESEARCH DESIGN

A research design is similar to an architectural blueprint. It is a plan for assembling, organizing, and integrating information (data), and it results in a specific end product (research findings) (Merriam, 1988, p. 6).
Research design is typically considered to be experimental or nonexperimental. Experimental research exercises a great deal of variable control and investigates cause-and-effect relationships. Research of this nature is typically quantitative. The more control the researcher has, the more experimental the design. The less control the researcher has, the more nonexperimental the design (Merriam, 1988).

Nonexperimental research (such as the case study which is the research design chosen for this study) seeks to describe and explain. It examines events without manipulating variables. In fact, it is unlikely to identify the variables ahead of time. Research of this nature is typically qualitative (Merriam, 1988). "Rather than write research reports, qualitative researchers translate social experiences and construct narratives" (Glesne & Peshkin, 1992, p. 11). In contrast to quantitative research which presents findings numerically, the results of qualitative studies are presented with words and pictures (Merriam).

With quantitative designs, researchers generally agree on a precise procedure for data collection, analysis, and reporting of data. However, much ambiguity exist in the literature regarding qualitative methods and there is little agreement on data collection, analysis, and reporting procedures (Creswell, 1994). One of the modes of qualitative research is the case study (Glesne & Peshkin, 1992).

I chose the case study as the method for accomplishing my research. Using the case study approach, I focused on the personal insight and understanding of those involved in TQM efforts in a public school setting. Through my research, a concerted effort was made to
contribute significantly to the knowledge base surrounding the philosophies of TQM in the K-12 public education organizations.

3.3.1 THE CASE STUDY

Case studies have the ability to focus on particular aspects of organizational development. The case study describes well the development of specific aspects of an organization by looking at the changes that have occurred over time as well as looking at the present state (Bogdan & Biklen, 1992). Additionally, my study asked “how” and “what” questions (i.e., how did you begin the quality process; what are your expectations of the quality process in your school?). These are the questions that the case study answers well (Yin, 1984; Merriam, 1988).

The desired end product of the case study is a holistic, intensive description and interpretation of a phenomenon (i.e. TQM in the public education setting). This calls for a research design that is more nonexperimental in nature. The case study is a desirable research design when a bounded system (i.e. a program, process, single school) is identified as the focus of the investigation. It is also selected as a research technique when the researcher desires to “achieve as full an understanding of the phenomenon as possible” (Merriam, 1988, p. 10). This statement excites me because I am very interested in the philosophies of TQM and the potential that they may have in public school reform.

On a very practical and realistic note, I am a first time formal researcher. Case studies are recommended for first time researchers because they are “easier to accomplish than...multisubject studies”
(Bogdan & Biklen, 1992, p. 62). Also, the case study has economic benefits to the researcher in that data can be collected using focus groups as a data collection method. This method can be relatively low in cost (Krueger, 1988).

There are various forms of case studies. The community case study focuses on neighborhoods or communities. The situational analysis case study is concerned with individual events and is researched from the participant's perspective. Microethnography refers to case studies done on specific activities of small units within an organization. Additional forms of case studies include the historical organizational case study and the observational case study (Bogdan & Biklen, 1992). This research project will combine the historical organizational case study and the observational case study.

The historical organizational case study concentrates on an organization, focusing on its beginning and where it is presently. Data are collected via interviews, observations and existing records. As the historical journey and present state of TQM within selected public schools is focused upon, data will be collected using the interview and observation. The observational case study focuses on an aspect of an organization, and data are collected through participant observation (Bogdan & Biklen, 1992). “Collecting data from observing phenomena of interest is commonly referred to as participant observation” (Merriam, 1988, p. 87). Although to a lesser degree than that of the interviews, data were collected from each school site through participant observation, photography and artifactual data (Bogdan & Biklen, 1992).
3.3.2 UNIT OF ANALYSIS

The unit of analysis within a case study can be "a person, an event, a program, an organization, a time period, a critical incident, or a community" (Patton, 1990, p. 54). "Once the research problem has been identified, the unit of analysis--the case--must be selected" (Merriam, 1988, p. 71). My unit of analysis will be three public schools identified by the American Society for Quality (ASQ) for making substantial efforts toward using Total Quality Management (TQM). Within each unit, I will gather information from the district superintendent, the building administrator, teachers, students, staff and parents.

When I became interested in TQM within public schools, I contacted ASQ to ask a few questions. They informed me that within the past few years, they had begun promoting the philosophies of TQM in public schools. As a method for doing this, they had developed a program entitled Koalaty Kid. It began approximately six years ago and had been constantly evolving since its inception. As with TQM, the Koalaty Kid program was interested in all aspects of the organization, and was specifically effecting discipline, parental involvement, and student morale (Leroy, 1995). The purpose for Koalaty Kid was to help schools throughout North America establish, with community-based partners, their own locally-driven Total Quality process. To this end, the ASQC Koalaty Kid Alliance offers training and follow-up consulting by qualified professionals to school partnerships....This approach is designed so that Total Quality can become self-perpetuating and grow within individual schools and can be transferred easily to others in the same

The American Society for Quality provided me with a roster of schools that were involved in the move toward quality. The list contained approximately 130 education organizations. Of this initial list, the ASQ Koalaty Kid Program Administrator indicated five schools that were making the most substantial effort toward implementing TQM philosophies in their buildings. Basically, the top schools were selected based upon (see Appendix I for more detailed information):

- They had received Koalaty Kid training (Phase I and II);
- They had "open" (meaning communicative and enthusiastic) contact people; and
- Members of the team had presented at the Koalaty Kid yearly conference.

Phase 1 of the training included the team going through a rigorous 6-day training (spread out over a year). The focus of Phase 1 training was the process. The team consisted of administrators, teachers (who were a major part of the team), and sponsoring businesses if applicable. Phase 2 of the training took place during the 2nd year. Two people from the building were sent to ASQ headquarters in Milwaukee, Wisconsin, to participate in facilitator training. This training was more advanced than the Phase 1 training and lasted for five days. After the training, the facilitators were considered the quality experts for the school team. They then served as disseminators of the quality process information for the school group. After Phase 2 (perhaps in the 3rd year), the school should go through a Koalaty Kid
assessment. However, this was not a “hardcore part of the training,” and was a suggestion only from ASQ (Kristin, ASQ Koalaty Kid Program Administrator, personal communication, 1999). The costs for Koalaty Kid membership were: $100 to join; $8000 for a team of 20-30 people from the public school organization to be trained; $55 for materials for each person being trained; trainers expenses (i.e., food, lodging, travel); and the cost for subs for teachers on the team being trained.

3.3.3 DATA COLLECTION PROCESS

Unlike experimental, survey, or historical research, case study does not claim any particular methods for data collection or data analysis. Any and all methods of gathering data from testing to interviewing can be used in a case study (Merriam, 1988, p. 10).

The case study is unique in that it has the ability to deal with a variety of evidence. This includes “documents, artifacts, interviews.... direct observation and systematic interviewing” (Yin, 1984, pp. 19-20). Focus groups and face-to-face interviewing are data collection techniques acceptable to the case study research design.

The focus group is a socially oriented research procedure. It provides the researcher an avenue to work with people as social creatures within a research context. The focus group is unique from other data collection techniques because “it allows for group interaction and greater insight into why certain opinions are held” (Krueger, 1988, p. 15).

There are many advantages to using the focus group. The focus group format provides for the moderator to probe when necessary. In addition, the focus group technique is easily understood and produces
believable information which results in high face validity. Besides providing speedy results, the focus group technique enables the researcher to increase the sample size of qualitative studies without dramatically increasing the time required of the interviewer (Krueger, 1988).

The design of the focus group is important to the success of the data collection. The atmosphere must be permissive and nonthreatening. The ideal number of participants in a focus group is from seven to ten. However, there can be as few as four and as many as twelve. The interviewer should be skilled and very familiar with the schedule of questions. The transition from one question to another should be very smooth, and the focus group discussion should not be interrupted (Krueger, 1988).

Characteristics of those participating in the focus groups are important. The researcher should identify characteristics of the target audience and invite people with those characteristics to participate in the focus group. The participants must understand that their purpose is to share perceptions and feelings about certain things. Focus groups are most successful when participants are homogeneous. However, care must be taken by the researcher concerning homogeneity because “familiarity tends to inhibit disclosure” within the focus group (Krueger, 1988, p. 28). When carefully used, focus groups have high face validity. Should the researcher deviate from “the established procedures of focus group interviews...the issue of validity should be raised” (Krueger, 1988, p. 41).
3.3.4 SPECIAL CHARACTERISTICS OF THE DESIGN

In the case study, a single entity or phenomenon is explored. The entity (known as the case) is bounded by time and activity. The researcher collects detailed information (data) over a period of time by using a variety of collection procedures (Merriam, 1988; Yin, 1989).

There are four essential properties of the case study: particularistic, descriptive, heuristic, and inductive.

*Particularistic* means that case studies focus on a particular situation event, program, or phenomenon...an especially good design for practical problems--for questions, situations, or puzzling occurrences arising from everyday practice.... *Descriptive* means that the end product of a case study is a rich, “thick” description of the phenomenon under study.... *Heuristic* means that case studies illuminate the reader’s understanding of the phenomenon under study. They can bring about the discovery of new meaning, extend the reader’s experience, or confirm what is known.... *Inductive* means that, for the most part, case studies rely on inductive reasoning.... Discovery of new relationships, concepts, and understanding, rather than verification or predetermined hypotheses, characterizes qualitative case studies. (Merriam, 1988, p. 12-13).

3.4 VALUES AND BIASES OF THE RESEARCHER

In a qualitative study, the writer must “*include statements about past experiences of the researcher that provide familiarity with the topic, the setting, or the informants*” (Creswell, 1994, p. 147). As the researcher, I come to this study with values and biases and have not attempted to separate my thoughts and feelings from the data. Rather, I have used my personal thoughts and feelings to better illuminate the subject.
I have worked in education all my adult life. Initially, I taught middle school drafting and elementary vocal music at a private school. This was followed by a position at a public school where I taught 8th-12th grade industrial arts and vocal music. Within the same district, I moved into the elementary principalship, and later moved to another principalship in a neighboring district for a much larger elementary school. This position proceeded my acceptance into the Ph.D. program at The Ohio State University. After a three-year reprieve from public education while working on Ph.D. coursework, I accepted a principalship at a large middle school and soon after was promoted to the position of Assistant Superintendent of Finance within the same district. I held this position for two years before returning to The Ohio State University as a fulltime doctoral student to complete my dissertation.

Throughout my education career I have been involved in numerous roles where management/leadership was paramount to the success of my position. As a teacher and administrator, I have had the opportunity to direct and learn from students both individually and en masse; as a building administrator, I have worked with both small and large groups of teachers, staff and community members; and as an assistant superintendent, I served the district in all facets of K-12 public education. My K-12 public school administrative focus has centered on organization and effectiveness in an environment of concern, helpfulness, patience, planning, and increased participation with the home.
My personal belief is that administrators must be effective in their leadership. A common perception of a leader is the person who is out front, making decisions with a "rally-the-troops, let's conquer" attitude. However, I see a leader as that and much more. In addition to meeting the typical qualifications, an effective leader has to know how to serve others. This means working behind the scenes, building rapport, and recognizing that he/she can lead only if others have chosen to and are willing to follow. I feel it is important for administrators to possess the skills necessary to analyze the culture of an organization, enable its members with the necessary strategies to capitalize on integrity, and determine its strengths and weaknesses in efforts to diminish less desirable qualities.

A desire to help others is necessary for effective administration to occur. This desire does not require a person to compromise principles or allow a person to bypass policy. However, it does insist on an openness to the feelings and expertise of others as the education process unfolds and as efforts are made to provide the best education for students.

Perhaps it is best said that my bias is toward concern, helpfulness, patience, planning, and increased participation from the leadership of an organization. In addition, I favor working hard, building rapport, earning respect, empowering employees, reducing variance, and being sensitive to others.
3.5 GAINING ENTRY INTO THE SETTING

Public schools that have made substantial efforts toward TQM were identified through the American Society for Quality (ASQ). The names, addresses and phone numbers of contact persons within each of the public schools were provided to me (the researcher). In some cases, names of persons who would be more prone to share their TQM experiences were highlighted.

To gain entry to the setting and to secure permission to collect data with each school, I first called the contact person (a gatekeeper). Because gatekeepers can facilitate or prevent research, every effort was made to secure support during the initial contact (Mutchnick & Berg, 1996). At this point, I determined the person (with the help of the contact person) who had the authority to grant me permission to collect research data in their organization.

During the initial contacts with each of the school sites, I explained the purpose of my study. Any questions the contact person had was answered. In addition, I offered to provide to the contact person any written information that he/she needed to further explain the study and research procedures that were required to complete the project (Creswell, 1994) (Appendix F—Includes: the reason sites were chosen for study; what was to be done at the site during the research study; information regarding the disruptiveness of the research to the organization; how the results would be reported; and a description of the gatekeepers in the study). I offered to make an initial personal visit to the site if necessary to gain entry into the setting but this did not
prove to be necessary. Once permission was granted to proceed with data collection, I began to schedule dates to collect data. This was accomplished with the help of the contact person from each district.

3.5.1 PERMISSION FROM THE INSTITUTIONAL REVIEW BOARD

An application for exemption from the OSU Human Subjects Review Committee was submitted in July, 1999. The application contained a brief description of the research activity and how it involved human subjects. The research activity exemption requested was Category #1: “Research conducted in established or commonly accepted educational settings, involving normal educational practices...” (OSU's Application for Exemption from the Human Subjects Institutional Review Board, Form HS-027). A consent form was reproduced on OSU Departmental letterhead from the sample provided. The application materials were returned to the Office of Research Risks Protection, Room 300, Research Foundation Building, 1960 Kenny Road, The Ohio State University. The application was approved July, 1999.

3.5.2 PROTECTING THE RIGHTS OF HUMAN SUBJECTS

As the researcher, I adhered to the following code of ethics (Leedy, 1993, pp. 129-130):

1. Researchers should recognize their limitations and not attempt to engage in research beyond such competence. (I regularly discussed my research with my advisor as well as other colleagues.)
2. Every person is entitled to the right of privacy and dignity of treatment. (Every person I contacted as a part of my research was treated with the utmost respect and appreciation, and was assured that any data collected would remain confidential.)

3. All research should avoid causing personal harm to subjects used in the research. (Care was taken to avoid any harm to any subjects involved in my research.)

4. Confidential information provided by a research subject must be held in strict confidentiality by the researcher. (All trackable references have been removed from my writing.)

5. Research findings should be presented honestly, without distortion. (I have done my best to present my research in an honest fashion.)

6. The researcher must not use the prerogative of a researcher to obtain information for other than professional purposes. (No information was obtained other than the information I thought would be useful for completion of my research project.)

7. The researcher must acknowledge all assistance, collaboration of others, or sources from which information was borrowed from others. (This will be done through my reference list as well as in the acknowledgements.)

8. The researcher must not accept any favors, grants, or other means of assistance that would violate any of the ethical principles set forth in the above paragraphs. (No favors, grant, or other means of assistance was accepted.)
3.6 DATA GATHERING INSTRUMENTS

"The idea of qualitative research is to purposefully select informants (or documents or visual material) that will best answer the research question" (Creswell, 1994, p. 148). Informants for this qualitative research project were purposefully selected. It is important to this research for the informants to have knowledge of total quality management in the K-12 public school setting. The three school sites were identified with the help of the American Society for Quality (ASQ).

I traveled to the three public schools which agreed to participate in this study. The data for the research were collected in the public school setting within the school buildings chosen as a result of ASQ’s recommendation. I interviewed the following “actors” at each site (Creswell, 1994, p. 149): the superintendent, the building administrator, teachers, students, staff and miscellaneous others.

There is a wide variety of techniques for collecting qualitative research data. Techniques include interviews, photographs, tape and video recordings, artifacts, field notes, drawings, books, and newspaper and magazine articles. However, “the largest amount of qualitative research currently being undertaken by social scientists in the United States involves textual data” (Mutchnick & Berg, 1996, p. 183).

The interview is a powerful method of collecting qualitative data. McCracken considers it to be one of the most revealing of all methods of qualitative inquiry because it “can take us into the mental world of the individual, to glimpse the categories and logic by which he or she sees the world” (1988, p. 9).
There are three types of interviews: standardized, unstandardized, and semistandardized. Of the three interview types, the standardized interview is the most rigid. More care is taken to follow closely the schedule of questions. As a contrast, the unstandardized interview is the most liberal. The semistandardized interview was the choice of interview type for this study. Questions were predetermined and the schedule of questions followed (Appendix B). Typically I asked the same questions to all participants. However, I retained the privilege to deviate from the schedule of questions when I sensed that 'rich' data could possibly result from going a different direction. This is the beauty of the emergent research design. While adherence to a questioning schedule provides a structure for each interview, the freedom to deviate allows for the possible collection of data far beyond what is provided by the answers to prepared standardized questions. The semistandardized interview also allowed me to create a more fluid exchange during the interview, thereby increasing rapport and the quality of responses (Mutchnick & Berg, 1996).

The open-ended question is a tool that is commonly used in the interview and well supported in qualitative research. They are useful "when investigators are interested in learning how certain groups of people think about given issues....and may be followed by a number of probes that will draw out full descriptions of certain events or issues" (Mutchnick & Berg, 1996, p. 119). Responses to open-ended questions "add depth, detail, and meaning at a very personal level of experience"
Data collected from direct quotations reveal "respondents' depth of emotion, the ways they have organized their world, their thoughts about what is happening, their experiences, and their basic perceptions" (Patton, 1990, p. 24).

While visiting the school sites, data were gathered from face-to-face interviews (superintendent) and focus group discussions (teacher group) using a semi-structured schedule of questions. I controlled the interview. The interviews had a direction while at the same time allowed some liberty for the interviewees to express themselves freely. I made every attempt to facilitate a smooth transition from one question to the next (Mutchnick & Berg, 1996).

The interviews and focus groups were audio-taped. In addition, they were scripted while the interviews were in progress. Care was taken to note data that can not be captured on an audio recorder (i.e. body language, personal interactions). The recorded portion of the interview was transcribed by me at a later time. Also, I kept a personal journal of my perceptions, feelings, and observations throughout the data collection process. Time was allowed for entering data in my personal journal following each interview and focus group discussion. In addition to the interviews, focus group discussions and personal journaling, I had access to a 35mm camera for photographing when appropriate (Note: I requested permission from each building principal before taking any photographs so as be sensitive to any policy that might be in place regarding photographing students without parental permission). Once the scheduling of data collection began, an extensive
timeline was developed to insure that the data collection process was effective and efficient (Creswell, 1994).

The Form for Recording information (Appendix G) was used before, during and after each interview/focus group session. It included an area for descriptive notes and was used to provide a better picture of the informants. The Form for Recording was also helpful in reconstructing the dialogue. An area was provided on the form to describe the physical setting, to note particular activities and to record reflective thoughts (Creswell, 1994). Personal thoughts such as "speculation, feelings, problems, ideas, hunches, impressions, and prejudices" were included (Bogdan & Biklen, 1992, p.121). In addition, demographic information (i.e. time, place, and date) on the field setting where the observation occurred was recorded (Creswell, 1994).

This research used the semistandardized interview/focus group discussion with open-ended questions. The study required appointments with the Superintendent and building administrator for a face-to-face interview, with selected teachers for a focus group interview and with students for a focus group interview. I asked that the contact person (or other appropriate person) assist in setting up the interviewing schedule. I also asked that the contact person (or other appropriate person) assist in setting up the focus group interview with the teachers. Care was taken to have participants in the teacher focus group from various levels of commitment to the TQM philosophy. In addition, care was taken to refrain from using TQM jargon during
conversations with site participants except to the degree necessary to provide a thorough understanding of the research purpose.

Before data were collected, I explained the purpose of my study, the procedures to be followed, the expected duration of participation, and possible benefits of the study (OSUs Application for Exemption from the Human Subjects Institutional Review Board, Form HS-027). In addition, I answered all participant questions. Each building administrator signed a form granting permission for the study in their building (Appendix D). As the principal investigator, my advisor (Dr. Emmalou Norland) signed each permission form. I signed as the witness. A copy of the signed permission form was made available to all participants.

3.6.1 GATHERING DATA

"Questions are the heart of the focus group interview" (Krueger, 1988, p. 59). However caution must be exercised by the novice researcher to not ask too many questions. Concerted effort was made to maintain the number of questions to a minimum. The questions were open-ended and allowed respondents freedom to answer from individual perspectives and dimensions. Efforts were made to avoid dichotomous questions (i.e. questions with yes-no answers) and 'why' questions (which seem too interrogative). 'Yes-no' and 'why' questions have a tendency to stifle responses. 'What' and 'how' questions were asked most often because respondents seem more able to speak freely when asked questions of this nature (Krueger, 1988). Additional data were gathered via personal journaling, photography (when appropriate),
participant observation, and subjects' written words (Bogdan & Biklen, 1992).

3.6.2 RECORDING DATA

Data were recorded via audio cassettes, scripting, transcribing, photography, personal journaling, and subjects' written words. I interviewed extensively at each site. Because of the length of the sessions, I chose to use an audio recorder to capture all the data on cassette tape. An adequate amount of scripting took place throughout the sessions although I found that it was mostly redundant to data collected via recording and journaling. Each interview, whether formal or informal, was documented on a form which I created. The form provided areas where demographic information could be recorded as well as information on the subject and outcome of the interview. A high percentage of the data from the audio cassettes was easily understood when the transcribing process began (Bogdan & Biklen, 1992).

Transcribing was a tremendous task. There were approximately eight audio tapes from each school. I personally transcribed my data for several reasons. First, the resources to have someone else do the task was not available. Second, I wanted to hear first hand what was on the tapes. And third, I knew I would have to pour over the data many times in the analysis and the better I knew it the better the analysis would be. I transcribed the audio tapes verbatim. I put the data from each school on a separate computer disk. After completing the transcribing, I made a copy of the data to the same disk. To prepare the data for my database, I deleted any unnecessary verbiage from the
second copy of the data and formatted it for entry into a Microsoft Works database (Bogdan & Biklen, 1992).

During the first week of data collection, I used two recorders whenever possible to ensure that my data collection was adequate. Both were mini-recorders. One was voice activated and the other ran the entire length of the session.

Photographs were taken of the setting to simplify the collection of factual information. The photographic equipment consisted of a 35 mm full-frame camera. Film used was a 400 speed color print film. Permission to photograph in the school setting was granted by each building principal before any photographs were taken. Areas of specific interest were hallways, classrooms, foyers, bulletin boards, and buildings. Few, if any, photographs were taken of persons being interviewed in efforts to decrease any ill effects upon data collection between myself and the research subjects. All photography was researcher-produced and was used to provide descriptive data from each site (Bogdan & Biklen, 1992).

Subjects' written word data were collected at each site. These data consisted of memos, minutes/agendas from meetings, newsletters, bulletins, policy documents, improvement plans, and newspaper articles. In addition, I asked a primary grade teacher (typically second grade) and an intermediate grade teacher (typically 5th-6th grade) to have their students write the answer to two questions. The questions were: what do you like best about your school? and if you could change something about your school, what would it be? Although personal
documents are usually discovered rather than solicited, there are occasions when the researcher ask for participants to produce such materials (Bogdan & Biklen, 1992).

3.6.3 CODING AND ANALYZING DATA

The process of data analysis is eclectic. There is no ‘right way’ (Tesch, 1990). Nevertheless, there are ways that are more efficient than others. I attended a mini-workshop on the computer program Nud*ist and was interested in using this program as a tool for coding and analyzing the data. Nud*ist is an acronym for Non-numerical unstructured data indexing, searching, and theory-building. The program has several functions: organizing and managing data, facilitating coding and categorization; searching text; facilitating ‘making sense’ of the data; accommodating note taking; and supporting hypothesis testing and theory building (University Technology Service and Office of Technology Services Workshop in the College of Education, The Ohio State University, 1999). Nud*ist is comprised of “sophisticated organizing systems...that become the main conceptual tool for the researcher’s analytic work" (Tesch, 1990, p. 164-165). Nud*ist is “based on a code-and-retrieve facility” (Denzin & Lincoln, 1994, p. 457) and provides the researcher with an electronic tool to search data for emerging themes. I collected a great deal of data and was aware of the need to use as much technology as possible to manage it.

I participated in three Nud*ist workshops to become better acquainted with coding and analyzing qualitative data. The workshops
were July 6th, July 8th, and August 19th, 1999, on the OSU campus. My intent was to use the Nud*ist program.

3.6.4 VERIFYING DATA

Internal validity is "the accuracy of the information and whether it matches reality" (Creswell, 1994, p. 158). It was achieved by:

1. Data were collected through five methods: face-to-face interviews (superintendents, building principals, teachers, students, parents), focus groups (teachers), personal journal, photographs and subjects' written word.

2. The distance between myself and the research participants was minimized by me spending time at each site.

3. Although qualitative research lends itself well to emergent research designs, the researcher adhered closely to the established procedures of the focus group interview (Krueger, 1998) (see Appendix G).

External validity is "the generalizability of findings from the study" (Creswell, 1994, p. 158). However, the intent of this qualitative research was not to generalize but rather to understand a specific phenomenon across three case studies.

The reliability of a study involves being able to replicate the study (Creswell, 1994). Again, the data collection and analysis were designed specific to this research project. However, the data collection procedures and analysis procedures were specifically outlined and carefully recorded. Thus, theoretically, the study could be replicated.
3.6.5 CHANGES IN DATA COLLECTION, RECORDING, CODING AND ANALYSIS, AND VERIFICATION

Few changes were made in the data collection process as the research design emerged. However, I discovered that I was collecting too much data. Therefore, I concentrated more on streamlining the data collection process. As a result, the data I collected were just as comprehensive but required less time in transcribing.

After beginning the transcribing process, I quickly learned that I was collecting too much information. As recommended by qualitative researchers, I was not “think[ing] short” (Bogdan & Biklen, 1992, p. 129). By becoming more conscientious of the time within the interviews, I was able to significantly reduce the length of the audio recording tapes which in turn reduced the amount of time I spent transcribing.

I did less scripting after the first week of interviews at Site Three. I found that my scripting during the interviews distracted both me and the interviewee. In addition, what I scripted was caught either on the audio recording or in my journaling. Following the first week of data collection, I scripted only what I was sure was not a part of any other data source.

After the first week of data collection, I used only one recorder during most of the sessions. I was very comfortable with its operation as well as its dependability. This provided more flexibility concerning where I could record and the ease with which I could record. I also changed from a regular handheld recorder to a mini-cassette recorder.
The mini-recorder was easier for me to “whip out” in a moments notice and seemed less obtrusive to the interviewees.

When I began the process of coding data, I wanted reassurance that Nud*ist was the correct method for analyzing my study. I visited with Dr. Robert Donmoyer, professor of the qualitative research class that I took during my doctoral core of courses. After describing my study and the data I had collected, he suggested that I consider not using Nud*ist at this point for both practical and professional reasons. I followed his suggestion of looking at a couple of dissertations that he had been involved with in the past (Batterberry, 1997; Sykes, 1998) and decided to code and report my data similarly.

I created a database using Microsoft Works in which I could load all the data that I had transcribed. Within the database, 13 fields were created that would allow me to code each section of the data differently (Appendix J). Two fields were available to code the data if related to any of the seven points of Total Quality Education; three fields were available to code the data if related to any of the seven Baldrige Criteria (for future examination); one field was available for data related to my dissertation objectives; three fields were available for coding of themes; one field was available for the type of data (i.e., interview, focus group, journal); one field was available for identifying who/what the data originated from (i.e., principal, teacher, parent); one field was available for identifying the site; and the last field was designed to hold the text. After the laborious task of entering and coding the data, I was able to draw out data that related to any single code or a combination of codes.
3.6.6 SUMMARY

In summary, this is a qualitative study on the quality initiative within public schools. It is a nonexperimental research project. Case studies will be done using three public schools which were identified by the American Society for Quality, a leading national "quality" organization, as making substantial efforts toward implementing "quality" in their management. After reaching the contact person at each site, which in all cases was the building principal, meetings were scheduled for data collection. Data was then collected through focus group interviews, face-to-face interviews, personal journaling, photographs, and observations.

Following the data collection, I personally transcribed the data. This gave me the opportunity to pour over the data as well as make the research project more affordable. After transcribing the data, I created a database that would allow me to code the data. I designed the database so it would allow me to assign 13 codes to each piece of data (Appendix J):

- Two codes were assigned from one of the seven philosophies of Total Quality Education (i.e., total management commitment, customers, teamwork)
- Three codes were assigned from one of the seven areas of the Baldrige Criteria (i.e., leadership, strategic plan, student focus) for future examination
- One code was assigned from one of the four objectives of my research


• Three codes were assigned from a list of 120 personal codes that I created (i.e., accountability, building philosophy, customers)

• One code was assigned which referred to the data type (i.e., interview, focus group, journal)

• One code was assigned to refer to "who" or "what" the data originated from (i.e., principal, teacher, student)

• One code was assigned to refer to the place the data were collected (i.e., Site One, Site Two, or Site Three)

With the coding in place, I was prepared to analyze the data. Because of the manner in which the database was designed, I could extract the same themes from each set of data to look for trends as well as aspects unique to each site.
CHAPTER 4

DATA

INTRODUCTION

Collecting data was one of the areas of my study that I was really looking forward to. My career had been in public education, and visiting other schools created within me a sense of going home. After scheduling the visits, I eagerly anticipated the data collection.

Three schools were chosen because of their “substantial efforts toward implementing” the total quality management philosophies. They were identified through the American Society for Quality using the following criterion: they had received Koalaty Kid training (Phase I and II); they had “open” (meaning communicative and enthusiastic) contact people; and members of the team had presented at the Koalaty Kid yearly conference.

Because of their commitment to implement the quality philosophies, I visited each site with a perception of the ground that I wanted to cover while there. The quality philosophies are total management commitment, commitment to customers, commitment to
teamwork, commitment to self-management and leadership, commitment to continuous improvement, commitment to believe in individual and team potential, and commitment to quality. These philosophies led me to interview the management components of the schools (i.e., superintendents, principals, teachers and staff) to better understand their commitment to achieving “quality” through a team effort. In addition, I wanted to learn from them their commitment to their customers. I interviewed customers of the sites (i.e., students, community members, parents, teachers) to learn how they were being served and what their feelings were about the school. Basically, I walked into the school sites with a blank canvas. I had tools in my artist pouch that would help me paint a picture. Those tools were my eyes as I observed the site’s interactions and the artifactual data on the walls; my ears as I listened to conversations both as a participant and as a non-participant; my voice as I facilitated focus groups and interviews following a semi-structured schedule of questions; my hands as I photographed many aspects of the sites to help me recall descriptive data about each site as I wrote; and my mind as I maintained a journal that allowed me to express my personal feelings. Using these tools, my goal was to leave each site with a painted picture of the quality initiative relative to that site.

The quality initiative is a process that helps an organization to solve problems and meet goals. It is based upon the philosophy of continuous improvement, making decisions based on data, using quality processes as you navigate through the plan-do-study-act cycle,
and teamwork. Initially, a need is identified, and baseline data are collected and analyzed. From the analyzation, the root cause of the need is determined. At this point, a team will decide upon and implement an improvement plan. After the plan has been implemented for a period of time, more data are gathered and analyzed to determine whether improvement has taken place. If so, the improvement plan becomes standardized. If improvement has not occurred, the team re-examines the root cause and repeats the process.

As a public educator, I have commonly witnessed problem-solving techniques which were based on reactions and/or commonsense. Using quality processes and tools is a departure from this more traditional methodology of problem-solving. The quality initiative focuses on data and the problem solving process of: defining the system, assessing the current situation, analyzing the causes of the problem, developing an improvement theory, studying the result, standardizing the improvement and planning for continuous improvement. Where implemented, the quality initiative has "fostered a sense of creativity and openness to new ideas about teaching and learning." In addition, it has "spawned a great deal of inquiry among staff, students and parents about the curriculum and the areas of the school dealing with atmosphere and community."
4.1 PUBLIC SCHOOL SITES

4.1.1 SITE ONE

4.1.1.1 SITE DESCRIPTION AND MISSION

The Site One community touted itself as the “Best Location in the Nation!” and “the place we are proud to call home.” The community was proud of its “know your neighbor” image. Site One was situated on a beautiful lake that was a major tourist attraction due to its sandy beaches. In addition, the area was known for its covered bridges, wineries, museums, great hunting, and snowmobiling. These attractions created “rapid growth of the tourism industry” for the Site One area.

There were numerous manufacturing and industrial firms in the Site One area. However, a large portion of the land in and around Site One was devoted to agriculture. The produce from the land was primarily grapes and dairy. While at Site One, it snowed off-and-on throughout the visit. Unlike the schools I attended as a child where a slight flurry caused visions of early dismissal, the snow at Site One seemed to be a common occurrence.

Site One looked like most other public schools you would see in any other town, USA. The building had a brick exterior and one wing was two-storied. As is common to school buildings built before climate control was an issue, there were large windows in each room. Through the windows I could see what I assumed was the back of student’s work on display, posters, and various other artifacts. There were evergreens planted in the school yard which appeared to be someone’s attempt in
years gone by to landscape the area. However, they appeared to have been allowed to grow with very little attention. Thus, they were somewhat scraggly here and there, and I couldn't help but think of the thousands of times that students had brushed past them as they came and went from their school.

Inside the Site One building, the aroma was a mixture of cafeteria food, paper and glue, and many little bodies. It was a smell that I've come to appreciate as an elementary principal. The halls were tiled with a common twelve inch square tile; the trophy case was filled with reminders of various accomplishments; and the people, both staff and students, were moving about with a sense of mission.

From the foyer of Site One, I could walk straight into the office of the principal, I could turn right and head for the gym and cafeteria, or I could turn left and be going in the direction of the two-storied portion of the building which housed the classrooms. There were two very nice wing-backed chairs arranged in a sitting group in the foyer which were for what I assumed to be a visitor waiting area. There were visuals throughout the school indicating that charting of data was taking place. One display titled "[Site One's] Reading Results!" provided monthly data for the percentage of participation and the total minutes read for each class. Another area titled "Problem of the Month" displayed progress charts for each class on a math problem. Visible within the classrooms were charts and graphs where data were collected and displayed to indicate the level of achievement on various goals. There was a poster
of “Deming’s 14 Points” hanging on the office wall and visible from the foyer with visuals for each of the fourteen quality philosophies.

The mission statement of Site One was

Together with students, staff, parents, and community, [Site One’s] mission is to develop each child to the best of his/her ability. It is our conviction that parents and teachers equally share the responsibility for the total development of each child; that we work hand-in-hand to promote each child’s cognitive, social, emotional, and physical growth; that we recognize and encourage each child’s self-esteem and dignity; that we provide a learning atmosphere that is comfortable, yet goal oriented; and that we surround each child with an aura of love and concern.

It was nearing dismissal time when I arrived at the building. The parking lot and school yard were covered with a blanket of snow. The sky was gray and the calm mood outside of the building in no way compared to the hustle and bustle inside as students and teachers prepared for dismissal.

I observed the dismissal process from a second story landing. As students scurried to their buses, teachers who were strategically placed made sure they traveled at a safe speed. Occasionally a student would try to negotiate with the teacher the right to brave the cold without having their coat buttoned. However, the teachers on duty were always the better negotiators. The student would step out of line and secure their jacket to the neck before proceeding any further to their destination.

4.1.1.2 GAINING ENTRANCE

I began to visit with the building principal at Site One early in Fall, 1999. The principal was reluctant to grant me permission to
collect data in her school simply because of the time element. In her words, she and her staff had been inundated with request for visits and she was finding it difficult to balance her outreach with the responsibilities she had of administrating her school. After several calls and emails, she agreed to think about it. In the meantime, she said that another team was coming in to evaluate the school and she would be willing to let me view their findings.

I thanked her for her time, told her to keep me in mind, and let her know that I would be very pleased to see the findings of the evaluation team. We talked about dates when I could contact her again. I assured her I would be in touch.

In the meantime, I collected data at Site Three. The principal at Site Three was interested in the other sites where I was going to be collecting data. When I shared with him the difficulty of gaining entrance to Site One, he volunteered to give her a call and relay the unobtrusiveness of my data collecting procedures. It seems that he knew the Site One principal fairly well from various “quality” meetings they had attended together. Prompted by his call, the Site One principal agreed to contact me via email.

Upon returning home from Site Three, I waited for some time and finally decided to contact her. At this point, she told me that the evaluation team had not done a job that created much new information and that she would be glad to have me come to her school to collect data. We began discussing dates. After some juggling around poor
weather, Christmas holidays, and personal schedules, we agreed on the middle of January.

When I arrived at Site One, I first stopped at the secretary’s desk. After introducing myself, she grimaced as she told me that the principal had been caught in a snow storm in another city and was not available. The secretary was aware of the many times that I had phoned and emailed the principal to gain permission to visit the site. She indicated she was feeling poorly for me because at last I had been granted permission to visit the school and had arrived to find that the principal was not available. However, she told me that she was fairly certain that the principal would be in the office the following day and gave me permission to wander around the halls for the rest of the day.

4.1.1.3 BUILDING ATMOSPHERE AND CHARACTERISTICS

The Site One public school was thought of highly by those with whom I came in contact. One of the first things that attracted the principal to the building was the comfortable atmosphere. When she came to Site One, she

immediately sensed that there was a community, a family type atmosphere...and when children would come into the school...the teachers just opened their arms to these children....It was just a real warm, loving type atmosphere, and it’s still that way.

She described the interpersonal relationships and total environment of Site One as being characterized by “respect,” a “caring” attitude, and increased “professional[ism].” She continued describing the Site One atmosphere by saying
I think [the people] feel loved. I think they feel safe, secure....I think people genuinely care about one another....I mean they even care about me....I think they would support me to the hilt. I think they respect me."

In describing the staff at Site One, the teachers stated that they were very supportive of one another. However, they made the distinction that this was not a result of the “quality movement.” They claimed they were very supportive of each other before quality...ever came to be. Before [our principal] ever came to this building, we were still a supportive group that came together. If there was ever a crisis amongst any one teacher, every teacher came to support and encourage. That’s unique about our staff.

Site One had one main secretary who was a very busy person. During the time she and I visited, she was constantly interrupted by phone calls, students coming into the office needing something, parents wanting their child called to the office for an early pick-up, or teachers asking for more information on various topics. She seemed shy at first but eventually began to open up. She thought the atmosphere at Site One was “a very good atmosphere....Everyone here really gets along good....I mean not that we don’t have our differences ‘cause we do. Different people like to do things differently, but everyone really gets along quite well.”

The head custodian at Site One spoke of the building atmosphere as being

a real good atmosphere....a good place to work....a nice building....a little overcrowded but the kids are all real good kids here. We don’t have a lot of trouble with, you know, gangs or
stuff like that....The teachers are real good teachers....I mean they’re all friendly. Everybody gets along real well.

I visited with a parent who had a daughter attending Site One. She was very pleased with the accomplishments of her daughter and credited the school for those. When asked about the atmosphere of the building, she replied, “I think it’s wonderful....They do a lot of hands-on teaching here....It’s just wonderful!” The parent said that when she came to visit the school, she was treated very well. “[F]rom walking in, they know my name and the teachers have all been receptive.” Not only as a parent, but also as a businessperson in the community, she stated that the community’s feeling about this school was “excellent. I haven’t heard anything bad. I own my own business so I get a lot of people in and like I said, I haven’t heard anything negative.”

The students used several descriptive words to let me know their feelings with regard to their school and teachers. In a group interview, they claimed their school was

great fun...you learn a lot...exciting, fun, and surprising...warm fuzzies...clean...our teachers, they’re really nice and they’re kind to us....The teachers make everything fun for us....We learn a lot in school....all the teaches that I know are really nice.”

When describing their principal, the students felt differing degrees of actually knowing her. One commented that “when there’s a real problem, she’ll take it into her own hands and she will do a punishment...to suit what they did.” Another student who had been in the school for two months had not met the principal yet. However, she had heard that “she is real nice and sometimes she’s real strict.” A third student described her as being “really nice and when somebody
has to go home sick or something, she talks to them to see if they are OK and stuff." Other student comments included that the principal is “doing her job....She is real responsible....She gets us better security in the school.” Not surprisingly, when asked what was the worst thing about the school, the students resoundingly replied, “Cafeteria!” When asked if they wanted their children to come to this school, all of the students said, “Yeah!” Student’s feelings regarding their school are shown in Table 4.4.

4.1.1.4 ADMINISTRATOR DEMOGRAPHICS

The principal at Site One was a veteran in education. This was her 26th year as a public educator. She taught for two years in a parochial school before beginning her tenure with the Site One school. After teaching for ten years, she moved into administration on a part-time basis. She accepted her position as fulltime building principal of Site One in 1991. She smiled as she spoke of being “autonomous” regarding her leadership and management of Site One and had, to date, been able to successfully circumvent the district’s more top-down management philosophy. She claimed that part of her success in maintaining some autonomy was due to the success Site One was experiencing in performance gains.

They’re just noticing us. I mean we’ve made so many performance gains that they can’t really dispute. They pretty much let us do what we want to do. We’ve had so much recognition [locally]...and nationally, and the state is commenting on what we are doing, so people are saying, “I think we better let them keep going, and let’s hop on board and learn from that.”

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The Site One principal believed in “a totally shared leadership, that everything is site based.” However, because of the hierarchy in place at the school district’s central office, she found that “it’s almost impossible for that to occur completely.” She tried to delegate as much as possible to her team leaders. The team leaders were the teachers who were trained in the quality initiative and chair the teams who were working on the five improvement areas decided upon by the staff. However, the site One principal stated, “I still feel like I keep everything going.” She had come to realize that “the principalship is a very key component to making [the quality initiative] happen because they have to understand it, believe it and then let go.” The Site One principal described herself as being “pretty autonomous” and desired to “let go” more than she had but has found it difficult. She attributed this to the fact that she had to be constantly “making sure that [the staff] stick to the process.”

4.1.1.5 PHILOSOPHY OF MANAGEMENT

The focus group of teachers identified two concepts that described the management in their building. The first descriptor was “team effort.” They chose this because “we come together as a staff. We discuss and we work on [problems] together.” The second descriptor was “empowering.” They feel they’ve been empowered by being given the opportunity to be involved in decisions that effect them.

Apparent to the teachers was a difference in the district’s philosophy of management and the building’s philosophy of management. One teacher described the difference as “[t]hey are still
the old paradigm and not into site-based management, so [the principal] is still responsible to answering to that kind of philosophy. So...often we're hampered by that.” Another teacher added that “we can't really truly be a site-based operation because it's not accepted by the next step up.”

The principal stated that basically the district’s philosophy of management is top-down “for the most part.” She believed that “they are trying to flatten that somewhat,” and she has been involved in leading site-based management training at other sites within the district. However, the district was basically adhering to a top-down style of management.

Regarding the building management at Site One, the principal completely supported “a totally shared leadership” in her building. However, she also recognized that “because of the hierarchy of the way that our school structure is set up from the top-down, it’s almost impossible for that to occur completely.” Even though she felt that she had to be the one responsible to “keep everything going,” she continued to delegate as much as possible. However, she believed the philosophy and processes were embedded at this point.

Others agreed that the Site One principal preferred empowering her staff and then allowing them to do their job. The head custodian stated, “She’s not really concerned too much with the operation of the building on my part because I’m supposed to know what’s going on, so she pretty much stays out of my way unless there’s a problem...and she will bring it to my attention....She does a pretty good job.” Her secretary
described the principal as always “looking for new ways; progressive....
She reads a lot and she’s always up on the newer techniques and tries
to get us all involved in it.” The secretary felt very involved in the
day-to-day operations of the school and serves on the lunchtime team
improvement team.

Members of the teacher focus group recognized their need for a
strong leader as they moved into the quality initiative. They mentioned
that originally, the quality initiative “was supposed to be a site-based
management philosophy, which it’s close to, but you still need that
leadership by...one person because we’re all teachers and you just need
that one person to keep you going...somebody that sees the whole
picture.”

4.1.1.6 QUALITY INITIATIVE

The quality initiative is an involved process. Reminding me of a
broken record, a teacher states in a ‘sing-song’ voice, “You have to
grade, you have to report.” They all agree that it takes a considerable
amount of time to implement and get used to. The teachers felt
fortunate to have had “release time” while learning about the quality
philosophies. In addition, one teacher pointed out that the Site One
staff was very appreciative of their principal securing the funds to
provide financial incentives for the extra time they had to spend while
attempting “to achieve the goals” that had been identified for the
school. Another teacher added, “That’s a good point....I have a
sister-in-law that is at a school where they are trying to implement this
and it’s all done on their own time. There’s not the buy-in, and I think

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that’s been one thing, if we stay from 3pm-7pm, we get a little financial [help].” Another item that was mentioned that favorably impressed the staff is that when initial data were collected, “volunteers were used to check those. So it wasn’t put upon the teacher to have checking of papers on top of the regular classroom papers and all.”

When asking to what degree the district central office supported the quality philosophies at Site One, the principal stumbled over words. Well (pause), I don’t think that they have, it’s not that they don’t, well I guess that they are sort of not supporting it. They are verbally, but money wise?....I don’t know, it’s hard to say....They should value it. They do value it to a degree. They don’t understand! I don’t think they have a curriculum background. I don’t know what it is. It’s kind of, I don’t know. They love me. I mean they, I think they love what we’re doing here.

Me: And probably especially since you are getting funds from someplace else to do it?
Principal: Yeah, but even that, I think, sometimes I think is a hassle. But I got $50,000 for them for the district. That’s why I’m going around to all these schools, helping them to implement. Hey, I look at it as positive. They’re letting me do it. It used to be that they didn’t want me anywhere near anybody else. They thought I was nuts (laughter)!

At first, some staff members saw the quality processes as “an extra job....One more thing on the plate” rather than a helpful tool that “could be integrated into what they were already doing.” However, once the staff realized that it could be worked right into the their normal teaching routine, “they were, ‘Oh, OK,...I can handle it then.’ I don’t think they felt as stressed.”

A negative feeling regarding the quality initiative was that “you don’t always get the support that you plan on” meaning from the
administration and other schools in the district. Financial support for learning the philosophies and processes did not come from the central office. Instead, it was provided by grants written by the Site One principal and resources from the business partner. In addition, other buildings in the district have not overwhelmingly supported the quality philosophies at Site One. At first it seemed to be due to the fact that it’s positive effect on student achievement was not proven. The other principals at the time were nearing retirement and really didn’t see a need to start a new program that they considered to be unproven. However, presently the lack of support from the other schools in the district seemed to be because they saw the work involved and were apprehensive about being required to follow suit. This was revealed in statements heard from other teachers in various buildings in the district:

Oh, yes, we know all about [Site One]. Why are you people always there? Well, you guys are nuts!

My principal actually wanted us to stay until 4:30. My day is done at 3:30. Maybe YOU people at [Site One] do it, but we’re not going to do it. And see, you’re making it rough on the rest of us.

The teachers at Site One were excited about the quality philosophies in which they were involved but realized that they were “not viewed as necessarily...positive.”

When I probed some third grade students for their knowledge regarding the quality initiative, they didn’t really understand what I was talking about. When I asked a more basic question about Koalaty Kid, they began to talk about monthly awards they received from their
teacher. Most thought Koalaty Kid was an incentive program that was based on earning "warm fuzzies." When enough warm fuzzies were earned by the class, a party resulted. It was a class effort in which individual classes could earn various parties dependent upon the number of warm fuzzies they acquired.

When I first asked if they knew much about the Koalaty Kid program, all shook their head 'no' except for one student who proceeded to talk to me about various programs around the school. In her mind, she equated Koalaty Kid with other activities, such as the spelling bee, which were fresh on her mind because it was going to be held on this same day after school. This prompted another student to discuss the songs they sang in music, and yet another student to began talking about science experiments. However, when I restated the question as "What can you tell me about Koalaty Kid?", I received better responses. One student said, "It's about Koalaty Kids, like not to fight. That's like a Koalaty Kid. Turn your work in. That's like a Koalaty Kid. And to be nice, that's like a Koalaty Kid, too." When I asked if someone could add to that, I heard, "A Koalaty Kid is someone who doesn't do drugs and someone who is always sharing stuff if someone asks us to share. And a Koalaty Kid is someone who doesn't push people around and kick people." Another student added that a Koalaty Kid was someone who doesn't "call people names" and who does "a good job on homework." Other students chimed in with you "bring your supplies in and follow directions" and "[y]ou try to do your best and you work and you copy
things correctly off the board, and you do what the teacher tells you to
and listen to her, and don't be mean to other people.”

The sixth grade student focus group explained to me that Koalaty
Kid was “some kind of program that like helps kids learn better....They
make rules and you have to follow them or you get checkmarks, and
sometimes you get a prize for being good.” They further explained the
schoolwide assemblies that are held twice a year: one at the beginning
of the year and one at the end. Both assemblies are conducted by the
principal and are much like town meetings. During the first meeting,
the principal gathered student input as rules and consequences were
determined for the year. The second meeting was held to discuss the
effectiveness of the rules after they have been implemented for some
time. Most of the students felt the quality processes were effective and
advised me to implement them at my next school.

4.1.1.7 CUSTOMERS

When asked who the customers of the school were, most answers
were very similar. Typically, the first response was “the students.”
However, if given enough time, people would begin listing others that
were around the school. One teacher was inclusive of the most
common public school stakeholders in her reply. “The parents are the
customers...the kids...the students...the teachers...we're all customers
really.”

The principal stated that “the three main customers we see are
the parents, the staff, and the students.” She believed the parents
realized that they were customers because they were constantly being
asked for input. She was not sure if the staff thought of themselves as customers or would call themselves that. However, they were also being surveyed regularly for their input and probably have some sense of being a customer of the school. Regarding the students, the principal does not think they would recognize themselves as customers of the school. The students were aware of data being collected from them and by them regularly. For example, in the Kindergarten classroom, the teacher demonstrated for me the process she and her students went through to create a fishbone diagram for the purpose of the root cause for a specific misbehavior. The students were an integral part of creating the diagram, identifying the problem, and deciding upon a solution. However, the principal stated that “I don’t think that we really get into that...much business talk. I don’t think we make it a point to say [to the students], ‘Oh, you’re our customer.’”

4.1.1.8 BUSINESS PARTNERS

The principal of Site One reached an agreement with a local bank to be a business partner with the school as it pursued the quality philosophies. The agreement with the bank was that it would “provide fiscal support for training that the project required as well as other resources including time and technical support.” The bank also benefited from the partnership. On a video that was professionally prepared for the school regarding their quality initiative, a representative from the bank stated, “Our involvement in the Koalaty Kid at [Site One] has strengthened our partnership. It’s also created a
new relationship, one that is no longer superficial or cosmetic, but one that is deep and substantial.

4.1.2 SITE TWO

4.1.2.1 SITE DESCRIPTION AND MISSION

The community surrounding Site Two called itself "A Progressive Community with a Small town Atmosphere." It was located approximately forty miles north of a large midwestern city. The Site Two community was surrounded by other communities and had a 78 acre recreational lake within the boundaries of the "village." There were many homes built on the shores of the lake. It was a beautiful place during this time of the year (the fall) as the trees and foliage began to turn and splash bright colors on the backdrop. At one point, I parked beside the lake and sat quietly. Although sitting in the midst of homes and residential streets, I enjoyed the quietness and peacefulness surrounding the lake. However, I could not help but picture this serenity being seasonally interrupted by the community during the warmer months when I assumed the lure of the water would be great.

The area was experiencing rapid growth as indicated by a 1997 special census. The population had doubled since 1990 and has presently risen to 16,967 residents. This was a 15% increase from the 1995 special census and a 99.6% increase from the 1990 census. The "village building department" statistics showed a continued increase in population with a projected level of 22,000 residents. The continued progress was evidenced by the 17 residential subdivision developments that have been approved by the Village and were currently in various
stages of construction. Additionally, the Village had several industrial parks and new commercial developments within its borders.

The people with whom I visited spoke often of the economic diversity within the community. The income ranged from meager to affluent. However, adversity was embraced by the principal, whether it be economic, racial or any other type. As I drove around the community, I saw homes that were indicative of financial comfort. The driveways were paved and sometimes bricked. The houses were well-kept, and the yards finely manicured. In nearby residential areas, I observed the contrary. Houses were built more closely together with yards that were obviously less well manicured. The streets were not curbed and many of the yards were enclosed with chain-linked fences. In this residential area, having a drive was a luxury.

I discovered a poem that was penned around the turn of the century which provided a good sense of the community of Site Two. It was written by the brother of a former constable as well as the uncle of a former mayor of the area.

A little town in the County of Lake
In [the state], the Grand Old State,
No one, I am sure can make a mistake
If they buy a home out in [Site Two].

From [the city] in just one hour,
Out amidst the shady bower,
The St. Paul trains will you there take
To this village on the lake.

There you get the gentle breeze,
Wafted through the forest trees
Tidy homes you there will find,  
People of the finest kind.

A quiet place where you can rest,  
Their stores are of the very best,  
Also there is a lively school,  
Where they teach the golden rule.

Everything is up to date,  
Electric lights and things to mate  
Surrounded by lakes and fields so fair,  
Better go and locate there.

Churches too, where you can go  
And sing the hymns both fast and slow  
And learn the ways of truth and right  
Which will make your home so bright.

Now I think I have said enough,  
All wise men are up to snuff,  
The truth of this, my little rhyme,  
Is out upon the [the location of Site Two].

Site Two celebrated their 150th anniversary not long ago. The principal stated that Site Two was "the only school in this whole area" initially. The Site Two structure was built "approximately 50 years ago" and has had "many additions along the way." As the population increased, "schools cropped up all over the place....We have the fastest...growing community in all of" the county. "There's been a lot of growth....The community of [Site Two] has doubled in the last nine years."

Site Two was the second school where I collected data. I visited Site Two just past the middle of the fall season, and the weather was cool but nice. Actually, it reminded me of the time of the year that was my favorite as an elementary school student because of the anticipation of the upcoming holidays.
The school building was newly remodeled and although parts of it were very old, the entire structure had a modern look from the outside. The remodeling efforts were less difficult to detect from the inside of the building. Various additions throughout the years reflected architectural fads common to education facilities at the time they were built. Nevertheless, the building was up-to-date and comfortable.

Upon arriving at the site, I noticed a beautiful wooden marquee indicating that Site Two had been selected for an “Award of Excellence” from the State Board of Education. The name of the school was also prominently displayed on the sign. Once inside, I was warmly greeted by the Site Two principal although I sensed that he had a million things on his mind. Nevertheless, he was a gracious host and proved to be very helpful in my data collection process.

The foyer of Site Two was lined with posters advertising various events (i.e., “Earn Cash for Your School”). Included in this array of posters was a white banner on which was a colorful depiction of koala bear, the American Society for Quality Koalaty Kid mascot. On another wall were colorful age-appropriate posters with titles of the monthly themes of the Koalaty Kid program (i.e., responsibility, friendship, cooperation). As I journeyed down the corridors, I saw the student’s work on display. One area of the halls was lined with rows of colorful masks. Because we had just passed the season, I made the assumption that these masks were student art projects pertaining to Halloween. Other halls were lined with an assortment of student’s work from various classrooms. Inside some of the rooms there was evidence of
flowcharts, cooperative work, posters promoting "Excellence," bar graphs, and "Goals for This Week" charts that students can catch in a glance what is to be accomplished for the week.

Site Two was a first-fifth grade attendance center and was one of four elementary buildings in this district. There was also one sixth-eighth grade middle school in the district. Site Two had approximately 40 teachers, 12 of which have been trained in quality processes and were being used to train other teachers in the building.

In describing their school, some upper grade students used the words "intelligent" and "excellent." One student stated that "some of our teachers are really good and just our school altogether is doing really good." Another student said, "I learn something new everyday." When I pushed for a consensus of the group of seven students regarding the best things about their school, they concluded that the two best things were the "teachers" and "gym class." All of the students wanted their children to attend their school as long as it stayed comparable to what it was today.

Site Two targeted three areas for school improvement: communication among staff members, how students treated one another, and language arts skills. The district mission statement of Site Two was, "To pursue excellence to shape the future." The Site Two mission statement was "to create an environment which ensures continuous improvement for every child and facilitates life long learning."
4.1.2.2 GAINING ENTRANCE

When the American Society for Quality shared that Site Two would be a great school for me to visit, they also informed me that the principal that initiated and implemented the quality philosophies had recently moved to another district. Nevertheless, they continued to rank Site Two as one of the top five schools who were making significant efforts toward implementing quality philosophies.

The Site Two principal was my contact for the district. When I first called, he was not available to speak with me so I left a message. He promptly returned the call. He explained that he had not been at the school long and was unsure as to whether he would be of any help in my study. However, I assured him that the transition taking place within his school could possibly provide my study with a different perspective. At this point, he welcomed me to his school, and we set the date for my visit. I sensed from the phone calls and emails that he would be a gracious host.

4.1.2.3 BUILDING ATMOSPHERE AND CHARACTERISTICS

The staff at Site Two was diverse. The teachers represented many different philosophical viewpoints, different personalities, different methodologies, and different teaching styles. However, the principal was confident in his staff and said, “We have teachers who strive to do what’s best for kids, and they set aside their differences...and respect each other.”

The teachers perceived their building as being “characterized by a group of dedicated, caring professionals. There is a true spirit to do
what is best for each and every child, and try to meet individual needs in the best manner we can." Another teacher further described the staff as

a very dedicated caring staff....sometimes to the point where it can be very wearing on you. For example, when the kids aren't being successful there’s a lot of internal like, ‘where did I go wrong,’ ‘what did I do?’....I think it becomes very wearing and tearing on [the teachers but they are] very dedicated.

I visited with the school social worker who had been working with Site Two for seven years. I can attest to his description of himself as being “child focused” because I had a difficult time working myself into his schedule. In fact, the interview we had was cut short because something came up. When he first came to Site Two, there were more veteran teachers on staff. He recalled

They were a great staff but they were set in their ways and they all did things one way and it’s hard to change....when [the previous principal] came in, she did a lot of cleaning house, and then she got it the way she wanted it, and then we slowly worked into a component like [Koalaty Kid], and we set the stage for what was going to happen.

He spoke of the previous principal as someone who tried to develop an atmosphere within the building in which “new and innovative” ways were sought out “to make good things happen.”

While I was visiting, Site Two had a student teacher in the fourth grade. The student teacher had been practicing in the district for the past 10 weeks. When asked to briefly describe Site Two, the student teacher replied that this was a school characterized by a genuine
“caring for the student.” He saw the staff as being “very friendly.” To him, their friendliness was indicated by them saying “Hi” in the hallway and talking to you a little bit, and helping you out at the copier when I’m saying, “Shoot, what am I supposed to do?” and letting you get in really quick at the copier when you have 50 pages to copy. The secretaries are really nice.

The teachers have made him feel a part of their school. He stated, “I don’t feel threatened by anyone, so that’s a really nice feeling as a student teacher. I feel that I would be able to go up to anybody and ask whatever.”

Although he seemed very friendly and willing to take a break and talk, the head custodian did not have much to say. He described the building atmosphere as “a pleasant atmosphere.” He saw his primary role as “provid[ing] as many of [the staff’s] needs and wants as I can.” He stated that although the building has had it’s ups-and-downs, he believed that “everybody cares” and that “the kids come first.”

When describing the atmosphere of the building, a parent stated that “everybody is trying to do the best job that they know how. I see they care about the kids. They care about each other. There is a lot of learning going on.” In determining the most outstanding characteristic of Site Two, another parent responded that it was the “cooperative attitude of the staff....It’s that way from Kindergarten all the way up to 5th....And that’s one of the things that the quality program brought in.”

A third parent spoke of the most outstanding characteristic of Site Two as being “the cooperative attitude of the staff. I think they have that idea of having that cohesiveness from grade to grade.”
The parent organization of Site Two is called Parent-Teacher-Friend (PTF). The name stemmed from the idea that the community was a friend of the school and efforts were made to continually bridge that gap. The PTF president, who is also a parent of children attending Site Two, spoke of the three most outstanding qualities of the school. The first outstanding characteristic was that “teachers really care...about their kids, and you can see that....they are not judgmental....They just really do what's best for the kids.” The second characteristic that she spoke of was that of academics. Regarding academics, she stated, “I think we do very well, especially with the Koalaty Kid program and the awards that we have won.” The third outstanding area that she mentioned was that of the administration.

I really like the new principal and I think that he has really worked on trying to bring this school together....[the atmosphere is] friendly. It's different than it was last year and better....[it is] friendly, accessible, willing to work with you, you know, people are in a good mood, just a happy place to be.

She also spoke of the mission of the PTF organization being “to help meet the educational needs of all the children in District 46” with a focus on “building bridges” between Site Two and the community. She highly recommended the Site Two school district. In fact, when she and her family were looking for a house six years ago, she studied various district report cards and made a conscious decision to purchase a house in the Site Two district so her children could attend this school.

When asked about areas in the school that needed to be improved, she quickly replied, “Space. Our school is overcrowded again,
still, always. More space would be number one.” Secondly, she mentioned, “the teachers should be paid more and the administrators should be paid less.” She did not have the specific figures but she felt confident the teachers were some of the lowest paid teachers in the area, and the administrators were some of the highest paid in the area. The third area that she thought needed to be improved was the public’s perception of Site Two which is that they “are not as good as other schools.” She explained that this originated from one of the residential areas that was a part of the Site Two district.

Site Two utilized a district-wide language arts program which incorporated reading, writing, grammar, spelling, speaking and listening skills. The math curriculum was a well-known Math program. The science program was activity based and emphasized the scientific method, and the social studies program was in its first year of implementation. Technology was integrated into all subject areas, and the curriculum included physical education and fine arts. To enhance the curriculum, there were field trips, fine arts assemblies, academic contests, community speakers/programs, Adventure Day, Jump Rope for Heart, multicultural studies, Read to Succeed, Outdoor Education, Study Skills, and summer school. There were a number of before- and after-school activities that Site Two students could participate in (i.e., private child care, volleyball, Odyssey of the Mind, Hands on Science, Student Council, Peer Mediation, and instrumental music).
4.1.2.4 ADMINISTRATOR DEMOGRAPHICS

At the time of my visit, the principal of Site Two had not completed a full year on the job. He came to Site Two from a private school where he had taught and administrated for several years. He stated that academically, Site Two was

at a higher level than where we came from. I don't mean to downplay where we were at. What they did was tremendous where we were at, but I'm just saying that speaks so highly of what we do here. We do more with projects, engaged learning projects, and...the kids are challenged to think; to go beyond just rote memory or knowledge and comprehension skills.

The principal's knowledge of Site Two's quality journey was somewhat limited due to his recent move to the school. He stated that the previous principal was the primary driving force in implementing the quality philosophies at Site Two. From all accounts, the previous principal who initiated the quality movement at Site Two was a strong autocratic leader. The teacher focus group laughed good-naturedly now about her leadership style, but I had a feeling that they probably were not laughing when she was calling the shots. They recalled that she "had a vision" and they claimed that this was why they "were so successful" in implementing the quality philosophies. "There was no wishy-washy...it was 'WE WILL DO IT'." I sensed that there was tension in the building which was created by the previous principal's leadership. However, she must have had a softer side. Another staff member recalled her leadership as being "real good. She was real understanding if we had a problem and would take direct action." In addition, a teacher that was having some difficulty coping because of a
high degree of stress in her life saw a softer side when the previous principal told her to “forget about work and take the day off.”

The present principal’s leadership style was much more relaxed, and he administrated accordingly. He “steps on few toes” and had invited input from both students and staff regarding Site Two. It was obvious to the students that he “really likes kids.” A parent described him as “the leader of this school.” She also thought he was a “very intelligent man” who “cares about children.” In addition, she stated that “he is a fair man. He’s one of those that wants to see all the sides and then try to make the best decision from that.” Although seen as less direct than the previous principal, the custodian saw the present principal as doing “a better job of communicating with the teachers.”

There was some feeling that Site Two needed a merger of the autocratic leader and the more relaxed leader. Some decisions need a take-the-bull-by-the-horns type decision maker while at other times the relaxed leadership style was preferred. One mother who spoke of having a great deal of respect for the present Site Two Principal, stated

I think that there could be some more, stronger leadership skills, but I also feel that he is still getting to know...his position. I mean, this is new. He also has a new boss. You know, he’s now had three bosses since he has been here. I think that’s part of it but I think that sometimes because of that he doesn’t assert himself, you know, as he could.

One teacher compared the previous building principal with the new building principal. The previous principal was a “take charge kind of person.” In contrast, the present principal was “not quite as forceful” and is “allowing [the staff] that opportunity to grow and develop.” My
impression was that with the previous principal, decisions were made and expected to be followed or heads would roll. However, the present principal was much more relaxed and would take great pains to work with staff input. I told the principal that I sensed that the previous leader, although a very good manager and very professional, was not as strong in people skills as others may have wished. The Site Two principal replied, "Exactly, You've probably hit the nail on the head by describing her that way." He further described her as "very organized, highly disciplined, structured and matter-of-fact." The Site Two principal claimed that this was the "antithesis of the kind of leader I am."

A parent spoke of the Site Two principal and how he had begun his job. She was impressed with his desire to work with others as a team. She recalled a statement he made when he first began his job. "If you have any concerns I want to know them. Talk to me." The parent was impressed that the principal "never shuts you down."

Following a grade level representative meeting chaired by the Site Two principal, I wrote in my journal, "I sense that the teachers would like a little stronger leadership, and I feel [the principal] is willing to give it but he, too, is testing the water for how much directive leadership they are going to be most effective with."

A veteran teacher summed it up.

I think in a lot of respects we miss that ultimate, "This is the way it's going to be," kind of decision maker, because sometimes you feel that it never comes to closure and the decision is still like, "Well, we will table it until the next time." I think that's probably
a good way to say it. Sometimes we miss that, you know, "The buck stops here!" and "This is the way it's going to go." On the other hand, we appreciate the fact that he is giving us this opportunity so maybe it falls in the category, you just can't win as far as this, because you know, he needs to, his job is to facilitate. His job is to allow us to be who we can be. I think that under the past leadership, I mean we grew to be a very strong school. Koalaty Kid came into our school. We won an Award of Excellence and all that, and so it was under that leadership that we got what we got. Yet I think, and a big part of it, is that he is providing the environment for us to continue to flourish.

The Site Two principal was making a concerted effort to learn as much about the quality philosophies and processes as quickly as possible in order to continue "leading the charge" regarding the quality initiative. He believed the quality philosophies needed to be "principal driven and there needed to be a leader, someone who would support this, encourage this, and require teachers to be trained in the program and so forth."

The fourth grade student teacher had been in the building for approximately ten weeks. There was no initial meeting with the principal as he began his student teaching but rather everything has been done more just passing in the hallway. You know, just spur of the moment....him asking me if I have any questions and asking me how is everything going, and just talking for 5-10 minutes in the hallway....I guess that's a nice thing to know that if I need something I can go to him.

His contact with the principal seemed to have been minimal although there were occasions when they were able to talk. When asked to describe the administration, he quickly replied, "The administration is great." The principal had taken the time to visit his
class on at least two occasions. Regarding the principal, the student teacher felt

very open with him. If I had a problem I could go to him....he's given me a lot of feedback and a lot of things I need to be careful of....He'll stick behind you, and then if you do something wrong he'll then say, 'You shouldn't have done that' but he'll stick behind you.

As far as his personal goals for Site Two, the principal felt that he was in the process of restoring "trust" to his office. He was very careful not to say anything derogatory about the former principal, but I sensed that he was having to regain the respect that his position needed in order to be successful. He stated

It was almost like when teachers would come into talk to me, they were feeling me out, and seeing if they could trust me, and I think that they really do think they can....I'm not saying that it is completely there. That would be awful arrogant...but it is better as each month has gone by.

4.1.2.5 PHILOSOPHY OF MANAGEMENT

Although the principal deferred to the superintendent when speaking of the district's philosophy of management, he did state that the superintendent "allows the principal to run the school." The principal recalled a book the superintendent had given all the building administrators titled *The Boss Is Dead*, and then stated

In other words, we don't call him the boss. He prefers to be looked at as the leader in the district...he probably would see the decisions made at the building level....he is not going to call the shots from the district's office without my input which I appreciate tremendously.
The principal of Site Two had an open-door policy with regard to his staff.

When teachers have frustrating moments they can come into my office where they are safe with me, and they talk about the frustrations of the day or dealing with a parent that's driving them crazy, and I'm able to allow them to vent with me and they feel better.

The Site Two principal sought and encouraged input from his staff when making decisions. He preferred to make decisions deliberately rather than quickly.

My style is not to make quick decisions....I think change occurs best when it happens with some hesitation....And because I am a consensus-builder, I don't want to go forward until I feel like we have a majority of the staff behind the idea.

The Site Two principal described himself as "very peaceful, gentle, and nurturing." When conflict arose, he was "very quick to try and resolve the conflict." He required the teachers to appreciate each other....I downplay the conflict issue, always have, but I don't ignore it. Especially if there is a problem. I'll confront it. We'll sit down and we'll talk and we'll deal with it and then move on.

I sensed that most of his staff would describe him in the same manner as this teacher did.

He is very much of a people person, very willing to listen, to consider new ways, alternatives and more of a facilitator versus it's this way, 'my way or the highway' kind of guy. And I think that he is able to get more accomplished in that respect because...he doesn't come in like gangbusters and he doesn't alienate people from the get-go.
4.1.2.7 QUALITY INITIATIVE

When I asked the principal if the superintendent was supportive of the quality philosophies, he replied, “I don’t know his feelings on it. I don’t really know him yet....he just started in July.” However, the district appeared to be supportive of the quality efforts because it has provided the monetary resources to continue with the initiative. When I asked the superintendent his feelings regarding the quality philosophies, he stated that he was totally supportive and saw his role as “removing barriers” so that the quality work can continue.

Site Two has seen considerable transition in the past couple years. This transition has been evident in the principal’s position as well as the teaching staff. According to the school social worker who has been with the district for seven years, the transition is due to “where we are on the payscale.” Teachers have been moving on for career and pay advancement. He described Site Two as “a nice atmosphere in which to work, and this was even before Koalaty Kid; just the friendliness, and the down-to-earth feeling of the staff and the environment.” There has been no catastrophic reason for the teacher turnover.

The previous principal at Site Two was the main person responsible for initiating the quality processes. When introduced, the present principal stated that the quality philosophies were “very, very well received across the district with parents, with children. It really brought the school together from what I understand.” The previous principal was described by the present principal as “more of an
autocratic leader...she gave directives and the teachers followed.” The staff seemed to be polarized by the leadership style of the previous principal. As stated by the principal, “there were those that really liked [her] and those that really didn’t.” The present principal operated differently. He states that he “won’t side with one group over another even if there are two groups. We’re going to be a team. I’m very much... a consensus-builder.” To increase the team spirit, the present principal has promoted communication throughout the building via grade level representative meetings.

The present principal had some exposure to the quality philosophies at his previous job. However, it was much more limited than what he was being exposed to at Site Two. He spoke of wanting to be involved in quality training and had gone so far as to sign up. However, for various reasons, he has been prevented from attending any quality training at this point.

In an individual teacher interview, I was told that during the interim period from one principal to another, Site Two “lost ground” regarding the practice of quality philosophies “because we didn’t go forward with it.” The interim building principal tried to learn as much as he could about implementing the philosophies and using the tools but was limited in his experience. Thus, at best the school maintained. Another teacher stated that the interim between principals had “definitely slowed things down.” She also felt that things would continue at the slower pace until the present principal at Site Two
became better trained and became a better leader in the quality philosophies.

Feelings about the quality initiative at Site Two were mostly positive. Considering the quality philosophies, the principal asked

How could you go wrong with a philosophy that says, “I’m always looking to doing better. I’m not content where I’m at.” I think that sometimes as people we tend to get comfortable and we get to a place where we just maintain and that’s good enough, but in TQM that’s not good enough. We’re always looking for doing better, and so we’re always measuring how to do better, and I think with that philosophy, if you’re looking for a positive that has to be the most positive part about it, or the part that I think is the most positive. It’s always looking for continuous improvement.

One teacher that I visited with had taught for ten years. At first, she was overwhelmed by the quality philosophies and processes. However, as she has learned how to better use the tools and sees their benefits, she has become a supporter. She “hopes” the quality processes have made her a better teacher. She spoke of the time before the quality initiative as time when “we kind of got away from the accountability of students and now we’re back to that.”

In the teacher focus group, a teacher stated

I feel very good about it. I really do. I was one of the doubting Thomas’. I came back and thought there is no way on God’s green earth that we can do this. No way! (Other teachers laughed.) But by the second night [of training] I was more able to see...I truly do like the thinking part of it. It just really ties into what I believe in as far as their awareness of who they are and what they’re learning and where they are on that continuum and how they work with each other....these tools help the kids. They keep all of us accountable. There is nobody in the building,
including the janitors, who is not being held more accountable [because of the quality philosophies and processes].

Another teacher seemed somewhat less enthusiastic about the quality initiative. When asked if she was an advocate of the quality philosophies, rather than say “yes” she replied that she was “not opposed to them.” However, she did say that she tried to use the quality tools “as much as [she could] in the classroom.”

Another teacher who was a real supporter of the quality philosophies stated that “right now...there’s not a lot of enthusiasm, and I know different classrooms are doing it in (pause), maybe not even doing it.” She contributed the lack of enthusiasm to the significant number of new teachers that haven’t had the training to fully understand and implement the quality processes. However, she also attributed some of the lack of enthusiasm to “older staff who are just feeling overwhelmed by it.” She explained her own personal feelings.

I didn’t start out too well this year but I’m beginning to go into it because (emphatically) it really does make a difference. The children are taking more charge of what they need to be doing. And they see growth, and when they see growth they tend to have more growth.

She recounted to me the story of a student who left two math problems blank and really took it to heart because he wanted to do better. She said he could see his error and wasn’t pleased with himself.

A parent stated that she liked the quality initiative because there was more

cohesiveness from grade to grade, and [the teachers] build upon what was in the grade before....It’s that way from Kindergarten all
the way up to fifth. It builds on the year before, and that's one of
the things that the quality program brought in.

Another parent spoke positively about the quality processes at
Site Two. She believed the quality philosophies provided the
"framework...that you need to understand where you've been and where
you're going in order to get what you're doing now done." She "like[d]
the program" and "agree[d] with the philosophy."

The PTF president and mother had some concerns initially about
the quality philosophies being the main focus of Site Two at the expense
of educating her child. Her thoughts were

if we're spending, you know, supposedly, the teachers are always
saying we need more time in the classroom. Well, if we're
spending an hour a day on this, that's an hour taken away from
reading and writing, and, uhm, but I don't see that it has....I
think it's a wonderful thing for children. I think it's a realistic
approach to life. It's something that when they get into a job, it
will be something good for them to have. They are going to
understand that there is a process that you take here to find out,
you know, what's the problem, what's the solution.

When visiting with the student teacher, I thought he might have
been so impressed with the quality philosophies that he would want to
look for employment in a school where they were being observed. When
I asked him if this were so, he answered, "Honestly, it doesn't make any
difference right now." It seemed he favored the quality initiative but not
enough to make it a job criterion. When asked about the quality
philosophy, he stated that he didn't "know too much about it."

The school social worker described himself as being "child
focused," and the quality initiative further supported him in his
personal philosophy.
What's nice about the program is that it made you just a little bit more conscious of what you were working on, or what you were doing, or how you were achieving a goal, or if you were working with a student, how that child was working toward that goal....the light goes on, they see what they are doing, they're working toward a goal, they're conscious of it, and it makes for a great process.

The quality philosophies called for all members of the organization to be involved. Obviously the teaching staff would be involved but I wondered about the staff who did not have such a direct role with the students. I spoke with one of the custodians who had worked with the school for four years. He was probably one of the friendliest people I ran across at Site Two. He was very helpful and offered an invitation to tour the school. During our conversation, it was obvious that he knew nothing about the TQM philosophies. He told me he "pretty much just does his stuff and doesn't get into that other stuff." Although I sensed that he had heard of the quality initiatives, he knew very little about the philosophies or how they were being implemented within the school.

When speaking with the head janitor, I asked him about his involvement with the quality initiatives. He said that he was not involved at all. I then asked him if he knew what Koalaty Kid stood for, and he replied

Well, yeah....They're supposed to set up, I believe, objectives and goals and chart them and see how they progress. It is a way to make progress, I guess....Obviously it's been going on long enough that I've got an idea but, you know, as far as involved with it, no, not really.
Site Two regularly gathered input from the staff for purposes of measuring progress toward predetermined goals as well as for making management decisions. The principal's management philosophy of "consensus-building" lent itself well to gathering input from staff members during the decision-making process. Every grade level chose a representative to meet monthly with the principal. Information covered at the grade level representative meetings was then filtered down to all staff through grade level meetings which occurred weekly. In addition to these meetings, the staff met as a whole twice a month on Monday. These meetings were devoted to discussion, information sharing, planning, and quality tool training. The fourth Monday of the month was the Tech-mentary meeting which was devoted to discussing technology for Site Two. According to the principal, the Tech-mentary meetings provided time for grade level teams to meet and "discuss new conflicts and all of the programs, the new software and even the new hardware."

4.1.2.8 CUSTOMERS

A video produced by the business partner on the quality initiative at Site Two stated:

We need to really focus the attention of children as well as adults on the importance of satisfying customers, of knowing who the customer is, finding out what the requirements are and finding out what it takes to meet those requirements.

Obviously, the customer was important in the quality philosophies. When the superintendent was asked who the customers of Site Two were, he replied that the customers were the students and
parents. However, he was unsure if the students and parents perceived that they were the customers.

When speaking of his building, the principal said that “everybody here wants to have a school for kids. It’s not ‘This is my job’ or ‘I do this because I like to talk.’” The principal believed that “the students and the parents” are the customers, and he hesitated to separate them. In fact, he continued with

I think we should say school families because they go together. I think the most important teacher in a child’s life is not in first grade, or second grade, or third grade, or fourth grade or fifth grade. The most important teacher in a child’s life is the parent, so we need to be a team. We need to work together. So the customer is the family; the parents working with the children, and educators working together.

The principal had a sense that the parents viewed themselves as customers. On special event days, they swarmed to the school to participate in the activities. He commented on a special day where “100+ parents...took the day off work to come and show the kids how to be...all these different professions.” He was excited as he talked about the parents making this “just a wonderful learning adventure day...for our kids.”

I was able to view the principal and PTF president interacting with their “customers.” A drama unfolded within the fifth grade during the week that I was collecting data. Some fifth grade students had stolen some articles from the bookfair that was sponsored by the Parent/Teacher/Friend (PTF) organization. The principal and PTF president decided to address the issue by talking to each of the classes. The
principal wanted to “describe what happened very briefly and make a few comments.” The principal spoke to the classes and then introduced the PTF president who spoke about the same issue but from her perspective as a volunteer to the school who some student took advantage of by stealing something from the Bookfair she had organized. Throughout the talk, the principal was very respectful of his audience while being very honest about the fact that someone in that group had taken something that was not theirs, and in doing so was making the whole school look poorly. The students sat quietly and listened patiently.

I also could tell that the principal treated his staff as customers. He told me a story about a decision he had made. He thought he had a good idea regarding conferences and even received support for it from a portion of his staff. However, when he sent out a memo describing what he wanted to do, other staff members had reservations regarding its effectiveness. They made their position known, he re-thought his decision, and concluded that perhaps this was not the time to go the direction that he had initially intended to go.

On a personal note, the principal of Site Two was extremely helpful to me in collecting data. He spent as much time with me as he could. In addition, he consistently asked me if I needed anything else as well as continually dug for artifactual information in his files.

When questioned as to who the customers were, the janitor said, “The kids.” He contributed the “pleasant atmosphere” of the school to
the fact “that everybody cares about the kids.” There was no doubt in his mind that “the kids come first” at Site Two.

When asked who he perceived to be the customers of the school, the social worker responded without hesitation, “The children. The children are the customers. They’re first, and the families we serve are second.”

The teacher focus group considered the customers to be “everybody...the parents...the community...the staff...the students.” However, they spoke mostly of the students.

About our building, I think that when our children come to school, and I don’t know a person in our building who isn’t like this, they look at that person and there is a rapport there. I don’t ever see a teacher going through the hall saying, “I don’t have time. Catch up with me later.” Ever! It doesn’t matter if it’s their student or someone else’s. We have an extremely caring building. People in this building are very warm towards all the students.... The kids are smiling when they come in and they are smiling when they go out.

They were undecided if the Site Two customers really knew that they were the customers.

I don’t know if we have done as good a job this year...in addressing that issue...there are a lot of pieces that are missing which I think are difficult to address when you’ve got principals changing and are overwhelmed by just coming [to the building].

Another teacher spoke up with a differing perspective.

See, I see it as just the opposite. I see it as [the new principal] buying into this program, and he is very positive. And I see us moving even greater than we ever moved before as long as we want to keep it. I see us moving in a very positive direction.
A third teacher took more of a middle ground. "I think we're moving in that direction but I think we lost some valuable time [in the principal transition]."

4.1.3 SITE THREE

4.1.3.1 SITE DESCRIPTION AND MISSION

The metropolitan area inclusive of Site Three was rich in cultural opportunities. Besides several historical museums, there was a wide selection of arts activities. The arts activities were inclusive of but not limited to dinner playhouses, jazz clubs, theatres, symphonies, ballets, and art galleries. The area was "big" on sports and hosted various events throughout the year in a nearby arena. An new educational attraction for the area was in the field of science and was said to "be a major asset to area students, teachers, and families."

The school district in which Site Three resides has 20,000 residents and was in the metropolitan area of a large city. There were approximately 4000 students in the district which was 15 minutes from the downtown area. Within the district were some of the country's largest rail, trucking, and underground storage facilities.

Site Three originated in the late 1800s in a wood-frame building. In the following year, a two-story, two-room building was erected in which students could complete their high school education. Throughout the years, the school had seen various additions. In the early 1950s, a nearby housing addition caused an increase in enrollment, and a new building was built in a different location to house the primary school students. This building was presently where the
primary school age children attend school. This was also the building that was going to be upgraded due to a recent bond issue that was passed by the community.

During the 1960s, eight additional rooms were added to the primary building and kindergarten was added. Also during the 1960s, several schools consolidated and Site Three became part of a larger district. Presently, Site Three is a Kindergarten-fifth grade attendance center that is housed in two buildings separated by a few blocks. The streets were tree-lined and although the city was a short distance away, the residential area surrounding Site Three had a rural feel to it. As I drove around the district, I observed people raking their leaves into piles, going for walks along the streets, and playing with their children in the yards. Several houses had seasonal fall decorations on display.

Site Three was the first school that I visited to collect data. The principal of Site Three was my contact person. From our initial phone visit, he seemed genuinely interested in my study. When he heard that I was working on my dissertation and the topic was ‘quality’ in education, he enthusiastically welcomed me to his building. Although he qualified his welcome with statements such as “I don’t know if you will find what you are looking for,” he spoke confidently about his staff and the processes that were in place and being developed at Site Three.

I arrived at Site Three the last week in October. The air was crisp and the feel of the Halloween season was in the air. I could sense the students’ excitement for the season as the day for their parties grew closer. Upon my arrival, the principal greeted me warmly, introduced
me to the secretarial staff, and then took me around to every classroom in both buildings to introduce me to his staff. The staff was very warm in their reception and most everyone invited me back into their classroom at any time during the week. I sensed that they were proud of their school in a humble way and enjoyed displaying it for others.

It was obvious that Site Three was well entrenched with the quality philosophies. Throughout the hallways and classrooms, there were charts and diagrams, graphs and displays that indicated various levels of progress on various goals. The foyers of the two schools displayed the mission statement, the Koalaty Kids Pledge, the koala bear mascot, and nicely constructed welcome signs. The work of students was displayed throughout the building.

Especially prominent throughout Site Three was the “Q” banner. I learned during the course of collecting data that this was a huge honor to attain. Classrooms would set their goals each month of how many ‘compliments’ they wanted to earn. The compliments were earned through good behavior in many different areas. As the class earned the compliments, they would chart their daily progress so that at all times they could see how close they were to their monthly goal. If they reached their goal, the principal awarded them a “Q” banner for the month to hang in a place of honor. The students liked being awarded this banner “because the principal could walk by and see that you are a quality class.”

Site Three was an urban school with 280 pupils in a Kindergarten-third grade building and 125 pupils in a third-fifth grade
building. There were approximately 40 staff members including 22 classroom teachers. Because of a recent levy, these schools will come together beginning the 2001-2 school year under one roof and the sixth graders will rejoin the elementary school.

The district was sandwiched between a poorer city district and an affluent suburban district. Thus, Site Three served clients that were economically diverse. Additionally, 50% of the students at Site Three participated in the Free and Reduced Lunch program. There was a 20% minority population that consisted of 10% African Americans and 10% Hispanics. The African American minority continued to increase, and the principal reported that

if you could create the best kind of scenario for integrating a school, I think it probably happened here. It's real gradual....not a shock at all....not forced, and it's been a real, you know, community-wise, it's been a comfortable progression.

Site Three targeted three areas for school improvement: reading comprehension, mathematics concepts and application skills, and improved student discipline. About half of the students at Site Three were on a student improvement plan (meaning they have some indicator in reading or math that they are below grade level). The principal expressed some surprise when he told me that the population which did most poorly on the achievement test was white males. Site Three was a schoolwide Title I school.

The physical appearance of Site Three was mediocre at best. There was minimum landscaping and playground equipment. The foyer of the primary building also served as the PE room and the cafeteria.
The carpet was old and wrinkled although relatively clean. The building had old doors and windows and was not particularly attractive or architecturally up-to-date. My impression was that there had not been many resources available to put into building maintenance in the recent past. However, this will change in the next few months because of the new construction that is going to take place due to the passing of a 40 million dollar bond issue. The primary building will be enlarged and grades Pre-Kindergarten through sixth grade will be under one roof.

The aura of Site Three favorably impressed me. The school seemed very organized and disciplined. The students in the hallways were orderly and respectful. The teachers were in control but not dictatorial. All the teachers welcomed me back into their classrooms after being introduced to them. All seemed very willing to help in my data collection, and most spoke very positively about the quality initiatives being implemented at Site Three.

I was somewhat amazed as I observed the cafeterias. The primary school cafeteria was in the multi-purpose area that also served as the foyer and PE room. The students were monitored by an instructional aide. You could tell the students loved her, and she loved them. There were also other teachers on duty at various times depending on the age level that was being served. The first grade students had to be reminded regularly to keep the noise level down although I was not offended by the noise level at all. The teacher talked to them about earning a compliment by keeping the noise level down. Students were reminded to eat everything by the monitors who periodically made
statements such as, "I like the way Andy has cleaned his plate." The second graders were too noisy so they lost talking privileges altogether for a short period of time. The third graders entered orderly and routinely. They were "shushed" regularly by the aide although once again their noise level was not offensive. A third grade girl threw a piece of her food so the aide held her after everyone else was dismissed. They had a private talk and the aide dismissed her after affectionately hugging her and telling her to not throw food again.

The intermediate school cafeteria ran amazingly smooth. Routine had definitely been established. The teachers knew what they expected and communicated it clearly to the students. The students seemed eager to please. At various times during the lunch period, a teacher would go over any announcements of which the students needed to be aware. After putting away their lunch trays, the students would go to a specified place in the gym and sit in straight lines. One of the teachers would lead them in recitations. Sometimes the recitations would be academic facts (i.e., multiplication tables) and at other times it would be poems. The students were enthusiastic about the recitations and really enjoyed doing them for me. One of the recitations they did was "When This Day Is Over."

When this day is over
I think of all I did.
Did I goof off or did I accomplish something?
Did I make a friend or did I make an enemy?
Was I mad at everybody or was I nice?
Anyway, what I did today is over.
While I sleep, the world behind,
Offers a new day for me to use, to goof off,
[I must] decide [what] to do with it.
[I choose to be] nice, friendly, and accomplish something.

The mission statement of Site Three was: "The school and home will create a learning environment which promotes productivity, responsibility, and self-reliance in each child."

4.1.3.3 BUILDING ATMOSPHERE AND CHARACTERISTICS

The Site Three principal felt that "everybody gets along real well" in his building. "They do a lot of social things together outside of school....On a professional level, I think that a lot of staff members kind of draw the line there." When I asked him to explain this, he said that seldom do the teachers share one another’s strengths to help them learn. "[T]hey have so much to learn from each other...and they don’t often do that. They don’t seek each other’s advice.”

As I watched the interaction between the principal and his staff, I sensed a high degree of mutual respect. They were very professional in their interactions and yet there was a comfortable feeling that was present. He spoke of them with great pride.

I have so much confidence in the staff, and I know that regardless of what’s thrown at us, you know, whether it’s contractors tearing up the building and getting in our way, or a new curve from the state department, or central accreditation, or whatever, you know, we’re going to be able to rebound and be able to handle the situation, so...I think we all know what we want to happen. We know where we want to go. We all know that we can get better and we all know we will survive whatever is thrown to us. I think we just have a real good, solid face. Consistent. And not only are we a structured environment for kids but I think we are providing some structure and consistency for the staff as well, and I think that’s so important too.
The Superintendent spoke highly of the staff at Site Three. She described them as truly a family of learners. When something good happens at that school...[the parents, students, teachers support staff, administration] celebrate together....When something, some tragedy, they grieve together as a family....They support each other and hold each other up.

She further described them as being very cohesive, “and that’s brought about because they have consensus on what is their focus.”

The Superintendent admitted that not all of the staff at Site Three bought into the quality philosophies. When asked why, she replied, “I don’t think their expectations are as high as they need to be because if their expectations were higher, they wouldn’t be resisting this.” Her strategy for overcoming this situation was
don’t waste time, don’t waste resources on them. Sort of insulate the ‘doers’ from them so that they don’t become major roadblocks, so that they don’t hold the whole initiative back, but always have the door open when they decide they want to come in.

The teacher focus group spoke of the three outstanding characteristics of Site Three. They saw the staff as really working hard “to have community involvement.” The second characteristic that they mentioned was that the staff pulls “together as a group, teachers and classified staff and personnel.” And the third characteristic was that they all believed that “kids are number one. Whatever is best for kids!”

The principal spoke of the community’s feelings regarding Site Three. There were

50 kids that come to this school that aren’t in our attendance area....that’s nearly 20 percent of our kids. You know, I’m, really
happy about that. I mean I’m happy that people are seeking us out and wanting to attend school here.

The surrounding community recognized the quality efforts being made for students at Site Three. The principal stated proudly, “We have a lot of respect from central office and also the school board” and he saw this as helping his school remain “student centered versus...we’re here to serve each other.”

The custodians talked about how the community was very supportive of the Site Three district. A recent levy passed that will allow approximately 40 million dollars in improvements in the whole district and includes a complete remodeling of the Site Three primary building which will allow the primary and intermediate buildings to combine. The janitors attributed the success of this levy to a buy-in by the people in the community and to good communication. The school had “people out canvassing and working, letting people know [the needs of the school].” A second janitor said, “There was community people involved....they were going door to door....the people behind it did a lot of walking and they did a lot of talking.” Both janitors felt that the community has a very high regard for the Site Three school. People in the community “speak highly of this school....you don’t meet anybody that has anything bad to say about the staff....I don’t think they would want to move their kids to another school....they just like the way things are done around here and the way the kids are treated.”

The secretary of the Site Three primary school began working with the principal the same year he took office 17 years ago. They have a long working relationship with one another. Her “main goal is to give
the parents and public a good impression” of Site Three. She accomplished this by “listening and trying to help find the answers to whatever their problems are, you know, sending them... wherever they need to go to get their questions answered.” Additionally, she sees her role as “helping the teachers with whatever problems they may be having.” She mentioned having a “caring tone” as she tried to be a “good ambassador” for the school. The secretary described the staff as a group that “all kind of work together so well” to accomplish the goals of the organization. She described Site Three as being “a very caring school.” She thought very highly of the staff and

would have loved for [her children] to come to school here. I see how the teachers care, and how hard they work, all the time and energy they invest in the kids....this is just a great place for your kids to get an education. They’re number one!

The head custodian of the building claimed that Site Three was “a happy school” and “a great atmosphere” in which to be working. He viewed the staff and students as being “a family. We all pull together.” He spoke enthusiastically regarding the great things his school was accomplishing. When asked if he was given the opportunity for input into decisions around the school, the head custodian replied, “Most of the time, yes.”

I observed an early morning faculty meeting at the intermediate building. It was held in the teacher’s lounge. There were book shelves in various areas piled high with books, supplies and various other educational equipment. The walls were lined with other educational artifacts. Before the meeting began, teachers were smiling and there
was various small talk. Most of the teachers were sitting around a center table with the exception of two teachers who were sitting along the side of the room on a couch. The meeting was conducted by the principal. The topics of the meeting were upcoming events of which the teachers needed to be aware. The principal also shared a reading assignment he had been given by the superintendent regarding high risk students in which the emphasis was on school climate and classroom instruction. He pointed out that these were two of the foci of Site Three. Throughout the meeting, there was a comfortable feeling among all those. I sensed it was the result of a great degree of trust and respect between the principal and his staff. The principal communicated easily and freely with his staff and they did likewise with him.

I also observed a meeting conducted by the principal for the classified staff to review the Classified Employee Handbook. It was a district requirement that the building administrator go over the material with the classified staff and to answer any questions regarding the handbook. The principal stressed dealing with situations in a "low stress" manner and "keep[ing] the focus on the students." As the principal covered the highlights of the handbook, the staff listened intently. Occasionally, the principal would ask if everyone understood. The staff would respond appropriately. The staff members were comfortable in the meeting and openly joked about certain behaviors that were not allowed while at school (i.e., gambling, practical jokes). All questions that were posed to the principal were considered valid,
and he did his best to answer. Once again, it was obvious that there was a high level of respect between the classified staff and the principal. It was a very comfortable atmosphere.

Students at Site Three used various terms to describe their school. When I asked a group of fifth graders to provide me with descriptive words, they said, “caring, educational, creative, kind, kind teachers, things kids don’t know about, teaching self-confidence, keeping control with kids, when they punish us they let us know what we did wrong.” The students told me that the teachers “care about us.” When I asked how they knew this, one male student said

One time I had a stomach ache and it was hurting really bad and the teacher brought me a Sprite from the teachers’ lounge ...because she wanted me to stay at school and do learning so I wouldn’t have to do it at home by myself.

Other students said their teachers make school “fun....they give us time to work on things....They give us more time for teaching than recess.... [they give us] rewards for doing good work.”

When quizzed about the things they liked least about their school, some students replied, “the amount of recess.” They thought 15 minutes for recess was far too short. However, other students talked about liking learning more than recess because “at recess you have to wait in line to play, but when you’re learning, you don’t...you just learn.” Interestingly enough, even though the question was to talk about what you liked least about your school, the students continued to name good things about their school. When I restated the question, one student added the amount of homework to the list of things that he
liked least about his school. However, most of the other students disagreed, saying, “We barely have any homework.”

All the students in the group wanted their children to attend their school some day. When asked to explain further, one student replied, “Because this is a good school district and the kids get a very good education.” Another student said, “Because the teachers and kids, some of the kids are thoughtful.” And a third student stated, “Because it’s a good education and they want us to be able to go to college.” The students described their school as being a “clean, neat environment” that was “friendly and nice.” They said their teachers were “real nice” and “they have fun, too....they’ll encourage you and they’ll help you....they’re real friendly and helpful.”

I interviewed one student who had been a Site Three school spokesperson both locally and nationally. She was chosen to represent the school on various occasions, including a national convention. When questioned about her school, she said that she felt it was a safer environment than some of the other schools. In the interview, she whispered to me, “Don’t tell anybody I’m telling you this [but some of the other schools] are kind of dirty.” She related an incident to me that had impacted her impression of other schools in the district.

We were on a bus....we always have to keep our backs on the back of the bus, and we were on our way back to the school from a field trip, and I seen this other bus and these kids were standing up and they were walking around the bus...and they were being real bad, and the teachers never did anything about it. They were just sitting there.
Other descriptors she used to tell me about her school included “it’s very nice, and it’s a neat environment.” When talking about the discipline in the building, she stated that “it’s kind of strict....Not bad strict....If you talk then it affects practically everybody.” Her impression is that students go to the office more for being good than for being in trouble. The principal has a procedure for recognizing good behavior by handing out yellow slips to students identified as behaving very well. The student’s name and action then appears on a bulletin board beside the principal’s office.

4.1.3.4 ADMINISTRATOR DEMOGRAPHICS

The Superintendent was a friendly, welcoming person who moved to the district six years ago with her husband. She invited me into her office, and I immediately felt a warmth and sincerity about her. She saw her role as superintendent of Site Three as being heavily laden with staff development, instruction and teaching, and working with her principals. She believed she spent much more time in these areas in contrast to her colleagues who spent more of their time in public relations. She saw education as the great equalizer. I can come from a poor home and you can come from a wealthy home, but if we both get a good education, that brings about equity in our lives....I think that, well, I know that every student can learn, and they can learn what we want them to learn. If we’re willing to number one, work hard enough, [and] number two, use everything that we know about how students learn, then all students can learn at a high level of mastery. And that’s the responsibility that we as educators can have....the only responsibility that we have, is to make sure every child learns what he or she needs to get where that child really wants to go in
life. And that’s how I feel about education. It’s the life blood of a person.

The principal at Site Three described his superintendent as being very willing and always ready to defend her focus as a leader. Likewise, she fully supported the quality initiative at Site Three and would just as readily defend it. He told of an incident where during a staff meeting a teacher asked why they had to use the quality processes. The teacher stated that she had heard that some of the teachers at Site Three had said it took the fun out of teaching because of its structure.

And of course, the superintendent was at the meeting, and [she] is like (he snaps his fingers as if to indicate that she is always ready to take “the bull by the horns”) ready to go at a moment’s notice. She explained, “Yes, it is structured. It’s structured for a purpose so everybody can participate, so everybody knows what the plan is, get everybody’s input, and we know what the best practice is in this building and what’s going to work, and we want to focus our attention on that. We don’t have the latitude to say, “Well, I don’t like to teach reading so I’m going to have my kids read a novel for this hour of reading time.” We value reading instruction. We value math instruction. We don’t just have the kids write something. We value written expression instruction. It is structured, but it’s structured with a real purpose and that’s so we can be productive, and you know, making those plans and following through with those plans, and it does create a sense of accountability. And for some people that’s fun to be accountable, and it’s a challenge and enjoyable, and if you’ve never developed that sense of accountability, it’s not fun....it’s a lot of pressure....but the structure allows everybody to participate....everybody [has] input...in a real organized, obviously well communicated [manner].

The superintendent described the Site Three principal as highly regarded in the district. “[W]e have parents all over the district that want their kids to go to [Site Three]...because of the Koalaty Kid
initiative and because of [the Site Three principal's] leadership." She commended him on his communication skills.

He is a very good communicator....he truly understands people's need to know what is going on so he does a lot of one-on-one communication....In visiting with [Site Three] parents, they will tell you that they believe they know what is going on with their children. They know where their children are headed, and if they need information, they know how to get it and get it easily and fast.

The superintendent also described the Site Three principal as an administrator who "spends lots of time in the classrooms."

The Site Three principal has earned a great deal of respect with the staff at Site Three. One teacher described him.

He is a very hard-working devoted principal who will do the best for children and has high expectations for his faculty....He wants the highest scores he can get on the tests and he expects us [to work toward that]...[he expects] quality teaching, you know, to get that outcome, and we understand that....He's offered to come into the classroom, which I think is a wonderful thing that he will do, and demonstrate and model for certain teachers if they want. He always says, "I'm available for that...let me know."

I interviewed a teacher who had one of the longest tenures in the building. She described the principal as "very focused...very supportive of his staff. He gives them a lot of say-so in what goes on...easy to work with. Very easy to talk to." Overall, she felt that the principal had "very effective leadership" at Site Three.

The head custodian talked very positively about his principal. In fact, he almost beamed as he stated, "As far as [the principal] being behind you, he helps you, you know. Back when I was going for this position he helped me a lot, you know. He's behind you all the way." A
second custodian echoed these sentiments as well as sharing that the principal is not afraid of doing whatever it takes to make the organization run smoothly. "Yeah, he's strong behind you when you need something done. He's right there with you. He'll help you move tables or whatever. He's right in there."

Everywhere I went I could hear praise of the Site Three principal. As a Board of Education member stated, it was obvious that the Site Three principal was thought of as "a very good leader." I observed the principal being "among the troops" a great deal of the time. I got the impression that this is where he would rather spend his time in contrast to working at his desk. He is a strong proponent of "shared leadership" and wants "to promote leaders within the building."

4.1.3.5 PHILOSOPHY OF MANAGEMENT

The Site Three principal believed his management philosophy was aligned with that of the superintendent and the district. He was a strong proponent of participatory leadership even though at times he contended with comments such as, "just tell us what you want us to do. Just tell us what the expectation is." He concluded that "it's real hard to sometimes be as direct as what some people want you to be" and still promote participative management. The Site Three principal accomplished this by utilizing a leadership council made up of various stakeholders (i.e., teachers, administrators, staff and community members) within the district. He called this council "the leaders of the school...they're a real joy to work with...they're the ambassadors." The principal characterized his staff as hardworking, dedicated and "a good
group of people to work with.” He called them a “wonderful staff” and believed they are “internally creating a better direction” for their school.

The Site Three principal “works hard” to keep his building running smoothly. This was done in part by letting “people know what’s expected of them.” He was a firm believer in “communicating how we do business here and why we do things the way we do them.” He wanted there to be no ambiguity surrounding “what’s important here, what the process is.” Within the Site Three building, he fostered an “attitude of we can do and we can get better.” In his judgment, the staff and community of Site Three have developed ownership of the quality philosophies, and he doesn’t sense that “there is much dissension and controversy over it.”

From an email interview, a parent expressed to me that she saw the school working well together and that “values among everyone seem to be equal.” She appreciated the management philosophy at Site Three and had observed that the “school and staff seem to have respect for children and what they are trying to accomplish.”

Teachers perceived the building’s philosophy of school management was to “use the test data...to drive our decisions....making sure we all understand, have an operational definition of what we mean for each one of our plans....that we are all on the same page with the same focus.” The district believed that all students can learn and thus, all of the staff development was geared toward school improvement “which leads to enhanced student learning.” The staff at Site Three characteristically had a “focus on good things” as well as “a sense of
humor.” They were “professionals that are very hard working with a vision of where we want to be.”

4.1.3.7 QUALITY INITIATIVE

The superintendent was “definitely the primary leader in the district” with regard to the quality initiative at Site Three. The principal stated that in addition to the superintendent, that “all the Board members are real supportive, and all the central office staff is very supportive.” However, he did wish that Site Three “had more community involvement, more business partnerships in the district.”

After attending the national convention, the principal and other staff members returned to Site Three enthusiastic about what they perceived were the ways that ‘quality’ would improve their school. In addition, a state initiative was prompting all schools to work toward a Quality Performance Accreditation. The principal said that Site Three “was looking for anything at that point because [they] were just two years away from accreditation, and [they] were really floundering. I mean it was sad.” The principal saw the quality philosophies as a means to “develop meaningful school improvement plans and enhance student learning.” He envisioned the quality philosophies as helping to better organize various processes within Site Three and creating a more efficient organization.

The principal met with the Leadership Council who gave their support. The next step was to take it to the faculty who were “asked if [they] would be interested in it.” The faculty sensed the excitement and enthusiasm from those attending the convention. Although there were
those who thought, "Oh, gosh, here's another one of those education things," most of the faculty felt more like, "What is this? Tell us more!"
The quality initiative was presented as, "Let's find all the things we're doing that's right and build on those" by using the quality philosophies. The teachers saw it as "get[ting] rid of the blame. No longer was it the fourth grade teacher's fault that the test scores dropped. It wasn't just that bad bunch of fourth grade teachers," but rather the responsibility of the entire organization to strive for success in every process. Once support had been gained from the faculty, the application to become a pilot school was completed and steps were taken to schedule the training which occurred over the next year.

I could tell by talking to the Board of Education member that most people in the district had a great deal of respect for the Site Three principal as being a very focused, organized and strong leader. I asked her if she could "compare his leadership with the leadership of other principals in the district." What I was trying to understand was whether the quality philosophies were making a difference in Site Three or was it simply the effective leadership of the principal. She replied that she thought it was the quality philosophies.

[All the principals [in the district] really do care equally and they are really working hard to make the schools good. They really are. We don't have any bad principals....but there is something that [the Site Three principal] does different, and the only thing that I can attribute to that is Koality Kid because I know he is so heavily involved.

Most of the people I spoke with at Site Three had very positive feelings toward the quality initiative. A teacher who was described to
me by the principal as one of the most knowledgeable with regard to the quality initiative, stated, “What I think is important is getting the tools in the hands of the kids. They plot their own run charts now. One change in the chart gets their attention in a way that words never can.”

One morning I spoke with a second grade boy who was waiting in the foyer before going to class. I asked him what he thought about quality and he said the program was “really for the principal, to make him happy.” There were many students around and often the second grader would whisper to me so others around him would not hear. I got the impression that he was worried that his reputation would be in question if he was overheard saying anything too complimentary about the school. He told me he liked Koalaty Kid and the compliments because if you “earn more, you learn more.” Although they were the most difficult to earn, he was really trying to earn a compliment from the principal. He relayed to me a story of him riding the bus and getting bothered by another rider. He “really wanted to fight him” but decided against it because he knew it was not a good thing. He was sure that he would never earn a principal’s compliment if he fought on the bus.

4.1.3.8 CUSTOMERS

When asked who she considered to be the customers of Site Three, the superintendent replied without hesitation, “Oh, there’s no doubt about it. The children.” She continued to include the parents and the community in her line-up but the children were what she called “the first line customers.”
When the principal and I visited about who the customers of Site Three were, he quickly replied, "The students." The principal wanted the atmosphere at Site Three to be one that the students could experience success and would "feel good about being here." Although efforts were made to include the parents in school direction, "not very many of our parents give us much feedback." However, some time ago a few parents responded to a survey asking what they wanted from Site Three for their child. Of the few parents that responded, the most popular answer was "to address self-esteem." Therefore, the principal and his staff made a conscious effort to follow through with this input. "Basically, all the stuff that we do, from the behavior management plan to the academic plan is for that self-esteem...I mean we all know that it comes from being successful so we build it into the program."

Fortunately I had the opportunity to visit with a Board of Education member from the Site Three district. She seemed to be pleased to sit with me and talk about the Site Three school. She had served on the Board for several years, took a term off, and then was elected once again to the Board. She visited with me about the 40 million dollar bond issue that the district had recently passed and was complimentary to the superintendent for organizing the work previous to the vote. The superintendent put together a community team and allowed them "to tell us what to do." She asked the team for their input on what direction they wanted their schools to go.

Out of that, [the community team] suggested the bond issue. They passed the bond issue was what it amounted to, a 40 million dollar bond issue. It was phenomenal! They also made...
recommendations...what they would like to see happen, and so we've just gone with that. They're not wrong!

During the teacher focus group, the teachers said that the customers were the students and the community. A teacher well versed in the quality philosophies, a leader among her peers, and a much requested teacher by parents and students, spoke up with an explanation of the concept of the customer. She had heard the “Who is the customer?” dialogue at several of the quality meetings she had attended. She reported that there are many answers but

basically, the first thing that we want, that we would hope that everyone understands is that that student, that one child, Johnny, that comes in, he is the customer today because we said that we have the greatest impact on the learning that each student has, that they're the customers.

The physical education teacher used customer input to address the needs of her customers. She was having some difficulty with the younger students not remembering what days they had PE because it alternated every week. All too often the students would not be wearing their PE shoes because they did not remember it was their PE day. One of her students suggested that all students should wear their gym shoes on Monday. That way if they had PE they would have their shoes at school. If they did not have PE that day, then they would know that they would have it the following day and could simply wear their shoes the next day again. The teacher liked this idea, named it the “Monday Rule” and wrote it up in the school paper that goes out periodically so that the parents could read about it. Most impressive is that the PE
teacher made sure that all the credit for the idea went to the student who helped her create it. The idea seemed to be a big hit.

I did an email interview with a parent. Her response to who the customers were at Site Three was “the children.” She believed that they were treated “with the utmost respect and concern.”

On a personal note, Site Three really made me feel at home. From the beginning of my visit, I was welcomed into all aspects of their organization at any time. They gave me free reign of the school, and made me feel welcome in the process.

I was also fortunate enough to observe the pre-school and Kindergarten Halloween party. There were many parents bustling about, helping not only their child but any other child who needed help with dressing for the costume party. If there were 15 students in the class, there were probably six-eight parents helping out with dressing students and handing out treats. By the huge pile of candy on each desk, I would say that this is probably one of the highlights of the year for these students. The principal was right in the middle of it all, helping out where he could. He stepped into one classroom and ask the teacher, “Is there anything I can do to help?” She replied, “Yeah, why don’t you help this student put on their shoes and socks.” Without hesitation, the principal sat down on the floor with the student and helped put on their shoes and socks. The principal good-naturedly chided the teacher with, “Well, thanks for this.” As the principal moved from room to room, there were always four or five students coming up to
him to proudly show off their costume. He would show his approval by commenting to the students.

It was brought to the principal's attention that there was one student who apparently did not have a costume. It seemed that the parent had not shown up with it yet, and the student was near tears. The teacher asked the principal if he had anything in his office. He said he would see if he could find something. He took the student by the hand, and they started off for the office. By this time, the student was in tears and I overheard the principal say, "I don't know if they will be able to get here in time." I made the assumption that the student wanted him to call home. I felt confident that the principal was going to do whatever he could to work out the situation so the student would come out on top.

4.2 HISTORICAL JOURNEYS

4.2.1 SITE ONE

4.2.1.1 SUPPORT

Although the district central office was interested in school reform, they did not completely share the Site One principal's enthusiasm for the 'quality' philosophies. The principal admitted that she led the charge in implementing the quality processes at Site One. She also added that there were four or five teachers who "were right with it from the beginning" and "stayed with it."

Funding had to be secured from resources other than district finances because quality training was expensive. The principal wrote and secured a state grant and an ASQ grant to help fund the
implementation of the quality philosophies. In addition, Site One formed a partnership with a local business that help provide resources for training. The teachers gave credit to their principal and business partner for securing and providing the funds for the training. "If we didn’t have someone like [our principal] going after the grants and providing the financial means and we didn’t have the business partnership, we never would’ve knew to do that." The teachers spoke of how the principal did some heavy work previous to the initial quality training to move the staff to a point where training could take place.

4.2.1.2 PRE-TRAINING

The teacher focus group compared their previous building principal who did not pursue the quality philosophies in his leadership style with their present principal who closely adhered to the quality philosophies. They noticed a significant difference in school "conditions" between the two management styles. The previous building principal supported "top-down management" and was not "into a lot of discussion. It was just yes or no." The teachers good-naturedly made several comments on the militaristic style of the former principal (i.e., "He was a drill sergeant...and he just ruled"; "You could only do with his say-so, and usually his say-so was ‘No’"). One teacher humorously mocked the previous principal, "They will finish level 5 by the end of first grade or they will not go to second grade." Although he was a "nice guy," the teachers admitted that the students were afraid of this figurehead.
In contrast, their present principal was much more collaborative in her leadership style. She was very instrumental in bringing about the implementation of quality philosophies to Site One. When she became the building administrator, she began to survey the staff regarding “some needs and some issues that they might have with regard to our school.” As she collected data and identified needs, the school “began to address” some of the issues which were “mostly management type things...communication issues, special education placements, interventions, some very surface type problems.” Eventually, the school decided that “maybe it was time to take a look at what our parents are thinking” and “what our students are thinking.” This led to collecting additional data through surveys. As the interest in ‘quality’ developed, so did the need for funding in order to pursue such an initiative. The principal became aware that the state was offering grant money to schools who were “not just improving” what they “were already doing,” but who were “actually [wanting to] change the way [they] were operating.” The principal felt that Site One fit in these two categories because they “wanted to help children to improve academically, wanted to broaden the leadership base in the building, and also wanted to learn more about the most recent teaching strategies...in research” so they could “apply” them to their “teaching practices in the classrooms.”

After securing funding from resources outside the district, the principal led Site One toward a commitment to engage in school reform efforts that would help them change the way they were thinking and
operating rather than just help them to improve upon that which they were already doing. They would use the quality tools to help collect data on whether they were attaining their goals. Although some aspects of the quality philosophies had begun a couple years earlier, the quality movement officially began the beginning of the 1994-1995 school year. The first step was the training in which everybody that was available during the fall of 1994 participated. The school community (i.e., students, parents, staff and businesspersons) became committed to the notion of being on a journey of continuous improvement, making decisions based on data, using the improvement problem solving process (plan-do-study-act) and the quality tools to inquire about that which was to be improved, and working in teams to address opportunities for improvement.

Initially, the idea of 'quality' was "very abstract" for the principal of Site One. However, it became less so during the initial three-day training in 1994. The principal recognized during the training that her school "could do a million different things" with the quality processes and asked the trainer, "What do we start with?" The trainer helped Site One to narrow their focus in a way that would specifically address the needs of their school. Following a brainstorming session held during the training, the Site One staff was "able to prioritize...some of the main issues they felt they needed to address."

From their needs assessment, they formed five specific teams to address five areas of improvement: staff development team; the total quality in the classroom team/proficiency team; the
lunchtime/discipline team; the intervention team; and the parental involvement team. These teams are still in operation today. Each team addressed a specific opportunity for improvement, first collecting baseline information followed by an analysis of the data. The team would analyze the cause of the problem and reach a consensus on the root cause. From that knowledge, they would choose an improvement theory to implement. Once the theory was implemented, then data were collected again to document progress. If the data indicated improvement, the practice was standardized and plans for continuous improvement were made. If data did not show improvement, the team examined the cause and brainstormed about new improvement theories.

Using quality processes and tools is a departure from the traditional way schools have normally done business. There is a strong reliance on data and an adherence to the problem solving process of defining the system, assessing current situations, analyzing causes of problems, developing improvement theories, studying the results, standardizing the improvements and planning for continuous improvement. Although the process was defined as scientific, by its very nature it had spawned a great deal of inquiry among staff, students and parents. It had also fostered a sense of creativity and openness to new ideas about teaching and learning.

4.2.1.4 POST-TRAINING

After the training, the principal recalled “sticking to the notebooks” that had been provided to the Site One staff.
I mean we stuck to the process religiously. It was almost like our Bible because I think you could get off track very easily. So each of the teams made sure they went through it like a course manual. I'm not sure we really fully understood it....the purpose of that first year for us was learning. I mean we wanted to accomplish some things but we wanted to learn, really understand.

The principal recalled competition developing among the teams as they worked on understanding and developing the quality processes. Teachers were being asked to look at their teaching procedures differently than they had before and “that somehow was threatening to them.” The principal realized that in order for the building to proceed with the quality processes, unity would have to be re-established. During the Fall of 1997, the third year of implementing the quality processes, the principal decided that instead of us being so divided in our teams, that we would take the primary group of teachers and the intermediate group of teachers, and we would all be on the same team. You know, we couldn’t all meet together all the time, but if we met together as a...primary total unit, and had more conversation and more deliberations and more inquiry and more getting at people’s beliefs about what good practice is and looking at research, then maybe we wouldn’t have an opportunity to be so divided. From that point on we really had relatively little real resistance that I would consider anything to be concerned about.

Now there was one other factor. In the fall of that year, sensing that there were problems in the summer and finally getting to the root cause of the problem which [was]...probably one teacher in particular...I asked that the Superintendent come in and support us and support me and support the team leaders in the school, and tell the staff, “Hey look, this is your third year. If you don’t like it here, if you don’t want to be here, if you think that this is something that you don’t want to continue with, call me personally. I will transfer you. You don’t have to stay here.”
But everybody stayed and nobody called him. So that was kind of a breaking point too, because people either had to cooperate or they had to move to another area.

The focus group of teachers spoke of the history of the quality processes at Site One as going through the “storming, norming, conforming, and performing.” However, the storming was “skipped over initially.” The principal recalled that at the onset of implementing the quality processes, everyone was trained, ready to go, and “very, very enthusiastic.” This was considered the beginning of the “norming.” The principal admitted that

the work is hard, especially when you are learning, and there’s frustration on the part of people because they are learning....It’s changing how you are thinking and how you are going about doing things, and that meant even your teaching practices.

As staff began “realizing how much work was involved,” the “storming” began. Some staff thought that the processes required too much. And then I think personalities...started coming into it, and there was a lot of hurt feelings just from people that were more involved and people that weren’t involved, and just working through whose role is what in this little picture. And I think we got beyond that...and I think now we are at the conforming stage.

However, it was at this time that the principal recalled feeling as if “we were almost going to lose it because...I probably only had maybe sixty percent support.”

Much of the “storming” occurred when teachers were learning the processes at different speeds. They began to question themselves and the people who were understanding it and getting more involved in it were getting it and it was coming to them, and the other people weren’t into it enough and so they were afraid of it. They thought, “If I don’t know it, I don’t want to do it. This
isn't right!' So they were bucking the system, and it's just because they...weren't comfortable enough with it as some of the others were.

Eventually, attitudes toward the quality processes began to change. This was noticed when the teachers kind of got forced to learn the different tools to use...in the classroom with the kids, and [were shown how they would be] beneficial. As people started to use them a little bit more and get more comfortable with them, they started seeing benefits of all this and so they started coming on board a little bit more. The teachers recalled being constantly provided with information data presented in pareto form. They were constantly provided with the tools "to look at" and described a portion of their learning as an "osmosis kind of thing." For example, they received discipline reports from the lunch ladies every six weeks or every grading period. These reports were in the form of a quality chart and revealed the cause of misbehaviors. The teachers felt they were "constantly given those tools" and were expected to use them in a constructive manner for improvement.

While discussing the journey of implementing quality processes, a couple of teachers spoke back and forth of their feelings regarding the difficulties. They simply attributed the "storming" to change.

I think it was just the process of change. Without a doubt...people don't want to change. It's hard. You know, they were so afraid to. I mean, change is in anything that you do whether it's in your personal life or in your professional life, it's very difficult. It's painful because you go through the stage where "I know nothing." And then [the stage], "I know what I know but I don't know how to tell you." And then you finally get to the point where "I know what I know and I'm ready to share it with you because now I think I can teach it to you also." And I think the area where we were at was some of us knew what we knew but we
didn’t know quite how to tell anybody else. So the others thought they were down in “I know nothing.” They would look at me [and say], “Well, how do you know that?” [I would reply], “Well, I don’t know,” and that was frustrating for me because I couldn’t explain to them and it was frustrating to them because they thought I either wouldn’t or they didn’t know how to get it out of me. I think that caused a lot of frustration too.

The teachers in the focus group were the leaders of the five improvement teams. I asked if any of them were part of the kicking-and-screaming group. Smiles crept over their faces as they exchanged knowing glances. They answered that they had all had their days when they questioned what they were doing and why. One teacher stated, “On the whole, we...knew we were having trouble but we wanted to work our way through it.” Another teacher added

But I think a lot of teachers were threatened because they felt they were good teachers and doing a good job. [They asked], “Why did we have to change it?” It wasn’t that we didn’t think that they weren’t doing a good job,...but they could do so much better if they were given the opportunity. The potential was there. We had faith that they could do an even better job....We had to push them a little bit to realize, “Oh, yeah, I can do it better....There is a better way out there. Not just always the way I’ve done it.”

4.2.2 SITE TWO

4.2.2.1 SUPPORT

Site Two has undergone significant transition within the administrative ranks since the implementation of the quality processes. Both the principal and superintendent who began the quality initiatives have since moved to other districts. The present principal and superintendent began their duties in February, 1999, and July, 1999 respectively. Both are trying to play “catch up” with what has been and
needs to be implemented at Site Two, and they are very supportive of the quality philosophies.

The superintendent, who is committed to the quality initiative at Site Two, commented that a “[t]otal understanding of staff, students and families as to the ‘why’ and ‘how’ of implementation” is needed in order to foster support for and overcome any barriers to quality reform. He viewed TQM as “a common sense approach” but recognized that “the view of ‘customer’ is radically different than the traditional educator view.”

The superintendent began thinking about TQM a number of years ago (approximately eight or nine) when he was able to take part in a school-business partnership. Through this partnership, he was able to “learn and implement the theory, use the facilitation tools, and reconfigure the information for the school setting...” During this learning phase, he was principal of a school and observed it “flourish and become a model for others.”

4.2.2.2 PRE-TRAINING

A teacher shared with me that the principal who initiated the implementation of quality was a very strong personality and highly regarded among some staff and her peers as a leader. However, she had personality clashes with approximately 50 percent of her building staff which did not make for a particularly good management situation. When asked if the implementation of these principles required a strong leader, I was told, “It might. Yeah, I think it’s going to make a difference....Right now we don’t really have a direction. We haven’t
given ourselves a goal with what we are heading to with quality, and we have to have leadership.”

During the teacher focus group, the conversation turned toward the leadership present in the building when the quality philosophies first became of interest. The teachers were not negative toward the principal at the time but some of their comments and glances toward one another led me to believe that there had been tension surrounding some of the relationships.

[The previous principal] was a very structured principal, and I think that she knew what was important for this school, what was good for it, but she kind of like,...she had a vision and she just wanted to bring everybody there immediately.”

Another teacher laughed and added, “Kicking and fighting,” which was joined by laughter around the table. However, several admitted that implementing the quality philosophies never would have happened if the staff would not have been coerced “because there wasn’t a lot of unity in the staff at that time...and it wouldn’t have been as successful because some people would’ve been doing it and some wouldn’t.” The teachers could now find humorous the tough journey that they had been on. They could now sit and talk about it as if talking among close friends after a not quite tragic but yet scary adventure. I sensed that they disliked the aggressive way quality was put upon them but also sensed that they felt it was probably the only way that it could’ve been effectively implemented considering the personality of the Site Two staff at the time. They did share with me that their previous principal was
implementing the quality processes at her present school but was doing so in a different way than she had done at Site Two.

The social worker recalled that previous to the quality philosophies,

curriculum was whatever the teachers were teaching and it wasn’t always the same. The way we did things in terms of organization just wasn’t in place. We didn’t have a lot of consistency in the building...so it was a real hodge-podge.

I was definitely getting the feeling that the quality philosophies were highly regarded by the staff. However, I was somewhat puzzled that if the staff thought they were such a good thing, then why the decrease in use with a change of leadership. When I asked the social worker about this, he replied

Well, here is what I see and it’s just my perception. Initially starting up, you need someone who has some vision and beliefs in where it can take you, and you have to have a driving force. We had that in the building principal who was in favor of it, in the superintendent who was in favor of it, and really we had a lot of support from [the business partner] who was in favor of it. The foundation was there to start things off. Once we had that, I would say, when good things were coming from it, and I saw a lot of good things happening, you know I get around from class to class, it sort of took off and it was self-sustaining in terms of, you know, teachers felt like things were going on, kids felt like things were happening. I think it was a good thing. Things were working in everybody’s favor. I think that was pretty self-sustaining then. But what happened is, not only did we lose the starters, but all those teachers who were trained are gone, so we have fresh, brand new, very energetic and young ready-to-go go-getters, but they don’t have the training or the philosophy or what we went through, so you’re starting from scratch, and it’s not like we just had one year of complete turnover. We’ve had like every year it’s a complete turnover. We made it through. I’d say we did a pretty good job those five years. We had some
turnover but for the most part it was pretty consistent, especially for two or three years, you know, when we started the program, we really didn't have too much fluctuation.

The social worker recalled that initially, the quality philosophies had a great amount of support. The building principal “saw something really good” in them, the superintendent “pushed for it,” and the business partner made a “two year commitment” to seeing the philosophies implemented.

Everybody was sort of moving in that direction. It was a great thing....There wasn’t a classroom that you would walk in that wouldn’t have some kind of flowchart, something to help the kids with what they were working on, a checklist to help re-evaluate what they were working on, and go back and graph how their progress was. Not to say that’s not happening in some classrooms now, but it’s not happening in almost all the classrooms like it was before.

A teacher with ten years experience, “hopes” the quality processes have made her a better teacher. She spoke of the past, “we kind of got away from the accountability of students and now we’re back to that.”

4.2.2.3 TRAINING

The teachers recalled not really knowing what they were getting themselves into when they first began learning about quality. In fact, they said they did not think the Site Two principal at the time was aware of what she was getting into. They comically described how the principal asked them to go to the initial quality training. The principal asked them if they would be interested in doing some work during the summer on a project that would help the students be “more responsible, more accountable, and want to do their stuff on their own.”
The teachers thought, “How could we refuse this? It sounded so good.” However, they soon realized that they nor their principal had fully comprehended what implementing the processes entailed.

The teachers participated in the training. All three educators were very overwhelmed at first. One experienced teacher that attended the training was, at first, “deadset” against the quality initiative. She couldn’t see “how on God’s green earth” this was going to work in the school setting. However, she presently is a supporter of the quality philosophies and sees their value. Although they had serious doubts about the program, the three teachers attending the training were willing to make the most of it. When they returned from the training, they were to pass on the knowledge they had gained to the rest of the staff in mandatory meetings. Everyone was to be included, although some begrudgingly, in the dissemination of quality information. A teacher states

[T]he janitors, the cafeteria ladies, everybody had to show up after school for these meetings...because they needed to know they were an integral part of this. Do you know why we did so well with Koalaty Kid and other schools tried it and were not so successful? We had no choice! (laughter) It was all or none. It was do or die!

Although they attempted to “soften the blow” to their fellow teachers, the staff at Site Two was likewise overwhelmed with the quality training.

One teacher remembered being “just totally” overwhelmed when the philosophies and processes were first presented. She felt that if she would have seen more reason to implement the quality processes as opposed to them being “plopped on her plate,” she would have felt more
comfortable about it. However, she resented being made to do something that she did not see the benefit in. Now that time has passed and she has seen some of the benefits of the quality philosophies and processes, she is in favor of it and sees many positive things coming from it.

The school social worker remembered there being "a little resistance" at the beginning of the quality initiative. Teachers felt like it was just "one more thing" for them to do. Many of the teachers had seen educational fads come and go and some thought that this was another in a long line of passing fads. However, when the teachers began to use the tools and incorporating the philosophies, they became much more enthusiastic about the processes. He recalled

I think [the staff] saw great things happening with the kids in terms of them taking some responsibility and being able to handle what they needed to be doing for themselves. Particularly when that started happening, then the staff became more into what was going on. I think that was the motivation that started it moving.

Another teacher who seemed more reserved than most of the others admitted that she was hesitant about buying into the philosophies at first. Although she supported them now, she initially felt as if her teaching plate was full and another requirement was being stacked on. She spoke of how the processes might have been introduced in a way that would have helped her to more quickly adapt and support the quality philosophies.

To have softened the blow may have been to say, what are you doing in your classroom, this is your planbook, this is your gradebook, this is how it will work with Koalaty Kid. I felt that
when I went to these meetings it was a whole new thing, and of course we have a lot to do already. You know, one more thing.... but had it been kind of looked at in a different light, this is how you can use this in, you know, X-Y-Z, or whatever, a lot of people would've jumped at it, to make something...easier or you know, more visual for the kids.

4.2.2.4 POST-TRAINING

More than anything else, I sensed that the teachers left the quality training with a feeling that they were being coerced into doing something for which they had not developed an appreciation. One teacher, who I had observed on several occasions and had labeled as a solid educator who truly wanted the best for the students of Site Two, stated, “I think you can not impose this kind of thing on people, on parents, on kids. You have to have them buy into it. It’s a slow process and it has to be done in a very positive way.” She was referring to their new principal when she said, “and I think we are moving in a very good direction.”

A music teacher, new to the district and just beginning her second year of teaching, made a comparison of where she taught last year and her experience at Site Two. She stated, “There is a definite difference.” Where she taught last year, the teachers truly wanted to develop a school-wide positive focus but had difficulty being heard by the superintendent. She felt that the quality initiative at Site Two was precisely what she and her colleagues wanted the previous year. She valued the quality philosophies. She seemed somewhat unsure of the level of support her colleagues at Site Two had regarding the quality initiative although she thought that most of them were supportive.

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I visited with a veteran teacher individually about her feelings regarding the quality processes. She admitted that she was not one to jump on the bandwagon at first. She was not one of the original trainees and found it difficult to be mandated to work with the processes. However, she “learned what the tools were and how to use them” and believes “they are beneficial.” Because I sensed some hesitancy in her answers to me, I asked another question. “If you were to go into administration and go to another school, and if that school did not have quality philosophies in place, would you champion that cause?” She replied that first she “would want to see what they had in place...but yeah, I think I would seeing how it can benefit the children.”

During the teacher focus group, they admitted that learning the processes “just takes time.” They recognized that they “are not even near where [they] could be. However, they realized that to “adopt the program” and “believe in the philosophy” was a huge task and would “take several years.”

4.2.3 SITE THREE

4.2.3.1 SUPPORT

The superintendent was 100% committed to the quality initiative at Site Three. She had implemented the quality processes in a previous district and brought to the Site Three district a working knowledge of the quality philosophies. The Board of Education have recognized that the quality initiative at Site Three is a positive effort toward school reform. The Site Three principal and his staff have predominantly
bought into the quality philosophies as a method for setting and reaching goals.

4.2.3.2 PRE-TRAINING

Six years ago, the superintendent and her husband moved to the Site Three District. That first summer, she convened approximately 100 people (i.e., teachers, administrators, parents) and went through a strategic planning process that she had learned at a training session with Edwards Deming. The participants began to focus on what was called value added goals and value added practices in the district. This was the beginning of the quality initiative at Site Three.

The superintendent recalled that five years ago (i.e., the beginning of her second year in the district), the environment at Site Three was “low key. It was, ‘Oh, God, how are we going to get through this school improvement cycle?’ Frustration. Lack of focus.” They had a very strong, excellent leader, but were missing that “sense of community” that is a result of the quality initiative. She also stated that Site Three was “literally dying in terms of their school improvement plan. They didn’t know what to do. They were drowning in data. They didn’t know how to use the data.”

The superintendent brought a brochure to one of her administrative meetings on the quality philosophies that were going to be presented at a national convention. She asked if anyone would be interested in attending the convention to see what could be learned. The Site Three principal volunteered to go and take a team with him.
The team returned from the convention enthusiastic about implementing the quality philosophies and processes at Site Three.

The Site Three principal spoke of his mindset as well as the mindset of his staff prior to learning about the quality philosophies.

We weren't taking the time to look at the research. We weren't taking the time to look within ourselves for the answer. I think that we were looking for, as a school, a program to implement that would take care of our needs, but we really hadn't identified our needs yet.

The teacher focus group felt that previous to the quality philosophies, discipline was mainly from the office. It was one sided...there was a lot of "do-act," you know, try it and if it doesn't work, well, just try something else, you know, pick up on the latest fad when there wasn't any studying going on why didn't that work.

One of the teachers called it being "reactive" instead of "proactive." Most of the discipline was done by the principal in reaction to whatever the situation was. The teacher focus group also recalled the amount of time that the principal spent on paperwork after the school year was complete.

4.2.3.4 POST-TRAINING

Looking back at his experience with the quality philosophies, the Site Three principal stated

I think that what happened when we were introduced to the Koalaty Kid process, that allowed us a new system of organizing, getting everyone involved, create a new structure...kind of finally realizing that we have it all within our control right here. We have extremely valuable resources within our building and within our district that we can take advantage of now that we know how to ask the question.
The principal had “total commitment to [TQM] because it provides a framework for doing] what we need to do for children, and it provides us the data we need to keep us honed as we go.”

We were visiting about the attitude of the staff at Site Three being student centered. The principal commented that it has not always been that way. “It’s been an evolution, and I think it’s been a real healthy evolution. I mean there are so many little pieces and parts that have, that I kind of sense are coming together.” Although he recognized that he has a talented and committed staff, he credited the quality philosophies for much of the successes presently being documented at Site Three.

The difference in the before-and-after as seen by the building secretary is that the school is “more focused and coordinated and concentrated. It’s just smoother somehow.” When questioned as to why the school is running more smoothly, she replied, “There’s more direction as far as when you know what has to be done.” The staff seems to work together “so well” and “they know all along the way what to do.” The secretary stated that the quality initiative has had the most positive impact on the students of anything else she has ever seen in public education.

I think it is a program the kids enjoy. They feel, I don’t know if empowered is the word, but they feel successful. They are encouraged to be successful. And they love the compliments....I think communication has improved as far as the teachers.

According to the teacher focus group, the quality philosophies have positively effected school discipline. Whereas it was once mainly
from the office, the teachers now “have more control over those kind of things as it happens in our classroom.” Since implementing the quality philosophies, more discipline is being handled by the teachers in a proactive manner.

Members of the teacher focus group also spoke of the time that the principal had to put in after the school year was complete on paperwork. Now the leadership teams help with the end-of-the-year reports by “sharing the responsibilities.” The work is no easier but one teacher stated, “It makes it more pleasant for everyone because it’s not a top-down thing.” The teachers said they really appreciate being a part of this process.

One teacher in the focus group worked part-time at Site Three and part-time at another school. She said it is “amazing the professional difference [the quality philosophies] make in the atmosphere of the school and in the procedures and dealing with all the issues.” In comparison to Site Three, she stated that the other school is “chaos” and she attributed this to the quality initiatives.

4.3 CURRENT ENVIRONMENT, PRACTICES, PHILOSOPHIES

4.3.1 SITE ONE

The focus group of teachers whole-heartedly agreed that there was a “big difference in management conditions” today in contrast to the period before they began implementing quality processes. One teacher commented that “maybe we are a little more relaxed. The kids feel more comfortable. Our discipline is still there but...the kids aren’t afraid.” Another teacher added that the students “don’t have the fear
factor" today as they did previously. In addition, students have more ownership in their rules today than previously. One teacher mentions that, “At the beginning of the year they all take part in making rules for the school.” Another teacher adds, “They have a little bit more ownership than they did before.”

The principal also has observed the district’s management philosophy becoming less top-down and more site-based. She credited this to “the work that’s being done through quality and the continuous improvement planning that we’ve done district wide.” Since the quality processes have begun at Site One, she has witnessed and been involved in the training and development of leadership teams throughout the district.

Since Site One is in its fifth year, the quality processes are imbedded in the school operations. In addition, these processes and tools have been used throughout the District. The staff have been used throughout the District to facilitate improvement planning both at the District level and with individual schools. Twice a year, the teams document the results of their progress toward performance indicators and set their goals for the next six months, continuing through the improvement cycle with their team.

The building secretary of Site One had been on-the-job for several years inclusive of the time that the quality initiative was implemented. She had recognized many changes since the beginning of the quality initiative and attributes these to the leadership of the building principal. Throughout the years, the principal had written several grants to help
with the school reform, “which has really, really helped...us all to learn different ways in dealing with children, better ways to deal with children.” She described the new ways of working with children as being “innovative and progressive.” The secretary felt very involved in the day-to-day workings of the school and served as a member on the lunchtime team.

Although at one time the support was nearly 100%, the quality processes now are supported by about 85-90% of the staff. The teachers attributed this change in percentage to retirement of committed teachers and hiring new teachers that have not had enough time or training to realize the effectiveness of the quality processes. In addition, they agreed that being a proponent of the quality process “is a big commitment” and not every teacher is at a point in their personal life where they can take the time required to commit to the training and full implementation of the processes.

4.3.2 SITE TWO

At the time I collected data, the superintendent had been with the Site Two district for five months. He spoke of his current role in the quality initiative at Site Two: “As the new superintendent and one who believes wholeheartedly in TQM, my role is to nurture the new principal and help him to continue the TQM philosophy.” The principal had been with Site Two only four months longer than the superintendent. Nevertheless, he currently was

very committed to being trained, and would like to think that [the quality initiative] would be something that would remain a part of
the culture...not just a process or methodology. It's become the very essence of who we are.”

The principal was also currently committed to “creating an environment” where “every child is safe.” In addition, he wanted to “confront” issues rather than let them be swept under the rug. Regarding communication, the Site Two principal devoted time to “talking to parents and letting them know” what was happening at school. He considered himself to be very communicative and shared with me the details of an incident where it paid off.

A student from our school found a gun in the wetlands in the back there. It was an old shotgun....It was rusted and the gun was brought to my attention. I immediately called the police to have them come and dispose of it properly and what not. I had them do a search of the grounds and then I wrote a letter to all the parents so that they would immediately know from me what happened so that they didn’t have to think, “Is there a gun in the school?” So they didn’t have to hear from someone else the rumor cause it was flying round quick, the rumor that someone brought a gun to school....So I got this letter out immediately to the parents to let them know exactly what happened and the details surrounding what happened afterwards, and many parents came back expressing their appreciation for the promptness of the letter.

The teachers saw students being more “responsible” for their consequences.

It’s so effective to see the kids take their portfolios and present them to their parents and they have a little sheet that tells them what their goals are and what they’ve been working on. Those parents are so impressed...kids will do what you expect.

Another teacher chimed in on the same topic. “It’s very effective...it’s helped refine this learned helplessness that some of them have. It
makes them more accountable, they've written it on paper...there are no more excuses."

A third teacher shared a success story about a class setting and meeting a goal.

You know, I was just thinking, the first two months of school, we had a goal about just simply getting their heading [correct on their papers]...and I started the goal, and we would do the percentage everyday, randomly, just go take a pile of papers out and go through everyone. And we would take a percentage of how many [were meeting the goal]...and that was very effective for them to see each day...it did work out really well...I had kids going through the papers and checking [on each other]...kids monitoring other students.

I asked the social worker whether he had seen a lesser amount of unity since the quality processes have decreased. He paused for a few moments to think and then replied

not necessarily a less amount....but I think that it is hard really to have that all in place again because of the training and knowing more in-depth of what it is all about. But I think that there is a sense here that everyone wants what is going on to continue, but I think there are some gaps right now because of the change.

The social worker recalled that previous to the quality philosophies, "curriculum was....a real hodge-podge." Presently, the curriculum was reviewed and revised on a five year cycle. It was developed by the administration and teachers with parent input.

Regarding the philosophy of management in the building, the Site Two principal was a consensus-builder. This was in contrast with the previous principal who was much more top-down in leadership style. In speaking of the previous principal, the present principal stated
I think she was more of an autocratic leader, and she gave directives, and the teachers followed them, and this is what we will do, this is how we're going to get there, and this is how it is going to get done.

According to a teacher, the quality initiative had helped Site Two focus "on what [they] needed and [find] a way to bring ourselves out of the swamp up into the world, and we felt we achieved that." Another teacher said, "The children have always been held accountable for their behaviors and somewhat academic, and even more so since Koalaty Kid started." Since quality processes have been implemented at Site Two, a teacher stated, "I certainly saw a good change in the kids in terms of... responsibility, the kids taking more responsibility for themselves." All the teachers around the focus group table agreed. Another teacher added

That could go back to us too. I think we find ourselves being a little bit more accountable for the school...we're all on the same page...we're beginning to have more team meetings...it's just part of the program.

One teacher spoke of the longer reaching effects of the quality initiative.

I can't tell you how many parents I've had, especially in the first couple years...say, "You know, I used to do something to my kids, and you know what they said? Mom, you just need to do this and this." And they were using the same...phrases, and the kids were telling the parents how to manage them. They were very impressed. And it's teaching the parents, taking this whole culture and getting it out to...our community, cause we do have a tough group and we do have a lot of parents that don't have those skills.
The community does not seem to be significantly involved in the quality initiative at Site Two. It seemed that possibly the lack of stable leadership of the past couple of years has negatively effected reaching out in this area. One teacher recalled making some efforts to reach out to the community previously but “with the change in administration we have come to a halt.” She believed the parents are still monitoring their children at home by “watching the goal setting and the main themes,” but this is the extent of the community involvement at this point. She concluded that this “should be our next step” and is looking forward to the new administration supporting this effort.

When asked to talk about the interpersonal relationships of his staff, the principal spoke mostly about his feelings regarding how important good interpersonal relationships are. His desire for his staff is that the relationships develop into trustworthy, honest, and straightforward relationships. He admitted that the staff at Site Two are very “diverse” and that at times, “personalities...have clashed.” When he first came to Site Two, he realized that “there was almost like two camps.” However, through his efforts as well as the efforts of the staff, they “were able to talk about what we are doing, where we are having problems, and some of the things just came out into the open which is great.” His method to strengthen the interpersonal relationships within the Site Two staff included developing “a common vision and have everyone on the same page, everyone going the same direction.” He also spoke of increasing “communication” as a means to further develop better interpersonal relationships. The Site Two principal supported
diversity within his staff. He viewed it as being healthy for the staff and for the students. “I think that it is healthy for the kids of our school to learn how to function in an environment where teachers are diverse, where [certain] expectations do change.” However, he also “require[d] the teachers to appreciate each other.”

When a question was posed to the new superintendent regarding the interpersonal relationships at Site Two, he returned with “Not enough context to describe.” He has been with the district for just over four months.

The teacher focus group at Site Two felt very positive about the interpersonal relationships within the building. They described them as “good...very good...better...I think everybody is open pretty much. I think we all feel confident enough to [ask for support] or what would you do.” They talked about how it was a common occurrence for them to ask for help from each other and for them to share ideas. Obviously, Site Two has had many new teachers in the past couple years. During the discussion of new staff being hired and “infiltrating” the ranks, the teacher focus group strongly indicated that they enjoyed the new ideas. One veteran teacher seemed to sum up the feelings of the group by saying, “You know that you tend to get a little stagnant and when they come in it’s like, ‘My God, they got all this energy,’ but then you start picking up and following along with them...it’s terrific!”

4.3.3 SITE THREE

The superintendent described the current environment of Site Three as being one of “excitement and futuristic.” Six years ago Site
Three “was close knit because of [the principal’s] leadership. He’s a strong leader, a very excellent leader. But they didn’t have that sense of community that they have now.”

The PE teacher appeared to be a lively character. In watching her classes, I thought that she was probably enjoying the physical activities as much as her students. When she was first asked to give out “compliments,” she didn’t like the idea. She didn’t want to have to chart the compliments, and she “wanted to give compliments when she felt like it and not have to worry” about collecting data through charting. However, she has done it for three years now and is glad that she “was made to do it.” She stated that “it’s smoothed out some of the rough edges of her classroom management.”

The building secretary believed the staff as well as the community view the quality initiative at Site Three as “a very good thing, a very positive thing because...everything is so positive.” She talked of “even discipline” as being done in a positive manner. “Everything is for success. Everything is pushing for success for kids rather than dwelling on the negatives.”

A teacher stated that she is “excited about” the journey that Site Three has taken regarding the quality initiative. It has provided her with direction regarding what her students are supposed to know when they leave her classroom. Another teacher said that the quality journey had made everybody analyze what they are doing....look at the practices or strategies more and decide, you know, what do we want to keep....Now we kind of all know where we are aimed at,
we know our goals, we know what has worked and we're more cohesive now....It's made us really analyze what we are doing in our school...we do a lot of things that are based on research....we are all aimed in the same direction now.

She described their journey as not being "straight" and not being "easy", but she claimed that they have "all worked through this" and have "come up with some very good practices of what to do in the classroom." Another teacher spoke of her feelings about the journey of the quality initiative as providing her with

a broader vision of where each of our students are going. I think that too many times in education we become isolated, and I personally have tunnel vision. I know what's going on in my room but I don't know what's going on at your grade level....I know where the children, how they exited my room, but I don't have a picture of what has happened after that. This has really helped all of us to get that bigger picture, and where [the principal] carried that load earlier, I think that it's opened that horizon for all of us.

Another teacher who admitted to being "scatterbrained and disorganized" was really struggling with teaching. When she began using some of the quality tools, she claimed, "It made all the difference in my professional life, and it helped me to grow to be a teacher that I'm proud of rather than a teacher that was just going no where."

The school board member that I spoke with was very supportive of the quality initiative at Site Three. Of the ten different school buildings in the district, she acclaimed Site Three as "probably our very best school," and she "thinks it's because of Koalaty Kid." She believed the quality philosophies have "built self-respect and self-esteem" within the students. She proudly talked of the few "discipline problems in this
school" and how “wonderful” the students were toward each other. She
also credited the quality initiative as being instrumental in increasing
“attendance” and “motivation.” The students “feel good about
themselves, and they feel good about each other, and they respect each
other.” When questioned about her opinion of what the public felt
about the quality initiative, she responded, “I think that if you
mentioned removing the Koalaty Kid program from this school, you’d
have a parent uproar that would be tremendous because they know
about it and they’ve bought into it.” When describing the atmosphere of
Site Three, the board member stated, “We are a happy school! I always
think of it as a family. We all pull together. I think of it as a great
atmosphere.”

I just briefly ran into the school nurse who travels between
buildings. She said she loves Koalaty Kid and what it is doing at the
school. Her statement was, “Who wouldn’t like it?” The inference was
that it has positive impact on the both teachers and students.

As the principal reflected on the past, he said, “It’s been a real
difficult five years.” He recalled wanting to “abandon” the quality
initiative at times because of “all those kind of cutting remarks.” He
was referring to remarks from those who were less supportive of the
quality initiative. He stated, “When you are so invested in something
and you believe in something so much, those cutting remarks, they hurt
probably more than if you didn’t have a passion for what you were
doing.”
I visited with a special education teacher who began her teaching career the first year that Site Three began using the quality philosophies. Initially, she recalled the special education department using a different curriculum from everyone else. However, now that has changed. Presently, special education is using the same curriculum and working on the same goals as the rest of the school. “Special Education is no longer like a fraction group, you know, under it’s own plan or agenda or whatever...We all work under the same goal.”

The principal saw a difference in Site Three now as compared to Site Three at the beginning of the quality initiative. He stated that

the focus is what’s different. Everybody knows what the plans are. Everybody knows what the resources are. Everybody knows that it’s not just a particular grade that’s responsible for the results. It’s a developmental process....We gotta focus on results with all grade levels. And the results starts focusing on the instruction.

The principal was currently trying to create an atmosphere in which teachers felt comfortable seeking advice from one another. Too often they do not draw on each other’s strengths. He had created a program which encouraged teachers to share their teaching talents and strengths with others while also recognizing their weaknesses and allowing other teachers to help them. He believed that during my visit, I would conclude the staff and students to be “real productive” as well as “kind,” “positive,” and “on-task.” He thought I would be “warmly greeted” by his staff and that they would be “open” to me as I spent time in their building. He also said I would observe a “high level of commitment” in “a real comfortable” atmosphere.
A teacher told me that historically, the interpersonal relationships have been good at Site Three. However, there have been “challenges to overcome.” In comparing the past with the current, she felt that the interpersonal relationships “are better now” than in the past. She also felt that a “majority of the staff share the [quality] vision.”

The difference that the secretary sees now in comparison to when the quality initiative first began was that the school was “more focused and coordinated and concentrated. It’s just smoother somehow.” A change that the custodians noticed was that the teachers were “more into the program” now than they were initially. The custodians talked about how the principal was always “into the program” but apparently the teachers have not always been as on-board as they are now. One custodian who has been working with this building for over 20 years stated, “I think...[the teachers] tend to work with you a lot more” now than they did before the quality initiatives. The custodians have also recognized that “the kids really get into [Quality Kid]. It seems like they enjoy it. They work towards it....you can see that the kids get into it.”

The superintendent has seen a great improvement in the school improvement plan since quality was introduced at Site Three. The school’s improvement plan has now become truly focused on the needs of the students. It’s not just reading now. Within that whole realm of reading it’s what do the students really need to improve. So they’ve been able to do a lot of task analysis and analyze where the weaknesses are and then how to use the strengths to overcome that.
4.4 HOPES AND DREAMS

4.4.1 SITE ONE

One of the most important ‘hopes and dreams’ of the Site One principal was that continuous improvement be on-going.

Continuous improvement...is the continuous collection of data to support ongoing improvements in looking at performance indicators and then looking at other performance or process indicators to check to make sure you’re moving toward that end result.

She stated that if she “walked out of here tomorrow,” she “would like to think that [the process of continuous improvement] would always go on....would always be evolving.” In a video produced by the school, the principal stated

We are proud of our school and our students and we have been for many years. But along with being proud of our success, we are also seeking to improve....to make and monitor progress toward widely accepted standards of excellence for schools.

There were many other areas mentioned by the principal when she talked about her ‘hopes and dreams’ for Site One. Regarding the students, she wanted them to be “more reflective about their own work.” She believed, “You have to teach children to think about...and reflect on their own behavior and their own goal setting, and we’re not there yet.” This is an area she wanted to pursue in the future.

Another area that she wanted to pursue in the future concerns the need “to do more early intervention” that was revealed through collecting and analyzing data. The principal was looking for ways to fund such a program. Her ‘hope and dream’ was for Site One “to have a
real strong preschool program.” In addition to the preschool program, the principal felt there are “other needs of the latch key kids” that she wanted to address.

When speaking of her ‘hopes and dreams’ regarding the staff of Site One, the principal mentioned the area of staff development. She ‘hopes’ for a continued “strong emphasis” on staff development and professional development. She stated that “when we do any staff development in the school we...use the four components: knowledge, modeling, practice and feedback.” In speaking of the future of her staff, she stated that “we have our work cut out for us” because of the many areas where improvement is needed.

In addition, she stated that her ‘hopes and dreams’ included a continuous use of the quality tools to measure the school’s effectiveness within the framework of their chosen model of school reform. The principal saw that “each of the teams [have] plenty of opportunities to move forward.” As they worked in their teams, they were continually collecting and analyzing data, determining when goals have been met and then standardizing the process used to reach the goals. An area that she mentioned that needs “much work” was “curriculum and teaching practices.” She stated that, “I think we could go on forever.”

The work will never be done at Site One, and the teams are forever be looking at ways to improve. The principal chuckled when she said, “You know, we [will] never be finished. I think [we] are just constantly evolving and refining.” She remarked that because each team is
"planning for continuous improvement, it leads that team to the next opportunity" to improve.

Presently, the Site One staff was working on reaching a "consensus on goals that they want children to have by the end of third grade; common teaching structures that everybody would agree to." They were also in the process of "setting...science goals." She spoke of the huge documents that resulted from this process and the length of time involved in completing one area of the curriculum. "It's just going to take us a long, long time."

The Site One principal was also excited about the prospect of "replicating Koalaty Kid" in other schools. The civic development corporation set an education goal of "improving schools in the county." To do this, they were going to support implementing Koalaty Kid in "four other schools in the county." The principal would be involved in the training that goes into reaching this goal.

The teacher focus group also spoke of continuous improvement in the context of their 'hopes and dreams.' They defined it as "daily life" and "bettering ourselves." They explained the process as, "You're continuously looking at what you're doing and if it works, you keep it up. If it doesn't, you go back to the wheel." In a positive way, they also spoke of how the quality initiative was becoming a part of their culture, both professionally and personally.

And you know what, we all think in terms of that quality anymore. It's kind of engrained. You are constantly thinking of data collection to support, thinking of the plan-do-study, it just kind of, not only your professional but your personal life.
A video professionally produced for the school sums up many of
the 'hopes and dreams' of the Site One staff and community.

Using quality tools with ease and comfort, making decisions
based on data, working in teams and solving problems together
all suggest that Koalaty Kid is making a real impact on Site One.
They are on a lifetime journey to become an increasingly effective
school.

4.4.2 SITE TWO

The 'hopes and dreams' of the superintendent for Site Two were
that it develop into

A school which is driven by the district's strategic plan and
beliefs, which implements its vision in concert with the district 46
community. A school which will meet the needs of its students
and parents to provide the experiences necessary for children to
become productive citizens.

He believed these steps will be accomplished by "lots of hard work,
discussions, research, self reflection, and consensus building."

The Site Two principal stated that his greatest 'hopes and dreams'
were

that the children of [Site Two will] be successful citizens
academically, but socially as well. In other words, for their entire
life, that they...will become educated and productive citizens....
There are a lot of children coming through these doors who have
a lot of need and I see staff members who are doing their very best
to help the kids through those needs.

The principal also spoke of his 'hopes and dreams' as a parent of
a sixth grader. He wanted her to develop trustworthiness, honesty and
organization (i.e., some of the monthly themes for the quality initiative
at Site Two) now because he was confident they will stay with her the

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rest of her life. "I want her to learn these things so that she'll be able to have these characteristics with her in college when she's not with me."

He continued talking about all the students at Site Two.

It would be my hope and dream that all of these characteristics will make an impact upon the lives of all these kids, not just today but tomorrow, and into Jr. High and into high school and then even into college. And when they're in college, they're going to sit down and write a term paper and all the things that they have been taught, even years ago when they were in elementary school will come back to them....And so it becomes a way of life.

Regarding his staff, the principal's 'hopes and dreams' included preparing his staff for meeting the needs of students in the future through staff development. He commented that staff development was becoming a focus and will continue to be. The staff development will focus on school improvement plans with a mindset of continuous improvement.

In a teacher interview, a dedicated teacher felt the next steps for Site Two included the new administration finding out "what has been done, what has worked and what hasn't worked, the likes and dislikes...and give some direction." If he's not familiar with the quality processes,

it's like a brand new beginning. It's like, "Oh, yeah, this sounds interesting, but I've got other things to attend to." So once he becomes really, really familiar...it's just that now we are holding our own. We're keeping some things in tact that we've started.

She spoke of the tools as being

such a small part and easy part. Applying the tools is more difficult and we need to be monitored. Teachers are teachers, and
if you're monitored...then you are a little bit more accountable and you'll find you are doing it.

When I asked about how she would suggest the monitoring be accomplished, she quickly replied that the monitoring should come “from the administration.” She also stated that in the future, her hope is that the Site Two staff can become more focused. Presently, the principal lacked experience with quality philosophies and the Koalaty Kid program. Another teacher stated that her ‘hopes and dreams’ were “that kids are leaving this school after five or six years of being indoctrinated with these skills...[to use them throughout their life].”

The ‘hopes and dreams’ of another teacher was to earn “another one of those plaques on our walls,” a statement made in reference to the state award given to the school for their “excellence in education.” As we talked about earning the award, it was obvious that the teachers were proud of the award. They recalled that as they were making application for the award, they had to write down many of the programs in which they were involved. They remembered being really amazed at all the things they were participating in to more effectively work for students. Their experience was analogous with the charting done by their students that is visible means for them to see progress. It put something visual in front of them. In addition to the award, this teacher also wanted to see Site Two remain a neighborhood school which she saw as a strength.
4.4.3 SITE THREE

The superintendent very concisely stated her ‘hopes and dreams’ for Site Three. She wanted the school to “get better every day.” She remarked that Site Three had “already received national recognition” and “state recognition,” and continued with “but that doesn’t mean anything if they are not better tomorrow than they are today.” As superintendent of Site Three, she believed her role was “to give them everything they need” to reach their ‘hopes and dreams.’

When asked what his ‘hopes and dreams’ were for Site Three, the principal stated, “I just want us to keep getting better. I want to continue to create a real positive learning climate.” He believed this could be accomplished by allowing his staff the opportunity to “present” to others their successes in the classroom as they worked with the quality initiative and by further “develop[ing] leadership in the teaching staff.” In addition, he stated that one of his ‘hopes and dreams’ was that Site Three will “keep focused” on “the kind of things that really enhance the learning of at-risk students in an urban setting, and that’s instructional strategies, classroom instruction, and school climate.”

The principal stated that one of his goals was to continue to develop teamwork among his staff, “and I think we are making great strides” in that area. He believed he had a wonderful staff and has had for years, but he thought that they should internally create a better direction for themselves. A part of this direction will be to “focus on results with all grade levels” because being aware of the results will increase the “focus on instruction.”
He shared his 'hopes and dreams' for the Site Three students.

My dream, and I think we are realizing our dream almost everyday, I want kids in this community to see this as the very best school we can possibly offer, and I want to keep working to improve that....I want our kids to be ready, shining stars when they leave here and can confront any kind of situation that is put in front of them. I hope that their goal is to realize their full potential.

He spoke of the dedication of his staff and his appreciation for "being able to work with people that, you know, kind of have the feeling that there is always room to get better." He believed that as long as the staff at Site Three were striving to get better, the students would get better. The principal also spoke of merging his two buildings into one following the remodeling and new construction being made possible by a 40 million dollar bond issue. He was very excited about this and believed it would be a good move for the Site Three staff in helping them reach their 'hopes and dreams' of becoming more knowledgeable of "how each grade level kind of builds on the other."

The teacher focus group said that their 'hopes and dreams' for Site Three included raising student achievement scores by "get[ting] rid of that lower quartile, that lower stanine." They wanted students to achieve at higher levels. One special education teacher chuckled at this, saying, "I'm eliminating myself out of a job, but that is our goal." Basically, their 'hopes and dreams' focused on the concept that "we all want our kids to do well." As their 'hopes and dreams' are achieved, they wanted their role to continue to be "student-centered" with a focus on "increas[ing] student learning."
[W]e know that all children can learn, and if they're not learning, it's, "O.K., how can we meet their needs?" because we know that all children can learn. And if they're not learning, it's not their fault or inability. It's that we haven't found the correct way to teach them....Our presentation, the amount of one-on-one time with them, the student-teacher interaction, the student-student interaction, those things are all things within our power to control. And so if we say that more of that would increase student learning, then that is what you should see in every classroom.

In addition, the teacher focus group spoke of continuous improvement for the future. They described it as "on-going and improving." One teacher stated that "it's a wheel that keeps turning" and another teacher added it's "spiral[ing] upward and outward." A third teacher spoke of the 'hope' to continuously improve as "mak[ing] gains and standardiz[ing] those" but realizing that the process "is never over... there's always room for improvement." The principal concluded this conversation by stating

So every year we are finding things that teachers have had some success with that we want to put into the plan and that by standardizing it, that means that everybody does it. We've found that it works and has an impact on student learning and so we provide in-service.

The in-service is provided so that all staff can better learn the instructional methodologies that are identified as most positively impacting student learning.

A third 'hope and dream' of the teacher focus group was the unification of the buildings that will occur in the next couple years. Once again, this was made possible when the community passed a 40 million dollar bond issue that will provide for remodeling and new
construction which will allow the buildings to merge under one roof. According to the teacher focus group, “That’s going to be wonderful!”

A couple of teachers emailed to me their responses to various questions. Regarding their ‘hope and dream’ for Site Three, they wrote that “it is critical that the customers (the students and community) share the vision.”

Site Three had a video professionally produced that described the school and the quality initiative. Regarding ‘hopes and dreams’ for the school, a speaker said

Our most important goal at [Site Three] is to lead our students toward the future by helping them become skilled, productive and self-confident citizens. This takes a community-wide effort by parents, staff members, PTA leaders, the [Site Three] School District, school volunteers, business partners such as..., and most of all, by our students. The rest of us can lead, support and encourage, but students must do their own learning. And they do!

4.5 COMPARISON/CONTRAST

Objective four was to compare and contrast Objectives 1, 2 & 3 across three case study sites to identify trends across and unique aspects within sites. The following tables are representative of the data collected. Data from each site are systematically presented side-by-side and “show the relationship among categories of information” as well as “display categories by informants, site, demographic variables...and many other possibilities” (Creswell, 1994, p. 154). An introduction to each table follows:

- Table 4.1 provides a timeline for the quality initiative in the three sites. Although some early signs of “quality” were present in
Site One as early as 1992, the three sites began their training very similarly during the 1995 school year. Presently, all three sites remain committed to implementing the quality philosophies in their organization.

- Table 4.2 provides a glimpse of each school's characteristics from different perspectives. Most that I had the opportunity to speak with were very willing to talk about their school and seemed to enjoy answering questions. Those who spoke most freely were the teachers and principals. Notably different was the responsiveness of the superintendents. All three sites had targeted areas for improvement although Site One and Site Three were much more focused upon theirs.

- Table 4.3 allows for a quick comparison of the site demographics. The three sites represent some diversity in their demographics. Site Three had the most in common with each of the other two sites. Site One and Site Two varied considerably.

- Table 4.4 shows the feelings that students had regarding their school. I wanted to hear their thoughts so I asked the teachers to have them write their answers to two questions: "What do you like best about your school?" and "What would you change about your school?" Predominantly, what the younger students (e.g., 1st-2nd graders) "like[d]" most about their school was the teacher and recess. The older students (e.g., 5th-6th graders) felt similarly although they added areas such as hands-on activities,
computers, and getting an education. Answers varied more with the question, "What would you change...?"

- Table 4.5 allows for quickly comparing the three sites within the framework of the three objectives: historical journeys; current environment, practices and philosophies; and ‘hopes and dreams.’ The table is arranged so that the characteristics that all three sites had in common are listed first; characteristics that two of the three sites had in common are listed next; and characteristics that are attributed to only one of the sites are listed last.

- Table 4.6 shows the site missions. Although the three sites could easily retrieve a copy of their mission, it was not common for anyone to be able to recall it "on the spot." Notable is the similarities of the principal’s philosophy of management.

- Table 4.7 provides information on the superintendent and principal of each site. This information was gathered because of the quality philosophy which states that support from the “top” is critical. There are more similarities with the principals than with the superintendents. Most notable is their support of the quality philosophies.

- Table 4.8 provides comments on my personal observations on different areas at each site. In addition, personal observations are included in Table 4.9 which specifically focuses on the customers within the organization.
<table>
<thead>
<tr>
<th></th>
<th>Site One</th>
<th>Site Two</th>
<th>Site Three</th>
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<tbody>
<tr>
<td>1991-</td>
<td>Principal took office</td>
<td></td>
<td>Principal had been on the job for 6 years</td>
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<tr>
<td>1992</td>
<td>Surveyed staff regarding needs (mostly management type issues)</td>
<td>“Curriculum was...a real hodge-podge”; lowest scores in the district (prin.)</td>
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<tr>
<td>1992-</td>
<td>Principal took office; Principal asked three teachers to join her in a</td>
<td></td>
<td>Beginning of the state department of education’s program to assure that</td>
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<tr>
<td>1993-</td>
<td>summer conference that focused on teaching students “responsibility”</td>
<td>Principal asked three teachers to join her in a summer conference that</td>
<td>schools met quality performance standards by a certain year; had a</td>
</tr>
<tr>
<td>1994</td>
<td>which unbeknownst to her was a “quality” conference (attending were the</td>
<td>focused on teaching students “responsibility” which unbeknownst to her</td>
<td>“shotgun” approach to student learning (supt.)</td>
</tr>
<tr>
<td></td>
<td>1991-</td>
<td>Principal took office</td>
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<tr>
<td></td>
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<td>1993-</td>
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<tr>
<td></td>
<td>1994</td>
<td>which unbeknownst to her was a “quality” conference (attending were the</td>
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Table 4.1: Quality Timeline (continued)
<p>| 1994-1995 | Applied for a state grant focused on &quot;chang[ing] the way that you were operating&quot;; grant not accepted; resubmitted state grant; invited by a parent to attend a Koalaty Kid National Conference assuming it was a &quot;reading incentive program&quot;; principal's first real understanding of &quot;quality&quot;; submitted grant to ASQ to pilot Koalaty Kid; both grants were funded; began &quot;quality&quot; training for staff, parents and business-partner in fall; sharp learning curve; training was designed for business so educators had to translate; staff was very enthusiastic, excited; 100% support; created five teams; &quot;honeymoon&quot; period; staff closely &quot;stuck to the notebooks&quot;; after year one, the results convinced the principal the processes were effective; end of year one, some teams experiencing difficulty | Phase One of Koalaty Kid training; not much fluctuation in staff turnover; business-partner committed for 2 years; some resistance from staff (Soc. Worker); &quot;people fought [the quality initiative]...tooth and nail&quot; (tea. Focus group) | New superintendent; had trained under Deming and implemented the quality philosophies in previous districts; began the quality philosophies the first summer by convening 100 people (i.e., administrators, teachers and parents) for strategic planning; superintendent realized there was frustration over school improvement and reform and in an solicited the Site Three principal to take a team to a national &quot;quality&quot; convention; principal attended but had low expectations, however he was &quot;looking for anything at that point because we were...really floundering&quot;; team returned to district very enthused about the possibilities &quot;quality&quot; had for their school; consensus of the staff was to pursue the &quot;quality&quot; philosophies; application and acceptance to be a pilot school for Koalaty Kid |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Description</th>
<th>Description</th>
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<tbody>
<tr>
<td>1995-1996</td>
<td>&quot;Storming&quot; began; &quot;it got very hard...real touch-and-go...real iffy&quot; (prin.); principal studied school reform and realized the difficulties were &quot;normal&quot;; teams began competing; staff began to see the work involved in implementing &quot;quality&quot;; staff learned/understood the quality processes at different speeds; misunderstandings between teams occurred; change was difficult for some; &quot;sabotaging&quot; from 1-3 teachers occurred</td>
<td>Phase Two of Koalaty Kid training; not much fluctuation in staff turnover; second year of business-partner commitment; less resistance from staff because &quot;they saw great things happening with the kids in terms of taking responsibility&quot; (Soc. Worker)</td>
<td>Phase One of Koalaty Kid training; sharp learning curve; by end of year one, improvement plans established for math, reading and writing improvement; ASQ periodically trained the whole staff; &quot;attempts to bring on all staff, different degrees of buy-in, some difficult times&quot; (teachers)</td>
</tr>
<tr>
<td>1996-1997</td>
<td>&quot;Sabotaging&quot; continued however, &quot;the pendulum began to swing&quot; in a more positive direction</td>
<td>Present principal began TQM thinking after taking doctoral courses; business-partnership ended</td>
<td>Fulfilled all state education department's requirements for their quality performance accreditation</td>
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<tr>
<td>1997-1998</td>
<td>Supported by 60% of staff; Principal identified and confronted the saboteur; put primary teachers on one team and intermediate teachers on one team to reduce competition; superintendent addressed staff, &quot;If you don't like it here...call me personally. I will transfer you&quot;</td>
<td>Principal submitted an application for a state &quot;excellence in education&quot; award; at the &quot;height of the process...there wasn't a classroom that you would walk in that wouldn't have some kind of flowchart&quot; (Soc. Worker); Superintendent and principal who implemented the quality philosophies resigned</td>
<td>Staff &quot;more aware of path we are on and need to...refine process. We are more cohesive on our beliefs&quot; (teachers);</td>
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(continued)
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Details</th>
<th>Other schools interested and created an &quot;opportunity to train those...that's a real plus&quot; (prin.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>&quot;Norming&quot; phase continued; superintendent became more supportive</td>
<td>Considerable turnover in staff (lost many who were trained); received a state “excellence in education”; interim principal took office; six teachers attended a Koalaty Kid training making the total number trained twelve; principal took office (Feb.); implementing quality philosophies leveled off; test scores “sunk some”</td>
<td></td>
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<tr>
<td>1999-2000</td>
<td>More relaxed atmosphere; management philosophy was less top-down; teachers and students had more ownership; supported by 85-90% of staff</td>
<td>Considerable turnover in staff (lost many who were trained); principal attempted to attend training but failed; superintendent took office (July); superintendent and principal are committed to TQM; curriculum reviewed on a 5-year cycle; scores are as high as everyone else's (prin.)</td>
<td>Level of commitment: 25% are &quot;really fired up,&quot; 10% or fewer are &quot;reluctant,&quot; and the rest are &quot;pretty committed&quot; (prin.); ranked “higher” than other schools in the district because of the &quot;quality&quot; initiative (Bd. Member); principal no longer says, &quot;I believe or I think,&quot; but rather says, &quot;The data shows&quot; (supt.); the “focus is on student learning...accountability and assessment systems are in place&quot;; “people know what they're doing, where they're going, and how to get there and to measure and adjust along the way&quot; (supt.)</td>
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<tr>
<td>Site One</td>
<td>Site Two</td>
<td>Site Three</td>
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<tr>
<td><strong>Superintendent</strong></td>
<td>Not available; no response to emails</td>
<td>Not available; email responses</td>
<td>&quot;Truly a family of learners&quot;; supportive of each other; &quot;very cohesive&quot;; not all the staff has &quot;bought into&quot; the quality initiative</td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td>Comfortable atmosphere; family-type atmosphere; real warm, loving atmosphere; teachers are respectful, caring, and professional; safe and secure; genuine concern for others</td>
<td>Diverse in philosophy, personality, methodology, and teaching style; confident of his staff; high degree of respect among staff</td>
<td>Everybody gets along &quot;real well&quot;; staff does not use each other's strengths; has great confidence in his staff; structured environment for staff and students; consistent; obvious respect among staff</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>Very supportive of one another</td>
<td>Respectful of each other; student-centered; dedicated and caring; friendly</td>
<td>Working hard toward &quot;community involvement&quot;; staff pulls &quot;together as a group&quot;</td>
</tr>
<tr>
<td><strong>Secretary</strong></td>
<td>A very good atmosphere; there are differences but everyone gets along good</td>
<td>Really fantastic atmosphere; teachers, staff, students and parents get along; respectful; work well together; parents love visiting and volunteer a lot</td>
<td>&quot;A very caring school&quot;; everyone &quot;work[s] together&quot;; students are &quot;number one&quot;</td>
</tr>
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</table>

Table 4.2: School Characteristics
Table 4.2 (continued)

<table>
<thead>
<tr>
<th><strong>Janitor</strong></th>
<th><strong>Perception</strong></th>
<th><strong>Parent/Community/Board Member</strong></th>
<th><strong>Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A real good atmosphere; good place to work; nice building; good teachers; friendly staff; everybody gets along well</td>
<td>A pleasant atmosphere; the staff cares and students come first</td>
<td>&quot;A happy school&quot;; views students and staff as &quot;a family&quot;; &quot;Principal, teachers, cooking staff...they all seem to work together and they all cater to the kids&quot;; &quot;...they're in it for the kids, you know, and that's what's this whole thing's about, KK, get the kids involved&quot;</td>
<td>&quot;Great fun...you learn a lot...exciting and surprising...warm fuzzies...clean...our teachers, they're really nice and they're kind to us&quot;</td>
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<tr>
<td>Wonderful atmosphere, she is treated very well, community feels good about the school (parent); a community businessperson recalled never hearing anything negative about the school (community); &quot;I think it's wonderful! They do a lot of hands on teaching&quot; (parent)</td>
<td>Staff care about the kids and each other, a lot of learning is going on, staff has a cooperative attitude, high academic expectations, good principal, overcrowded, teachers should be paid more/administrators paid less; improve public perception (parent)</td>
<td>Staff respects the children, the school works well together (parent); students from other attendance areas are wanting to attend Site Three (community); has a very good leader (board member); it's a school that's &quot;trying hard to provide education for children&quot; (parent email)</td>
<td>Students described their school as fun, cool, great, excellent, knowledgeable teachers, nice, and happy; a minority described is as &quot;it stinks&quot; and &quot;boring&quot;</td>
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<tr>
<td>&quot;Caring, educational, creative, kind teachers&quot;; the teachers &quot;care about us&quot;; &quot;fun&quot;; safe; friendly; &quot;safer environment than the other schools&quot; (5th grade student)</td>
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<tr>
<td>Targeted Areas for Improvement</td>
<td>Developing &quot;good citizens&quot; by focusing upon being kind, organized, attentive, loyal, accountable, trustworthy (prin.); improving &quot;academics&quot; (prin.); briefly mentioned staff communication, language arts skills, and interpersonal relationships among students</td>
<td>Three areas: reading comprehension, math concepts/application skills, and student discipline</td>
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<tr>
<td><strong>Site Appearance</strong></td>
<td>Mediocre in appearance; interior was somewhat drab with older colors; older tile on floors; &quot;clean&quot; (student); surrounded by chain link fence; seemed to be crowded between the highway and a residential area</td>
<td>Very attractive exterior; interior had been remodeled in various stages; overall, a modern appearance; situated on a spacious lot with some attractive landscaping;</td>
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<tr>
<td><strong>Discipline</strong></td>
<td>The punishments &quot;suit what you did&quot; (student); the principal is &quot;real nice but...real strict&quot; (student)</td>
<td>Principal that initiated the quality processes was very businesslike; she met problems head-on (janitor); present principal is much more &quot;laid-back&quot; although respected in his approach</td>
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<td></td>
<td>&quot;... [the school is] kind of strict, and it'll teach you so the next year you'll be better.... It's kind of, it's fun&quot; (5th grader); students go to the office more for being good than for misbehaving (5th grader)</td>
<td>*</td>
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<tr>
<td></td>
<td>Site One</td>
<td>Site Two</td>
<td>Site Three</td>
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<tr>
<td><strong>Location</strong></td>
<td>Midwest; smaller city; seasonal tourist area</td>
<td>Midwest; suburb of large city; 30 minutes drive to the downtown area of two large cities</td>
<td>Midwest; suburb of large city; urban school; sandwiched between a poorer district and a more affluent district</td>
</tr>
<tr>
<td><strong>Attendance Center</strong></td>
<td>One building: Kind.-6th grade</td>
<td>One building: 1st-5th grade</td>
<td>Two buildings: K-3rd and 3rd-5th grade</td>
</tr>
<tr>
<td><strong>Student Population</strong></td>
<td>420</td>
<td>615</td>
<td>280 (K-3rd) 125 (3rd-5th)</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Approximately 40 (approximately 23 classroom teachers)</td>
<td>60 (approximately 40 classroom teachers)</td>
<td>40 (22 classroom teachers)</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>Approximately 45% of students on Free &amp; Reduced Lunches; qualifies for Title 1</td>
<td>Diverse; 21% of students on Free &amp; Reduced Lunches; qualifies for Title 1</td>
<td>Diverse; 50% of students on Free &amp; Reduced Lunches; Schoolwide Title 1</td>
</tr>
<tr>
<td><strong>Minority</strong></td>
<td>Less than 3%</td>
<td>15% Hispanic and 1-2% African American</td>
<td>10% African American and 10% Hispanic</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
<td></td>
<td>50% of students on a Student Improvement Plan</td>
</tr>
</tbody>
</table>

Table 4.3: Site Demographics
<table>
<thead>
<tr>
<th>Question 1</th>
<th>Site One</th>
<th>Site Two</th>
<th>Site Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you like best about your school?</strong></td>
<td><strong>What do you like best about your school?</strong></td>
<td><strong>What do you like best about your school?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1st-2nd graders</strong></td>
<td>4 votes: math; my teacher 3 votes: recess 2 votes: art/music; the fish tank in the hall; homework 1 vote: journals; writers workshop; it's fun; reading; my classmates; my room; the plays</td>
<td>10 votes: teacher; PE/art/music 4 votes: math/spelling/reading 3 votes: recess; nice principal; lunch 2 votes: lunch; media center/computers 1 vote: it's the best school; field trips; friends; creative; they celebrate your birthday; it's fun; very nice</td>
<td>9 votes: PE/recess 1 vote: flashcards; Halloween party; art; kickball; everyone is nice</td>
</tr>
<tr>
<td><strong>5th-6th graders</strong></td>
<td>13 votes: teachers/staff 7 votes: hands-on activities 3 votes: after-school activities 1 vote: new security system; good discipline system; being able to talk together; nice principal; special classes; science materials; food; good homework policy; we are making improvements; gym/recess</td>
<td>12 votes: recess/gym; 6 votes: teachers/staff/computers 3 votes: special classes 2 votes: library 1 vote: writer's workshop; science; after school activities;</td>
<td>10 votes: getting an education/spelling/computer lab/math 6 votes: friends 5 votes: play/parties/PE/fun things/field trips 4 votes: the teachers treat us nice/kind 2 votes: art 1 vote: visiting the preschool; no uniforms/kickball; good discipline/compliments</td>
</tr>
</tbody>
</table>

Table 4.4: Student's Feelings
Table 4.4 (continued)

<table>
<thead>
<tr>
<th>Question 2</th>
<th>What would you change about your school?</th>
<th>What would you change about your school?</th>
<th>What would you change about your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST-2ND GRADERS</td>
<td>2 votes: more computers; the playground; [more] toys/games 1 vote: no more hitting/punching; a swimming pool; more help for teachers; books; nothing; the fat pencil; go outside in the winter; art</td>
<td>7 votes: no silent lunch/lunchroom rules/lunch ladies 4 votes: math/reading/spelling 2 votes: no time outs 1 vote: more teachers; move Kind. back in; nothing; rooms; buses; football in PE; make Karli love me; more books in the library; all parents can go on field trips; make everybody my friend; make it cleaner</td>
<td>4 votes: more PE/recess 3 votes: wants it to be greater/good 2 votes: more art; no more work; make a bigger jungle gym/playground 1 vote: more music; no violence; recess &amp; art</td>
</tr>
<tr>
<td>5TH-6TH GRADERS</td>
<td>6 votes: lunch menu 3 votes: Pokemon rule; transfer bad students to another school/not allow misbehavior 2 votes: longer recess/bigger playground; more time for extra activities; free choice to wear shorts 1 vote: need more room; go to a 4.5 day week; make everybody nice/giving; cold water in the fountain; the way my friend talks; shorter days and switch classes all day; air conditioning</td>
<td>15 votes: cafe./lunch ladies 8 votes: longer recess/more activities 2 votes: teachers; cable in every room; more projects 1 vote: the time; more books in the library; the size; math/spelling/English; amount of homework; laptops for everyone;</td>
<td>7 votes: better behavior 4 votes: more teachers to help us learn/improved learning &amp; educ. 3 votes: air conditioning 2 votes: bigger gym/classrooms; sit where you want in lunch/longer lunches; 1 vote: good kids get good teachers/bad kids get bad teachers; two music rooms, divide boys and girls; more PE/recess/art/band; better playground; more after-school activities; more use of the whole school; a basement that has an exit; increased tolerance for differences</td>
</tr>
</tbody>
</table>
Principal and staff had no formal experience with "quality" prior to attending a conference | X | X | X
Had a building principal with a strong commitment to the quality philosophies | X | X | X
Received an ASQ grant to pilot the quality philosophies | X | X | X
Site faced strong resistance to the quality philosophies at times | X | X | X
The principal was determined that all staff would use the quality tools whether they chose to or not | X | X | X
The principal and staff experienced a sharp learning curve regarding the quality philosophies | X | X | X
The principal led the "quality" efforts | X | X | X
Began the quality initiative after identifying a need (i.e., addressing school reform/improvement; creating consistency in the curriculum and a focus on improving academics; meeting state performance standards and addressing school improvement) | X | X | X
Initially, staff was excited about the quality philosophies | X | X | X
Principal had been with the school from the beginning of implementing the quality philosophies | X | X | X
Superintendent and principal who initiated the quality philosophies left after five years; new superintendent and principal recently hired with a working knowledge and limited knowledge respectively of the quality initiative | X |
Gaps exist in the quality initiative due to change in administration | X |
Principal had considered "giving up" during the journey | X | X | X
The superintendent was supportive from the beginning | X | X | X
Had a positive business-partnership | X |
Had a mediocre business-partnership | X |
Had a poor business-partnership | X |
Funding provided from district resources | X | X | X
Currently, management conditions more relaxed; less top-down | X | X | X
Currently, students feel more comfortable; less fearful | X | X | X
Currently, more development of leadership teams | X | X | X
Students benefiting from the quality initiative (i.e., more responsible and accountable, achieving higher) | X | X | X
Teachers felt better about their performance since the quality initiative | X | X | X
Staff is working more closely together; teamwork; better interpersonal relationships | X | X | X
Students are the focus | X | X | X
Currently, teams document performance progress regularly | X | X | X

Table 4.5: Comparison of Objectives 1, 2 & 3 (continued)
| Current, realize that the quality initiative is a “big commitment” regarding time | X |
| Community is involved in the quality initiative | X |
| Principal supports the quality initiative in front of the students (i.e., meetings to decide rules; student assemblies; compliments) | X X X |
| Staff is relatively cohesive | X |
| Considered the one of the best schools in the district | X |
| Few discipline problems; good student attendance and motivation | X |
| Staff more focused, coordinated and concentrated | X X |
| Students to be more reflective in their work; to develop character traits such as honesty, organization and trustworthiness; to be able to “realize their full potential” | X X X |
| Strong emphasis in staff development; increased use of quality processes among teachers; developing leadership among staff | X X X |
| Raising student achievement scores | X X X |
| Focused on continuous improvement (using the plan-do-study-act cycle) | X X |
| More early interventions (i.e., pre-school, latch-key program) | X |
| Further work in curriculum and teaching practices | X |
| Replicating the quality initiative in other schools; staff making presentations of their successes at other schools | X X |
| Reaching a staff consensus on the goals they want students to have attained at the end of each grade; everyone knows and understands the vision of the school | X X |
| Increased teamwork to become “an increasingly effective school” | X X |
| To become “driven by the district’s strategic plan” | X |
| Focus on producing children that are “successful citizens” both socially and academically | X |
| Training for new administration on quality initiative | X |
| To be further recognized by the state (i.e., excellence in education awards) | X |
| Merging two buildings into one | X |

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<table>
<thead>
<tr>
<th>Mission</th>
<th>Site One</th>
<th>Site Two</th>
<th>Site Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Together with students, staff, parents, and community, [Site One's] mission is to develop each child to the best of his/her ability. It is our conviction that parents and teachers equally share the responsibility for the total development of each child; that we work hand-in-hand to promote each child's cognitive, social, emotional, and physical growth; that we recognize and encourage each child's self-esteem and dignity; that we provide a learning atmosphere that is comfortable, yet goal oriented; and that we surround each child with an aura of love and concern.&quot;</td>
<td>&quot;The Mission [the Site Two District] is to pursue excellence to shape the future.&quot; &quot;[Site Two's] mission...to create an environment that facilitates life-long learning and ensures improvement for every child. To help obtain this goal, we will focus our efforts toward providing cross-curricular opportunities for engaged learning, which are both student-centered and highly interactive, while remaining meaningful for our students and the learning standards they strive to achieve.&quot;</td>
<td>&quot;The school and home will create a learning environment which promotes productivity, responsibility, and self-reliance in each child.&quot;</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Not available for a response; principal stated that the district's management philosophy is top-down although there is some effort to &quot;flatten&quot; it</td>
<td>Allows the principals to run their buildings; sees his role as a supporter or enabler for good things to happen</td>
<td>Use test data to drive decisions; focus on the student</td>
</tr>
<tr>
<td>Principal</td>
<td>Supports a &quot;totally shared&quot; form of leadership; must work with the central office which is much more hierarchical so her leadership can not be totally site-based; delegates as much as possible</td>
<td>Open-door policy with staff; he seeks input from staff when making decisions; makes decisions deliberately rather than quickly; &quot;peaceful, gentle, nurturing&quot;</td>
<td>Believes his personal philosophy, the superintendent's philosophy and the district's philosophy is aligned; participatory leadership; has a leadership council consisting of parents, teachers, staff and community members, and himself; lets &quot;people know what's expected of them&quot;; strong communicator; he believes strongly that &quot;we can get better&quot; and manages accordingly</td>
</tr>
</tbody>
</table>

Table 4.6: Philosophy of Management
### Superintendent

<table>
<thead>
<tr>
<th></th>
<th>Site One</th>
<th>Site Two</th>
<th>Site Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My perception</strong></td>
<td>Could not schedule me in; no response by email</td>
<td>Could not schedule me in; responded quickly by email</td>
<td>Scheduled me in; warm and friendly; focused on students; described by the principal as &quot;delightful&quot;</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Male</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Years with district</strong></td>
<td>Since before the quality initiative</td>
<td>4 months</td>
<td>6 years</td>
</tr>
<tr>
<td><strong>Described by others</strong></td>
<td>Allows principal some autonomy (prin.)</td>
<td>&quot;Allows the principal to run the school&quot;; expects principals to be accountable to him; he provides principals with some autonomy (prin.); supports &quot;engaged learning...in-depth learning and not just being exposed to a lot of things&quot; (teacher)</td>
<td>Excellent leader (supt., board member, PE teacher); very good communicator (supt.)</td>
</tr>
<tr>
<td><strong>Role in &quot;quality&quot;</strong></td>
<td>Supported the principal in an interpersonal crisis that was negatively effecting the quality initiative; has not provided district resources for the quality initiative</td>
<td>To &quot;nurture&quot; the principal and &quot;help him continue the TQM philosophy&quot;</td>
<td>To &quot;continue to provide them with the resources they need, to provide them with a safety net when they want to try another aspect of it&quot;; to be their &quot;cheerleader&quot;</td>
</tr>
<tr>
<td><strong>Beliefs</strong></td>
<td>Not available for a response</td>
<td>&quot;Incredibly passionate about teaching and learning&quot;; desires to bring &quot;leadership...to facilitate the most important relationships that schools have: teacher/student/parent&quot;</td>
<td>&quot;Education is the backbone of our country...the great equalizer&quot;; as educators, our only responsibility &quot;is to make sure every child learns what he or she needs to get where that child really wants to go in life&quot;; spends a great deal of time with &quot;instruction and teaching&quot;</td>
</tr>
</tbody>
</table>

Table 4.7: Leadership Demographics (continued)
Table 4.7 (continued)

<table>
<thead>
<tr>
<th>Perception of school</th>
<th>Not available for a response</th>
<th>Does not feel he has been with the district long enough to provide an educated response</th>
<th>“It’s truly a family of learners. When something good happens at that school, which is almost hourly, they celebrate together...it’s truly a family environment. They support each other....they have consensus on what is their focus” (supt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience with “quality”</td>
<td>No response; my impression from the principal was that the superintendent has little experience with TQM</td>
<td>Believes “wholeheartedly in TQM”; had a positive experience with TQM at a high where he was principal</td>
<td>Trained by Deming in 1970s; implemented the quality philosophy in a previous districts in past 20 years</td>
</tr>
<tr>
<td>The customer?</td>
<td>Not available for a response</td>
<td>Students and parents</td>
<td>“There’s no doubt about it. The children.”</td>
</tr>
<tr>
<td>Thoughts on staff</td>
<td>Not available for a response</td>
<td>Declined to comment due to his short tenure with the district</td>
<td>“Excited...futuristic”</td>
</tr>
</tbody>
</table>

Principal

<table>
<thead>
<tr>
<th>Site One</th>
<th>Site Two</th>
<th>Site Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>My perception</td>
<td>Creative when she wants something done (“I’ve always felt that there’s more than one way to skin a cat”); driven to implement quality philosophies; hard-working and dedicated to students and staff</td>
<td>Easy going/relaxed leadership style; kind-hearted (journal); if he stays at the school long and they take on his personality, it will be a pleasant place (journal); presently, the school is not used to his style of leadership; somewhat unsure of the quality philosophies; principal who implemented quality philosophies was autocratic; hard-working and dedicated to students and staff</td>
</tr>
</tbody>
</table>

(continued)
Table 4.7 (continued)

<table>
<thead>
<tr>
<th>Thoughts on staff</th>
<th>“Family-type atmosphere”; “warm, loving”; environment of “respect”, “caring” attitude”, “professionalism”; the staff “genuinely care”</th>
<th>Still getting to know them; is confident of his staff; they “respect each other”; “we have teachers who strive to do what’s best for kids”</th>
<th>“real productive…real kind…real positive…on-task…open…a high level of commitment”; “this is a wonderful staff and has been for years”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td>Years with district</td>
<td>24 years; 9 years as principal</td>
<td>Nine months</td>
<td>22 years</td>
</tr>
<tr>
<td>Perception of school</td>
<td>Comfortable, family-type atmosphere; respectful, caring and professional environment</td>
<td>Teachers respect each other and do what’s best for the kids; not used to his more relaxed leadership style</td>
<td>“Everybody gets along real well”; teachers don’t learn from each others strengths</td>
</tr>
<tr>
<td>Beliefs</td>
<td>Desires a “totally shared leadership…everything is site-based”; she delegates as much as possible; has to constantly make sure the staff &quot;stick&quot; to the quality processes</td>
<td>Students are “responsible for their own learning” but “teachers do have some responsibility”; “we’re going to be a team”; consensus building; “I want to bring people together and help people get along; “peaceful, gentle and nurturing”;</td>
<td>Shared leadership; supports the “positive things that go on in a building”; desires to “help improve instruction and improve student learning”; he has the “vision” and helps to “facilitate” reaching the vision;</td>
</tr>
<tr>
<td>Who are the customers?</td>
<td>“The three main customers we see are the parents, the staff, and the students”</td>
<td>Students and parents (he hesitated to separate them and finally said “families”)</td>
<td>The students</td>
</tr>
<tr>
<td>Experience with “quality”</td>
<td>Five years; although a firm believer in “totally shared leadership,” she believes the “principal-ship is a very key component” to keeping quality going</td>
<td>Studied it in college courses 2-3 years ago in doctoral courses; introduced some philosophies to a lesser degree at his previous position in a private school; does not feel he has been at Site Two long enough to assess the degree of continuous improvement taking place</td>
<td>Five years</td>
</tr>
</tbody>
</table>
### Table 4.8: Personal Observations

<table>
<thead>
<tr>
<th>Observations of the Superintendent</th>
<th>Site One</th>
<th>Site Two</th>
<th>Site Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could not schedule me in for an interview; did not respond to emails; I felt jilted</td>
<td>Scheduled me but had to cancel; promptly and efficiently emailed with answers to questions</td>
<td>Scheduled me without a problem; warm and friendly; very direct with her answers</td>
<td></td>
</tr>
<tr>
<td>Observations of the Principal</td>
<td>Very busy (it took several calls before she agreed to allow me into her school...the demands on her time seemed great); friendly in person, more distant on the phone; although she went at a quick pace, she seemed a little tired (spoke of not knowing how much longer she could keep up the pace); businesslike and not a particularly warm personality</td>
<td>Very friendly on the phone and very willing to have me visit his school; offered a great deal of assistance in collecting artifactual data; very attentive to his staff and students; truly had a heart for creating a positive learning atmosphere at his school; enthusiastic about his new job but obviously just getting his feet on the ground in his new position; untrained in the quality philosophies and presently just &quot;feeling his way&quot;</td>
<td>Very friendly on the phone and very willing to have me visit his school; extremely cordial; made me feel very welcome and comfortable; a solid leader who seemed to know where he was going and why</td>
</tr>
<tr>
<td>Observation of the staff</td>
<td>The teaching staff was very helpful to me but the classified staff was much more hesitant; I felt welcome in the classrooms</td>
<td>Eclectic (some fun-loving types, some serious and more professional-acting types, and some cynical types); did not warm up to me quickly; a large staff; I didn't feel particularly welcome in the classrooms</td>
<td>Very helpful to me and accepted me quickly; all teachers invited me into their classrooms at any time; staff seemed cohesive</td>
</tr>
</tbody>
</table>
Table 4.8 (continued)

<table>
<thead>
<tr>
<th>Observation of the school site</th>
<th>Not particularly attractive; difficult to tell about the exterior because it was covered with snow</th>
<th>Cluttered foyer; although some student work displayed on the walls, it had a look of disorganization; beautiful exterior and grounds</th>
<th>Needing interior/exterior upkeep but clean; little landscaping; it seemed that maintenance items had been left undone, possibly due to the new construction that was to begin soon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of the interpersonal relationships</td>
<td>There has been some rough times in the past; presently there is a professional feel to the relationships; the staff that I interviewed seemed to get along well; much give and take</td>
<td>During the faculty meeting, I sensed some cliches; much less gentle compared to the Site Three staff; the teachers commented that they really enjoyed the focus group even though it lasted 2 hours</td>
<td>I have sensed “no fear” in the relationship between the principal and his staff (journal); students seemed pleasant with the adults and vice versa; (journal); this was a happy school</td>
</tr>
<tr>
<td>Observation of the students</td>
<td>Very responsive to me in the interview groups; less disciplined in the halls and cafeteria while transitioning</td>
<td>Very responsive to me in the interview groups; less respectful on the playground and in the cafeteria</td>
<td>Very responsive to me in the interview groups; very respectful on the playground and in the cafeteria</td>
</tr>
<tr>
<td>Criteria</td>
<td>Site One</td>
<td>Site Two</td>
<td>Site Three</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Could not schedule me in; no response by email</td>
<td>Students and parents</td>
<td>&quot;Oh, there's no doubt about it. The children.&quot;</td>
</tr>
<tr>
<td>Principal</td>
<td>&quot;The three main customers are the parents, the staff and the students&quot;</td>
<td>Students and parents. He hesitates to separate them and eventually replied that the &quot;school families&quot; are the customers</td>
<td>The students; efforts were made to include the parents as customers but he said they weren't particularly responsive</td>
</tr>
<tr>
<td>My Observation</td>
<td>Observed her interacting with a parent and it was a positive relationship; principal wanted to make sure her staff had everything they needed to do their job; students felt she was doing her job well</td>
<td>He treated the students with respect and truly wanted the best for them; he was available to parents; the staff was also his customer as seen by his concern for their regard</td>
<td>The principal had a genuine concern for his students; he spoke to them respectfully; he tried to find a costume for a Kindergarten student for the Halloween party</td>
</tr>
<tr>
<td>Teachers</td>
<td>&quot;The parents...the students...the teachers...we're all customers really&quot;;</td>
<td>&quot;The children...they're first and the families are second&quot;; &quot;everybody...the parents...the community...the staff...the students&quot;</td>
<td>Students and community, however, &quot;that one child, Johnny, that comes in, he is the customer today&quot;</td>
</tr>
</tbody>
</table>

Table 4.9: Customers
<table>
<thead>
<tr>
<th>Others: janitor, board member, parent</th>
<th>“the kids” (janitor);</th>
<th>The community who were used to provide the direction for the 40 million dollar bond issue that recently passed (board member); “the children” (parent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff wakoahitun with the students and the quality philosophies;</td>
<td></td>
<td>The students who were involved in all aspects of their organization (journal);</td>
</tr>
</tbody>
</table>
CHAPTER 5

ANALYSIS

5.1 INTRODUCTION

As the superintendent of Site Three stated, I too believe that a child’s education is the very “backbone of our country...the great equalizer....the life blood of a person” (Superintendent, Site Three). During their formative years, it is critical that students have a positive experience, for the experience gained at this level has considerable impact on the remainder of a person's life, both academic and personal. Throughout my career in public education, my administrative focus has been on positively touching the lives of students through organizational effectiveness within an environment of concern, helpfulness, patience, planning, and increased participation with the home.

I have been the administrator who is out front, making decisions with a "rally-the-troops, let’s conquer" attitude. At the same time, I have always tried to serve others by working “behind the scenes”, continually building rapport, and recognizing I can lead only if others
have chosen to and are willing to follow. This required me to put my customers first.

In an education organization, I feel it is important for administrators to lead in analyzing the organization, in determining its strengths and weaknesses, and in enabling its members with the necessary strategies to capitalize on its goodness and diminish less desirable qualities. A desire to help others is necessary for effective administration to occur. An openness to other's feelings and expertise must be present as the education process unfolds and as efforts are made to create the most effective organization to provide the best education for students.

Throughout my career, I have asked myself, “What management philosophies will make me the best administrator?” I believe I came closest to answering this question when I recognized that my personal philosophies aligned closely to Deming’s total quality management philosophies. However, the practical depth that I desired in understanding these philosophies in a public education context could only come from a “hands on” experience. Thus, I decided to do this qualitative study where as the researcher, I would become a part of each site as the research instrument.

5.2 SUMMARY

I collected data in three public schools. Although their configuration varied, all were elementary schools. The sites were recommended by the American Society for Quality (ASQ) as schools that were making “substantial efforts” toward implementing the quality
philosophies within their management. All three sites were members of an alliance sponsored by ASQ called Koalaty Kid. The schools’ staff had received training from ASQ and had made presentations at conventions regarding their experiences of using quality processes in education.

Due to cost considerations by the researcher, the schools selected for the study were located in the midwestern United States. Site Three site was west of the Mississippi River. Site One and Site Two were east of the Mississippi River. All three sites had a small town feel to them although Site Two and Site Three were located in the suburbs of very large cities. (Table 4.3: Site Demographics)

The grade configurations within the sites varied. Site One was housed in one building and had a kindergarten through sixth grade configuration. Site Two was also housed in one building but had a first through fifth grade configuration. Site Three was housed in two buildings and had a kindergarten through third grade configuration in the primary building and a third through fifth grade configuration in the intermediate building (Table 4.3). Within the next couple years, Site Three will come together under one roof with a kindergarten through sixth grade configuration.

The populations within the sites also varied. Site One had 420 students. There were approximately 40 staff members and 23 classroom teachers. Site Two had 615 students and expected more growth soon. The staff population was 60 with 40 being classroom teachers. Site Three had 280 students in the primary building and
125 students in the intermediate building. There were 40 staff members with 22 of them being teachers. (Table 4.3)

The sites were similar regarding socio-economic levels. Site One had 45% of their students enrolled in the Free & Reduced Lunch program. According to comments from the principals, the socio-economic levels were more diverse within the Site Two and Site Three schools. Both Site Two and Site Three had a wide spectrum of incomes within their district. Site Two had a 21% student enrollment in Reduced & Free Lunch program, and Site Three had a 50% student enrollment in the Reduced & Free Lunch program. All three sites qualified for the Title One program. Site Two had a large Hispanic population that composed 15% of the student population. In addition, there were 1-2% African-Americans. Site Three had an equal amount of Hispanics and African-Americans that made up 20% of their student population. (Table 4.3)

The appearances of the sites were typical. The buildings had large windows in the classrooms to give each room the feeling of spaciousness. On these large windows were student's work, posters and various other artifacts to help the teachers with their instruction. Student's work was displayed in the classrooms and the hallways. Water fountains and restrooms were placed in strategic location as to most effectively serve the students and the teachers.

I was only able to personally interview one of the three superintendents. The Site Two superintendent had scheduled an interview with me but had to cancel at the last minute. He volunteered
to respond to my emails and did so in a very timely manner. The information he provided spoke more on his support of the quality initiative and very little on knowledge of Site Two's involvement of the quality philosophies. The Site Two superintendent had only been in his position for four months. I was not able to schedule an interview with the Site One superintendent, and he did not respond to any emails. The Site Three superintendent was very willing to be interviewed and struck me as a very focused yet warm educator. She knew exactly where she wanted Site Three to go and was willing to support whatever effort it took to get them there. (Table 4.7: Leadership Demographics)

A common thread running throughout the three schools was mutual respect. I heard it from the administrators, from the teachers, from the staff, from the students and from the community members. When asked what was special about the school, I found I could always count on the word "respect" being mentioned. (Table 4.2: School Characteristics)

In addition to respect, a common thread running through all three sites was that the teachers were working together. They were defined as being supportive and respectful of one another, of being dedicated to and caring for their students, and as working hard for community involvement. All of the principals spoke highly of their teaching staff. In return, it seemed that the teaching staff appreciated the leadership of their administrators. (Table 4.2: School Characteristics)
Throughout the three sites, I commonly heard staff, parents and community members being supportive of teaching staff and the “quality” initiatives. Staff stated that the teachers were working together and more focused. Parents had witnessed their children talking about the quality philosophies at home and even making a transfer of practices from the school-life to their home-life. Community members were proud of their local school, and outside members wanted to transfer their children into the attendance area. (Table 4.2: School Characteristics)

I visited with many students at each site through individual interviews and group interviews. In addition, I had a class of primary age students and a class of intermediate age students provide me with a written reply to two questions. Although they could identify areas where they would like to see improvement, the students made predominantly positive comments about their schools. The most negative comments were from students at Site Two. (Table 4.4: Student’s Feelings)

Site One and Site Three were further along the quality journey than was Site Two. They both had developed definite areas that they were targeting. Site One was targeting five areas and had developed the following teams: staff development, quality in the classroom/proficiency, lunchtime/discipline, intervention, and parental involvement. Site Three was targeting three areas: reading comprehension, math concepts and application skills, and student discipline. Teams had been established to address the targeted areas. In addition, processes had been put in place to follow the
plan-do-study-act (PDSA) and focus upon continuous improvement. (Table 4.2: School Characteristics)

Site Two was recovering from some setbacks in their quality development. They lost the principal and superintendent who initiated the quality movement in their school. After spending almost a year with an interim, they hired a principal with a limited knowledge of the quality philosophies. He had been on-the-job for nine months and was determined to learn and be trained in the quality processes. It was more difficult to determine clearly targeted areas for Site Two. Without a doubt, they are working on developing "good citizens" by focusing upon character traits such as kindness, organization, attentiveness, loyalty, accountability, responsibility, and trustworthiness. In addition, they were focusing upon improving academics overall. Although they had previously identified areas for improvement, I heard little about these areas. It appeared that the change in administration had weakened their focus. However, once the new Site Two principal becomes trained in the quality initiative, I feel confident that the previously targeted areas for improvement will resurface. (Table 4.2: School Characteristics)

5.3 CONCLUSIONS

5.3.1 OBJECTIVE ONE

Objective One was to describe the historical journeys of TQM schools, identifying significant turning points in processes and philosophy. (Table 4.1: Quality Timeline)
5.3.1.1 SITE ONE

- principal and staff had no formal experience with "quality" prior to attending a conference
- had a building principal with a strong commitment to the quality philosophies
- received an ASQ grant to pilot the "quality" philosophies
- staff excited about the initiative at first but later "resistance" to the quality philosophies was experienced (initially 100% support; dropped to 60% support in year 2-3; presently seems stabilized at 85-90% support)
- principal had been with the school since the beginning of "quality" and experienced times when she considered giving up because of the resistance; however, she kept engaged due to her belief that "quality" was best for the students
- at the time of implementation, the principal was determined that the staff would use the tools whether they chose to or not; sharp learning curve
- although the superintendent became more supportive as the processes developed and recognition increased, the principal had to lead the "quality" efforts in her building and secure outside resources to fund the efforts
- when superintendent showed signs of support, the "pendulum" began to swing in a more positive direction for the continued implementation of "quality" philosophies
- had a positive business-partnership
5.3.1.2 SITE TWO

- began the “quality” quest after the school identified a need (was working with a curriculum that had no consistency and was described as “a hodge-podge”; creating a focus and raising academics)
- had a building principals (past and current) with a strong commitment to the quality philosophies from the beginning
- experienced “resistance” to the quality philosophies; staff fought against the philosophies “tooth-and-nail”; the resistance was escalated by the autocratic leadership style of the principal
- at the time of implementation, the principal was determined that the staff would use the tools whether they chose to or not; sharp learning curve
- had a superintendent with a strong commitment to the quality philosophies and funding was provided from district resources
- had a mediocre business-partnership
- lost their principal after five years of implementing the “quality” philosophies; had an interim principal for approximately one year; hired a principal that had limited knowledge of the quality philosophies in a public education setting

5.3.1.3 SITE THREE

- had a building principal with a strong commitment to the quality philosophies
- experienced “resistance” to the quality philosophies
the principal who had been with the school since the beginning of “quality” experienced times when he considered giving up because of the resistance; however, what kept him engaged was his belief that the “quality” philosophies was what was best for the students

- at the time of implementation, the principal was determined that the staff would use the tools whether they chose to or not; sharp learning curve
- began the “quality” quest when the school identified a need (had a “shotgun” approach to student learning)
- had a superintendent with a strong commitment to the quality philosophies and funding was provided from district resources
- had a poor business-partnership

5.3.2 OBJECTIVE TWO

Objective Two was to observe the current environment, practices, philosophies, and other evidence that can then be compared to quality principles for illustrating how various elements are made manifest within the different contextual situations of the schools.

5.3.2.1 SITE ONE

- Management conditions are more relaxed
- Students feel more comfortable; less fear
- Students have more ownership in rules
- Management becoming less top-down and more site-based
- Development and training of leadership teams
- Staff utilized in improvement planning throughout the district
• Twice a year, the teams document progress toward performance indicators and set the goals for the next 6 months
• Support for the quality initiative is 85-90% (however, the less than 100% support is attributed to new staff who have yet to be trained)
• Realize that the quality processes are a “big commitment” and not everyone is at a place in their life where they are able to afford the time

5.3.2.2 SITE TWO

• New superintendent and principal fully support the TQM philosophies
• Principal is currently committed to child safety, addressing issues of concern and good communication
• Teachers felt students are presently more responsible than they were before the quality initiative
• Teachers felt students are presently more accountable than they were before the quality initiative
• Teachers felt themselves being more accountable
• There are some “gaps” in the quality movement due to the change in administration
• Staff was beginning to have more team meetings and working together more closely
• Curriculum is presently reviewed and revised on a five-year cycle
• Community is somewhat uninvolved in the quality movement, perhaps due to the change in administration
• Teachers spoke of their interpersonal relationships as “good” and getting “better”

5.3.2.3 SITE THREE

• Described by the superintendent as exciting and futuristic
• Principal uses compliments as rewards
• A sense of positiveness prevails; “Everything is for [the student’s] success”
• Cohesiveness among staff regarding a direction
• Considered the best school in the district
• Few discipline problems; students treat one another with respect
• Good student attendance and motivation
• Same curriculum used throughout the site
• Entire school is responsible for the results of students
• Although always good, there are better interpersonal relationships than in the past
• Staff more focused, coordinated and concentrated
• Teachers are “more into the program” than in the past
• The school is “truly focused” on the needs of students

5.3.3 OBJECTIVE THREE

Objective Three was to explore the next steps both in the concrete strategic planning context as well as the ‘hopes and dreams’ context.
5.3.3.1 SITE ONE

• Focus on continuous improvement
• Students to be more reflective in their work
• More early interventions (i.e., pre-school and latch key programs)
• Continued "strong emphasis" in staff development built around knowledge, modeling, practice and feedback
• Continued use of the plan-do-study-act to measure the school's effectiveness
• Further work in curriculum and teaching practices
• Replicating Koalaty Kid in other schools in the county
• Reaching a consensus of goals which the staff want the students to have attained at the end of each grade
• Continued work as a team, using quality tools to solve problems in the quest of becoming "an increasingly effective school"

5.3.3.2 SITE TWO

• To become a school "driven by the district's strategic plan"
• To produce children that are "successful citizens" both academically and socially
• To develop within students character traits such as honesty, organization and trustworthiness
• To provide staff development focused on school improvement plans to better train teachers how to "meet the needs of students in the future"
• From a teacher's perspective, to assure that the new administration will become trained as quickly as possible in the quality philosophies
• To increase the monitoring of teachers by the administration to assure that the quality philosophies are being followed
• To earn another "excellence in education" award from the state

5.3.3.3 SITE THREE
• To "get better every day" (superintendent)
• To "just...keep getting better" (principal)
• More presentations by the staff to others of their success in the classroom
• To further develop leadership among the teaching staff
• To further develop teamwork among the staff in efforts to "focus on results with all grade levels"
• To provide students with opportunities that will allow them to leave Site Three with the ability to "confront any kind of situation that is put in front of them...to realize their full potential"
• Merging the primary and intermediate buildings
• Raising student achievement scores
• Continuously improving; finding what works and standardizing it
• To create an atmosphere where everyone knows and understand the "vision" of the school

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5.3.4 OBJECTIVE FOUR

Objective Four was to compare and contrast Objectives One, Two and Three across three case study sites to identify trends and unique aspects within sites. (Table 4.5: Comparisons of Objectives 1, 2 & 3)

Trends among all three sites for Objective 1 (Historical Journeys):
- Principal and staff had no formal experience with “quality”
- Building principals had a strong commitment to “quality”
-Were pilot schools for the Koalaty Kid program
- Faced strong resistance to “quality” at times
- Principal was determined staff would use “quality” tools
- Principal led the “quality” initiative
- Quality initiated to meet a building need

Trends among all three sites for Objective 2 (Current environment, practices and philosophies):
- Principals support the quality initiative in front of students (i.e., meetings to decide rules; student assemblies focused on monthly themes; awarding compliments)
- Management conditions became more relaxed and less top-down
- Students felt comfortable; less fearful
- Increased development of leadership teams
- Students benefited from the quality initiative (i.e., more responsible, accountable, achieving higher)
- Teachers felt better about their performance since the quality initiative
• Staff teamwork is increasing
Trends among all three sites for Objective 3 ('Hopes and dreams'):
• Students will continue to improve (i.e., more reflective in their work; more honest, trustworthy and organized; “realize their full potential”)
• Strong emphasis on staff development, increased use of quality processes, and developing leadership
• Desired to raise student achievement scores
Aspects unique to Site One for all three objectives include:
• Had a positive business-partnership
• Currently realizes that the quality initiative requires a “big commitment” from staff with regard to time
• Has positive community involvement in the quality initiative
• Dreams of more early interventions (i.e., pre-school and latch-key programs)
• Dreams of further work in curriculum and teaching practices
Aspects unique to Site Two for all three objectives include:
• Newly hired superintendent and principal
• “Gaps” existed in the quality initiative due to change in administration
• Had a mediocre business-partnership
• Hopes to become driven by the district strategic plan
• Hopes to focus on producing children that are “successful citizens” both socially and academically
• Hopes to have training for the new administration on the quality initiative
• Hopes to be further recognized by the state

Aspects unique to Site Three for all three objectives include:
• Had a poor business-partnership
• Considered one of the best schools in the district
• Has few discipline problems with good student attendance and motivation
• Will soon merge the primary and intermediate buildings into one building

Aspects pertaining to at least two of the three sites (Site One and Site Three):
• Initially, the staff was excited about the quality philosophies
• The administration remained consistent throughout the implementation of the quality philosophies
• The principal had considered “giving up” during some stage of the implementation because of the difficulty
• Staff teams document performance progress regularly
• There is a high degree of support from the staff for the quality initiative
• Staff is relatively cohesive
• Staff is focused, coordinated and concentrated
• Hopes to remain focused on continuous improvement (utilizing the plan-do-study-act cycle)
• Hopes to include staff in training at other school sites
• Hopes to reach staff consensus and goals that are clearly envisioned by all
• Hopes to increase teamwork
Aspects pertaining to at least two of the three sites (Site Two and Site Three):
  • The superintendent was supportive from the beginning of the quality initiative
  • The quality initiative was supported with district resources

5.3.5 DATA ANALYSIS USING TOTAL QUALITY EDUCATION AS A FRAMEWORK

The philosophies of Total Quality Management have been paraphrased for use in public education. This is known as total quality education (TQE) and consists of seven philosophies: total management commitment, commitment to customers, commitment to teamwork, commitment to self-management and leadership, commitment to continuous improvement, commitment to the belief in individual and team potential, and commitment to quality. The data collected at the three sites will be combined for further analysis through the framework of TQE.

5.3.5.1 TOTAL MANAGEMENT COMMITMENT

Total management commitment is evident only if educational leaders are committed to the cause. The building management at all three sites demonstrated a sound commitment to the quality philosophies. There was enough resistance at various stages throughout the implementation that caused the principals to consider
abandoning the quality efforts. Nevertheless, their commitment to the cause was stronger than the resistance and they persisted in moving ahead.

Considering data gathered at all three sites, the most important component of "total management commitment" was the building principal. I heard repeatedly that without the leadership of the principal, the philosophies would not have been implemented to the degree that they were. When Site Two lost the principal who began the quality initiative, the school had difficulty maintaining the philosophies.

It must also be noted that the superintendent, who is considered the top management position in a public school, does not necessarily have to commit to the quality philosophies in order for the building principal to successfully implement them. This was evident at Site One where the superintendent did not allocate funds to support quality training nor offer verbal support until the third year. However, it is also interesting to note that when the Site One superintendent offered verbal support, the principal stated that the "pendulum" swung in a positive direction. Although the quality philosophies can be implemented without the superintendent's full support, they are more easily and more effectively done so when there is total commitment.

5.3.5.2 COMMITMENT TO CUSTOMERS

The customer cannot be overlooked in TQM and must be a primary concern of a "quality" organization. "Quality should be aimed at the needs of the customers" (Deming, 1986, p. 5). However, there is an on-going debate as to "who is the customer" in public education.
When asked who the customers of public education were, almost all respondents initially replied, “The students.” Some never ventured any further with their answer. This is somewhat short-sighted of the “commitment to customers” philosophy which states that consideration must be given to all customers of the organization. However, as the conversation progressed, some would add that public school customers also included parents, teachers, and the community.

Commitment to the student as the customer of public education was evident within all three sites. Throughout my interviews and observations, I was reminded that the purpose of the school was to focus on the students. It was repeated over and over from every encounter, the “student” is what it’s all about. A prime example was when the principal got down on his hands and knees and helped a student tie their shoes. Additional evidence gathered from another site was when the principal walked down the hall and a student stated, “You sure do like kids, don’t you!” This same concern for the student which I witnessed in more physical situations was also very apparent in the academic realm as illustrated by a principal who stated that he simply wanted to provide his students with the opportunity to “realize their full potential.”

5.3.5.3 COMMITMENT TO TEAMWORK

Commitment to teamwork is evident when teams are trained in quality management and challenge problems. Teaming creates an atmosphere of “we are all in this together.” Teams that are trained well
are better able to identify the root causes of problems and work on solutions.

All sites went through team training. There were two phases that involved as much as the staff as possible. In the case of Site Three, the commitment to teamwork carried beyond the training. The support staff (with the exception of the busdrivers who made an attempt but failed) remained as involved in the “quality” initiative as did the teachers and principal. The principal enlisted a Leadership Council composed of teachers, himself, and parents when available, to make decisions for the organization. The decisions centered on a variety of topics (e.g., curriculum, behavior, budgets). Site Three exhibited enthusiasm for the “quality” processes throughout the organization.

Site One maintained the enthusiasm for the “quality” initiative as evidenced through the teamwork exhibited by the teaching staff. Five teams were created to address areas for improvement. Leaders of the teams were chosen from the teaching staff, and the teams worked closely together to create a plan-do-study-act cycle for their specified areas. However, there was less involvement by the support staff. The custodian remembered the training but was minimally involved in the “quality” processes.

Site Two demonstrated limited teamwork. They were in the process of re-storing “quality” momentum after losing the principal, superintendent and many teachers who were trained and had implemented “quality.” The new principal of nine months and new
superintendent of five months were dedicated to the “quality” initiative, and hoped to more fully develop teamwork within the staff.

5.3.5.4 COMMITMENT TO SELF-MANAGEMENT AND LEADERSHIP

Commitment to self-management and leadership is evident when the belief exists that people can learn and will be expected to manage themselves. This is best accomplished when members of an organization develop ownership within the organization. Throughout my data collection, the building principals spoke of their leadership teams and councils. They were pleased with the aspect of having an educated group to help with the decision-making that impacts the entire site. They welcomed the input and were supportive of shared decision-making. The Site One principal supported a “totally shared” form of leadership. Although her central office predominantly practiced a top-down style of leadership, she delegated leadership to her staff as much as a situation would allow. The Site Two principal said that he desired input from staff when making decisions. This was evident in his example of making a decision and later reversing it because his staff had presented him with what they thought was a more favorable plan. The Site Three principal most completely demonstrated the concept of self-management and leadership. His entire staff is clearly educated regarding the goals of the school and their role as a member of the team in meeting these goals. He stated, “[P]eople know what’s expected of them.” In addition, the Leadership Council is trained regarding their purpose and all discussions and decisions are with regard to the goals of the organization.
5.3.5.5. COMMITMENT TO CONTINUOUS IMPROVEMENT

Commitment to continuous improvement requires the organization to consistently and comprehensively use the Shewhart model of Plan-Do-Study-Act (PDSA). When used comprehensively, the Shewhart PDSA cycle takes the “I think” and “I believe” out of the decision-making process. It is replaced with “the data show.” Decisions become proactive in comparison to reactive.

This was most evident in Site One and Three. Both sites had improvement teams. Team members spoke fluently on how specific areas of concern were being addressed. They knew how certain areas were to be improved (“Plan”), what was being done to effect the improvement (“Do”), how evaluation of the degree of improvement was to be accomplished (“Study”), and how the decision would be made to make the “do” step a practice (“Act”). Site Two did not demonstrate this knowledge of the PDSA cycle. This was an area that the principal was unfamiliar with and had no training in.

5.3.5.6 COMMITMENT TO THE BELIEF IN INDIVIDUAL AND TEAM POTENTIAL

Commitment to individual and team potential is evident when persons within the quality organization enable one another to attain high achievements. This requires each individual’s strengths to be identified and utilized. In addition, connections between interdependent components must be recognized.

This was most evident at Site One and Three. Staff members had been chosen to lead the efforts of the improvement teams. Their
responsibility was to chair meetings and oversee the development of the total improvement plan for their area. This was to include the PDSA cycle. Members on the improvement teams were expected to become knowledgeable in their team’s area. Following the evaluation phase of the cycle, they were to instruct the remainder of the staff on the procedures to be implemented for improvement. If their plan was determined unsuccessful, it was the responsibility of the team members to re-visit the area of concern and re-develop the plan. In both Sites One and Three, staff members were asked to share their expertise in training sessions with other schools.

This demonstration of a commitment to individual and team potential was not as evident at Site Two. I believe the main factor inhibiting this was the substantial turnover in leadership and staff in the past two years. The present leadership was in the process of learning strengths and weaknesses and was, admittedly, “just feeling his way” with regard to the quality philosophies. However, given statements made by the principal regarding his leadership style (e.g., “nurturing” and “we’re going to be a team”), Site Two will develop into an organization that capitalizes on individual and team potential.

5.3.5.7 COMMITMENT TO QUALITY

The term quality is not easily defined and to different people it will mean different things. Basically, organizations committed to quality will demonstrate evidence in four areas (Creech, 1994). First, every person, process and product within the organization will have a mindset toward quality. Sites One and Three most fully demonstrated this
philosophy. Regardless of who I spoke with, they could articulate their role in the quality initiative (i.e., superintendent, principal, teacher, secretary, custodian, school board member). Although Site One demonstrated a substantial amount of evidence that their mindset was toward quality, there was also evidence to the contrary. The custodian was aware of the quality initiative but spoke of being uninvolved in the processes. Site Two had even less of a mindset toward quality which seemed to be due to the transition in leadership as well as the significant turnover in staff. The teachers chosen to participate in the teacher focus group were committed to the quality philosophies but made it clear that there were many staff members who were not. They attributed this mostly to the turnover in staff.

Second, quality must have a humanistic component that effects the manner in which people are “treated, included, and inspired” (Creech, 1994, p. 5). The Site Three superintendent and principal impressed me as being very focused on members of the organization. They spoke highly of those with whom they worked as well as the external customers of their organization. I sensed a warmth within the organization as I listened to and observed interactions at all levels. Although more reserved, the same was true of the Site One school. However, the Site One principal led me to believe that this was an area that was not particularly a strength of hers and an area she would like to improve. My impression of her was that she was “all business” and had a tendency to treat others in a very business-like manner. I especially sensed this through my interactions with her over the phone.
but also in person as well. Although it seemed that this was lacking in
the Site Two school, the present principal expressed a determination to
focus on this concept. His natural approach to others is much more
"relaxed" than the previous principal. As alluded to by a teacher and
stated by a parent, "He is a fair man. He's one of those that wants to
see all the sides and then try to make the best decision from that."
Another teacher stated that the present principal is "allowing [the staff]
that opportunity to grow and develop."

Third, all persons throughout the organization must be involved
and empowered. The Site One teaching staff described their school as
being focused on "team effort" and "empower[ment]". They stated that
they "come together as a staff....discuss and...work...together." They
feel they have been given the opportunity to be involved in decisions
that effect them and empowered to complete their jobs. However, the
custodial staff spoke of much less involvement. Site Two had a core
group that were involved in the quality initiative. However, their
commitment to the philosophies and use of the tools had plateaued
since the transition in leadership and staff. Site Three demonstrated a
concerted effort to involve and empower all staff. The staff at all levels
(with the exception of the busdrivers who were to be included in the
near future) were involved in the quality initiative.

And fourth, a quality program must be holistic, reaching every
part of an organization. This philosophy was well demonstrated at Site
Three. The foyer, hallways and classrooms were decorated with
evidence of quality tools. Regardless of who I spoke with, they knew

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and were excited about the quality initiative. The students were eager to set goals and work for the "quality" banner, the custodial staff spoke very enthusiastically about being involved in the processes and how it had positively effected their position, the focus group of teachers were very articulate regarding their use of "quality" in the classroom, and the school board member was totally appreciative of the positive effect the quality initiative had on the students and general management of the school. The quality initiative had permeated most of the areas of the Site One school. However, it seemed that some of the staff were less involved (i.e., the custodian stated he was much less involved than the teachers; the superintendent and school board member, who had both given the impression that they would respond to me by email, failed to do so after repeated attempts on my part). Site Two demonstrated the least amount of "quality" reaching all components of the organization. Teachers who had been with the school throughout the implementation of quality were aware of and had adapted to the implementation of the quality processes. However, the new staff were less involved and were not adequately educated in the quality philosophies. In addition, the support staff (i.e., secretaries, custodians, lunchroom workers) had little knowledge of the quality initiative and were fairly uninvolved in the processes.

Another definition of an organization committed to quality included their focus on the customer (Fields, 1993). "A major role in our life is to serve others by knowing and meeting their requirements" (p. 73). In the public education realm, care must be taken to determine
who is to be served. There is an on-going debate regarding who is the "customer" in public education. However, the public schools I visited repeatedly stated that their primary customer was the student. Each site took great care to create systems that would help students perform beyond what they had historically achieved. The staff was also seen as a customer. Thus, systems were created for the staff (i.e., staff development, leadership training) to help insure their success.

5.4 SUMMARY OF OBJECTIVES

There were several similarities between the school sites. Regarding the historical journey, there was always someone who initiated the school's move toward the quality philosophies other than the building administrator. Site One was led by a parent who knew something about the philosophies but not particularly in the education context. The Site One team attended a conference under the assumption that it was aimed at improving reading. At Site Two, the principal gathered together a team to attend a conference that was supposedly aimed at increasing student's responsibility and it was their first indoctrination into the quality philosophies. The superintendent at Site Three had prior knowledge and confidence in the quality philosophies but the principal had none. The superintendent asked the principal to attend a quality conference. When he agreed, he was somewhat skeptical that the quality initiative could provide his school with the framework necessary to move into a substantial school reform.

After attending the quality conferences, all three principals were enthusiastic about implementing the quality philosophies. Their
commitment helped to create an environment in which the quality initiative could endure, although not without some resistance along the trail. Nevertheless, the principals led the quality movement with determination to help meet various needs within their buildings.

Each principal found a way to support the quality initiative in front of their students. Besides regularly collecting data from the students to help with the decision making process, the Site One principal had two meetings each year with the students. The first meeting was at the beginning of the year to determine the rules. The second meeting was at the end of the year to discuss how they students felt about the rules. The Site Two principal had regular assemblies which highlighted the pre-determined monthly themes. The assemblies consisted of skits, songs and explanations, often performed by the students, which focused on the character traits. The principal at Site Three was very involved in distributing “compliments” to his students. The compliments could come from himself or any staff member and were created to recognize students for their accomplishments. The accomplishments could be academic or behavioral. Each class would set a monthly goal for how many compliments they were going to earn. If they reached their monthly goal, they would receive a large banner with a “Q” on it. The banners were proudly displayed to indicate which classrooms were “quality” classrooms.

Management conditions at all three sites had become less top-down since the implementation of the quality philosophies. Leadership teams were developed at each site, and teamwork was
encouraged. Teachers were feeling better about their performance, and the students were becoming more responsible and accountable.

All three sites supported the continuous improvement for their students. However, there were varying degrees of implementation of the continuous improvement philosophy. Site One and Three were well versed in the PDSA cycle and adhered to it religiously. Site Two was somewhat stagnant in this area which can be attributed to the time lost due to the transition in leadership. Presently, Site Two is focusing on character traits.

The three schools mentioned having a strong emphasis on staff development. Specifically, the development was to be in the area of leadership training and quality processes. The three principals expressed no hesitation and in fact were eager to have other leaders in their buildings. This spoke of their personalities. They were confident in their skills and did not feel threatened at the prospect of someone else leading. Further training in the quality processes was recommended at each site. Especially at Site One and Three, I heard repeatedly that there was an extreme amount of work that needed to be accomplished in order to fully reform the school. In fact, as they spoke, the Site One and Site Three principals would become somewhat glassy-eyed and hesitant in speech as they attempted to explain the amount of work necessary to accomplish what the school needed to accomplish in the name of reform.

Each site had unique characteristics. Although they all initially had business-partners, only Site One maintained a positive relationship
with theirs. Site One also had positive community involvement in the quality initiative whereas Site Two and Three had only limited community involvement. The quality initiative in Site Two had been limping along for some time now due to the loss of the principal and superintendent who implemented the quality philosophies. There were "gaps" in the processes that would only be filled when the principal becomes fully trained and once again leads the charge. Site Three was the most pleasant site I visited. There was a calmness among the staff and students. It was considered the best school in the district and had few discipline problems, good student attendance, and motivated students.

Sites One and Three had the most in common. Their principals were well-versed in the quality philosophies and were in the process of training other schools within their districts. However, they both admitted that there were times during their quality journeys that they wanted to give because of the resistance from the staff with which they had to deal. Presently, the staff is cohesive, and a high percentage of the staff are supportive of the quality initiative. The principals do not expect the support to wane as it has become a part of the school's culture. Site One and Three have teams working together on various needs. Data are collected regularly, and decisions are made to standardize or re-think procedures (i.e., use of the PDSA cycle).

Site Two and Three were alike in that their superintendents were supportive from the beginning of the quality initiative. District resources were allocated to fund the quality training. The Site One
superintendent did not stand in the way of the quality initiative but did not offer his support until approximately the third year. At this point, there was low support (60%) from the staff at Site One for the quality initiative. The superintendent “turned it around” by attending a faculty meeting and suggesting that he would transfer anyone who wanted to move from the Site One building. There were no transfers and the quality initiative began to once again gain support. However, funds for quality training and implementation were secured by the principal through avenues outside the district.

5.5 RECOMMENDATIONS

Immersing myself in three public school sites and pouring over hundreds of pages of data has resulted in many recommendations. They are divided into Recommendations for Practice and Recommendations for Future Research.

5.5.1 RECOMMENDATIONS FOR PRACTICE

• In order for a public school to successfully implement the quality philosophies, the building principal must totally commit to the initiative and be willing to “brave the storms,” because “it will get worse before it gets better”
• Proper and continuous training staff must be available when implementing the quality philosophies and processes
• The quality initiatives must be demonstrated to teachers and shown to be beneficial in instruction and assessment in order for them to be more easily accepted
• Because of the sharp learning curve, public schools should offer release time and/or extra pay when staff are expected to master the quality processes.

• A business-partner is strongly recommended and can be beneficial to public schools by their willingness to provide resources for quality training and implementation as well as support; however, a business-partner is not critical to implementing quality.

• The principal leading the quality initiative must be very confident in his/her role so as to not feel threatened by the increased amount of shared decision-making that is evident in “quality” organizations.

• Community involvement is highly preferred and recommended, although not essential in the quality initiative.

• Staff development must be on-going to further enhance the quality processes (e.g., using “quality” tools, implementing PDSA).

• There is no single way to implement TQE: a quality school will be unique.

• Staff turnover affects the “quality” initiative; schools would benefit from further planning on institutionalizing procedures to indoctrinate new staff into “quality”.

5.5.2 RECOMMENDATIONS FOR FUTURE RESEARCH

• The amount of data collected was widespread and somewhat overwhelming; in future studies the researcher may want to consider choosing one site and concentrating on collecting data.
more in-depth, therefore providing a more comprehensive picture of the "quality" school
• Future research should concentrate on particular "key players" (e.g., superintendents, principals, teachers, parents, communities, students) within the "quality" school to better learn from their perspective what the "quality" school is/should be about
• Future research should involve quantitative questions regarding the "quality" aspects of schools and the effects they are having on reaching goals
• All the sites I visited were in the Midwest; future research should involve "quality" schools throughout the nation
• Future research should look further at the role of school/business-partnerships in the "quality" school: How could they become more productive for the school and for the business?
• Future research should compare all aspects (and note similarities and differences) of the "quality" initiative in the business sector with the "quality" initiative in public schools
• Future research should analyze data collected at "quality" schools through the framework of the Baldrige Criteria
• Future research should define student educational attainment, making it the focus of a "before quality" and "after quality" comparison
• Future research should include the outcomes of implementing TQE (i.e., a level of pride, energy, commitment of all involved to the school)

• Future research should compare the levels of student educational attainment between a school labeled as a "quality" school and a school that does not carry that label

• Future research should compare a "quality" school to a school with similar demographics (e.g., configuration, size, level of achievement, socio-economic level)

• Data were most effectively collected through interviews and least effectively collected through emails

• Respect is important to the "quality" initiative; future research should further define "respect" and how it relates to "quality"
References


American Society For Quality (ASQ). 611 East Wisconsin Avenue, P.O. Box 3005, Milwaukee, WI 53201-3005.

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**Chronological Plan**

(Krueger, 1988)

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<tr>
<td>June, 1999</td>
<td>Complete questions for Supplemental Ph.D. Exam</td>
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<tr>
<td>July 6, 1999</td>
<td>Session I—Nud<em>ist Workshop Series (Provides the foundation of both the logic and mechanics of NUD</em>IST 4.0 for the organization and analysis of qualitative data.)</td>
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<td>July, 1999</td>
<td>Complete revisions to proposal</td>
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<td>August, 1999</td>
<td>Have proposal approved by dissertation committee; file proposal in appropriate places</td>
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<td>September, 1999</td>
<td>Contact three K-12 public schools requesting permission to collect data; create a timeline with each school</td>
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<tr>
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<td>Collect data; transcribe data</td>
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APPENDIX B:
SCHEDULE OF QUESTIONS FOR THE INTERVIEWS
Schedule of Questions for the Interviews

Objective One

**Question A:** In your own words, describe your school building’s management over the past five years. Probes:
- changes you’ve seen/not seen
- your role
- your feelings
- positives/negatives
- barriers/limitations you perceive
- who are the leaders/direction setters

**Question B:** In your own words, describe any significant turning points in the management philosophy of your school building over the past five years. Probes:
- changes you’ve seen/not seen
- your role
- your feelings
- positives/negatives
- barriers/limitations
- strategic planning

**Question C:** In what ways have you seen the management philosophy of your school develop over the past five years? Probes:
- changes you’ve seen/not seen
- your role
- your feelings
- positives/negatives
- barriers/limitations
- overall relationship building

Objective Two

**Question A:** In your own words, describe your current school building’s management. Probes:
- changes you’ve seen/not seen
- your role
Objective Three

**Question A:** In your own words, explain what you believe to be the next steps in further developing your school building toward an increasingly well-managed organization. Probes:
- how will this be accomplished
- your role
- your feelings
- positives/negatives
- barriers/limitations
- strategic planning

**Question B:** In your own words, explain your 'hopes and dreams' for the management within your school building. Probes:
- your role
- your feelings
- barriers/limitations
## Data Collection Record

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One-on-one Interview with the District’s Superintendent

Hello. I am very aware of the constraints on your time because I have held a similar position in a public school in Missouri. I am really appreciative of your willingness to be interviewed.

My name is Sonny, and I am a Ph.D. candidate from The Ohio State University. My dissertation is on management within the public school setting. (Name of school), a school in your district has been identified by a national organization, the American Society for Quality, as making “substantial efforts” toward using TQM philosophies. This is the reason I have requested permission to collect data at this specific school.

Be assured that there are no correct or incorrect answers for the questions I am going to ask. I am interested only in your honest, sincere responses. During the interview, I will be taking notes as well as recording our conversation. Soon I will be transcribing the recorded tapes, analyzing all data collected and sharing the results as a part of my dissertation.

Be assured that your name will not be associated with any specific comments you make. What you have to share with me regarding my data collection in your district will be treated confidentially.

Do you have any questions?

My Questions:

Question 1: Who are you? Tell me about yourself: your interests, your work, your live, your goals for (name of school), etc. (Opportunity to learn about the person being interviewed.)

Objective 1

Question 2: Describe your district’s philosophy of school management.

Question 3: Describe your personal philosophy of school management.
Question 4: Describe (name of school) philosophy of school management.

Question 5: When did you first begin thinking about TQM? Why?

   What were the first steps of implementing the TQM philosophy at (name of school)?
   What were the management conditions previous to implementing the TQM philosophies?

Question 6: Who were the leaders in implementing TQM at (name of school)?

   What was your role in implementing the TQM philosophy?
   What is your role now that the school has been significantly involved in TQM?

Question 7: What changes have you seen at (name of school) since they have been following the TQM philosophy?

Question 8: What are your personal feelings (positive and/or negative) about the journey of TQM at (name of school)?

   Positive:

   Negative:

Question 9: What were the barriers toward using the TQM philosophy as a management style at (name of school)?

   What were the limitations toward using the TQM philosophy as a management style at (name of school)?

Question 10: Is there an overarching theme present at (name of school)? If so, what is it?

Question 11: What is your commitment to TQM?

Question 12: Have you witnessed any significant turning points in management philosophy at (name of school)? When were they and what were they?
Question 13: Has anything happened with a strategic plan since the inception of TQM at (name of school)? What?

Question 14: Who do you consider to be the customers at (name of school) and how are they perceived?

Question 15: How has the TQM management philosophy developed at (name of school)? Be as specific as possible regarding dates.
   6 yrs. ago . . .
   4 yrs ago . . .
   2 yrs. ago . . .

Question 16: Describe the overall interpersonal relationships within (name of school).

Question 17: If you are familiar with the Plan-Do-Study-Act model, describe it and how it is used at (name of school).

Question 18: What is continuous improvement to you? How is it put in action at Junction Elem. (name of school)?

**OBJECTIVE 2**

Question 19: Describe the current environment at (name of school).

Question 20: I plan to observe several current practices (i.e., meetings, planned school events) while visiting (name of school). What do you believe I will see?

Question 21: How is communication carried out at (name of school)?
If possible to schedule another interview toward the end of the week, end the first portion of the interview here. Continue the remainder of the interview later in the week. If not possible to schedule another interview time, continue.

OBJECTIVE 3
(Prompts: focus on customer, teamwork, self-management and leadership, continuous improvement, focus on individual and team potential, commitment to quality)

Question 22: What do you believe to be the next steps in further developing (name of school) toward an increasingly well-managed organization?

   How will these steps be accomplished?
   What will your role be?
   What will be the role of others?
   What barriers/limitations do you foresee?

Question 23: What is the strategic plan for (name of school)?

   What has been/is the process for developing the strategic plan at this school?

Question 24: What are your ‘hopes and dreams’ for (name of school)?

   How will these steps be accomplished?
   What will your role be?
   What will be the role of others?
   What barriers/limitations do you foresee?

Thank you for the time you have taken to share your thoughts and feelings with me. Without your help, I would not have a dissertation. Over the next few months, I will be working on the data you have provided. If I have questions, can I contact you? Yes No

Phone: ___________ Email address: _________________________

Thanks again. It has been very nice speaking with you.
Hello. I am very aware of the constraints on your time because I have held public school building administrator's positions in Oklahoma and Missouri. I am really appreciative of this interview, your help in setting up other interviews, and your willingness to let me observe your school throughout this week.

My name is Sonny, and I am a Ph.D. candidate from The Ohio State University. The topic of my dissertation is Total Quality Management in the public school setting. (Name of school) has been identified by the American Society for Quality as making "substantial efforts" toward using TQM philosophies, and that is the reason I have asked to collect data at your building.

Be assured that there are no correct or incorrect answers for the questions I am going to ask. I am interested only in your honest, sincere responses. During the interview, I will be taking notes as well as recording our conversation. Soon I will be transcribing the recorded tapes, analyzing all data collected and sharing the results as a part of my dissertation.

Be assured that your name will not be associated with any specific comments you make. What you have to share with me regarding my data collection in your building will be treated confidentially.

Do you have any questions?

My Questions:

Question 1: Who are you? Tell me about yourself: your interests, your work, your live, your goals for (name of school), etc. (Opportunity to learn about the person being interviewed.)

OBJECTIVE 1

Question 2: Describe your building's philosophy of school management.

Question 3: Describe your personal philosophy of school management.
Question 4: Describe (name of school) philosophy of school management.

Question 5: When did you first begin thinking about TQM? Why?

What were the first steps of implementing the TQM philosophy at (name of school)?
What were the management conditions previous to implementing the TQM philosophies?

Question 6: Who were the leaders in implementing TQM at (name of school)?

What was your role in implementing the TQM philosophy?
What is your role now that the school has been significantly involved in TQM?

Question 7: What changes have you seen at (name of school) since they have been following the TQM philosophy?

Question 8: What are your personal feelings (positive and/or negative) about the journey of TQM at (name of school)?

Question 9: What were the barriers toward using the TQM philosophy as a management style at (name of school)?

What were the limitations toward using the TQM philosophy as a management style at (name of school)?

Question 10: Is there an overarching theme present at (name of school)? If so, what is it?

Question 11: What is your commitment to TQM?

Question 12: Have you witnessed any significant turning points in management philosophy at (name of school)?

When were they and what were they?
Question 13: Has anything happened with a strategic plan since the inception of TQM at (name of school)?

Question 14: Who do you consider to be the customers at (name of school)?

How are they perceived?

Question 15: How has the TQM management philosophy developed at (name of school)? Be as specific as possible regarding dates

6 yrs. ago . . .
4 yrs. ago . . .
2 yrs. ago . . .

Question 16: Describe the overall interpersonal relationships within (name of school).

Question 17: If you are familiar with the Plan-Do-Study-Act model, describe how it is used at (name of school).

Question 18: What is continuous improvement to you?

Is it put in action at (name of school)?

How?

OBJECTIVE 2

Question 19: Describe the current environment at (name of school).

Question 20: I plan to observe several current practices (i.e., meetings, planned school events) while visiting (name of school). What do you believe I will see?

Question 21: How is communication carried out at (name of school)?

If possible to schedule another interview toward the end of the week, end the first portion of the interview here. Continue the remainder of the interview later in the week. If not possible to schedule another interview time, continue.
OBJECTIVE 3
(Prompts: focus on customer, teamwork, self-management and leadership, continuous improvement, focus on individual and team potential, commitment to quality)

Question 22: What do you believe to be the next steps in further developing [name of school] toward an increasingly well-managed organization?

How will these steps be accomplished?
What will your role be?
What will be the role of others?
What barriers/limitations do you foresee?

Question 23: What is the strategic plan for [name of school]?

What has been/is the process for developing the strategic plan at this school?

Question 24: What are your 'hopes and dreams' for [name of school]?

How will these steps be accomplished?
What will your role be?
What will be the role of others?
What barriers/limitations do you foresee?

Thank you for the time you have taken to share your thoughts and feelings with me. Without your help, I would not have a dissertation. Over the next few months, I will be working on the data you have provided. If I have questions, can I contact you by phone or email? Yes No

Phone: ______________ Email address: _________________________

Thanks again. It has been very nice speaking with you.
Group Interview with the Teachers

Hello. I am very aware of the constraints on your time because I have been a public school teacher in Oklahoma and Missouri. I am really appreciative of this interview and your willingness to be a part of my study.

My name is Sonny, and I am a Ph.D. candidate from The Ohio State University. The topic of my dissertation deals with management in the public school setting. (Name of school) has been identified by the mother organization of Koalaty Kid as making "substantial efforts" toward quality philosophies, and that is the reason I have asked to collect data at your building.

Be assured that there are no correct or incorrect answers for the questions I am going to ask. I am interested only in your honest, sincere responses. During the interview, I will be taking notes as well as recording our conversation. Please speak one at a time so I can understand your comments when I listen to the tapes. Soon I will be transcribing the recorded tapes, analyzing all data collected and sharing the results as a part of my dissertation.

Be assured that your name will not be associated with any specific comments you make. What you have to share with me regarding my data collection in your building will be treated confidentially.

Do you have any questions?

My Questions:

Question 1: Who are you? Please fill out the demographic information sheet that was given to you as you entered the room. I will collect those at the end of the interview.
Demographic Information from the Teacher Group Interview

Name: __________________________ Grade level: _________
Position: ________________________ Years working in this building: ___
Years working as a teacher: ____ Years working with TQM: ______
Email: __________________________ Phone number: ________________
Comments you may have wished to share during the interview but did not:

OBJECTIVE 1

Question 2: Describe your building’s philosophy of school management.

Question 3: Describe your collective philosophy of school management as a group. Perhaps 5-10 good descriptive words would work.

Question 4: Describe (name of school) philosophy of school management.

Question 5: When did (name of school) first begin thinking about TQM?
   Why?
       What were the first steps of implementing the TQM philosophy at (name of school)?
       What were the management conditions previous to implementing the TQM philosophies at (name of school)?

Question 6: Who were the leaders in implementing TQM at (name of school)?
   What was the teacher’s role in implementing the TQM philosophy?
   What is the teacher’s role now that the school has been significantly involved in TQM?
Question 7: What changes have you seen at (name of school) since they have been following the TQM philosophy?

Question 8: What are your personal feelings about the journey of TQM at (name of school)?

   Positive feelings first.
   Negative feelings second.
   Has your feelings changed over time?

Question 9: Were there barriers toward using the TQM philosophy as a management style at (name of school), and if so what were they?

   Were there limitations toward using the TQM philosophy as a management style at (name of school), and if so what were they?

Question 10: Is there an overarching theme present at (name of school)?

   If so, what is it?
   If there is not theme and this group had to develop one, what would it be?

Question 11: As a group of teachers, what is your commitment to TQM?

Question 12: Have you witnessed any significant turning points in management philosophy at (name of school)?

   When were they and what were they?

Question 13: Has anything happened with a strategic plan since the inception of TQM at (name of school)?

   If so, describe it.

Question 14: Who do you consider to be the customers at (name of school)?

   How are they perceived from your perspective?
   How do you believe they are perceived from their perspective?
Question 15: How has the TQM management philosophy developed at (name of school)? Be as specific as possible regarding dates.

- 6 years ago . . .
- 4 yrs. ago . . .
- 2 yrs. ago . . .

Question 16: Describe the overall interpersonal relationships within (name of school).

Question 17: Are you familiar with the Plan-Do-Study-Act model?

If you are familiar with the Plan-Do-Study-Act model, describe how it is used at (name of school).

Question 18: As a group of teachers, what is continuous improvement to you?

Is it put in action at (name of school)?
How/why not?

**OBJECTIVE 2**

Question 19: Describe the current environment at (name of school).

Question 20: I plan to observe several current practices (i.e., meetings, planned school events) while visiting (name of school). What do you believe I will see?

Question 21: How is communication carried out at (name of school)?

**OBJECTIVE 3**
(Prompts: focus on customer, teamwork, self-management and leadership, continuous improvement, focus on individual and team potential, commitment to quality)

Question 22: What are the next steps in further developing (name of school) toward an increasingly well-managed organization?

How will these steps be accomplished?

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As a group of teachers, what will your role be? What other roles will be significant as these steps are accomplished? Do you foresee any barriers/limitations? If so, what are they?

Question 23: Are you aware of a strategic plan for (name of school)?

If so, what is it? What has been/is the process for developing the strategic plan at this school?

Question 24: As a group, what are your ‘hopes and dreams’ for (name of school)?

How will these ‘hopes and dreams’ be accomplished? As a group, what will your role be? What role with others play? Do you foresee any barriers/limitations? If so, what are they?

Thank you for the time you have taken to share your thoughts and feelings with me. Without your help, I would not have a dissertation. Over the next few months, I will be working on the data you have provided. If I have questions, I would appreciate the opportunity to contact you by phone or email. If this is possible, please be sure to include your phone number and/or email address on the demographic data form.

Thanks again. It has been very nice speaking with you.
Group Interview with an Auxiliary Group

Hello. I am really appreciative of this interview and your willingness to be a part of my study. Thanks!

My name is Sonny, and I am a Ph.D. candidate from The Ohio State University. The topic of my dissertation deals with management in the public school setting. (Name of school) has been identified as trying to improve management, and that is the reason I have asked to collect data at this building.

Be assured that there are no correct or incorrect answers for the questions I am going to ask. I am interested only in your honest, sincere responses. During the interview, I will be taking notes as well as recording our conversation. What you say is very important to me so please speak one at a time so I can understand your comments when I listen to the tapes. Soon I will be transcribing the recorded tapes, analyzing all data collected and sharing the results as a part of my dissertation.

Be assured that your name will not be associated with any specific comments you make. What you have to share with me regarding my data collection in (name of school) will be treated confidentially.

Do you have any questions?

My Questions:

Question 1: Who are you? Please fill out the demographic information sheet that was given to you as you entered the room. I will collect those at the end of the interview.
Demographic Information from the Auxiliary Group Interview

Name: ____________________________
Relationship with school: parent, custodian, support staff, community member, student, busdriver, school board member

I am an employ of this building? Yes  No  How long? _______ years

Years working with TQM in this building: _______ years

Email address: _______________  Phone number: ___________

Comments you may have wished to share during the interview but did not:

OBJECTIVE 1

Question 2: Describe (name of school) philosophy (i.e. system of values; fundamental beliefs) of school management. Perhaps 5-10 good descriptive words would work.

Question 3: Is this a good philosophy?

Why/why not?

Question 4: As you think about (name of school) management, does the label Total Quality Management mean anything?

If not, skip to Question 19.

Question 5: What does total quality management mean to you?

When did you first hear about it being used at (name of school)?
Are you familiar with why and how it was started at (name of school)?
What were the management conditions before TQM was begun at (name of school)?
Question 6: Who were the leaders in implementing TQM at (name of school)?

Did you have a role in implementing the TQM philosophy?
If yes, what was it?
Do you presently have a role in it?

Question 7: What changes have you seen at (name of school) since they have been following the TQM philosophy?

Question 8: What are your personal feelings about the journey of TQM at (name of school)?

Positive feelings first.
Negative feelings second.
Have your feelings changed over time?

Question 9: Were there barriers toward using the TQM philosophy as a management style at (name of school), and if so what were they?

Were there limitations toward using the TQM philosophy as a management style at (name of school), and if so what were they?

Question 10: Is there an overarching theme present at (name of school)?

If so, what is it?
If there is not theme and this group had to develop one, what would it be?

Question 11: As a group of people interested in what is happening at (name of school), what is your commitment to TQM?

Question 12: Have you witnessed any significant turning points in management philosophy at (name of school)?

When were they and what were they?

Question 13: Has anything happened with a strategic plan since the beginning of TQM at (name of school)?
If so, describe it.

Question 14: Who do you consider to be the customers at (name of school)?

How are they perceived from your perspective?
How do you believe they are perceived from their perspective?

Question 15: How has the TQM management philosophy developed at (name of school)? Be as specific as possible regarding dates.

6 yrs. ago . . .
4 yrs. ago . . .
2 yrs. ago . . .

Question 16: Describe the overall interpersonal relationships within (name of school).

Question 17: Are you familiar with the Plan-Do-Study-Act model?

If you are familiar with the Plan-Do-Study-Act model, describe how it is used at (name of school).

Question 18: As a group of people interested in (name of school), what does continuous improvement mean to you?

Is it put in action at (name of school)?
How/why not?

Question 19: Who are the leaders (i.e. managers) at (name of school)?

Do you have a role managing (name of school)?
If yes, what is it?

Question 20: What changes have you seen at (name of school) in the past ______ years (number of years the school has been involved with TQM)?

Question 21: What are your personal feelings about the management at (name of school)?
Positive feelings first.
Negative feelings second.
Have your feelings changed any over the past ________ years (number of years the school has been involved with TQM)?

Question 22: Have you noticed any barriers/limitations that might prevent good management from occurring at (name of school), and if so what are they?

Question 23: Is there an overarching theme present at (name of school)?

If so, what is it?
If there is not theme and this group had to develop one, what would it be?

Question 24: Have you witnessed any significant turning points in management at (name of school)?

When were they and what were they?

Question 25: In the past _____ years (number of years the school has been involved in TQM), has anything happened with a strategic plan at (name of school)?

Question 26: Who do you consider to be the customers at (name of school)?

How are they perceived from your perspective?
How do you believe they are perceived from their perspective?

OBJECTIVE 2

Question 27: Describe the current environment at (name of school).

Question 28: I plan to observe many things (i.e., faculty meetings, planned school events) while visiting (name of school). What do you believe I will see?

Question 29: How are things communicated at (name of school)?
OBJECTIVE 3
(Prompts: customer focus, teamwork, self-management and leadership, continuous improvement, focus on individual/team potential, commitment to quality)

Question 30: What are the next steps in further developing (name of school) toward a better-managed organization?

How will these steps be accomplished?
As a group of people who are very interested in (name of school), what will your role be?
What other roles will be significant as (name of school) moves toward a better-managed organization?
Do you foresee any barriers/limitations?

Question 31: Are you aware of a strategic plan for (name of school)?

What has been/is the process for developing the strategic plan at this school?

Question 32: As a group, what are your ‘hopes and dreams’ for (name of school)?

How will these ‘hopes and dreams’ be accomplished?
As a support group for the school, what will your/others role be?
Do you foresee any barriers/limitations?

Thank you for the time you have taken to share your thoughts and feelings with me. Without your help, I would not have a dissertation. Over the next few months, I will be working on the data you have provided. If I have questions, I would appreciate the opportunity to contact you by phone or email. If this is possible, please be sure to include your phone number and/or email address on the demographic data form.

Thanks again. It has been very nice speaking with you.
"Other" Observations  
(i.e. Halloween Party, cafeteria, playground,  
bus arrival/departure, assembly, evening meetings)

<table>
<thead>
<tr>
<th>Demographics</th>
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<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>Persons involved:</td>
</tr>
<tr>
<td>Physical environment:</td>
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</tbody>
</table>

<table>
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<tr>
<th>Observations:</th>
<th>My thoughts:</th>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
<td>4.</td>
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<td>5.</td>
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</tr>
</tbody>
</table>
Informal Interview with Students
(i.e. hallways, playgrounds, cafeteria)

Demographics
School ___________________________
Place of interview____________________Time/date __________
Age of student ________ Female/Male
Physical environment:

Question 1: If you had to pick out 3 words that described your school, what would the words be?

Question 2: What do you like best about your school? What do you like least about your school?

Question 3: Have you seen any big changes in the way your school is managed? If so, what are they?

Question 4: Do you like your school more today than you did ___ years (the number of years the school has been involved with TQM) ago? Why?

Question 5: How would you describe your teachers?

Question 6: How would you describe your principal?

Question 7: When you have children of your own, do you want them to come to this school? Why?

Question 8: If I were going to move to (name of town/city), would you recommend that I move to this school district so my kids could come to this school? Why?

Question 9: One of my kids is really smart. Would she like this school? And one of my kids gets into trouble pretty often. Would he like this school? Why?

MY THOUGHTS:
Informal Interview with Teacher
(i.e. hallways, playgrounds, cafeteria, lounge)

Demographics
School __________________ Place of interview_________________
Time/date __________________ Female/Male
Experience as a teacher: _____ yrs. Experience with TQM: _____yrs.
Physical environment:

Question 1: How would you describe your fellow teachers?

Question 2: How would you describe your principal?

Question 3: If you had to pick out 3 words that described your school, what would the words be?

Question 4: Have you seen any big changes in the way your school is managed in the past ______ years (the number of years the school has been involved in TQM)? If so, what are they? Is the management improving? Why/why not?

Question 5: Do you have children of your own that come to this school? If so, what is your impression of their experience as students and your experience as the parent of a student?

Question 6: If I were going to move to (name of town/city), would you recommend that I move to this school district so my kids could come to this school? Why?

MY THOUGHTS:
Informal Interview with a Secretary

**Demographics**

School __________________________ Place of interview____________________

Time/date ________________________ Female/Male

Work experience in this building: ___ yrs. ...With TQM: ___ years

Physical environment:

Question 1: How would you describe the atmosphere of the building?

Question 2: What is the leadership/management like in this school?

Question 3: What is your role in helping to manage the school?

Question 4: What are 3 of the most outstanding things about this school?

Question 5: What are 3 of the areas that are in the most need of improvement?

Question 6: If I were going to move to (name of town/city), would you recommend that I move to this school district so my kids could come to this school? Why?

Question 7: Have you heard of total quality management? If so, is it well received by the staff/parents/students/community?

MY THOUGHTS:
Informal Interview with a Parent

### Demographics
- School: 
- Place of interview: 
- Time/date: 
- Female/Male: 
- Experience with this building: yrs.
- Experience with TQM: yrs.
- Physical environment:

Question 1: How would you describe the atmosphere of the building? When you come to visit, how are you treated? What are your feelings when in and around the school?

Question 2: What is the leadership/management like in this school? Have you established a comfortable relationship with the leadership/management people? Explain.

Question 3: What role do you play in this school?

Question 4: What are 3 of the most outstanding things about this school?

Question 5: What are 3 of the areas that are in the most need of improvement?

Question 6: If I were going to move to (name of town/city), would you recommend that I move to this school district so my kids could come to this school? Why?

Question 7: What do you know about TQM?

MY THOUGHTS:
Informal Interview with a Janitor

Demographics
School ___________________________ Place of interview____________________
Time/date __________________________ Female/Male
Work experience in this building: _______ years
Experience with TQM: _______ years
Physical environment:

Question 1: How would you describe the atmosphere of the building?

Question 2: What is the leadership/management like in this school?

Question 3: What is your role in helping to manage the school?

Question 4: What are 3 of the most outstanding things about this school?

Question 5: What are 3 of the areas that are in the most need of improvement?

Question 6: If I were going to move to (name of town/city), would you recommend that I move to this school district so my kids could come to this school? Why?

Question 7: Have you heard of total quality management? If so, is it well received by the staff/parents/students/community?

MY THOUGHTS:
Observation Information

1. Name of the site: ________________________________

2. Address of the site: ________________________________

3. Description of the site: ________________________________

4. Date of the visit (arrival/departure): ________________________________

5. Schedule:

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHEN</th>
<th>WHERE</th>
<th>WHO</th>
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<tbody>
<tr>
<td>A. Supt. Interview</td>
<td>_____</td>
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<tr>
<td>B. Prin. Interview</td>
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<tr>
<td>C. Teacher Group</td>
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<tr>
<td>D. Auxiliary Group</td>
<td>_____</td>
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<tr>
<td>E. Meetings:</td>
<td>_____</td>
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<td>F. Other:</td>
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<tr>
<td>G. Other:</td>
<td>_____</td>
<td>______</td>
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</tr>
<tr>
<td>H. Other:</td>
<td>_____</td>
<td>______</td>
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</tr>
</tbody>
</table>

6. Arrangement of building (i.e. K-5): ________________________________
End-of-Day Reflections

Name of the site: ___________________ Date: ____________

Reflections:
1.
2.
3.
4.
5.
6.
7.
8.
9.

Things to think about/plan for tomorrow:
1.
2.
3.
4.
APPENDIX C:

QUESTIONS TO BE ANSWERED BY THE RESEARCHER
FOLLOWING DATA COLLECTION AND ANALYSIS
QUESTIONs TO BE ANSWERED BY THE RESEARCHER
FOLLOWING DATA COLLECTION AND ANALYSIS

Objective Four

**Question A:** As data were collected and analyzed, did any trends emerge with respect to the historical journeys, significant turning points in the TQM development process, or the development of the present philosophy within TQM schools?

**Question B:** As data were collected and analyzed, did any unique aspects emerge with respect to the historical journeys, significant turning points in the TQM development process, or the development of the present philosophy within TQM schools?

**Question C:** As data were collected and analyzed, did any trends emerge regarding the current environment, practice, philosophy or other evidence of the three TQM schools? Did any trends emerge when comparing the three schools to quality principles?

**Question D:** As data were collected and analyzed, did any unique aspects emerge regarding the current environment, practice, philosophy or other evidence of the three TQM schools? Did any unique aspects emerge when comparing the three schools to quality principles?

**Question E:** As data were collected and analyzed, did any trends emerge regarding the next steps to be taken in the concrete strategic plan context?

**Question F:** As data were collected and analyzed, did any unique aspects emerge regarding the next steps to be taken in the 'hopes and dreams' context?
APPENDIX D:

CONSENT FOR PARTICIPATION
IN SOCIAL AND BEHAVIORAL RESEARCH

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CONSENT FOR PARTICIPATION IN SOCIAL
AND BEHAVIORAL RESEARCH

I consent to participating in this research entitled:

Describing the Journey to Total Quality Management in Public Education:

A Qualitative Study of Three Public Schools

Dr. Emmalou Norland, the principal investigator, or her authorized representative (Clifford Whitehead, Jr.—Ph.D. student) has explained the purpose of the study, the procedures to be followed, and the expected duration of my participation. Possible benefits of the study have been described as have alternative procedures, if such procedures are applicable and available.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Furthermore, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to me.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Your signature: ________________________________ Date: ______
Principal Investigator’s signature: ________________________________
Witness: ____________________________________________

HS-027 (Rev. 12/97) - (To be used only in connection with social and behavioral research.)
APPENDIX E:

ABSTRACTS FOR PARTICIPANTS
Abstract for Participants

For over a decade, various commissions and panels have informed the public that our schools are in crisis. Respected educators report that there is disenchantment everywhere with education. The public education system is in need of systemic reform to recreate a quality system.

As a contrast, in the private sector there are organizations that flourish. Specifically, private industry in Japan (i.e., Toyota) employed a type of quality reform to revolutionize the production industry and became a leader in the global market. And in the U.S., the Wal-Mart organization grew from a 1950s dime store to a 1990s multi-million dollar organization in a few short years. By planning-their-work-and-working-their-plan, some private organizations have successfully identified and provided for their customers and have become common household words. Toyota and Wal-Mart have utilized in varying degrees philosophies of Total Quality Management (TQM). The results are obvious. Employing the philosophies of TQM has shown success in private business. Can the K-12 public education organization learn from successful TQM experiences in private sector organizations and utilize TQM as a reform tool?

As early as the 1900s, educators have called for education reform to insure 'school success' (Gelberg, 1998). Various reforms have come and gone, some successful and some merely trendy. However, recent public opinion of education is that it has been allowed to stagnate (Schargel, 1996). Thus, it is necessary for the K-12 public education system to recognize deficiencies and solve significant problems dealing with school success by thinking at a level different from when the problems were created (Cotter & Seymour, 1993). No longer can public education continue business as usual.

There is a significant amount of literature addressing TQM in the private sector. However, less research is available addressing TQM and K-12 public education. Additional research is needed to explore and describe the journey of K-12 public schools who have strong commitments to TQM. For TQM to be accepted as a viable option in the K-12 public education arena, it must be supported by more research.

This study will add to present research by documenting the historical journeys, current status, and 'hopes and dreams' of purposefully selected K-12 public schools recognized for their TQM commitment. Through contrast/comparison of the schools, trends will be noted. By developing a thorough understanding of the historical journey, the current status, and the 'hopes and dreams' of the schools recognized for their efforts in TQM, perhaps an education system more focused on quality and school success will result. The study will be exploratory, descriptive and inductive.

Three K-12 public schools which were recognized for their strong commitment to TQM were identified. Each school will be visited for a period of days. Following a schedule of questions, data will be gathered. Key informants from the schools will be identified and interviewed using semi-structured interviewing techniques. Informants will be superintendents, building administrators, teachers and others familiar with the building's operations. Additionally, artifactual data will be collected related to past and current events. Data about the current conditions and life of the schools will be collected through observation, face-to-face interviews, photographs, and focus groups. Interviews will be audio-taped and scripted as best as possible for later comparison. Qualitative observational instruments will be used. Following each individual data collection, the data will be transcribed. As trends emerge, they will be noted.

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APPENDIX F:

INFORMATION PROVIDED TO PARTICIPANTS
Information to be Provided to Participants

“Why was the site chosen for study?” (Creswell, 1994, p. 148)

The sites were chosen after consulting with the American Society for Quality (ASQ). This national organization has developed the Koalaty Kid program which provides ‘quality’ guidelines for K-12 public schools. After contacting ASQ and describing this study, a list was provided with many of the educational organizations that have become members in the Koalaty Kid program. The list included the names, addresses and contacts of approximately 130 organizations. Additionally, 20 public schools making the most substantial effort toward ‘quality’ reform were identified with the top five public schools highlighted.

“What will be done at the site during the research study?” and “Will it be disruptive?” (Creswell, 1994, p. 148)

As the researcher, I will make contact with the K-12 public schools that are to be included in the study. The first contact will be made by phone and a description of my study will be given. At this time, I will provide the contact at each school explicit information on how to reach me. Every attempt will be made to assure the school contact that I will be available to answer any questions she/he might have. Following this initial contact, I will follow up with a packet of material that includes an abstract of the study (Appendix F), a description of the manner in which the data will be collected (Appendix G), and permission forms to be signed by the participants (Appendix E). After the schools receive their packet of information, a second conversation (either in person or by phone) will take place. During this conversation, further explanation will be provided if needed and a time for data collection will be scheduled. While collecting as much rich data as possible through observations, interviews, photographs, and focus groups, every attempt will be made by the researcher to be as unobtrusive as possible while in the natural setting. All interviews, whether face-to-face or focus groups, will be scheduled when most convenient to the participants.

“How will the results be reported?” (Creswell, 1994, p. 148)

The results of this research will be reported with three major functions in mind. First, the results of the research will be communicated as clearly as possible. Second, a concise description of the investigation will be provided. And third, a historic record will result (Krueger, 1988).

The written report will consist of five chapters. Chapter One will be an introduction to the study and will describe what I “will do” regarding the research (Bogdan & Biklen, 1992, p. 184). Included in Chapter One will be the background for the study, the problem statement, the purpose of the study with objectives, the need for the study, a definition of terms and limitations of the study. Chapter Two, Three and Four will consist of the literature review, methodology and data. This middle section of the written report will develop the topic, describe how the research was conducted, and present data. Chapter Five will summarize the research findings and possibly suggest “implications... for more research” (Bogdan & Biklen, 1992, p. 184).
An appendix will be the final part of the written report and will include additional material such as the questioning route for the focus group (Krueger, 1988).

Although others may find it useful, the specific audience for this research is education administrators. Thus, they are the "Information Users" (Krueger, 1988, p. 124). The reporting of the results of this research will be done with the information users in mind.

“What will the “gatekeepers” gain from the study?” (Creswell, 1994, p. 148)

The purpose of this study is to closely examine a specific management philosophy (Total Quality Management) in the K-12 public school setting. At the end of the study, the gatekeepers will have access to another much needed piece of research that adds to the body of knowledge involving K-12 public schools and Total Quality Management. The gatekeepers will be provided with a ‘snapshot’ of three purposefully selected K-12 public schools which have been recognized for their efforts toward TQM. The snapshot will include the historical journey, the current state, and the future ‘hopes and dreams’ of the three schools and their management philosophies.

Public education needs researchers to investigate methods for improved management. For the United States to remain globally competitive, the K-12 public education system must optimize production (Toward Quality in Education--The Leader’s Odyssey, 1993). However, it is not enough to simply recognize this need, give it lip service and implement the latest education fad. This is done all too commonly in the K-12 public education arena. Investigating management methods such as TQM to improve K-12 public education is necessary. Management philosophies and methodologies must be recognized which produce positive results and increase the degree of success (i.e., increased educational attainment) in K-12 public schools.

The five objectives of this study are:

Objective 1. To describe the historical journeys of TQM schools, identifying significant turning points in processes and philosophy;

Objective 2. To observe the current environment, practices, philosophies and other evidence which can then be compared to quality principles for illustrating how various elements are made manifest within the different contextual situations of the schools;

Objective 3. To explore the next steps both in the concrete strategic planning context as well as the ‘hopes and dreams’ context; and

Objective 4. To compare and contrast Objectives 1, 2 & 3 across three case study sites to identify trends across and unique aspects within sites; and

Objective 5. To further analyze the data through the framework of Total Quality Education.
APPENDIX G:

FORM FOR RECORDING DATA
Form for Recording Data

I. Descriptive Notes:
   A. Time _____   Place __________________   Date _____

   B. Physical setting: ______________________________________

   Personal thoughts: ______________________________________

   C. Participants ________________________________________

   Personal thoughts: ______________________________________

II. Scripting


D. After interview personal thoughts: _______________________


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APPENDIX H:

FOCUS GROUP PROCEDURES
Focus Group Procedures
(Krueger, 1988)

1. There is not a goal to reach consensus, provide recommendations, or make decisions

2. An atmosphere of spontaneity should be created by the facilitator

3. Effort is concentrated on “attitudes, perceptions, and opinions of participants” (p. 30)

4. Questions are open-ended

5. The environment is “natural” for the participants where they are “influencing and influenced by others—just as they do in real life” (p. 30)

6. The researcher has the job of “moderating, listening, observing, and eventually analyzing” (p. 30)
APPENDIX I:

KOALATY KID INFORMATION
KOALATY KID INFORMATION

Schools were recommended by the Koalaty Kid Program Administrator. There were approximately 100 trained Koalaty Kid schools. The five top schools were selected based upon:

- Koalaty Kid training
- They had "open" (meaning communicative and enthusiastic) contact people
- Members of the team had presented at the Koalaty Kid yearly conference

Training consisted of two phases.
Phase 1: The team went through a rigorous 6-day training (spread out over a year). The focus of Phase 1 training was the process. The team consisted of administrators, teachers (who were a major part of the team), sponsoring businesses if applicable.

Phase 2: Took place during the 2nd year. Two people from the building were sent to Milwaukee to go through a facilitator training. This training was more advanced than the Phase 1 training. It lasted for five days. After the training, the facilitators were considered the quality experts for the school team. They then served as disseminators for the school group.

After Phase 2 (perhaps in the 3rd year), the school should go through a Koalaty Kid assessment. This was not a "hardcore part of the training," and was a suggestion only from ASQ.

Costs for Koalaty Kid:
- To join was $100
- To be trained was $8000 for Phase 1&2 (this was for a team of 20-30 people).
- Trainers expenses were paid by the school (i.e., food, lodging, travel)
- Subs had to be provided for teachers on the team being trained; materials for each person being trained costs $55.

(NOTE: Information provided per Koalaty Kid Program Administrator.)
APPENDIX J:

CODING
### Coding

#### TOE
1. Total management commitment
2. Customers
3. Teamwork
4. Self-management/leadership
5. Continuous improvement
6. Belief in individual/team potential
7. Commitment to quality
8. Other

#### Baldrige
1. Leadership
2. Strategic plan
3. Student/stakeholder focus
4. Information & analysis
5. Human resource focus
6. Process management
7. School performance results
8. Other

#### Objective
1. Historical journey
2. Current environment
3. 'Hopes and dream'
4. Cross comparison
5. School success
6. Demographics

#### Data Type
1. Interview
2. Focus group
3. Journal
4. Observation
5. Artifactual
6. Picture
7. Song
8. Video
9. KK pledge
10. Poem
11. (E)mail
12. Student writing

#### Who/What
1. Principal
2. Teacher
3. Parent
4. Student
5. Superintendent
6. Janitor
7. Board member
8. Secretary
9. Busloading
10. Faculty Meeting
11. Parent meeting
12. Me
13. Video
14. Recess
15. Class meeting
16. Social worker
17. Student teacher
18. Party
19. Classroom
20. Clerk
21. PTF President
22. KoalaTymes
23. Cafeteria
24. Staff meeting
25. Nurse
26. Paper/bulletin

#### Place
1. Site One
2. Site Two
3. Site Three
Accountability--112  
Active Learning--79  
Analysis--62  
Barriers--37  
Business Partner--60  
Business to Educ.--15  
Cafeteria--122  
Changes--87  
Comfort Level--27  
Commitment to TQM--41  
Communication--47  
Comm. Perception--100  
Cont. Improvement--17, 44  
Monitor Progress--58  
Portfolios--121  
PDSA--45  
Tools/Charting--1  
Customers--2, 11  
Data Collection--18, 39, 64  
Discipline--7  
Effective Schools--59  
Efficient--3  
Empowerment--28  
Focus--22  
Common Goals--32  
Theme--40  
Funding--10  
Future--81  
Group Identification--8  
Hard Work--94  
Implementation--75  
Background--9  
Initial Problems--76  
Pre-KK Planning--24  
Sign. Turning Points--78  
Training--14  
Year One--74  
Improvement:  
Academic--26  
Needs--109  
Overall--54  
Teaching--12  
Teams--61  
Theories--66  
Koalaty Kid:  
Before/after--113  
Definition--56  
Feelings about--92  
Knowledge of--88  
Principal's--119  

Topical Codes
Planning--23  
Pledge--96  
Principal's Role--114  
Pupil Understanding--30  
Support--20  
Leadership/mgmt.--19  
Decision Making--108  
Dist. mgmt. philo.--111  
Mission--123  
Prin. demographics--69  
Principal Philosophy--72  
Strategic Plan--6  
Supt. perception--118  
Supt. philosophy--116  
Supt. Role--117  
New Boundaries--105  
Organized--4  
PALS--103  
Parent:  
Interview--48  
Involvement--68  
Perception--51  
Recognition--36  
Rewards--80  
Respect--99  
School:  
Atmosphere--50  
Demographics--70  
Environment--46  
Negatives--33  
Philosophy--106  
Positives--104  
Progress--73  
Qualities--89  
Reform--13  
Student Description--86  
Self-Esteem--29  
Spirit of Quality--77  
Staff Characteristics--107  
Administrators--102  
Demographics--71  
Development--63  
Excited--34  
Janitor--97  
Involvement--98  
New Staff--115  
Relationships--43  
Teachers--42, 53  
Student:  
Collaboration--25  

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