

**SCHOOL REVITALIZATION:
A FRAMEWORK FOR ORGANIZATIONAL CHANGE**

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. Abstract

The purpose of this case study and accompanying research is to investigate the viability of superimposing an individual counseling process for change onto an organization. Following research into both human nature and organizational nature, a parallel is made that allows for a common framework for change. An organizational counseling framework was designed involving four phases: visioning, investigating, interpreting, and reorienting. The results of this study show that the process is easily adapted to different contexts, makes use of current theory in practice, provides a clear model to view individuals and organizations and addresses the needs of the individual within the organizational context. The project concludes with a case study that illustrates this process at work in a Southern Alberta high school.

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Introduction

It was my third summer as lifeguard at the Harrison Park outdoor pool. Though I would never admit this to anyone I enjoyed the power and control this job gave me. Merely by blowing my whistle people would stop and I would request clearly defined behaviour, which they would follow through on. I sat in my chair as a king would sit on his throne, towering above the peasants.

My reality however was one day shattered. I can remember this day like yesterday. Five adolescent boys walked onto the pool deck. They immediately started breaking the rules. No shower first, running on the deck, horseplay. I drew the whistle toward my mouth and blew. They didn't respond. Everyone else in the pool did but they were clearly not familiar with this pool etiquette. I blew the whistle again, this time with more force and authority. It was as if they were deaf. They did not even slow down. I couldn't believe what was happening. I hollered at them. "Hey, you guys". They stopped. I was finally speaking a language they were familiar with. Don't run on the pool deck and quite horsing around or you will have to leave. I felt so superior in my red tank top and chrome silver whistle. My tanned muscled body and voice had an error of authority about it.

They stopped and looked at me. However the look on their faces was not one of compliance and understanding but rather one of defiance and glee. They let me know in two words or depending how you spell in one compound word that my tank top and whistle meant absolutely nothing to them. This was an opportunity for play. They totally ignored me. I was stunned. This had never ever happened to me and I was totally at a loss as to what to do. The other patrons were waiting for me to put a stop to their antics. I was

powerless. For the first time in my life I was exposed to people who did not believe in the same things as I did. Authority to me was to be respected. A man with a whistle had power and control and therefore had to be listened too. I was in a state of disequilibrium. This situation was not fitting my mental model of the world. Why were these guys unwilling to follow the standards of society?

I was saved that day from further humiliation when the staff that was working with these boys, who were from a local group home for juvenile delinquents, arrived on the pool deck and quickly regained control of their charges.

This event took place 30 years ago. It was a major moment in my life and set a pathway that I was to follow. I needed to know more about human nature and I needed to know more about myself. It was clear that my middleclass upbringing had left out some valuable material.

Over the next 10 years, I went through a deprogramming process that literally beat my previous beliefs and values about the world out of me. I was a slow learner. It was experiential learning at its best. Over this time I worked in a jail, a reform school, a treatment centre for emotionally disturbed children, a number of schools as a special education teacher for behaviour problem students - the list went on. I worked closely with psychologists, family therapists, social workers and teachers. Through this process, others confronted my assumptions about the world, my mental models. My employment was only allowed to continue if I was willing to modify and readjust. These students I worked with taught me far more than I taught them.

What these ten years did was make me aware that we are all counselors, we humans. Our daily interactions with spouses, brothers, sisters, friends, and fellow

workers place us within that realm. The fact that we may not be aware of this human role makes us less effective but it does not change the fact we all impact peoples lives.

Sometimes it is in what we say, how we listen, or how we act, but through human relationships, we affect other people resulting in changes to both others and ourselves.

Being a school administrator for the last 10 years while at the same time doing some graduate work in counseling psychology has reinforced and even clarified this parallel. As I reflect on my leadership, I realize that the mental models I had used and applied to individuals within a counseling context were useful as frameworks within organizations – schools.

Leaders are like counselors and the skills, strategies and processes that make a great counselor also make a great leader. Frameworks that are used in counseling can also be used with organizations such as schools. This assumption forms the impetus for this paper. This journey requires questioning of personal beliefs about human and organizational nature. It will be the questioning of these assumptions that will impact how leaders view people and the organizations in which they work. Then and only then can change be contemplated.

In order to demonstrate this congruency the journey needs to have several stops. The first chapter will review the literature on the nature of organizations and organizational change. Taking an historical perspective, the different theories of organizations will be examined and synthesized to arrive at a model for examining them. It will also look at organizational change and success. If leaders are expected to facilitate positive change within organizations, they had better understand the nature of

organizations first.

Chapter 2 will look at the nature of humans and of human change. The reader will begin drawing parallels between human and organizational nature. This chapter will examine what motivates humans, the nature of health, the nature of problems and the nature of change all within the context of the individual. It will draw some basic assumptions that can be applied to a counseling framework for both individuals and organizations. In Chapter Three we will look at one counseling framework that has been used with individuals to bring about change. This framework is founded on the previous chapters' assumptions about human nature. The chapter will take the reader through a four-phase process beginning with visioning and ending with reorientation.

Chapter Four provides a synthesis of the previous three chapters. The result is a framework that can be used to revitalize schools and other organizations. Chapter Five is a case study to illustrate the process in action. Let the journey begin.

Chapter 1

Nature of Organizations

If ways can be devised to help principals reflect thoughtfully about the work they do, analyze that work, clarify and reveal their thinking through spoken and written articulation, and engage in conversations with others about that work, both they and their colleagues will better understand their complex schools the task confronting them, and their own styles as leaders...understanding schools is the single most important precondition for improving them(B arth, 1990, p.4).

Leaders need to take the time to examine their beliefs and values within the context of organizations if they hope to be effective. By personally reflecting on these we force our ideas into the light for scrutiny by both others and ourselves. Can our beliefs withstand this scrutiny or were they based on faulty premises or long disproved theories? Can we as leaders even articulate any assumptions we hold about organizations or organizational change? Is our practice congruent with our beliefs? If not, how can we be effective? How will our employees understand where we are coming from? The framework upon which we build our leadership practices must be erected upon a solid foundation. It cannot be a series of sheds scattered helter skelter across the prairie. An examination of ones personal philosophy about leadership is essential if we hope to be consistently effective.

Life experiences, personal interest, formalized training and inner reflections all contribute to ones conceptual framework of organizations and leadership. The development of this framework is not a static process. My current understanding of

organizations has a strong foundation in psychotherapeutic principles. It is because of this strong background that I believe one can over lay a psychotherapeutic model of change to an organization. Organizations, however, have a nature of their own. Before one can proceed one needs to have a clear picture of underlying assumptions.

The focus of this project is to apply a psychotherapeutic model of change to an organization - specifically a school. To do so, it is imperative to find an organizational framework that will support this model. Charles Handy (1994) put it so well:

Framing the confusion is the first step to doing something about it. Analysts and therapists know this, of course, but so do the teachers of managers and doctors.... the first thing to do when confronted with a lot of data, impressions, and confusing signals is to put them into some sort of framework, as a doctor learns to turn symptoms into a diagnosis. Only then can treatment begin. (p. 17)

Over the past 100 years a great deal has been written about organizations – thousands of books and articles. Visit a bookstore’s non-fiction section; business and organizational books are second only to self-help books in the number of bookshelves used to display them. Like humans, there is no single agreed upon explanation as to what makes organizations tick. In Peter Vaill’s book, *Spirited Leading and Learning* (1998) he tells the well-known story of the four blind men each holding on to a different part of an elephant while it is moving. The blind man on the tail is being jerked around in random fashion. The one on the leg experiences an elliptical forward motion; another on the trunk is jerked and whipped around in a purposeful manner. The elephant represents organizations and each blind man represents a different school of thought. “The blind men are trying to understand the system as it evolves and as their experience of it

unfolds.” (1998, p.18) They were unable to agree on what it was really like; each were captives of their own experiences. Is it necessary for us to be blind? Like a counsellor engaging in therapy, it is important for leaders to find a model that deals with the organization as a whole – one that sees the entire elephant - and still falls within the beliefs and values of the leader using it.

A number of authors have attempted to classify the information that exists on organizational theory. Robert de Board (1978), Bolman (1984), Peters and Waterman (1982), Pugh (1966), Richard Scott of Stanford University (Peters and Waterman, 1982, p.91), Sergivanni (1992) and Bolman and Deal (1997) have put forth models. Some would suggest that, “one hundred years’ worth of organizational theories have just demonstrated that everyone is right and everyone is wrong” (Vaill, 1998, p.19). By exploring the different viewpoints, one can clarify one’s own personal theory.

Taking a chronological approach followed by a classification system seems to be a common approach for making sense of organizational development. Each time period comes with identifiable values, assumptions, characteristics, decision-making strategies and strengths and weaknesses of organizational thought at the time.

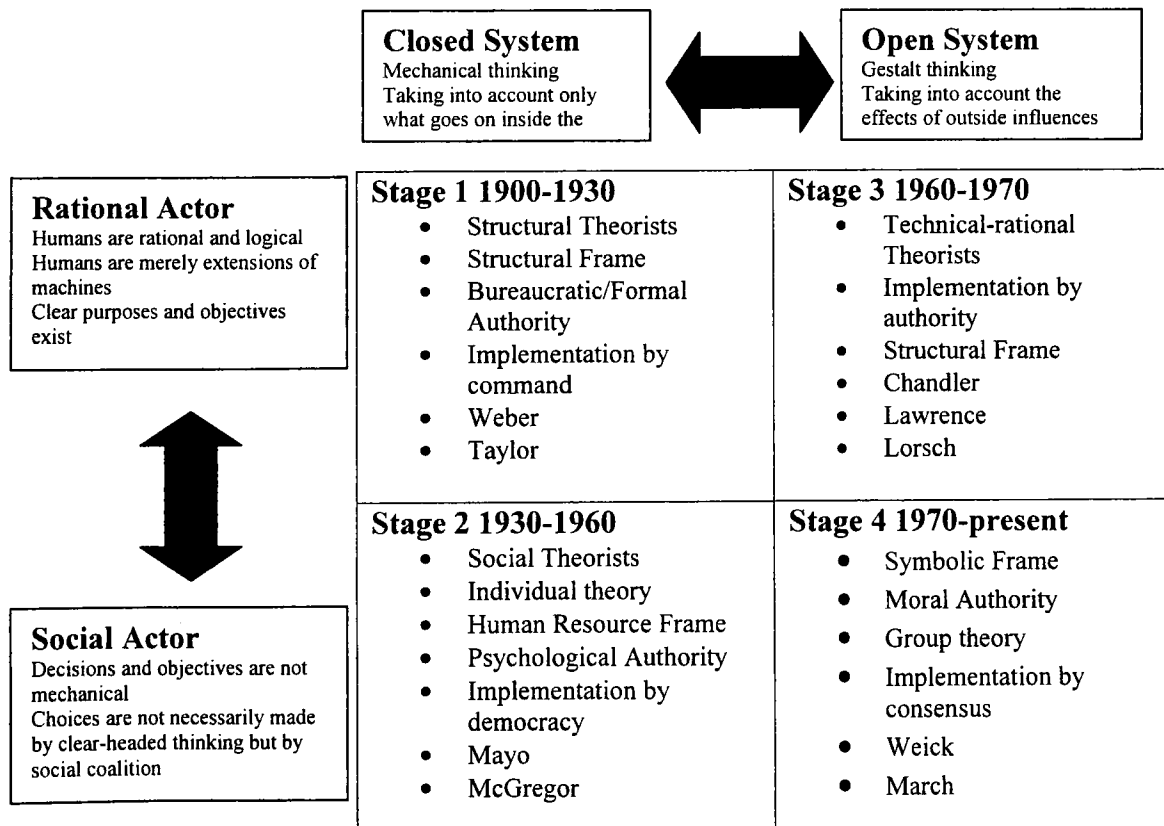
Richard Scott’s model (in Peters and Waterman, 1982) provides a useful framework for conceptualizing organizational development theory. “Scott imagine[d] four main eras of both theoretical development and management practice. Each era [was] defined by [a] unique combination of elements” (p.91). Stage one was characterized by mechanical thinking. Organizations were viewed in isolation from the world around them. Humans were seen as extensions of machines. The second stage was in response to the weaknesses of the first. The human element, rather than the structural element, became

the priority. Psychology now began to play a part in better understanding organizations. Stage three, which began in the 1960's, re-examined structural theories, reverting "to mechanistic assumptions about man" (p.99). However, for the first time they considered external variables that could affect organizations. Organizations were no longer viewed as closed systems, but rather as open systems. The final stage, which started in the 1970's and continues to this day, "emphasize[d] informality, individual entrepreneurship and evolution" (p.100). Organizations were now viewed holistically, and considered to be complex, unpredictable, and messy. An adaptation of Scott's model is depicted in Figure 1.

Four Stages of Organizational Development Theory

(Figure 1)

Adapted from Richard Scott (Peters and Waterman, 1982, p.93)



Structural theories were one of the first schools of thought regarding organizational practice, and dominated the literature for the first three decades of the twentieth century. Max Weber, a German Sociologist, was really the first person that began to try and place organizations within a framework. “He postulated the view that bureaucracy – order by rule – is the most efficient form of human organization” (Peters and Waterman, 1982, p.92). Weber (1947) believed organizations had four characteristics:

- Specialization/roles
- Chain of command/Hierarchy
- Written rules and regulations/ Policy
- Rational Application of rules and regulations

Weber believed that looking at the structures of an organization was the key to understanding it. When we refer to organizational structure, we are referring to the roles and responsibilities of the individuals within the organization and their position within its schema. Fredrick Taylor (1911) contributed to the specialization aspect of Weber’s work with time and motion studies of specific roles.

Scott referred to this model as a closed system with rational actors (in Peters and Waterman, 1982). Humans were viewed as machines that when given clearly defined roles would merely carry them out. The outside world had little to no effect on the goings on within the organization and the people with in it responded in logical and rational manners. The military would serve as a perfect example of this model. This, according to Robert deBoard (1978) was the beginning of structural theories. Hammer and Champy

(1993) used words such as re-engineering, formal relationships, and factory model to describe this. Efficiency and orderliness were valued in this frame and the bosses made decisions.

According to Thomas Sergiovanni (1992) a structural framework within a school organization would be characterized by:

- “Teachers are subordinates in a hierarchically arranged system
- Supervisors are trustworthy but subordinates are not
- Goals and interests of teachers and supervisors are not the same, and supervisors must be watchful
- Hierarchy equals expertise, and so supervisors know more than teachers do.
- External accountability works best (1992, p. 36).

Leaders within this frame would see themselves as designers, engineers and architects of the structure and managers of the system (Bartlett and Ghoshal, 1994, p.79).

Weber and like-minded individuals failed to include the human component in their descriptions of organizations. In any organization no one would deny that structure is important; however there are other variables that must be included (Peters & Waterman, 1982, Bolman & Deal, 1997, deBoard, 1978, Silverman, 1970). According to Bartlett and Ghoshal (1994) “The great power – and fatal flaw – of the strategy structure systems framework lay in its objective: to create a management system that could minimize the idiosyncrasies of human behaviour” (p.80). A second school of thought, known as the social theorists, began to emerge during the decades between 1930 and 1960. Social theorists, also referred to as “individual” theorists, focused on the human elements in organizations, rather than the structural elements of organizations. This school of thought

is often broken up into 2 categories: individual theories and group theories. Some categorized these theories as the “Human Resources Frame” (Bolman and Deal, 1997) and others referred to it as Individual Theory and Group Theory (Pugh, 1966). The focuses of these theories were on individual decision making, workers attitudes, motivation, job enrichment and training. This was an approach that still viewed the organization as a closed system but brought in the human element.

Mayo (1945), a clinical psychologist, was one of the proponents of this social theory framework. Mayo is best known for his research at the Hawthorne plant of the Western Electrical Company. The outcome of this work demonstrated that humans could not be viewed as machines, whereby a simple change would result in a specific predetermined outcome; rather, it was clear that “incentive to work was no longer seen as simple and unitary but rather varied, complex and changing” (deBoard, 1978, p. 6).

“Indeed, this new paradigm questioned the idea of employees being extensions of machines: saw them as resources to be developed: played down the need for external controls and emphasized the need for internal self-regulation and control” (Chell, 1989, p.169). Abraham Maslow’s Humanistic Psychology contributed to this frame. “Maslow deplored the cynicism and dark images that surrounded the concept of human nature” (Kaplan, 1998, p.3) that was attributed to the structural frame. Maslow believed, “every human being has the instinctive need for the highest values of beauty, truth, and justice” (Kaplan, 1998,p.11). “Conflict is largely the result of misunderstanding and if people only had more communication, more tolerance, and more patience many social problems would disappear” (Pfeffer, 1992, p.8). In Maslow’s opinion the structural frame sold

human nature short. Maslow's beliefs about human nature were not unlike those of Druker, Likert, McGregor and Adler.

A simplistic interpretation of the social theory's school of thought is that by looking after the needs of the individuals within the organization the organization will be productive and healthy. In other words, happy workers are productive workers. The leader's role within this framework would be to put structures in place that would align organizational and human needs and to work on enhancing relationships amongst employees. Decisions would be made democratically.

Applying social theory to the organization of schools, one would wish to develop a school climate, "characterized by high congeniality among teachers and between teachers and supervisors" (Sergiovanni, 1992, p. 36). In addition, "teachers have needs, and if they are met at work, the work gets done as required" (p.36). The focus of the leaders therefore is to ensure that a "harmonious interpersonal climate exists" (p.36).

In order for this theory to work certain assumptions were made about human nature. Douglas McGregor, in his book "The Human Side of Enterprise" (1960), had four. First, he assumed that physical and mental effort in work is as natural as in play or rest – the typical human doesn't inherently dislike work. Second, McGregor believed that external control and threat of punishment are not the only means for motivating employees towards the company's end. McGregor's third assumption was that the key to motivation is satisfying the employee's ego by bringing the organization in line with the employee. Finally, McGregor believed that the average human seeks responsibility. Men like McGregor (1960), Chester Barnard (1968) and Philip Selznick perpetuated this line of thought. "McGregor's theories and those that followed were often referred to as

the human relations school of management” (Peters and Waterman, 1982, p.94).

The success of any organization was related to its ability to “unleash human potential”.

The challenge then for those who concur with Maslow and McGregor’s theories lies not in motivating people but in building an environment where motivated people are willing to make a maximum contribution. (Kaplan, 1998).

The weaknesses of this theoretical approach are that no one is sure if these premises are correct. According to Bolman and Deal (1984) several attempts have been made to validate these assumptions, but none have proved successful. “The overwhelming failure of the human relation’s movement was precisely its failure to be seen as a balance to the excesses of the rational model [structural theories], a failure ordained by its own, equally silly excesses” (Peters and Waterman, 1982, p. 95). To view humans in such absolutes is simplistic.

During this same time period researchers began to look at groups as an area of study. Sherif (1936) and Newcomb (1943) were able to derive conclusions about groups using a scientific method. Group norms, organizational characteristics and organizational culture began to emerge as significant factors when looking at organizations. Through experimentation Sherif and Newcomb determined that “norms of a group affect what the individual does in the group” (deBoard, 1978, p. 9) and that “attitudes of individuals are derived mainly from the groups to which they belong” (p.9). Cartwright and Zander (1960) examined theories of group dynamics and grouped them into seven sub categories: field theory, interaction theory, systems theory, sociometric orientation theory, psychoanalytic theory, cognitive theory and empiricist- statistical theory. The major

impact this group had on organizations was to move the field into the realm of scientific methodology.

The third stage of organizational understanding began in the 1960's and lasted for 10 years. This period saw organizational theorists now starting to look at the organization as an open system within the context of scientific research. The focus moved off the individual and the human element and moved into the larger environment in which the organization existed. They started to look at organizations as needing to be fluid and flexible in order to be responsive to the changes in technology, the global economy and shortened product life cycles (Hammer and Champy, 1993).

Organizational structure and management systems were viewed within the context of the market place (Lorsch & Lawrence, 1969). This, in effect, was a continuation of a rational approach to organizations, which put a lot of faith in hierarchical structures. Weber's approach to structure was sustained. This perspective however, "largely ignored the impact of organizations on people and the question of how to make organizations better places for people to live and work." (Bolman, 1984)

Sergiovanni (1992) referred to this third approach as technical-rational authority. Within the school environment teaching and administration becomes very technical and scientific. Research determines best practice. Standardization becomes the key. Solutions to problems will be found in the organizational design rather than at an individual level.

The fourth and current framework for explaining organizational practice began in the early 70's (Scott, 1978). It viewed organizations as open systems with members who bring with them their strengths and weaknesses and unpredictabilities – social actors, as Scott referred to them. "Messiness dominates in both dimensions" (Peters and Waterman,

1982, p.100). It is really a post-modern view of organizations. The clear focus is on organizational culture. The culture is built around a clear vision and mission and it is guided by a core set of values that all its members adhere to. In its purest form this type of organization would be cult like and be built around an enriched mission statement and vision (Bolman and Deal, 1992). Collins and Porras, in their book, *Built to Last* (1994) referred to this as “big, hairy audacious goals”.

Organizations within this paradigm would be fluid and flexible. People would be given the leeway to find solutions to problems as long as they would stay within the beliefs and values of the company. Often this environment would be seen as chaotic.

This current approach to theory contains components of the Human Resources Frame - making work meaningful and developing a personal capacity for growth. . . Barnard (1958) and Selznick (1957), contributors to the Humanist theories, initiated the first seeds of vision and mission when they looked at the purpose of an organization. Within a school, this frame would be characterized by the words “school community” or “learning community”. The culture established the norms of behaviour including professionalism. These norms are derived from “community values, ideas and ideals.” (Sergiovanni, 1992. p. 38). According to Sergiovanni (1992) this results in high levels of professionalism resulting in low levels of teacher supervision. This is certainly a carry over from the human resources frame.

Leaders within this context would lead from behind. Robert Greenleaf (1998) referred to this as “servant leadership”. Decisions would be made with the beliefs, values, mission statement and vision front and centre. Collaboration would be the main stay of

this organization. Decisions would emerge through consensus as the culture looks for solutions and directions.

Weaknesses of this framework are in its assumption that you can get everyone within an organization to be highly committed to a vision statement and a core set of beliefs and values. Can this be accomplished and if it can how long does it take and can the organization afford the time? (Pfeffer 1992) added to this, the organizations cult like atmosphere may be its greatest strength but too may be its greatest weakness. Would it be easy to introduce essential new ideas into this type of organization?

Scott's framework, though heuristic in nature, certainly simplifies organizational theory. It does however leave out one valuable element that has always existed in organizations – and that is the concept of power. It is a topic that few wish to discuss. Pfeffer (1992) defined power as "... the basic energy to initiate and sustain action, translating intention into reality"(Pfeffer, p.13). Accomplishment is key. Therefore the end justifies the means.

Jeffery Pfeffer in his book *Managing with Power, Politics and Influence within Organizations* (1992) makes reference to all the aforementioned theories or frames but states that whenever the status quo is challenged within any organization, politics plays a part. It is his belief "that problems of implementation are in many instances, problems in developing political will and expertise." (p.7) It is one thing to know what is right, it is quite another to bring it into fruition. Bolman and Deal (1997) include politics as one of their four frames of organizations. Both authors would agree that politics exists in all organizations and therefore one must understand it in order to deal with it. Politics is the understanding and management of power. However, according to Pfeffer (1992),

power is not something people like to talk about. Everyone knows it exists in organizations. Gandz and Murray (1980) found that out of the 428 managers surveyed, 93% believed that politics existed in the workplace (Pfeffer, p.14)

Until we are willing to come to terms with organizational power and influence, and admit that the skills of getting things done are as important as the skills of figuring out what to do our organizations will fall further and further behind (Pfeffer, 1992,p.12).

Within the power frame three assumptions are made:

- A decision by itself changes nothing
- At the moment a decision is made we cannot possibly know if its good or bad
- We almost invariable spend more time living with the consequence of our decisions then we do in making them. (Pfeffer, 1992, p.19)

Based on these assumptions one needs to have skills in bargaining, implementation processes, and decision ramifications. The focus therefore needs to be on method rather than structure.

Whether you choose Pugh's (1966) 6 categories, Bolman and Deal's (1997) four frames or Scott's (1982) four stages of organizational theory you will find that "organizations are like individual people in that they are both unique in some ways and share some common attributes" (Kimberly, 1988, p.166) It is clear from the volumes of research and writings that there are varied opinion and some contradictory

findings regarding what makes organizations work. Charles Handy put it so succinctly;

I wrote books that implied that there had to be a right way to run our organizations and our lives, even if we could not yet be completely sure of what it was. I was in the grip of the idea that everything in theory, could be understood, predicted and therefore managed” (Handy, 1994, p.12)

What is clear is that organizations are complex, surprising, deceptive and ambiguous (Bolman and Deal, 1997). It would seem that each stage of theoretical development had valid components and holds partial truths. To work within one theoretical construct would negate some of the insights of other theories. Bolman and Deal profess that it would be much wiser to choose a model of organizations that incorporates all of the different interpretations – an eclectic framework - a theory that takes into consideration the mental models, behavior, and spirit of the organization.

Organizational Success

Organizational success is not static nor is it as simple as saying that organizations are successful when they meet the required goals that they were formed to meet. “The goal approach is the oldest and most widely used evaluation approach for measuring institutional effectiveness” (Gilley, 1997, p.2). However, given the complexities of today’s society and the tremendous technological changes that are taking place, goals will change and should not remain static.

Organizations are multi dimensional, made up of structural, human, political and cultural components. Within this understanding of organizations, success can vary between each of the dimensions or be a combination of all four. One’s frame of

reference at the time will determine what is deemed to be successful. Cameron (1980), found there to be four definitions, one already mentioned, of organizational effectiveness that would encompass the four frames that were talked about earlier in this chapter.

A leader concerned with the structural components of organizations will define institutional effectiveness in terms of “how smoothly the institution functions, especially the degree of absence of internal strain within.” (Gilley 1997, p.2) A leader working within the political frame may measure success by “the ability of the institution to acquire needed resources to accomplish its desired results” (Gilley 1997, p.2). Thirdly, from a humanistic/cultural frame, an organization's effectiveness can be measured by the level of satisfaction of all stakeholders.

The key point however, is that no matter how success will be defined, it will be defined by the entire organization. Drawing a parallel to the field of counseling psychology, as long as the organization is viewed as client then it is the client that defines success. Success will be pre-determined by all the members of the organization prior to the change experience. Goals and objectives will be determined at the outset. The leader is not all knowing and therefore it is not his or her responsibility to determine success. If the process is a collaborative one then collaboration begins with goal setting.

A story comes to mind of such a case where different stakeholders within a school defined success differently and therefore angst, miscommunication and a chaotic environment prospered.

The principal defined success of the organization by its ability to get the necessary resources to do the job. He posted the school's mission statement just inside the front doors that clearly made the point that this was to be a technologically advanced

school. His focus was technology and he was very competent at getting the necessary monies to buy the equipment the school needed. The computer lab was the best in the division, TV's were in every classroom and centrally controlled at the library. Teachers needed only to phone the librarian from their class to put in the video. The teacher from that very same phone controlled the rest. Every teacher had a computer at their desk and four more along the counters.

Yet when you talked to the teachers, they defined success based on the personal satisfaction they were receiving from the job. Happy teachers meant successful students. As far as the teachers were concerned, in this school machines were more important than people - mental health days and more preparation time was in order. There was considerable animosity between the teachers and the principal.

The parents defined success in terms of their child's ability to graduate and be successful in post secondary education or the work force and also on their child's day-to-day contentment with school. Parents of serious minded academic students sent their children to the other school in town in order to have that need addressed. The perception was this school was not successful.

The government defined success based on the school's scores on achievement tests and diploma exams. According to one independent rating organization this school was the eighth worst in the province.

As you can see many of the stakeholders would be able to define the school's success easily but without a collaborative approach this may mean different things to different people.

Having defined success how then does one evaluate it? As with goal setting evaluation also falls to the group. It is important that whatever evaluation tool is used that it be congruent with the desired outcome. It should be kept in mind that the assessment device chosen to measure success will determine the needed strategies. Examples within a school organization might include diploma examination results, attendance data and graduation rates.

Understanding Change

The title for this section is somewhat of an oxymoron. Do we really understand change and if we did wouldn't we see successful examples far more readily around us? What is change? According to Conners, (1992,p.79) there are three types of organizational change. Micro changes are changes that are manageable and small and take place on a day-to-day basis. This would be seen as fine-tuning. The second type of change is Institutional change. These would be major structural changes to an organization involving changes to job descriptions and chains of command. The third type is Macro change, change that results in modification of beliefs, values and assumptions that the organization has been working under. " It seldom occurs, but when it does it dramatically affects our lives. Such change alters the way we think and behave forever" (Conner, 1992, p. 79). Senge (1990a) referred to it this kind of change as "transformational".

Interestingly, we continue to perpetuate the myth that macro change is a natural ongoing occurrence that we all strive for. This is myth number one. The media perpetuates this myth. Change is seen as an easy task if one just decides to do it and has the proper process. Yet, less than 50% and some even say less than 20% of Fortune 1000

companies are successful at pulling it off (Strebel, 1993,p.140). Real core change is difficult. “Resistance to change seems to be the rule rather than the exception” (Kimberly, 1988, p.166).

Macro changes, both with individuals and organizations, are not common; if anything, humans and organizations resistant this kind of change. Some might say that resistance to change is part of both human and organizational nature. It is not something that humans do naturally unless forced into it by outside forces. When anthropologists’ studied traditional cultures they discovered that traditional cultures had no tendency to change but on the contrary were traditionally conservative. Cultures that did undergo macro change, (e.g., the American Indian) did not survive the process intact but resulted in a collapse of the culture. “Indeed, if the anthropologists’ conclusions about traditional societies can be extended to complex ones, a world in which change is the rule would be characterized by chaos leading to social collapse” (O’tool, 1995,p.254). Therefore conservatism and traditionalism is the order of the day. From an anthropological perspective, change is not encouraged but rather is considered detrimental.

The second mistaken belief about change is that it is altruistic in nature. Gilley (1997) points out that “school leaders falsely believe that teachers and staff act first in the best interest of the institution, and want to understand the what and the why of institutional change, and engage in change because of its merits. In actual fact, the priority becomes what ever is in it for them. Patterson (1997) found that most teachers and staff act in their own best interests, not in the interests of the institution and are suspicious of change and often change not because it is in the best interest of students but rather to avoid hassles and personal pain (p.2).

I was fortunate to have discussed the Gilley article with a group of 18 aspiring school administrators. A large number of them were appalled by Patterson's findings and they rigorously defended the myth that teachers put the institution first. They just couldn't believe that the Patterson findings were true. This exposes another dilemma - often the stated beliefs of an organization are not the ones the organization is functioning under. This issue will be addressed later.

A typical scenario within a school is when the principal sees the need for change but the majority of employees don't see it. I can remember a staff meeting near the end of my first year as principal at Matthew Halton Community School. I had spent the year sharing with staff all of my findings about the school. I had demonstrated clearly that student achievement rates were very low and had been for some time. Pass rates and graduation rates were also well below the divisional and provincial average. After one such meeting a staff member stood up and passionately said, "We do a lot of things right here - why do we need to change?" – This statement was followed by a spattering of applause. After a year of analyzing school base line data people still resisted change that would involve them. Change administration, change structural things within the organization but please don't expect me as an individual to change. We are fine.

Why do organizations resist change? Argyis (in Martin, 1998) refers to these as "organizational defensive routines" used to preserve one's status and sense of security. In searching for the source of any problem, they always look outside themselves and often outside the company, blaming the stupidity of the customer or client, the vagueness of strategic goals, or the unpredictability of the environment" (in Martin, 1998, p.116) Argyis believes this occurs because people are not at their best when faced with a largely

uncertain future...the fear of their jobs or what their bosses will expect (Martin, 1998, p.123).

James O'tool in his book Leading Change (1995), tried to answer this exact question; his research produced 33 credible explanations. Everything from homeostasis to fear to self-interest is covered. To find just one simple explanation was impossible. According to O'tool there is no scientifically valid general theory about resistance to change. Organizations, like people, are fearful of change. He does however conclude that, "evidence abounds to support the contention that the key dimensions of resistance to change are power, fear and imposition of the will of others." (O'tool, 1995, p.239) and the nature of the change does very little to change the outcome. The source of resistance to bad, frivolous, and dangerous change is the same as the resistance to good, necessary and positive change (p.254).

Given what we know both within an organizational context certain prerequisites need to be met before change can occur. Without these three traits in place a leader will encounter resistance.

First of all the organization must realize the need for change. It does absolutely no good to try to bring about change in an organization when the need for it is not apparent. This is a common mistake many leaders make. In hopes of leaving their mark many try to impose change. Just recently I had the opportunity to discuss with a fellow principal the implementation of a multi-age grouping structure within his school. He was encountering resistance to the change and was looking to overcome it. When I asked why they were moving towards this structure he said because he thought it was an excellent way to structure a school. He had attended a workshop on it and felt it was the best way to meet

the needs of students. Unfortunately for him he failed to take the time to share this with his staff and determine if there was even a need at his school for such a change. His efforts will no doubt end in failure. Streeble (1993) talks about drawing attention to the need for change prior to moving ahead.

The second trait is courage. As in psychotherapy the process of change is a struggle at times. Confronting one's inadequacies takes courage; without it the status quo will reign supreme. "You cannot change an organization without courage, and you cannot induce courage from above, not even by example. What you can do, though, is make goals and method transparent enough that your employees will be willing to take some calculated risks" (Martin, 1993, p.137). More will be talked about this later when we address the change process.

The third trait is freedom. People need to believe that they have choice in the matter, and that those above them are not controlling their life. "This idea, of course, is as old as Greek philosophy" (Kimberly, 1998, p.165). "Real change was only likely if the people who were supposed to do the changing "owned" or bought into the process and the outcome. This meant that those affected by the change had to understand it and to see the benefits of it for them before they could be expected to embrace it" (Kimberly, 1998, p.165).

Only when these three prerequisites have been met can change occur successfully. Kurt Lewin, (1951) a social psychologist, referred to these three prerequisites as the unfreezing phase of change. He believed that until there was organizational readiness it was pointless to move ahead with initiatives.

Summary

Organizations are complex, multifaceted and unpredictable. They are goal directed. They are impacted by the world around them and by the individuals who work within. Organizations have mental models for operating that impact individual's behaviour and spirit. This is often referred to as the culture of the organization.

Organizations naturally resist change to these mental models. However, they are better able to embrace it if members understand the reasons behind it, have a choice in the matter and can have ownership in the strategic planning. Leaders, if they wish to change organizations, need to understand their nature.

Chapter 2

The Nature of Man

All psychotherapies are methods of learning (Corsini & Wedding, 1995, p.6).

Their purposes are to help people bring about changes in their lives for the better. These changes could be in their feelings, thinking or behavior. Counseling psychology has really only been around since the mid 1940s, yet in today's world we have over 400 different methods of psychotherapy to choose from (Corsini & Wedding, 1995, p.10). The information on this subject is virtually endless and no consensus has been reached to validate one theory or school of thought over another. The human mind is very complex, at times irrational, and often unpredictable; on this much we can agree.

Each model of psychotherapy makes assumptions, though different, about human nature, the nature of health and problems, the nature of change and personality development. The assumptions provided for each of these topics will form the theoretical foundation for a given psychotherapy. The counseling experience will be derived from these assumptions.

As with organizational frameworks it is important to attempt to classify the information that exists concerning psychology and psychotherapy. Again, taking a chronological approach followed by a classification system seems to be a common approach for making sense of psychological development. Each time period comes with identifiable values, assumptions, characteristics, and strengths and weaknesses of psychological thought at the time.

Stage one may be given the same label as in the organizational school of thought – structuralism. The structuralists attempted to give scientific analysis of conscious

as Wundt and Freud were two examples. Stage two was in response to structuralism. John Watson introduced it at the beginning of the 20-century. He believed that observable behavior, not inner experience, was the only reliable source of information. This was known as behaviorism.

Stage three built upon the work of the previous schools, finding a middle ground. It is often referred to as the cognitive or the gestalt school. This school introduced the idea of looking at the human as a whole rather than its parts. They believed there is more to human nature than a series of stimulus-response connections. Cognitive psychologists were interested in how people understood, diagnosed, and solved problems. This was in contradiction with the behaviorist school of thought.

The first three stages left out a humanistic side. Psychologists then began to focus on a client-centered approach to psychotherapy – stage four. Humanistic psychologists believed individuals were controlled by their own values and choices and not entirely by the environment as behaviorists thought.

By the 1970's psychologists were taking an eclectic approach to psychotherapeutic counseling. Many psychologists began not to associate themselves with a particular school of thought. Instead, they selected and used what seemed best from a wide variety of sources.

Five Stages of Psychotherapeutic Theory Development

(Table 1)

| Stage 1 1900 | Stage2 1915 | Stage 3 1930 | Stage 4 1940 | Stage 5 1970 |
|---|---|---|---|---|
| Structuralism Specific parts Psychoanalysis Freud | Behavioralism Stimulus response B.F. Skinner Pavlov | Cognitive/Gestalt Sum greater then the parts Thinking processes Wertheimer Kohler Perls | Humanistic Client centred approaches Maslow Mayo Rogers | Eclecticism Cognitive Behavioralists Bandura Ellis Beck |

One cannot begin to talk about psychotherapy without mentioning Sigmund Freud and his psychoanalytical perspective. Falling into the structuralist school of thought, his theory broke down personality into three major structures: the “id”, “superego” and “ego”. He is credited with being the founder of psychoanalysis and “talk cures” for mental illness (Gelso & Fretz, 1992, p.221). Freud developed a theory of personality development with accompanying interventions for change. Freud often compared his theory to a game of chess. It is easy to describe the basic rules and intent of the game but rather difficult to explain the inner workings of it (Arlow, in Corsini & Wedding, 1995, p.36). In short, “psychoanalysis is biologically based and stresses causality, psychosexual development, [and] the dynamics of the mind and instincts” (Gladding, 1996, p.204).

During this same period, two of Freud’s protégés were also putting forth theories about human nature and change – Alfred Adler and Karl Jung. Adler’s Individual Psychology and Jung’s Analytical Psychotherapy built upon Freud’s initial ideas. For a time the three men met together to share ideas. Each man, like Freud, left their mark on

current psychotherapeutic models.

Adler's theories are easily accessible because of his common sense approach to humans. For the lay reader Adler's theories are easily grasped. Jung on the other hand is more complex and not as easily understood. Jung did make significant contributions to modern day psychotherapy, putting forth the ideas of the "whole person" and man's innate search for meaning. He also explored man's subconscious in ways that had never been done.

At the same time as Freud, Adler, and Jung were expanding their personality frameworks, other psychologists were also trying to understand human behavior. The first half of the twentieth century focused mostly on behaviorist theories put forth by people such as John Watson, Ivan Pavlov, and B.F. Skinner. In their earliest development, they were exclusively founded on observable behaviors. People like John Watson believed psychology needed to have a strong scientific base. Therefore, only overt behaviors should be looked at rather than the unscientific internal thought of humans (Gelso & Fretz, 1992, p.226). The weaknesses of this approach were that people believed it too simplistic. It might work with animals but humans were far too complex to use such superficial approaches (Wilson, 1995, p.202).

B.F. Skinner picked up where Watson and others had left off, introducing a less radical interpretation of the behaviorist mind set. Skinner and Thorndike will be forever remembered for the work on operant conditioning principles – reward and punishment. Operant conditioning was the basis for learning. Those things that were rewarded and encouraged continued, and those that were punished or ignored diminished.

Another school of thought that started to address the weaknesses of the behavioral

and structural theories began to emerge in the middle of the 20th century - cognitive psychology. The cognitive psychology school examined internal mental processes such as problem solving, memory and language. It had its foundations in the gestalt psychology of Max Wertheimer, Wolfgang Kohler and Kurt Koffka and in the work of Jean Piaget. Their ideas were further developed by psychologists such as Albert Ellis (1962) and Aaron Beck (1976). Ellis believed that, “our feelings and behavior are caused by our cognitions, that is, what we think and say to ourselves” (Gelso & Fretz, 1992, p.228). Cognitive theorists became focused on thoughts, beliefs, and values, believing that they influenced behavior.

People such as Carl Rogers (1954, 1961), Maslow (1968), R. May (1967) and Fritz Perls (1969), started to put forth client-centered approaches to psychotherapy. This became the fourth stage. Carl Rogers believed that it was the relationship between the counselor and the client that would have the greatest impact on change. This was very different from psychoanalytic techniques of Sigmund Freud. This philosophy began to impact counseling skills bringing a focus on relationship enhancing techniques. The major criticism of this approach was similar to that in humanists' school of thought in organizational theory. The focus was on relationships not on outcomes.

By the 1970's the field of counseling psychology had grown considerably. In 1930 there were about 1,100 psychologists in the American Psychological Association and by 1977 there were 42 000. The field had learned a great deal from its past and what evolved was an eclectic approach to counseling psychology that took the strengths from all of the schools. Bandura, (1969) was one of the first to do so. He was still focused on observable behaviors but he also paid close attention to the integration of thoughts,

beliefs, values, and other cognitive mechanisms and how these affect behavior (Gelso & Fretz, 1992, p. 229). This approach became known as cognitive behavioralism. It was becoming common place for counselors to use the strategies of the humanist school to enhance their counseling skills to create a safe and secure environment in order to further the chances of client change.

Until you have a process in which you interpret the information, you will not be able to begin to do anything with it. Deciding, then, on a set of assumptions about human nature becomes the first step. Each aforementioned perspective helps create a piece of the picture. "If psychotherapy is essentially a matter of philosophy, then ultimately there will be multiple systems; if it is essentially a matter of science, then ultimately there will be one eclectic system" (Corsini & Wedding 1995, p.13).

Life experiences, personal interest, formalized training, and inner reflections have all contributed to my current framework of counseling. It is not a static process. It is forever growing and changing. However, it is an area into which I have put considerable time and energy resulting in a conceptual model that is both credible and workable for me in my world.

Many writers in the field have had considerable impact on my ideas. Based on my personal beliefs in constructivist thought processes, understanding the chosen language of those such as Glasser, Ellis, Adler, Freud, or Jung, was key in making connections to their personal counseling philosophies. Many of these early pioneers have similar ideas and concepts but they choose a different language relevant to them. For me, the terminology of Glasser's Reality therapy (1965) was too value laden and I avoided it; yet many of its ideas can be seen within this paper. Jung and Freud used language that

made it difficult to attach meaning. Adler, Driekers, Ellis, May Rogers, and Frankl seemed to speak a language with which I could relate. I could articulate their ideas and theories and apply them.

Adler's (1928) theories on personality development, Becks (1976) and Ellis (1962) on cognitive approaches to counseling, and Roger's (1961) client centered approach to counseling all fit within my lived experiences and my learning; it will be these that I present. What drives human behavior? Why do we do the things we do? "Adler believed that human beings were not driven by instinct or molded by heredity" (Sweeney, 1998, p.10), but by the need to belong, to be competent and to find meaning. Let us look at each one individually.

The need to belong is the cornerstone of Adlerian theory. It is seen as a motivator for human behavior and therefore a major factor in personality development. Because of these two assumptions, Adlerians also believed the best way to understand a person is through their interactions with others. More will be said about this later. "People are social animals. In this we have no choices: He is always tied to other men; and he is tied because of his own weaknesses and insufficiencies and limits" (Adler, 1980, p.6). We are motivated to fit in, in order to meet our physical as well as our psychological needs.

Humankind also is motivated to be competent in everything they do. This competency is wide open to interpretation by each individual. For some it could be being a competent shoplifter, for others competency at school. Man naturally moves away from feelings of inferiority to feelings of superiority (p. 51). He becomes goal driven, striving toward a goal that moves away from inferiority (Adler, 1928; Ansbacher, 1969; Sweeney, 1998).

The last motivator for us is meaning. We are constantly trying to bring meaning to our environment, our relationships and our actions. We rationalize, mythologize, and analyze in hopes of finding meaning in our lives and in what we do. Victor Frankl, a student of Adler's, put forth this assumption based on his personal experience in a Nazi concentration camp during the Second World War. Frankl, a psychiatrist, and others survived the horrific experience because he and others found meaning in it, while those who died could not, and therefore lost the motivation to live (1984).

These three motivators govern and steer the rest of an eclectic counseling framework. These are major cornerstones. From this, the rest of human nature unfolds. This is the impetus for what is to follow. What serves as motivators also serve as factors affecting one's personality. A person's strategies to find belonging, success, and meaning will form the basis of personality development and an individual's behavior.

Personality development is constructivist in nature. We construct our own meaning of the world we live in; to do so is human nature (Brooks & Brooks 1993). From the very beginning, we are constructing theories about the world around us and how we fit in it. As we go through life, we either validate or disprove these theories and then reconstruct, thereby creating a new theory. Again, this is a constructivist notion. Senge (1990) referred to these as "mental models" which "are deeply ingrained assumptions, generalizations or even pictures or images that influence how we understand ourselves, the world and how we take action. "We often are not consciously aware of our mental models or the effects they have on our behavior" (Senge, 1990,p.8). In many cases, these mental models are formed when we are still children.

A child's first attempt to find belonging, meaning, and competency is the

beginning of personality formation. These become their needs or goals in life. Once people find successful strategies to meet these needs, they become habits and ways of thinking and behaving. Those strategies that meet with no success are discarded and new strategies are tried. Adler would call this the development of lifestyle. It all begins at birth. Adler (1928) believed that many of these mental models are established by the fifth year of a child's life. Adler goes on to say that, "the meaning he gives to life, the goal he pursues, his style of approach and his emotional disposition are all fixed [by this time]" (p.12).

Personality, seen holistically, includes one's behaviors, emotions, and cognitive processes all at work in concert with one another. It is a very complex, multidimensional concept. Genetics and environment are obvious building blocks. However, if this framework based on previous assumptions is to hold together then one would have to conclude that environment in relationship to motivational factors will be the major determinant in personality formation. Therefore, belonging, success/competency, and meaning will have the greatest impact.

Personal Well Being

Adler theorized that there were three life tasks that everyone in life encounters on a continual basis – love, friendship and work. It was the competency one had at these tasks that would determine the degree of positive mental health. Adler believed that work was the most significant of the three life tasks. "Inability to fulfill this task was regarded as being a symptom of a serious illness" (Sweeney, 1998, p.71). Work provides for both basic and psychological needs. It provides the monies to purchase goods and services and has the potential to enhance self-esteem, self-efficacy and ones social status

(Herr and Cramer, 1988).

Since personality development is solidified when we are still children, families have a strong impact on their formation. May (1989) and Adler (1928) would agree. They therefore put a lot of emphasis on family constellation and birth order.

Oscar Christianson (1986), an Adlerian counselor, tells a story to illustrate the logic of birth order. Picture a couple's first child. How often do we see that this first child is the center of attention? The child sits in the middle of the living room floor while friends and relatives all stare and comment, "what a wonderful child." How can that child not see itself as being the center of the universe and define itself within this context? However, a new sibling is born and needs considerable attention. It is now time for this oldest child to redefine herself. She quickly realizes that this new baby may be the center attention but cannot talk - she can; cannot walk - she can; cannot eat on their own - she can. It will not take long before she redefines herself based on her ability to be "better than". She has found meaning, belonging, and success within this new context.

Human mental health is an individual concept. What one person may consider dysfunctional may be quite normal by another's standards. Therefore, only a person, who views himself as healthy, is healthy. Given that we understand what motivates humans and how that influences personality development, we can then extrapolate what then would define a psychologically healthy human being. Viewing health on a spectrum, a person with a high degree of social interest (Adlerian term for belonging), competency, and meaning to their life will be the healthiest.

Another characteristic of a healthy person would be an allowance for error: someone who does not function on absolutes (Ellis, 1962). No one is perfect. A healthy

person's mantra could be, "I am not ok and you're not ok, and that's ok".

The fourth contributing factor to a mentally healthy person would be courage. Adler believed that courage was necessary. Life can be a struggle at times. Confronting one's inadequacies takes courage and one must do so to grow and remain healthy.

The unfortunate downfall of this approach is that many of the beliefs and assumptions formed are based on childhood perceptions and these strategies will prove to be ineffective as an adult. One looks to Ellis, Adler and May for a foundation in understanding the nature of problems. "All psychological mistakes are mistakes in choosing the direction of movement" (Adler, 1928, p.28). A combination of faulty goals, inferiority complex, self centeredness, (Adler, 1928) irrational beliefs (Ellis, 1962) and the inability to find intrinsic meaning to one's life (Frankl, 1984) are the cornerstones of problems - problems that are not unfamiliar to all of us.

There are times in our lives that we are unhealthy. That is what it is to be human. To pretend otherwise would be unhealthy. We wonder what life is all about. We are absorbed with self. We do not fit in. We feel inferior. If one fails to acknowledge this, but rather rationalizes, denies, or blames we then exacerbate these problems. If we lack courage in finding solutions to these problems or pretend these problems do not exist then we have the potential for mental illness

In an attempt to meet our motivational needs the seeds can be sewn for mental illness. "We need not criticize his final goal; but we may be able to point out that he has chosen a mistaken way in making it concrete" (Adler, 1928, p.29). If we have strategies that are reinforced in the early years within the home then those will be the strategies we continue to use when we move into the greater society. We also begin to develop and

anchor beliefs about ourselves, our relationships, and the world around us. These beliefs become our reality. When we begin to interact with others outside our family, they may see the appropriateness or inappropriateness of our behaviors and our beliefs. For example, a child in the home may have parents that know little of child development and child rearing. They fail to provide the positive nurturing that their child needs. The child is motivated to gain this through what ever means are necessary. The child finds at an unconscious level that whenever he does not act appropriately his/her parents provides them with a great deal of attention, sometimes with a lot of emotional intensity. Such focused attention only occurs when they misbehave. Soon the child starts to always misbehave in order to get the attention they need. Adler would say that they had a mistaken goal; Ellis would term this a “mistaken belief”. Their thinking process would be, “I am only important when people pay attention to me. The way I get attention is through inappropriate acts.” The seeds for problems have been sewn.

Individual Change

What is it about human nature that will bring about change and what is it that will need to be changed? Let us first deal with the traits that need to be in place before one can change. There are three: recognition of the need for change; a sense of crisis to impel change, and the freedom to act in times of crisis. First of all people must realize the need to change. It does absolutely no good to try to bring about change in a person who doesn't see the need. The second is what Ellis (1962) would refer to as angst; Ellis suggests that angst would need to be in place before change can occur. The term “crisis” works better for me. Crisis creates change and often people need to be put in a high level of discomfort before they see the need for change. During times of crisis, people would also need

courage or at the very least encouragement. One only needs to refer back to the nature of health to understand this. The third is freedom. People need to believe that they have choice in the matter. Their life is not predetermined. The cast has not been permanently set. "The possibility of readjusting personality is nature's gift to humanity "(May, 1989, p.58

Now what needs to be changed? Adler would say the mistaken goal of behavior, Ellis the mistaken belief system founded on absolutes and Frankl would say that the person needs to reexamine their beliefs about the meaning of life. To sum it up, one must correct their mistaken thinking.

Summary

It is clear that humans, like organizations are complex, multifaceted, and unpredictable. Humans are motivated by belonging, success and meaning and endeavor to find these through their work, friendships and loving relationships. It is the individuals striving to achieve these in their early years of life that form the mental models of oneself and the world around them. It is these beliefs that determine thinking patterns, behaviors and ones over all mental health. Like organizations, humans naturally resist changing these mental models. However they are better able to embrace change if they understand the reasons behind it; have a choice in the matter, and have ownership in the process.

The stages of theoretical developments explaining both individual and organizational behavior followed similar patterns over the last 100 years. Perhaps, this is not so surprising, given that organizations are simply large collections of individuals. It then also comes as no surprise that some of the factors that foster change in individual systems – insight into the need for change, choice in the manner in which change is

implemented, and have the courage and participation to make the change meaningful and lasting. In the next chapter, the means by which change is achieved is explored.

Chapter 3

An Individual Counseling Framework for Change

The Counseling Experience

The Oxford Dictionary defines counseling as “giving advice”. This definition is insufficient. Rollo May believed that, "personality is not transformed by advice. This misconception we must destroy once and for all; true counseling and the giving of advice are distinctly different functions...Advice is always superficial; it is a handing down of directions from above, one way traffic. True counseling operates in a deeper sphere, and its conclusions are always the product of two personalities working together on the same level" (May 1989, p. 117).

With the help of Rollo May, Alfred Adler, Carl Rogers, Albert Ellis, and Victor Frankl, and my experiences over the last 20 years, I arrive at my definition of counseling and the counseling process. It is transforming thinking, behavior and life goals through an educational process that is client centered and driven. It addresses client freedom, client ownership, human nature, and the nature of problems as well as the nature of change. “In a broad sense, it involves taking into account the person’s physical, mental and emotional states, social relationships, spiritual orientation, and life habits” (Sweeney 1998, p.44).

The counseling experience is a four phase instructional process consisting of visioning, investigation, interpretation and reorientation. However, the counseling framework does not stand on its own. The process is embedded within a client centered, therapeutic relationship based on collaboration, mutual respect and trust. The counselor must understand their role within it, if the process is to be effective. The process and the

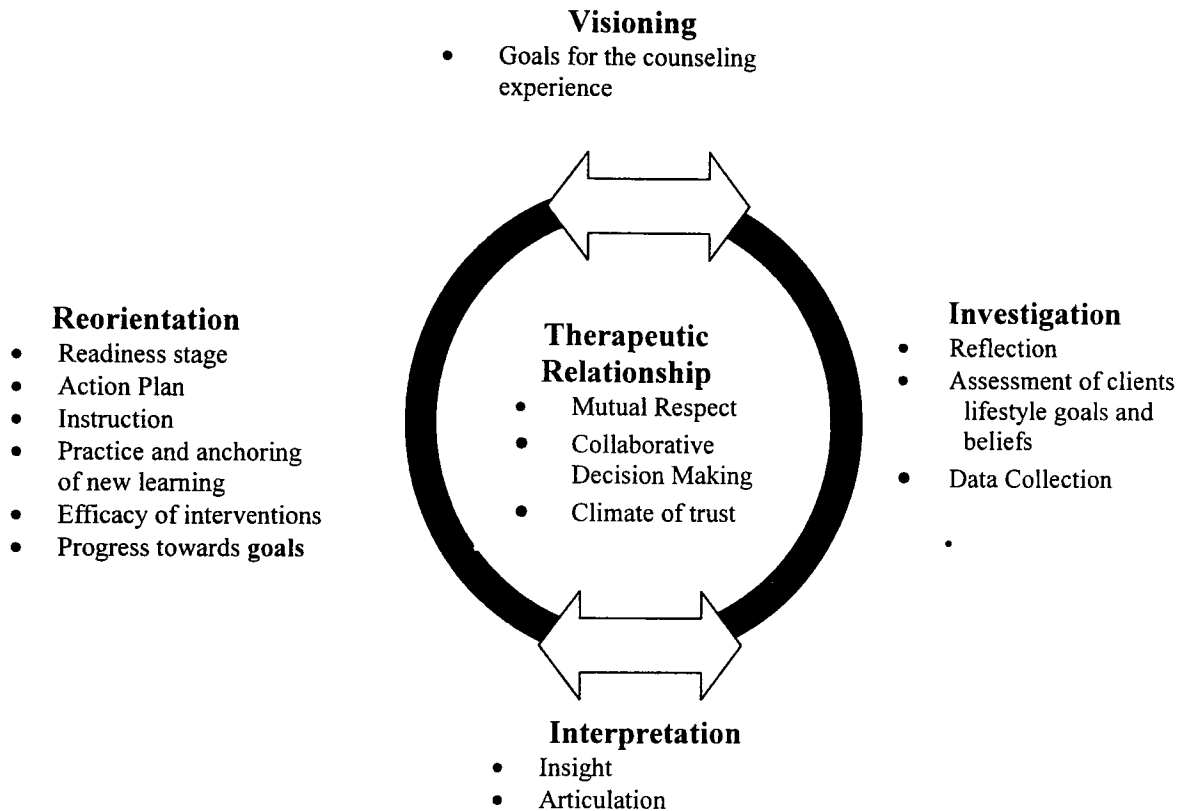
The initial meeting between counselor and client establishes the purpose for the counseling experience and sets a preliminary benchmark to determine success. This benchmark is the client's vision of how they would like their life to be. This is the visioning phase.

The second phase is investigation. The counselor sets out to better understand the problem through a series of assessment strategies. Phase three, interpretation, redefines the problem within the context of the new information gathered during the previous phase. Reorientation follows the interpretation phase if the client feels it is necessary. This is the action component of the counseling process.

Keep in mind that this framework is not necessarily sequential in nature but rather can move back and forth between phases. For example after time has been spent in the investigation phase the client may wish to revisit the vision statement and presenting problem as a result of new insight.

Counseling Framework

Figure 2



This first phase of the counseling process revolves around the client vision of wellness within the context of the presenting problem and establishes goals for the counseling process. This is visioning phase of the counseling process.

The initial meeting between counselor and client answers the questions “why are you here and how would you like your life to be?” It is also the first opportunity the counselor has to establish a counseling environment that is conducive to change. (More will be said about this later) The answer to the first question should be the presenting problem. The answer to the second question provides the vision of what life would be

like if the problem was addressed. The final form in which the vision statement is expressed “typically reflects both the client's presenting problem and the counselor's theoretical orientation” (Martin and Hiebert 1985 p.6). At any time during the counseling process, the vision or the goals can be revised. The presenting problem will provide the initial context for investigation- phase 2 and the vision will provide the benchmark for the efficacy of the counseling experience.

The purpose of the investigation phase is to determine the client's lifestyle goals, irrational beliefs, faulty mental models, and mistaken meaning. Viewing the client holistically, the counselor will investigate the affective, behavioral, and cognitive domains. The investigation phase may include such things as a formal history taking, administration of standardized tests, acquisition of client's monitored baseline data, collection of information from a referring physician, family or work supervisor. It would also include an understanding of the client's family constellation. Through Socratic questioning more information would be gained.

Phase 3, interpretation, is merely the sharing of information with the client and collaboratively deciding what it all means. It is through this sharing that clients will gain insight into their personality and beliefs. It is also the counselor's responsibility to search for meaning in what the client is saying. "The psychologist must learn to read between the lines; he must learn the art of appreciating life-meanings" (Adler, 1980 p.58). He must help, "the individual to develop a sharper awareness, a keenness, a sensitivity to what is going on around him and in him" (Arbuckle, 1975, p. 99). These two aforementioned abilities are critical at both the assessment phase and interpretive phase of the counseling process.

This insight may result in the client deciding that change is necessary and where this change is needed. If the client is sincere, trusts the counselor, and has the strength and courage to continue, the counseling process moves ahead. For some clients this may be the end of the counseling process, either out of fear, or because they now have a clear understanding of the problem and can find their own solutions independently. If a client feels they still need assistance, they move to Phase 4

Phase 4, Reorientation, is the action phase. It is this point in the counseling process that the counselor asks the question, "Do you want to change?" If the client responds yes, then the client and counselor determine the extent of necessary instruction and then the counselor provides it. Instruction is always accompanied with practice in order to anchor the new learning. The evaluation component should be ongoing to validate successes and confirm or realign the instructional process. The key with this process is the willingness to attempt as many different interventions as it takes to bring about change. One Adlerian Psychologist that I worked for referred to this process as "search and destroy". You kept searching for the right intervention. If the intervention proved to be ineffective, you searched for another until finally the desired change was achieved.

Since the counseling process is individual, necessary conditions for change will vary from client to client. However, some general comments can be made. As stated earlier in this paper, change can only occur in the counseling process when the client perceives that change is necessary. Therefore, phase three which is the interpretation of the assessment material must be meaningful to the client. Approaching it from the client's presenting domain (cognitive, emotional, and behavioral) and using a language

the client can relate to will heighten the effectiveness of the insight (Martin, Hiebert, 1985, p. 19). This will be accentuated if the client has trust in the counselor, and a safe and secure counseling environment has been maintained. Client courage and hope will heighten the motivation for change.

The client must be empowered to change and this is why the process is client centered. They must see that it is solely up to them to bring about change. Jean-Paul Sartre put it this way, "Everything is possible... We are free; therefore, we are totally responsible. We have no excuse " (Ozman and Carver, 1986, p.199).

Once there are sufficient conditions in place for change, change can then occur. This takes place mainly in the reorientation phase of the counseling process. Since the process is viewed as instructional, cognitive therapy strategies could be applied. They, "consist of highly specific learning experiences designed to teach patients:

- (1) To monitor their negative, automatic thoughts,
- (2) To recognize the connections between cognition, affect and behavior
- (3) To examine the evidence for and against distorted automatic thoughts
- (4) To substitute more reality-oriented interpretations for these biased cognitions
- (5) To learn to identify and alter the beliefs that predispose them to distort their experiences" (Corsini and Wedding, 1995, p.250)

This will require homework and effort motivated by a strong desire for change. Constant self-reflection, and evaluation as well as feedback from the counselor through this phase will anchor the learning.

Success will ultimately be defined by the client and is initially established in the visioning phase. Goals and objectives will be determined at the outset through the visioning process. The therapist is not all knowing. Therefore, it will be the client who will ultimately determine success and define it. If psychometric testing was done at the beginning of the process then it can be done along the way to demonstrate change and effectiveness. However, the counselor would look for evidence that clients can clearly articulate the problem and how it manifests itself in their day-to-day life. The second determinate of success would be a transformation of personality.

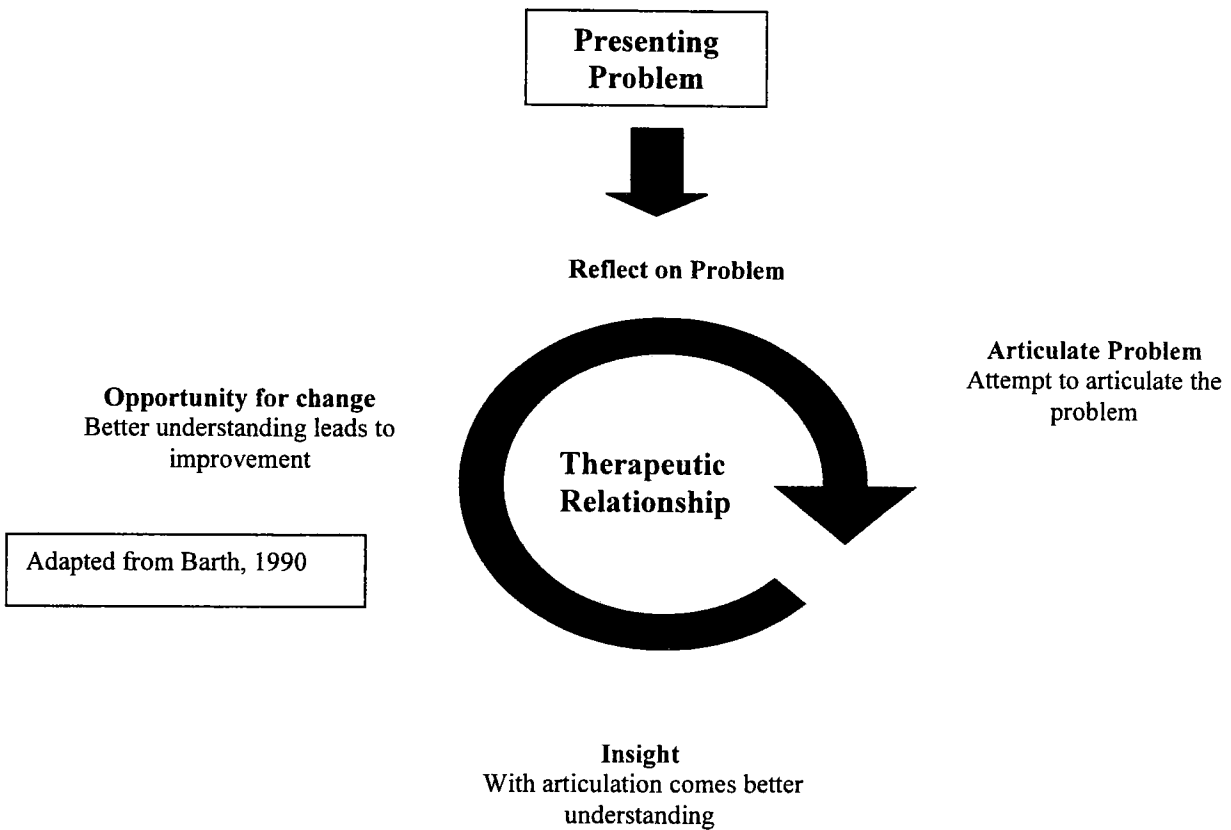
Having defined success how then does one evaluate this? Here I look to Martin and Hiebert (1985) for direction. When evaluating client behavior...it is necessary to monitor both the extent to which the intervention plan was implemented and the amount of client change that took place"(1985, p.210) One must make it clear what one is evaluating. Is it the process or the outcome? It would be presumptuous and somewhat arrogant for the counselor to define a successful outcome in isolation from the client. It only leaves the counselor to evaluate themselves and the process they followed. In all cases success will be defined once the problem has been clarified. This success will be articulated by the client and on their terms. For example, if at the beginning of the counseling process the client says they wish they could go through an entire day without feeling depressed then success could be evaluated by going through a day without depression.

The Role of Counselor/Client Relationship

"When clients, in counseling, are seen primarily as learners, it becomes appropriate to view counseling as an instructional process" (Martin and Hiebert, 1985, p. 14). Based on the premise that people can only learn in a safe, trusting, and secure environment, all phases of the counseling process must be encased in an atmosphere of client centeredness, mutual respect and trust. This process takes on a very Adlerian and Rogerian flavor.

If counseling is an educational process, then the focus of the counseling should be on learning. Learning is change in thinking and behavior due to new understanding (Caine & Caine, 1997, p.21). The diagram below (Fig. 3) illustrates the cycle the counselor will be trying to create.

Learning Cycle
Figure 3



The effective counselor will attempt to get the client to reflect on life within the context of the presenting problem. Through Socratic questioning, reflective listening and dialogue clients will begin to articulate the meaning of their behavior. It is through this articulation process that clients come to an understanding of their behavior and possible insight. With insight comes the potential for change.

Given these assumptions about learning how does this influence the counselor?

The following attributes will be necessary:

- Inquiry into self requires thoughtful and open minded questioning
- Elaboration of initial responses
- Processing time – wait time is important so clients can construct relationships and create new meaning

Within this learning environment a climate of mutual respect, safety and trust must be established immediately if the counselor wishes to overcome the client's natural resistance to change and to create situations where meaningful dialogue can happen.

This requires an environment that is conducive to risk taking and honesty. "A hallmark of the Adlerian relationship is its equalitarian quality. Adlerian counselors, while actively using their knowledge and experience to help others, also maintain respect for the individual's capabilities and power to make independent choices" (Sweeney, 1998, p.270). It becomes the counselor's responsibility to create this through a sincere, empathetic non-judgmental approach. "Psychotherapy is essentially based on good human relationships" (Ansbacher, 1977, p.51). The counselor- client relationship is founded on "mutual respect, cooperation, and the desire to achieve agreed upon goals (Sweeney, 1998, p.273).

Summary

This four phase counseling framework can effectively support change within individuals who wish to. The client-centered common sense nature of this approach adapts to the needs of any individual regardless of age, gender, race, or status.

However, this same client- centeredness requires the client to be a willing partner throughout the entire process. The client has to see the need for change, have a choice in whether or not to proceed with it and play a collaborative role in the reorientation plan.

Can this same framework be applied to organizations to revitalize them? Are the nature of organizations and humans similar enough to apply the same processes? Can the term “leader” and “counselor” be interchangeable within the change process of an organization? These ideas will be explored in the next chapter.

Chapter 4

An Organizational Counselling Framework for Revitalization

It is clear from the literature that individuals (chapter 2) and organizations (Chapter 1) have several commonalities which do enable a psychotherapeutic model for individual change to be transposed to organizations and their change process. The chart below summarizes the commonalities between the two.

Common Assumptions of Organization and Human Nature

Table 2

| | |
|--|--|
| Humans are complex and multifaceted | Organizations are complex and multifaceted |
| <ul style="list-style-type: none">• Behavior• Affect• Cognitive | <ul style="list-style-type: none">• Structure• Human• Power• Culture |
| Humans are unpredictable | Organizations are unpredictable |
| Humans are goal directed | Organizations are goal directed |
| Humans naturally resist change | Organizations Naturally resist change |
| Humans are better able to embrace change if: | Organizations are better able to embrace change if: |
| <ul style="list-style-type: none">• They understand the reason behind it• They have a choice in the matter• They have ownership in the process | <ul style="list-style-type: none">• They understand the reason behind it• They have a choice in the matter• They have ownership in the process |
| Humans create mental models of themselves and the world around them | Organizations create mental models of themselves and the world around them |
| They are apart of an open system | They are apart of an open system |
| Major change is difficult to bring about | Major change is difficult to bring about |

Each of these has been dealt with in detail in chapters one and two. Given these basic similarities it would then seem reasonable to move to a single framework for addressing needed change. The Adlerian framework will be modified to work for

addressing needed change. The Adlerian framework will be modified to work for organizations rather than individuals. The role of counselor then becomes the role of leader. The therapeutic relationship becomes the learning community. The four basic phases, visioning, assessment, interpretation, reorientation remain virtually the same. Now, the organization, made up of individuals, becomes the focus.

Role of the Leader

There is no clear consensus as to what makes a great leader. However there is considerable evidence attesting to the characteristics that make for a good counselor and these abilities are reiterated over and over again (Carkhuff, 1969, May, 1989, Pederson & Ivey 1993). Some of the latter include:

1. Knowledge Base: If we expect to be able to support people in change then we had better understand human behaviour, change, learning, and congruent psychotherapeutic interventions. Accreditation programs validate this.
2. Counseling Skills: This involves having the ability to listen, empathize, and build trust and credibility with the client.
3. Self-Awareness: How will our clients understand where we are coming from if we are not sure ourselves? Are we aware of our personal beliefs about human nature and change and can they be held up to current research and understanding? Is our practice congruent with our assumptions?
4. Teacher: If we view counseling as an educational experience than we need to be good teachers. What do we know about learning?

Would these characteristics be any different for a leader?

1. Knowledge Base: If we are expected to bring about positive changes in organizations than we better know what they are about. Since individuals make up that organization and the individuals are expected to also change then we better have a good understanding of human behaviour as well. Further more we need to be able to integrate all this information into a model for change.
2. Counseling Skills: There is a strong similarity between counseling skills and what Boleman and Deal (1992) refer to as “relationship behaviour” within organizations. The skills of “listening, encouraging, facilitating, providing clarification, and giving socio-emotional support” (p.391) are nearly identical to the requisite skills for counseling. A CEO quoted in Senge’s (1991) book the Fifth Discipline put it, “my job fundamentally, is to listening to what the organization is trying to say and then making sure it is forcefully articulated” (p.218).
3. Self-Awareness: How will our staffs understand us if we do not understand our selves. Are we aware of our mental models concerning organizations and people and are these fundamentally sound? Is our practice congruent with these? In essence, we need to be learners too.
4. Teachers: If we view leading as counseling process and counseling as an educational process than we had better be a good educator. “Leader as teacher does not mean authoritarian expert whose job it is to teach people the correct view of reality. Rather it is about helping everyone in the organization, oneself included to gain more insightful views of current

reality” (Senge, 1990a, p.11). This quote could have been taken from a counseling textbook. It was however, taken from a book on educational leadership.

This quote of Senge’s leads us to our next concept – the learning community.

Whether it is in a counseling office or a school, people who are expected to learn must be in an environment that is conducive to learning. In a counseling setting it is referred to as the therapeutic relationship; within an organization like a school it has been referred to as a learning community or learning organization (DuFour & Eaker, 1998). Educational authors such as Senge (1990a, 1990b), and Fullan (1995) have also stressed the need to build learning organizations as a prerequisite to the change process or at the very least in tandem with it.

If one wishes to create environments where employees are continually learning then a reflective and safe environment is key. It is important that structures within the organization enhance staff to staff communication, risk taking, trust and mutual understanding. This can be done via policy, decision-making structures, and financial resources.

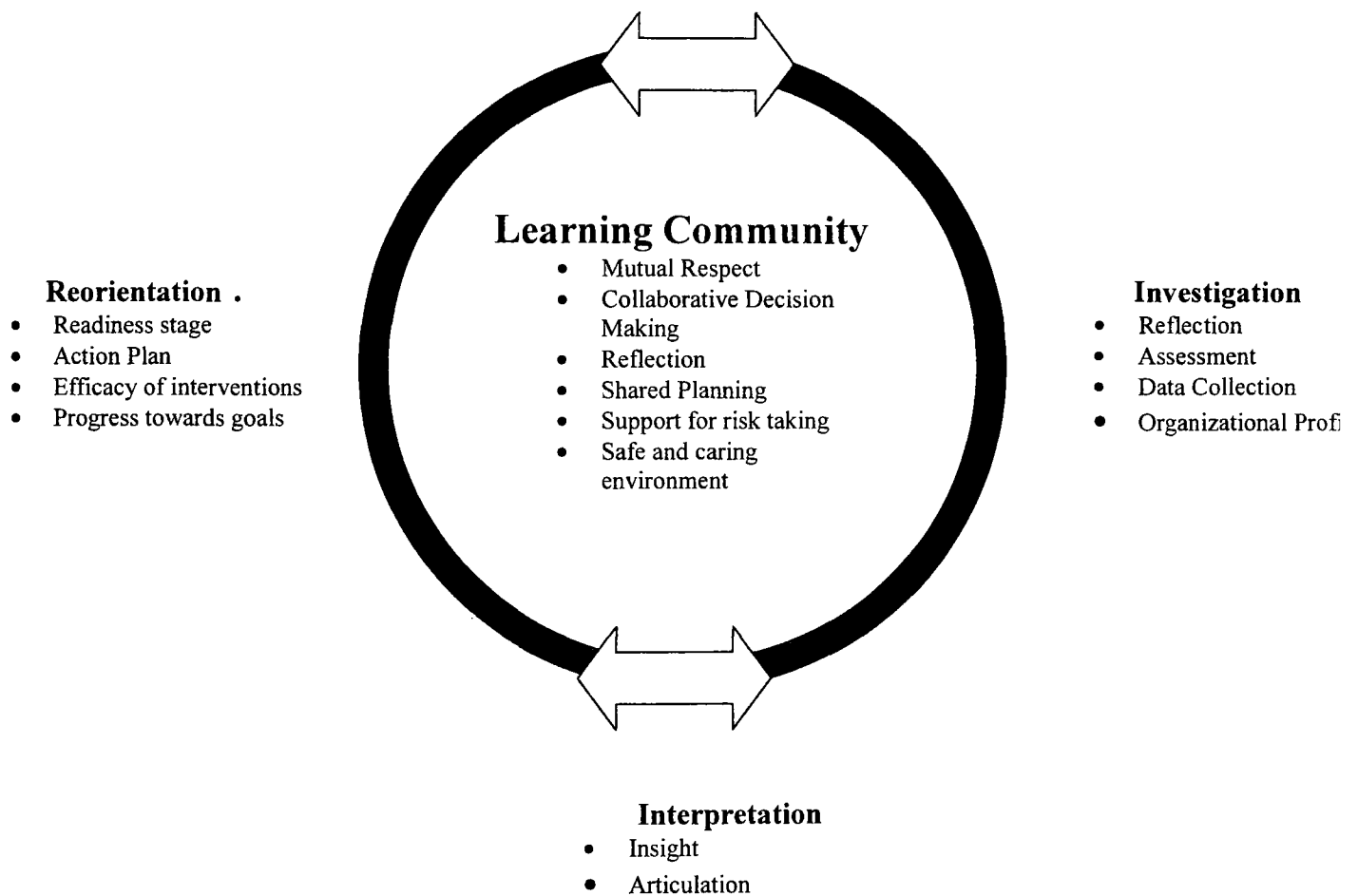
As previously discussed, the purpose of counseling is to transform thinking, and beliefs and values through an educational process that is client centred and client driven. The counseling framework needs to address client freedom, client ownership, organizational nature, and human nature, as well as the nature of change. The key characteristics of this framework are collaborative relationships, participatory decision-making, reflective listening, and practice and client self-direction (Sullivan & Glanz, 2000).

No particular phase or item makes this whole process work. It is all the phases working together that create the over all effect – change.

Organizational Counseling Framework

Figure 4

Visioning



In the following section, the model is described more fully. To help to explain components of the model, an illustration drawn from a specific implementation of the model in a school setting (Matthew Halton Composite School in Pincher Creek, Alberta) will be provided.

Vision

The initial phase for organizational counseling is the same as it would be when working with an individual – that of visioning. Within an organization however it will be referred to as shared visioning. Shared visioning is the collaborative process with all members of the organization to determine what the goals of the organization are and what they wish them to be. In Collins and Porras' book, *Built to Last* (1997), they referred to visions as “Big Hairy Audacious Goals” that reach out and grab you emotionally. They should, “be tangible, energizing and highly focused” (p.94).

Shared visioning allows for choice, one of the prerequisites of change. This is not meant to be a top down process. Often within an organization leaders may try to impose their visions. Leaders who are charismatic enough may even be able to pull it off, but will it ultimately be successful? If school staffs are expected to buy into a dream and take it seriously and sustain it, then they need to play a part in making it. The staff also serves as a very credible body in arriving at a vision. Who else is better equipped? Barth (1990) put it so well in his book, *Improving Schools from Within*:

I find that virtually everyone who works in a school 190 days a year for several years develops extraordinary practical knowledge about such matters as the curriculum, child development, discipline, leadership

... and these reached insights, hammered out of years of practice give richness and credibility to the visions(p.150).

Visioning is nothing more than allowing organizations, to define what they would like to create. It is the dream of how you wish the organization to be. “A vision is a portrayal of an organization’s intended activities and character in vivid terms that captures the organization’s human meaning and value” (Vaill, 1998, p.64).

Visioning when done right can accomplish four things:

- Provide the motivation/energy need to initiate and endure the change process
- Set the context for assessment and investigation
- Provide the common purpose for all organizational members
- Reduce the resistance to change

“A vision is a motivational statement as much as it is a descriptive statement” (Vaill, 1998, p.64). Change is a risk taking activity that takes both energy and courage. Visions can provide the momentum to move forward because of its motivational nature. When done well it will reach people emotionally. It can become, “a force in people’s hearts, a force of impressive power” (Senge, 1990, p.206).

The distance between the vision and the reality creates motivation. Ellis (1962) referred to this as angst, and believed it needed to be present before change could begin. From an organizational perspective, Senge has referred to this dissonance as “creative tension” (1990). This angst or creative tension creates the momentum for change. This dissonance also clearly illustrates to the members of the organization the need for change, thereby meeting the second prerequisite needed before change can occur.

The vision will set the context for investigation and interpretation, phases two and three of the process. Key words from the statement can provide a focus for exploration, data gathering and reflection. At MHCS the mission statement was, “meeting the educational needs of all students.” The focus was clear: we needed to examine how we were meeting the educational needs of individual students. The key words became “individual students” and “educational needs”. It was out of these two phrases that performance measures, data collection and goals were established.

The development of a vision statement allows a staff to rally around a common purpose with a high level of commitment. The visioning process is the heart of the change process within organizations. Without a vision that most can identify with, the unifying force that is so important to success is often lost. Getting everyone working on the same page is the key. When done properly, shared visioning “has the ability to change peoples’ relationship to the organization” (Senge, 1990, p. 206). People who were cynical and disinterested in the organization may find new meaning in their work.

A central problem with this approach is creating a vision that will create this kind of impact. The first thing that needs to be clear is that the process of creating a vision takes time. Everyone has been involved in visioning exercises that have taken place within a half or a full day. “The problem is that usually it’s not a process; it’s an event” (O’Neil, 1995, p.3). This will get one started but it is only a start. Visioning will continue throughout the entire change process. This is part of building a learning community. An organizationally shared vision will not be solidified until the reorientation process. Senge believes “you’ll spend 20 to 40 percent of your time – forever – continually working on getting people to reflect on and articulate what it is they’re really trying to create”

(O'Neil, 1995 p.3). Therefore one cannot be in a hurry to move too quickly through this phase. "Visions that are truly shared take time to emerge. "They grow as a by-product of interactions of individual visions" (Senge, 1990, p.217).

Visioning needs to start at the personal level and move to a shared endeavor. "Until we have a vision to share we can't understand anyone else's" (Barth, 1990, p.158). You will need time for individual reflection and articulation, time for small group reflection and articulation and finally time for large group reflection and articulation. It will be the leader's responsibility to provide the structures, time and activities for this to be able to take place.

One of the other pitfalls of this process, other than time, is ownership. It is unlikely that the vision process will reach 100% of the staff. The degree of ownership will vary with each individual staff member. It has been my experience that you will always have a small percent of the staff that will find the entire process nauseating and refuse to participate. This is something that can be taken advantage of and used in a meaningful way. Often, those who appear to be our greatest enemies are often our greatest allies. Let me tell a story to illustrate the point.

I had been working in a school as a principal for just over a year and was continually having problems with one individual staff member. This person, who I will refer to as Brian, was not a team player. He was a very talented and intelligent teacher and was respected on staff for these traits. I was a new arrival in the school and Brian had been there for 4 years already.

The school was a small rural one that was on the block for closure. Enrolment had been dropping consistently each year and it was only a matter of time. Unless the school

could be made viable it would certainly close. Change was required, however Brian did not see it that way. Things were fine just the way they were. He hindered every attempt that I made to initiate the process - always in the backrooms, never in the formal channels. Brian had everyone's ear.

It wasn't until the visioning process started that things began to change. People began to see the possibilities for the school. The visioning process motivated people to dream and to be creative. What soon became apparent was that Brian represented the current reality quite graphically. He began to lose credibility. He slowly started to be moved by the group to the fringes. What originally started as just attacks on administration began to move to attacks on other teachers. Eventually Brian became isolated and transferred out of the school. Thanks to Brian the vision came to life. The contrast between what was and what should be was very profound. The need for change was clearly apparent.

Investigation

The purpose of the investigation phase is data gathering. This collection will differ within organizations. With individuals, the client's behavior, affect, and cognition are examined. In assessment of organizations, one observes the structure, the human element, the politics, and the culture. The data gathered will determine the success of the following phases of the counseling framework. It will be used during the interpretation phase to formulate a word picture of the organization. It will also make it possible for members to see what were once unconscious practices of the organization and the private logic that supported these. What information then is needed to be able to do this?

It is important to gather data in a systematic fashion for two reasons. The first is that it will ensure that all the data required is gathered. The second, is that whatever system is used can serve as an educational tool for staff members. It has the potential to provide them with a perspective they had never had before.

As demonstrated in earlier chapters, an adaptation of Bolman and Deal's (1992) four frames serves as an excellent systemic approach for the investigation. Its structure will enhance one's ability to be holistic which is a basic principle of this approach. Remember that, the vision will set the context for the investigation and interpretation, phases two and three of the process. Key words from the statement can provide a focus for exploration, data gathering and reflection. The chart below provides data that will typically need to be gathered. The items in the "other category" could conceivably fit in all four frames.

Data Collection

Table 3

| Structural Frame | Human Frame | Cultural Frame | Power Frame | Other |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • Job descriptions • Policies and Procedures • Organizational Charts • Chain of Command • Lines of Communication | <ul style="list-style-type: none"> • Staff moral • Staff satisfaction • Relationships | <ul style="list-style-type: none"> • Stated beliefs and values with accompanying behaviors • Rituals • Traditions • Assumptions • Ceremonies | <ul style="list-style-type: none"> • Sources of authority • Informal Alliances and Networks • Stakeholders' expectations • Channels of informal communication | <ul style="list-style-type: none"> • Decision Making • Motivation • Strategic Planning • Conflict Resolution • Resources distribution • Performance Data |

Now that we are aware of what data needs to be collected the next question is how it should be collected. The data should come from a wide variety of sources. Staff interviews will probably be the most valuable source. Through Socratic questioning a great deal of information could be gathered regarding the above frames. This will be a time consuming process and may require a team effort to complete, but it is essential. Satisfaction surveys of stakeholders, external evaluations, normed assessments, and performance measure data that had previously been established could be other data sources.

Though the investigation phase is never over, a formal presentation of the data obtained from the investigation is important, for three reasons. First, it legitimizes the participation of all those involved. Second, it becomes the documentation used in step three, interpretation. Third, it will provide the baseline data for measuring growth.

This part of the process is typically leader directed. The leader is responsible for co-coordinating and gathering all the necessary data. It is imperative that the leader takes a nonjudgmental, objective approach to this task. It will require strong listening and observation skills. This process provides the leader an excellent opportunity to establish and reinforce the therapeutic relationship and begin building the necessary conditions for a learning community. What better way for a staff to see they are valued but by having the opportunity to sit down and converse about the organization you all share. This is no different than what a counselor would attempt with their individual client, in that they would have unconditional positive regard encompassing a genuineness and accurate empathy (Carkhuff, 1969.)

An excellent story comes to mind that clearly illustrates the power of the investigation stage. Dr. Cavers, newly hired Superintendent of the Livingstone Range School Division understood the significance of step two in the change process. His initial task was to bring the school division together. The school division was the result of a forced amalgamation six months previously.

As part of Dr. Caver's investigation he removed himself from the daily workings of the school division in order to conduct a six-week assessment with an accompanying follow-up report.

Over the six week period he devoted 14 hours a day to the investigation. He visited every school and interviewed every administration team, every school staff, every student council, and every parent council. He listened to them all. The final product was a fifty page report entitled "Six Weeks on the Road" and a presentation in each school community of his findings.

Had the process ended there it still would have had a tremendous impact on the division. First of all it educated everyone. School communities were all able to see other school community's perspectives and found they were not much different from their own. The report thereby served as a unifying force. Secondly, it was clear that the leadership valued the voice of its employees, students, and parents. This empowerment served as a motivational tool that would be essential in the change process.

Though the investigation phase is never over the paints, brushes and materials have been prepared and collected in order to create a word picture in the interpretation phase.

Interpretation

The third phase of the process is interpretation. This is a formalized sharing of information and a drawing of conclusions as to what it all means. It serves as a stepping-stone. Rather than a diagnosis, there is an effort to understand, explain and interpret the motivation behind behaviors of the organization (Sweeny, 1998, p.278). This is a collaborative process involving all of the organizational stakeholders.

The interpretation should address 6 areas:

1. Strengths and areas of need;
2. Basic assumptions of the organization;
3. Congruence or incongruence between beliefs and values and actual practice;
4. Organizational frames and their congruency to desired outcomes;
5. Contrast between vision and current reality; and
6. Where do we go from here and what are our priorities?

How one chooses to handle this phase will be different in every organization based on how the group decides to do it. Time should be set-aside for individual reflection, small group reflection and dialogue, and large group reflection and articulation. As a leader you may wish to initiate the process by asking permission to present tentative inferences and observations. This could be apart of one's summary from the investigation phase and serve as a discussion paper. This is the same process when counseling an individual.

It is the skilled leader who takes advantage of the insights to successfully move the organization to higher levels of readiness for change (Sweeny, 1998, p. 279). Some

cautions for the leader to keep in mind that have been taken from Dr. Sweeny's (1998)

Adlerian counseling model:

1. Encourage staff to elaborate or modify the leader's observations
2. Be prepared as the leader to be incorrect in your inferences and observations
3. Be prepared to set a tone for hope.

Reorientation

At this phase of the process, whether in a personal counseling setting or with an organization, there will be a mutually agreed upon understanding of the strengths and weaknesses. Both will have been laid bare and their current orientation exposed. It is now time to decide whether to reorient or not.

In business circles reorientation is often referred to as strategic planning, and in counseling it is referred to as the action plan. This phase of the change process is about making a formalized plan to change in order to reach the vision. Reorientation is not always necessary. Sometimes, following the interpretation phase the process ends, at least within this formalized process. It is quite common within a personal counseling situation that the insight that the client has received is enough information that will allow the client to change without further assistance. The client is able to self direct the process. Unless the organization or the client believes that a formalized change process is needed, the leader and organization would merely move to a monitoring mode to ensure change had been attained.

Reorientation is made up of five components:

- Reaffirmation of the vision, mission, and beliefs and values of the organization
- Specification of critical outcomes
- Barrier identification
- Strategies
- Action plan

Let us look at each one individually.

Taking the time to reaffirm the vision, mission and beliefs and values is an excellent way to bring context to the reorientation process. It provides a frame of reference. Therefore, the first step is to review the existing vision statement, mission, and beliefs and values of the organization. The review would allow the opportunity for staff to edit, modify, or even in some cases abandon each of these components. The reorientation process may then continue following a reaffirmation of these basic structures.

The next step is to determine what the organization would look like should we attain our vision. These are referred to as outcomes. The outcomes describe the results of a successful performance. These outcomes need to be measurable and provide concrete measures of accountability. They also provide concrete ways to focus organizational and individual energies. They should be defined in general terms but measured in very specific ways. These outcomes will become the goals within the Formal Plan. Once outcomes have been established ranking them in order is necessary. This is done to prevent a focus that becomes too broad. Nothing is worse within an organization but when it has too many outcomes to focus on. It requires a great deal of focus and energy throughout the change process so it is important not to spread the staff too thin because of

too many irons in the fire. It can make the change process overwhelming resulting in failure.

Every organization faces challenges and obstacles to effective outcome attainment. These barriers need to be acknowledged and used to plan new processes to overcome the challenges or used to explain or modify outcome measurement standards. Time and financial resources are examples of such barriers. The reorientation plan needs to identify these barriers and develop strategies for overcoming them. (Magnussen, 1999)

Strategies are interventions that will be attempted to attain the desired outcomes. You start with the desired outcome, work backwards, and explore the best possible way to meet that outcome given the resources and time limitations. Initially, this starts out as a brain storming opportunity where as many ideas as possible are considered and recorded. This becomes a springboard for more focused work down the road. These first intervention strategies will form the foundation for more sophisticated and relevant strategies as this process continues.

Let's keep in mind what we know about learning. Learning takes place when we are engaged in practice. It is from that engagement that we come to better understand what it is we are doing. Porris and Collins (1998) referred to it as an evolutionary process. Each intervention will build on the last. It is from our attempts that we learn and improve practice. R.W. Johnson, CEO of Johnson and Johnson, was often heard saying, "Failure is our most important product" (Collins and Porras, 1997, p.147). Companies and schools must accept failed experiments as part of the learning process. The key is to be ready with modifications to the interventions or be prepared to move with another intervention. The key principle is, "no decision is sacred" (p.147).

A formalized document needs to be created that clearly lays out the plan for change – this is known as the action plan. It becomes the blueprint for organizational functioning. Traditional reorientation plans contain goals, people responsible for attaining them, strategies to reach the goals, time lines, and criteria for monitoring and evaluation.

One knows when to move to the reorientation phase when the conversation within the organization is already talking about and in some cases already moving into action. Informally people will begin talking about new ways of doing things, the targets they hope to reach and the outcomes they want to see. When this begins to happen informally it is a perfect time to formally be together and officially put it down on paper for others to see. It has been my experience that we move to the reorientation phase too quickly and therefore, lacks meaning for the participants, and becoming something, we have to do rather, then something we want to do. It is not about moving on and getting through the tasks – getting the assignments done. It is rather, about understanding your organization and how you contribute as an individual to its ethos.

“Going through a process such as the one above does two major things. First, it provides a clear framework for organizational activity: everyone knows exactly what their roles are, and how they are contributing to the overall success of the organization. Purpose, action and expected results are clear and agreed upon” (Magnussen, 1999). Second, the process of creating such a “synergistic system” (1999) inevitably results in creating energy that will serve in sustaining the system through this change process.

Summary

This framework is not for everyone. This approach is meant for situations that appear to need radical change and where time is not of the essence. At the very least, this

process takes three years to fully implement. The first year is for visioning and investigation. The second year is for interpretation and the action-planning portion of reorientation. It will take at least another year just to get started on planning implementation followed up with monitoring, feedback and revision.

It must be remembered that this is not the answer but rather, a possible framework for supporting an organization through the change process. Each leader will bring their own personal assumptions about organizations and individuals into the process and by doing so create their own model for change.

Chapter Five

Theory into Practice: A Case Study

The final chapter will attempt to take the theory of personal and organizational change and bring it to life through a review of its practical application within a rural school in Southwestern Alberta. The chapter will begin by setting the context - the who, what, where, when and why – for organizational change within the school. Next, each stage of the organizational counseling model will be discussed as it happened chronologically, over a three year period. The chapter will end with a critical analysis of the entire organizational change process as it was experienced in that one school that served as the example.

The case study will mirror, for the most part, the process laid out in Chapter Four of visioning, investigation, interpretation and reorientation. At times the reader will see how the experience in the school was not congruent with the model. It would certainly be far easier to be able to say that the organizational counseling model was implemented in its entirety and was all pre-designed. If the truth be known, in May 1998 when the story begins I was unable to articulate the model as I can now. Many of the phrases and language were modified over the three years of the implementation of the process. The framework continues to be a work in progress.

In order to remind the reader that this process was real, a narrative approach will be used. I will write around a number of artifacts that were produced during the three years. The purpose of the artifacts is to exemplify the process. These artifacts have not been doctored in any way but were real documents created as part of the process.

It is important as practitioners to keep in mind that this case study is about the

implementation of a specific model for change and not about the daily life of a high school principal. A principal's role is complex and multifaceted and this case study deals with a small, though an extremely important portion of the job.

The story begins in the spring of 1998. I was a principal at Granum School and had been for the previous 6 years. This school had been under going considerable change for the past four years moving from a traditional approach to school programming to an alternative approach both pedagogically and structurally. The transition for the most part had been very successful and I felt it was time to move on.

A number of openings were available within the school division where I was working but I left it to the Superintendent to put me where my skills would be of the most use. I found out in May of 1998 that I would be assigned the principalship of Matthew Halton Community School in the town of Pincher Creek, Alberta, Canada.

The town of "Pincher" is located in the shadow of the mountains of the Livingstone Range. The town population is approximately 3500 but the school draws half of its students from the surrounding municipality of Pincher Creek; another 13% of the student body were from the Peigan Reserve. It was a grade 7 to 12 school with just over 400 students. It had a teaching staff of 22 and a support staff of 6.

It was an unusual school community, certainly within the confines of the Livingstone Range School Division, as it was the only community that had a separate school system functioning in it as well, drawing on the same demographic group. Historically St. Michael's School was considered to be the more academic of the two schools in town.

The principal of MHCS was retiring at the end of the 1997-98 school year and I

was to be his replacement. It was made clear to me by my superiors that the school community was looking forward to new leadership and change. Rumors were rampant that the school was in turmoil, morale was low and the school's academic credibility was suspect within the Pincher Creek community.

I was looking forward to this new challenge for a couple of reasons. I had never worked in a high school setting and I had just been apart of a successful major revitalization project at Granum School and I was looking forward to attempt once again the process if it was deemed necessary. I was planning on using a model for change that I had used in Granum but with some refinements and altered expectations.

Year One

There are a number of stories and artifacts that are important to understanding both the organizational counseling framework and its implementation in my first year at MHCS. These stories and artifacts will demonstrate the nuances of the framework and provide practical ideas for its implementation.

The major artifact for year one is the document entitled "Pathways to Change" (Refer to Appendix A). This was a culminating document of year one. What will follow are the activities that lead to this final document being produced in the spring of 1999.

Even though my new job did not officially start until September of 1998, I was eager to begin building relationships with the new school staff and community. It was imperative to the organizational counseling model that relationships existed between me and others that established trust, mutual respect and a degree of safety so that the investigation phase would be relatively honest and open. In a counseling setting this would be referred to as the therapeutic relationship; within a school it has been referred to

as a learning community. To this end I set up meetings in June with all staff in order to hear their stories.

The first meeting was a mini- retreat with the new school administration team. This team was going to look different, both structurally and personnel wise, than it had in the past. The team would consist of the principal, assistant principal and a new training position known as administrative associate which was filled by a new comer to the school. None of us knew each other and so time away from distractions was essential so we could better understand each other and collaboratively decide on the initial direction we would take.

I had set the agenda for the two day retreat. The first day was about sharing our own beliefs and values about life and learning. The second part of the day was spent listening to the assistant principal reflect upon his last 12 years in MHCS and his impressions of the school's strengths and weaknesses. The second day was spent deciding our roles and responsibilities and the first steps we wished to take. On this latter point the other members of the administrative team really were not accustomed to working from any kind of model or framework and were eager to hear of mine. We then adopted this model.

The retreat was very valuable. The three of us made connections and bonded very quickly. Mutual respect and trust were clearly evident. We, as an administrative team, now had a shared vision and mission for the first year – create a school profile, and begin to build positive relations with other members of the school community.

Following the retreat I met with every staff member for at least 30 minutes. These staff interviews consisted of just four questions: “Tell me about yourself”; “What do you

see are the strengths of the school?"; "What do you see as the areas of need?"; and, "What questions do you have of me?" Records were kept of each interview.

By the end of the 1997-98 school year, prior to my placement in MHCS I had already made inroads into the investigation phase of the process as well as planting the seeds for establishing a positive learning community.

Having the summer to reflect on these interviews, I realized this process had brought a number of positive results. First, staff were extremely pleased as well as validated by the interview process. The opportunity to be able to speak their minds uninterrupted and with unconditional positive regard set a tone that was maintained for the next four years. As a matter of fact, when I left MHCS to take a new position, the staff asked senior administration to have the new principal do the same thing.

Secondly, some very clear themes emerged from the interviews that would contribute substantially to the school profile. Four issues were clearly evident from my notes but all revolved around one main theme: decision making.

The decision making processes within the school was highly political and based on power. The word collaboration was often used by administration but only existed when the decisions of the staff were congruent with that of administration. The principal was viewed as the sole source of authority and informal alliances and networks were established in order to try and counter act this. In the staff's opinion all decisions were political in nature. As a result of this, the decision making process was unclear, suspect, and created an environment of mistrust, anxiety and unpredictability, especially around such topics as timetabling, technology spending, and budgeting. They had been living within this environment for some time. The mistrust and animosity between the staff and

administration had grown to such an extent that both parties agreed to have the provincial office of the Alberta Teachers Association come in and investigate and offer recommendations. This had taken place in the 1997-98 school year but only exasperated the problem rather than solving it. This issue could not wait to be dealt with. Waiting to complete the investigative phase would be counterproductive to creating a learning environment and the general outcomes we were trying to achieve. As in the counseling process there are times you move to interpretation and reorientation with regards to specific problems that are contributing to the larger issue that has yet to be uncovered. The illustration of this point can be best made within the counseling context. If a client comes to you suffering from depression and one of the symptoms is insomnia you don't ignore the insomnia hoping to catch it down the road as you deal with the depression. Rather, you deal with the insomnia so that it does not exasperate the depression. Short-term you implement interventions to deal with the insomnia and long-term you continue to investigate to determine the sources of the depression. This is merely the organizational counseling framework within an organizational counseling framework.

On the first day back to school, my first official day, I shared the information that I had gathered through the interviews during our opening day staff meeting. Through open discussion with staff they clearly confirmed my interpretation of the interview data - the decision making strategies and structures within the school were highly politically charged. Staff left the meeting to think of ways to respond to the problem. At our next half day staff meeting two weeks later, suggestions for fixing the problem were offered.

First of all the staff wanted a timetable committee to put in place a transparent process for establishing class assignments and building the school timetable. Secondly

the school had a \$250,000 fund set aside for Career and Technology Studies (CTS) and they wished to establish a committee made up of teachers, parents and business partners. The goal of this committee was to provide a CTS plan that would meet the diverse needs of our students and provide direction for budgeting. Thirdly the school had been spending a great deal of money on technology with no clear, transparent plan in place and this they wanted to stop. A committee made up of teaching staff and parents was established to write a long term technology plan. Last but not least the administrative team suggested a card sort activity to try to create a model for making decisions in the school. Staff agreed. The outcome of this activity was our decision making policy (Appendix B). To ensure the staff saw this policy implemented it was embedded into the staff meeting structures of the school. Staff meetings became forums for decision making. A process had been established.

By the end of the first month of school the community had already completed the organizational counseling cycle to deal with one specific issue. Though the efficacy of the interventions was yet to be realized, action was beginning to be taken and measures were in place to determine the success of them. In the School Year End Report, "Pathways to Change" (Appendix A) these were covered under the section, the Initiatives Pathway. The over-all investigative phase continued.

By September 1, 1998 of my first year I had interviewed all staff and collaboratively had already worked through the organizational counseling framework once. The investigative phase was well under way and would occupy a great deal of my time in year one. However, what about visioning, was not this to be the first phase of the process?

Though visioning appears at the top of the framework the model allows the process to begin where the organization wishes to engage. At Matthew Halton it became clear following staff interviews that they did not want to talk about the vision or mission of the school. Their past experiences had lead them to believe that the process was meaningless and had little impact on student learning. They had no faith in the visioning process and they agreed to revisit it following the investigative phase.

Initially, therefore, it was my vision that jumped started the process. Having a framework that provides direction enables the school to understand where the principal is going and why. At the school's first staff meeting I shared with the staff my personal vision for education along with my personal beliefs and values within this same context. I also explained my personal goals for the year. This, though not a shared vision provided staff with a philosophy that I would be working under. It would provide a basis for my actions and interpretations that would allow them to better understand me and the process we were undergoing. The shared visioning would evolve.

Outside the day to day activities of a principal I spent a great deal of time gathering information about the school in the areas of student performance, community and school characteristics and stakeholder perspectives.

The student performance information was the easiest to gain as both Alberta Learning and the school had been collecting this information for a number of years; Alberta Learning via achievement and diploma exams at grades 9 and 12 and the school at the grade 7 level in reading and math using standardized testing. Outside organizations such as the Fraser Institute and School Works also provided comparative data on student performance for grades 9 and 12 students based on these same provincial exams.

The data was collected over a four year period, from June 1994 to June 1998 (Appendix C).

As the student performance data was collected it was shared with the staff at our now monthly, half –day pedagogical meetings and with school council at their monthly meetings. For example, one month the Fraser Institute document on the rating of schools was shared with the staff. The dialogue concerning the value of such data was excellent. The document was not given much credence but on the other hand it rated us the eighth worst high school in the province based on our grade 12 diploma results, a position we had held for a number of years. The Fraser Report became an annual topic for discussion with all stake holders.

Eventually other student performance data such as student attendance and discipline would be collected once structures were put in place to do so. This would not happen until year two. . An example of the data collected can be seen in Appendix C.

Data related to school and community characteristics was a little more nebulous and in hind sight poorly defined. The community characteristics became a factual profile of the demographics of the town, municipality and the neighboring Peigan Reserve. The school's characteristics were nothing more than a list of the programming options available to students, the number of students and where they resided - rural, town, or reserve residents. This information provided context. An example of the data collected can be seen in Appendix C.

The final data collection area, stakeholder perspectives, was again easily collected and collated. The Livingstone Range School Division had been administering School Satisfaction Surveys to parents, students and staff for a couple of years and collating it

and sending it out to schools. This, coupled with staff interviews, previous school evaluations and monthly school council meetings provided the bulk of the data.

(Appendix C)

By the spring of the first year staff were ready to discuss the implications of the data. The interpretation phase officially began at our April pedagogical meeting. Though it officially began in April it had been taking place on an informal level for several months.

Based on this information, staff, working in small groups, began to draw conclusions resulting in a list of strengths and areas of need (Appendix D). Following the creation of this list we began to discuss what results for student learning and parent, staff and student satisfaction would be desirable. This became a visioning activity and resulted in a list of desired results for student learning and student/parent satisfaction. (Appendix D). We now had goals based on real data.

By May the staff were eager to move toward Reorientation but were still suspect of it being lead internally by school administration. They had been burnt in the past by the strategic planning process and were hesitant to move again in that direction. It was suggested by the school administrative team that an outside facilitator be used to review our interpretative data based on the Pathways to Change Document (Appendix A) and to initiate the reorientation phase of the process. Staff believed a two day retreat at the beginning of the next school year would be an excellent process to accomplish this. A committee made up of one administrator and five teachers was established to plan it.

Dr. Kris Magnusson, a university professor was suggested by the administrative team as one possible candidate to facilitate the two day retreat. He was a professor at the

local area university and he was an authority both on organizational and individual change. The organizing committee met with Dr. Magnusson. He presented the group with a proposal for the two day retreat (Appendix E). The staff was impressed with his presentation and hired him to lead us through the two days in August. Dr. Magnusson was provided with all of the investigative and interpretive data that had been collected to date. The “Planning for Excellence Retreat” would be the first activity in the second year of the process.

Summary of Year One

In summarizing this first year a number of observations can be made. The first was that a number of staff left the school. Two took early retirement, one took a leave of absence, and two transferred to others schools. Twenty three percent of the staff chose not to remain.

The second observation was the impact of monthly half day staff meetings that focused on the organizational counseling framework and on the indicated pedagogy rather than the day to day business of the school. These meetings provided the opportunity for dialogue and reflection as an entire staff and for individual teachers. (Appendix F).

The third observation was that the staff that remained had engaged into the process; all of them had signed up for the August Retreat. We were ready to move on.

Year Two

Year two began with the retreat “Planning for Excellence and ended with a reorientation plan that would guide us over the next three years. We continued to use small groups and monthly pedagogical meetings as structures to keep the framework in

play.

The August retreat met the staff's expectations on three levels. Collegiality comes with spending uninterrupted, lengthy time together both playing and working together towards a common goal. It was most appreciated by the three new staff members. The knowledge base that was gained about change and reorientation would serve us well in the future. Finally, the facilitation work done by Dr. Magnusson validated the interpretation phase of the process and provided excellent transition to the reorientation phase. With his guidance we revisited the visioning process and adopted a new mission - to meet the individual needs of students. For the next three years this statement would form the basis of school decision making and planning. The process had provided us with the opportunity to better articulate how the school's instructional practices and organizational conditions were helping or hindering our ability to live up to this mission.

By the conclusion of the retreat we had acknowledged three focus areas that we as a staff wished to pursue over the next three years: student achievement, school climate, and community relations. See Appendix E for full details. The school staff was clearly ready to move to the reorientation phase of the process.

Over the rest of the year all staff participated in one of the three focus areas. Under student achievement four subcommittees were formed based on roles and responsibilities – students, parents, teachers and special education. A community relations committee was established with members comprised of all stakeholders. The final committee, school climate, also had a heterogeneous membership. Each was responsible for initiating a plan for growth based on assessed data and collaborative

decision making. The plans needed to be goal directed with clear, measurable outcomes and accompanying strategies to achieve them. Each team was provided with support documentation to help them through the planning process (Appendix G). Monthly, at pedagogical meetings, progress was reported and reviewed by each group with the opportunity to offer feedback and support. The year ended with a community sharing and revision session of the four plans: Teachers as Learners Project (Appendix H), the Learning Support Plan (Appendix I), the Communication Plan and the all encompassing School Plan (Appendix J). A full day was set aside for this.

We had hoped to get as many stakeholders attending the afternoon and evening event as possible. It was advertised in the local paper for a number of weeks. In the end about 33 people from the community along with 28 staff members attended. The investigative and interpretative data was shared with the group, followed with a plan to address it. Following supper we broke into small groups. These groups dealt with specific plans. Parents and community members joined the groups that were of most interest to them. Each group was chaired by a staff member who was both knowledgeable about the plan, and who had skills in facilitating groups in order to gain feedback. Several revisions to the plans were made that evening.

The last month of the school year was spent in putting the final touches on the plans and putting it together in a coordinated manner that would meet the expectations of Alberta Learning and the Livingstone Range School Division. (Appendix J)

Summary of Year Two

The planning component of the reorientation phase was a messy process requiring a great deal of time, coordination and guidance. The more people you have that are

familiar with the process and have the skills to facilitate it the easier the process would be. In MHCS we had only one other person besides myself who had successfully been through the process. This staff member was transferred in at the beginning of year two for this very reason. Two people were not enough. Without this, people are learning while doing. Some can tolerate the inefficiencies of this trial and error process, others however cannot. People need to be warned ahead of time that the process is messy and chaotic at times.

Secondly the principal needs to set aside a great deal of time to attend committee meetings and to work with individual committee members. It required the full year to complete the plan and many extra hours before and after school. For the most part staff, parents and students showed high levels of commitment during this time.

In the process of completing these plans the opportunity was available for a number of different voices to be heard. This is essential. These different voices allowed for divergent thinking that enhanced the plan but, at times resulted in conflict. For example, at our year end community session a native parent was appalled by the native academic performance data in comparison to the non-native student. It was clear from this data that the school was not meeting the needs of our native students. The parent went on at length about the racism that existed both within the town of Pincher Creek and in the school. Her voice needed to be heard and because it was she became an active member of the school community. It was however an uncomfortable experience.

By the end of year two the visioning, investigative and interpretation phases had been completed and reorientation had begun. The plan was in place and some interventions had already become implemented. The planning committees were

disbanded and new committees would be formed based on intervention components of the plan. The staff was exhausted, but excited about the year to come.

Year Three

The first day back in August the staff met for a full day to review the work that had been done over the last two years and to paint a clear picture once again of where we were and where we hoped to go. This information was presented to the staff in a document entitled Matthew Halton Annual Report 1999-2000 (Appendix I). The purpose of this document was to serve as a motivational and validating tool, keeping the plan and process out in front and transparent for all stakeholders to see.

We had decided as a group to allow each focus area one year to occupy the staff's time at pedagogical meetings. Year one of implementation was to focus on the teacher effectiveness plan, year two, school climate and year three communications. Implementation strategies would take place in all three focus areas but only the teacher effectiveness plan would use full staff collaborative time.

Year three was about intervention strategies and their implementation. Some proved effective and others did not and some even worked in ways we never imagined. The learning support plan, for example, called for teachers to act as tutors for students who were struggling in school. It was known as the "teachers as tutors" strategy. At our monthly grade meetings students who were struggling would be assigned a tutor. More often than not this tutor would be a teacher that did not teach the student in that semester. For a while we all pretended the intervention was working but when we looked deeper only a small percentage of the teachers were meeting with their students on a regular basis. Students very seldom initiated contact when they were encountering difficult so

unless the teacher followed up on a regular basis, few if any contacts were made. The team decided that under the current structure the strategy was ineffective and it was discontinued. This happened over and over. The key was not to personalize it but rather look for other strategies to accomplish the desired outcome. Staff will always need to be reminded of this.

Formally the plan was reviewed in February at a full day staff meeting to look for the strengths and weakness of the interventions and make the necessary modifications. Using small groups each goal and plan was examined following the Three Year Plan Review Outline (Appendix K). Each group made a presentation with suggestions for revisions to the plan. By the end of the day some interventions were discontinued, some revised and others remained the same.

Summary of Year Three

By the end of year three every plan was being implemented to some degree. The Learning Support Plan and the Teachers as Learners Project were experiencing the greatest impact because each of these plans had the greatest resources and the strongest support structures in place.

The Learning Support Plan was supported by a quarter time coordinator whose job was to facilitate implementation and a budget that met all of their needs. Time was built into the school day throughout the year to provide collaborative time for the team.

The Teacher Effectiveness Plan also had a quarter time coordinator who had time built into the day to facilitate implementation. This plan also had a budget (\$20,000) to implement the required strategies along with one half day a month for collaboration with all the necessary participants.

A review of year three was carried out over the summer and a report was written detailing the successes and set backs of that year (Appendix L). This report was presented to staff on their first day back in August of the following year. It was clear from the report that student achievement was improving in all areas. Significant gains were noted in course completion rates, graduation rates and achievement and diploma test results. The day was one for celebration and took us into our fourth year on a positive note. We had stuck to our process and had worked through the organizational counseling framework. We were in the midst of reorientation and feeling that the process was working. We had planned to put the Reorientation Plan in play for three years without major modifications. We had two more years to go to complete what we had set out to do: meet the individual needs of students.

Epilogue

The story does not end here but the case study does. Year three was tumultuous and a step backwards as a result of teacher transfers and teacher job action. It was also my last year in the school. I was transferred to the school division's central office to serve in the position of Associate Superintendent. It is too early to say what will finally happen. Certainly a clear plan is in place that staff are well versed in. The new principal will have the necessary structures and supports in place to continue with it if he chooses.

Summary

The Matthew Halton staff originally started out following six steps to school improvement. They gathered data in which to build a school profile and compared that profile to the goals and aspirations they had for their school. Based on the incongruence of what was and what could be, they put together a plan of action to address these areas

of need and then implemented their plan. Through reflection this process was synthesized, revised and presented in Chapter Four as an organizational counseling framework. This embedded organizational theory and psychotherapeutic theory into one model and better articulated each phase of the process. A number of observations concerning the process can now be made in hind sight that would be of help the next time the process is used. The following are some thoughts on this matter.

In Chapter Four much was made of the need for visioning. A strong vision motivates and provides a rallying cry for the organization. At Matthew Halton the rallying point was our mission statement and our academic performance targets. We had a new vision statement but this did not become the “big audacious goal” that Collins and Porras (1994) talked about. “Meeting the individual needs of students” did. It is important when using the model that one does not get caught up in replication thereby missing the opportunity to be innovative. Probably the biggest mistake we made at Halton was biting off more then we could chew. During the planning stages of reorientation it appeared to be manageable, however during implementation it became clear that we had an enormous task ahead of us.

We had three major focus areas: student achievement, school climate and communication. The first year the focus was on teacher effectiveness and all of our monthly pedagogical meetings were taken up with that, eating up all of the collaborative time we had. The communication and school climate people continued to work but on the fringes.

In our second year of implementation the school climate plan took priority and it occupied the majority of time at our monthly pedagogical meetings, moving the teacher

effectiveness plan to the fringes. Unfortunately sustaining structures outside of the monthly pedagogical meetings were not sufficient to maintain effective plan implementation and as a result both the continuity and intensity were not carried over into the second year.

The second problem was now we were asking staff to concentrate on two major focus areas, school climate and teacher effectiveness. Teachers were expected to keep two balls in the air. At the end of the first year, staff were beginning to feel overwhelmed, and this second focus area only added to it. One focus area at a time would have been sufficient. Three were both overwhelming and ineffective.

The third lesson learned was be prepared for the unexpected. Schools function within open systems and as a result we sometimes have no control over outside forces that affect us, sometimes in drastic manners. This was forgotten during the planning stage of Reorientation but clearly illustrated during the implementation phase.

Matthew Halton had two clear examples of this. The first revolved around personnel. Two of our staff had major leadership responsibilities in the revitalization process. One was our learning support coordinator. She was playing a major role in the implementation of the very inclusive Learning Support Plan as well as a being a major player in the implementation of the school plan in general. She was the only other person on staff who had been through this experience before and had a comprehensive understanding of it.

The second person was the administrative associate. He had taken on responsibilities for much of the data collection and the communication plan. He was also highly involved as a mentor in the teacher effectiveness plan.

Both of these individuals left the school suddenly in the month of July 2001, after just one year of plan implementation. One left to take a principalship, and the other participated in a last minute teacher exchange in Australia beginning in January.

The second example was a major labour dispute that began in our second year of plan implementation. It resulted in a three week teacher strike and work to rule actions by the teaching staff. The emotional impact on all school community members was significant. The strides we had made in the area of trust and mutual respect were in jeopardy. The focus on meeting student needs became clouded with other issues.

We failed at the beginning of the revitalization process to prepare people for such eventualities. Not enough time was spent talking about open systems and the problems that are encountered. Support structures were not put in place initially to deal with these. We also failed to implement the organizational counseling framework to deal with these new issues. This would have reduced the down time and provided a process for dialogue and reflection.

The fourth lesson learned was about interventions. When I was first contemplating a master's project I figured it would be about one of the interventions that I had participated in implementing at Matthew Halton. I now realize however that it is not so much about the interventions but rather the process for choosing them and evaluating their effectiveness. Interventions will vary according to the situation. One size does not fit all. Interventions are specifically related to the problem. Often, we as leaders believe it is just about the intervention.

An example of this was when I transferred from Granum to Matthew Halton. A number of colleagues asked if I would be bringing multi-aging to Halton. After all we

had met with considerable success with that particular intervention in Granum. What people needed to realize was that multi-aging was the right solution to their specific problem. It would not address the issues that needed to be addressed at Halton.

This process is not so much about interventions but rather providing a process for investigating and interpreting the data gathered. It is the organizational members, through listening and talking, that will provide the creativity and the synergy to devise and implement the interventions that come out of the process.

How is the school doing now? It is doing very well. Student performance has sky rocketed. Once at the bottom both divisionally and provincially, the school had results last year (both at the grade 9 and 12 levels) that placed it tops in the division and in the top 25% in the province according to the Frasier Report. All the data indicates a clear trend to improvement. We have a lot to celebrate.

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Appendix A

**MATTHEW HALTON SCHOOL REPORT
SPRING 1999**

“PATHWAYS TO CHANGE”



*“IDEALISM IS THE ONLY REALISM”
- Matthew Halton*

Preamble

During this past year, staff, students, and parents have moved along two different pathways. One pathway journeyed along a course that required immediate attention and action – the initiative pathway. The other pathway was introspective in nature – the reflective pathway. This path would serve as the initial step in the journey to school improvement. It is the journey down each of these paths that will make up our school report. Within each step along these pathways are artifacts. These artifacts serve as a history of our journey and are indicators that we are moving towards our goals.

Initiatives Pathway

One of the major focuses of the Administrative Team has been to better understand the culture at Matthew Halton. We have been talking to students, staff and parents, looking at achievement and diploma test results and parent/student satisfaction surveys. We have also read past evaluations. It has become apparent that several issues need to be addressed this school year. These include:

1. Timetable Process

There are many issues of concern to teachers, parents and students in regards to the timetable and/or the process of arriving at it.

Strategy: Establish a Timetable Committee to address the issue. It should be made up of students, parents and teachers. Its goal is to provide principles, guidelines and a process for arriving at a timetable.

- Timetable committee report submitted. Clear principles and guidelines were established. Completed March 1999.

ARTIFACTS

- | | | |
|----------------------------------|----------|---|
| ➤ Timetable Committee Report | Appendix | A |
| ➤ High School Registration Guide | Appendix | B |

2. Career and Technology Studies

Matthew Halton has \$250,000 in capital reserves. This money accompanied phase I of the modernization. This money is to be used to buy equipment for our C.T.S. program.

Strategy: Establish a C.T.S. Committee made up of teachers, parents and business partners. The goal of this committee is to provide a C.T.S. plan that will meet the diverse needs of our students for the next several years.

- Until we hear from Alberta education with regard to funding for phase three, it is difficult to move ahead with our plans.
- Our vision for C.T.S. is becoming clearer with our recent visit to LCC. The purpose of this visit was to collaborate with college personnel with regards to our C.T.S. plan. This partnership with Lethbridge Community College has great potential for the future and will be a major component of our CTS plan

ARTIFACTS

- CTS Committee reports Appendix C

4. Technology

Matthew Halton is very technologically advanced. Maintaining this high level over the long term is a concern. A long term technology plan is needed in order to address this.

Strategy: Establish a Technology Committee made up of teaching staff and parents to write a long-term technology plan.

ARTIFACTS

- Matthew Halton Technology Plan Appendix D

5. Decision Making and Communication

It seems apparent with all stakeholders that it is unclear how decisions are made within site based management. As a result, mistrust, misunderstanding and poor channels of communication exist.

Strategies:

1. Staff, School Council and Student Council working to establish a clear decision making model that addresses how decisions will be made. The Administrative Team has taken on responsibility for this.
2. Preview and update the current staff handbook in hopes of improving communication and making roles and responsibilities of all stakeholders.
3. To improve communication with the community we are constructing a website.
See: www.lrsd.ab.ca/mhcs

- Decision –making model completed October 1998.
- Staff Handbook issued as of February, 1999
- Web site up and running and updated regularly

ARTIFACTS

- Staff Decision Making Chart Appendix E
- Matthew Halton Web Page
- Staff Handbook

6. Native Education

We are currently not meeting the needs of our Native students.

- Strategies:**
1. Have administrative involvement on the Community Relations Committee in order to receive feedback from the Native community and to find assistance in searching for solutions.
 2. Review the current Native Liaison position.
 3. In collaboration with Canyon School, the Napi Friendship Centre and Peigan Board Council, we are redefining the Native Liaison position.

ARTIFACTS

- Proposal for Native Liaison Position Appendix F

7. Effective Programming

To ensure program effectiveness, a time for reflection and self-examination is necessary. This year, our student services are to be reviewed, which includes counseling as well as special education services. The administration and the pertinent staff will be taking responsibility for this review. The purpose of it is to fortify our strengths and address our areas of need.

- Strategies:**
1. Establish a School Resource Team to assess and then implement a plan that will address the concerns of students with exceptional needs.
 2. Establish a Guidance Counselling Committee to assess and then implement a plan that will address the guidance and counselling needs of the students of Matthew Halton School.

- Resource team has been established to co-ordinate special needs programming for the school. They have met with staff to better understand the needs of students and teachers. The team will prepare a plan to address these needs.
- A committee was established in the fall to look at our counselling program and evaluate its effectiveness and plan for the future. Their work is on going and will be completed June 2000.

ARTIFACTS

- | | | |
|--|----------|---|
| ➤ Who Are We Missing | Appendix | G |
| ➤ Special Needs Assessment | Appendix | H |
| ➤ Guidance & Counselling Program Development Checklist | Appendix | I |

8. Extra Curricular Sport

The school currently lacks a coordinating body for extra curricular sport and as a result teams feel isolated.

Strategy: Provide an infrastructure that will support the school community in continuing to offer a variety of extra curricular activities as an integral component of the school environment.

- After consultations with community members, school team coaches, parents and school staff it was decided to form a sport council to coordinate sport at Matthew Halton School. The founding meeting and elections were held March 2, 1999.

ARTIFACTS

- | | | |
|--|----------|---|
| ➤ Matthew Halton Sport Council by-laws | Appendix | J |
| ➤ Matthew Halton Coaches Handbook | Appendix | K |

Reflective Pathway

Before any organization can move ahead it first has to understand where it is. This year was one of reflection so that we could better understand who we are, both as individuals and as a school. Staff meetings, reflection sheets, and study groups were some of the vehicles employed. To bring some structure to this process we used the "Six Steps to School Improvement". The following is the process we followed throughout the year.

Step 1. Developing a school profile.

A school profile should consist of student performance, community and school characteristics and stakeholder perspectives.

Strategy: The administrative team will consult the following sources to assist in arriving at a current school profile:

- ◆ May 1998 Staff Interviews
- ◆ 5 year review of achievement test results
- ◆ 5 year review of Diploma test results
- ◆ 1996-97 parent satisfaction survey
- ◆ 1997-98 student satisfaction survey
- ◆ 1998 ATA Report
- ◆ Informal feedback from parents, students, teachers and community members
- ◆ Informal observations

- Throughout the school year staff and school council were presented with the findings in each of the school profile areas. Current satisfaction surveys have yet to be addressed but will be at our upcoming retreat.

ARTIFACTS

- School Profile Summary Appendix L

Step 2. Define school beliefs and mission

- What do we believe about teaching and learning?
- What is the primary purpose of school?

Strategy: As a staff and as a School Council review the current Mission, and beliefs and values statements and reaffirm or revise.

- In October 1998 the school staff and school council reaffirmed their faith in the previous written Mission and accompanying beliefs and values. They did however express a desire to revisit these in the fall of 1999.

ARTIFACTS

- Schools Mission and Beliefs and Values Statement Appendix M

Step 3. Desired results for student learning and student/parent satisfaction

Strategy: After reviewing the student achievement over the last 5 years and analyzing parent and student satisfaction staff and school council set targets for the future.

| | |
|---|---|
| Grade 9 Achievement Test Results | <ul style="list-style-type: none"> • 80% of students will reach acceptable standard |
| Diploma Exams | <ul style="list-style-type: none"> • 90% of students will reach the acceptable standard • Class average will be 65% |
| Parental Satisfaction | <ul style="list-style-type: none"> • 80% satisfaction rate |
| Student Satisfaction | <ul style="list-style-type: none"> • 80% satisfaction rate |

Step 4. Determine how the school's instructional practices and organizational conditions help or hinder achievement of the mission and the desired results for student learning.

Strategy: Provide activities to both school staff and school council that will provide them with the opportunity to reflect upon instructional practice, and organizational conditions at our school. Possible areas of reflection could include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Curriculum instructional strategies • Assessment practices • Professional development • Discipline • Communication • Guidance • Teacher assignments | <ul style="list-style-type: none"> • Decision making model • Collaboration • Discipline • Special Ed. Programming • Timetabling • Budget • Staffing |
|---|--|

- One of the goals of the Administration team in the 1998-1999 school year was to foster and encourage a year of reflection amongst all school personnel and school council.

ARTIFACTS

- Reflection Activities used through out the year Appendix N

Step 5. Action Plan

Action Planning is the culmination of Steps 1 to 4 and should be developed on two fronts, individual and group. The individual action plan will be the Professional Growth Plan. The group plan will use a collaborative strategic planning model involving representatives from students, staff, parents and community.

Strategy: In the fall of 1999 set aside time to strategically plan for the future. Allow all stakeholders to participate. Educators should identify research-based strategies for improvement. Plan should include:

- timeline
- identifying resources
- Assign responsibilities for implementing plan.
- Strategies for evaluating plan effectiveness.
- Performance outcomes

- School staff and school council believed that time was needed in planning for excellence. It was felt that a retreat setting would be an excellent way to begin this process. A Retreat has been planned for Aug. 26 and 27, 1999 at the University of Lethbridge. The purpose of this initial step is to develop a professional framework for a strategic plan, which will then be shared and developed with the other stakeholders.

ARTIFACTS

- Summary of the strategic planning process Appendix O
- Overview of the Planning for Excellence Retreat Appendix P

Step 6. Plan Implementation

It is hoped that following the school retreat we will be ready to begin implementing our three-year plan in November 1999.

SCHOOL PROFILE SUMMARY

SUMMARY

| Strengths | Areas of Need |
|--|---|
| <ul style="list-style-type: none">• Access to school information• Language Arts achievement• Physical Education• Varied Programs• Special Needs Programs• Technology infrastructure | <ul style="list-style-type: none">• Information about child's education• Sciences achievement• Math achievement• Social studies achievement• School climate• Communication among all stake holders• Collaboration• Leadership• Parental Involvement |

Appendix B

| | |
|---|--|
| MATTHEW HALTON COMMUNITY SCHOOL Handbook | Code: CAC Category: School-Based Decision Making |
|---|--|

MHCS Decision Making Model

| N | I | A | C |
|-------------------------|-----------------------------|--------------------------------------|----------------------------|
| Overseeing Expenditures | AB Ed Policy | Field Trips | Assemblies |
| Minor office purchases | Fund Raising | Suspension | Achievement test results |
| | Curriculum change | Major office Purchases | Discipline Policy |
| | Sch. Brd agenda/min | Exam Schedule | School Rules |
| | Sch. Council Agenda/min | Supervision Schedule | Instructional purchases |
| | Admin Meeting Agenda/min | Parent Handbook | Strategic Planning |
| | Facility scheduling | Classroom assignments | School Policy |
| | | School Board Policy | Budget |
| | | School Calendar | Class size guidelines |
| | | Teaching Assignments | P. D. Activities |
| | | Hiring teaching staff | Purchase textbooks |
| | | | Staff mtg. Business agenda |
| | | Input into design/ reconstruction | Setting class lists |
| | | Expulsion | Program Evaluation |
| | | Dances | Pedagogical meetings |
| | | Newsletter | Student Handbook |
| | | Caretaking | |
| | | Fundraising | Student Handbook |
| | | Overseeing expenditures | Pedagogical meetings |
| | | *Facility scheduling | Program Evaluation |

N: Strictly an Administrative task

C: Staff and Administration will make these decisions together

I: Inform staff of the Administrative decision

A: Staff would like to offer advice on these decisions

Appendix C
**BASE LINE DATA THREE YEAR PLAN
 2000-2003**

| | | | |
|--|-----|--|-----|
| Graduation Rates after three years: June 1999 | | 56.7% | |
| Behavior Report Forms: 1998-1999 Grades 7-12 | 130 | 1999-2000 till April 11, 2000 | 140 |
| High School Failure Rates: 1998-1999 | | 30% failed at least one course 9% failed at least two courses 4% failed at least three courses 2.5% failed four or more courses | |
| Parents attending P/T interviews Nov. 1999 | | Grade 7 98% Grade 9 51% Grade 10 52% Grade 11 37% Grade 12 58% School Average 61% | |
| School Suspensions 1999-2000 school year | 42 | | |

STUDENT SATISFACTION

May 1999

| | |
|--|--|
| Student Satisfaction with variety and challenge In the class room | 84.7 % are Satisfied to very Satisfied |
| Student Satisfaction with School overall | 80.5% are Satisfied to very Satisfied |
| Student Satisfaction with support provided by teachers | 81.4% are satisfied to very satisfied |
| Student Satisfaction with the quality of Education being provided | 85.6% are satisfied to very satisfied |
| Student Satisfaction with how discipline Is handled | 63.6% are satisfied to very satisfied |
| Student Satisfaction with personal safety | 70.3% are satisfied to very satisfied |
| Student Satisfaction with opportunities To feel good about yourself | 71.2% are satisfied to very satisfied |
| Student Satisfaction with assessment | 77.1% are satisfied to very satisfied |

Appendix C
**BASE LINE DATA THREE YEAR PLAN
 2000-2003**

| | | | |
|--|-----|--|-----|
| Graduation Rates after three years: June 1999 | | 56.7% | |
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| | |
|--|--|
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| Student Satisfaction with personal safety | 70.3% are satisfied to very satisfied |
| Student Satisfaction with opportunities To feel good about yourself | 71.2% are satisfied to very satisfied |
| Student Satisfaction with assessment | 77.1% are satisfied to very satisfied |

Student Satisfaction with knowledge and skills learned 79.7% are satisfied to very satisfied

Student Satisfaction with teachers explanations of learning expectations 73.7% are satisfied to very satisfied

**PARENTAL SATISFACTION
MAY 1999**

Parent Satisfaction with the overall quality of education 90% are satisfied

Parent Satisfaction with the opportunity to be involved in making decisions 69% are satisfied

Parent Satisfaction with quality of information regarding student progress and achievement 83% are satisfied

Parent Satisfaction with school safety and caring 82% are satisfied

Parent Satisfaction with how discipline problems are handled 54% are satisfied

Parent Satisfaction with general student Behavior 63% are satisfied

Parent Satisfaction with teachers communication of learning expectations 72% are satisfied

Parent Satisfaction with your child's progress 78% are satisfied

Parent Satisfaction with knowledge and skills of graduating students 48% are satisfied

Parent Satisfaction with school spirit and moral 61% are satisfied

Parent Satisfaction with help and support by the teacher to child 83% are satisfied

**TEACHER SATISFACTION
MAY 1999**

Teacher Satisfaction with recognition for a job well done 60% are satisfied

| | |
|--|---------------------|
| Teacher Satisfaction with overall staff moral | 80% are satisfied |
| Teacher Satisfaction with program offerings that meet the needs of students | 46.7% are satisfied |
| Teachers Satisfaction with how discipline is being addressed in the school | 93.3% are satisfied |
| Teacher Satisfaction with the special education services in meeting the needs of students | 53.3% are satisfied |

**Diploma Exam Summary
Matthew Halton Community School
1998-1999**

English 30

| | Diploma Exam | | Final Mark | |
|-------------------------|--------------|--------|------------|--------|
| | Prov | School | Prov | School |
| %Standard of Excellence | 12.6 | 13.3 | 14.2 | 23.3 |
| %Acceptable Standard | 85.1 | 93 | 95.2 | 96.7 |

English 33

| | Diploma Exam | | Final Mark | |
|-------------------------|--------------|--------|------------|--------|
| | Prov | School | Prov | School |
| %Standard of Excellence | 9.3 | 6.3 | 4.4 | 0.0 |
| %Acceptable Standard | 85.0 | 93.9 | 81.7 | 100.0 |

Chemistry 30

| | Diploma Exam | | Final Mark | |
|-------------------------|--------------|--------|------------|--------|
| | Prov | School | Prov | School |
| %Standard of Excellence | 18.3 | 17.4 | 20.7 | 17.4 |
| %Acceptable Standard | 81.1 | 78.3 | 91.2 | 91.3 |

Physics 30

| | Diploma Exam | | Final Mark | |
|-------------------------|--------------|--------|------------|--------|
| | Prov | School | Prov | School |
| %Standard of Excellence | 34.6 | 10.5 | 33.3 | 15.8 |
| %Acceptable Standard | 88.1 | 78.3 | 91.2 | 91.3 |

Mathematics 30

| | Diploma Exam | | Final Mark | |
|-------------------------|--------------|--------|------------|--------|
| | Prov | School | Prov | School |
| %Standard of Excellence | 21.5 | 3.2 | 23.9 | 9.7 |

| | | | | |
|----------------------|------|----|------|------|
| %Acceptable Standard | 79.1 | 58 | 91.3 | 90.4 |
|----------------------|------|----|------|------|

Mathematics 33

| | Diploma Exam | | Final Mark | |
|-------------------------|--------------|--------|------------|--------|
| | Prov | School | Prov | School |
| %Standard of Excellence | 12.0 | 0.0 | 11.5 | 0.0 |
| %Acceptable Standard | 73.8 | 71.5 | 84.6 | 92.8 |

Social Studies 30

| | Diploma Exam | | Final Mark | |
|-------------------------|--------------|--------|------------|--------|
| | Prov | School | Prov | School |
| %Standard of Excellence | 18.7 | 26.3 | 18.5 | 21.0 |
| %Acceptable Standard | 91.1 | 100 | 96.5 | 100 |

Biology 30

| | Diploma Exam | | Final Mark | |
|-------------------------|--------------|--------|------------|--------|
| | Prov | School | Prov | School |
| %Standard of Excellence | 23.8 | 20.7 | 24.0 | 13.8 |
| %Acceptable Standard | 84.2 | 65.5 | 92.2 | 82.7 |

Social Studies 33

| | Diploma Exam | | Final Mark | |
|-------------------------|--------------|--------|------------|--------|
| | Prov | School | Prov | School |
| %Standard of Excellence | 10.4 | 25.9 | 6.0 | 25.9 |
| %Acceptable Standard | 82.1 | 100 | 90.4 | 100 |

| Physics 30 | Pass % | | Excellent % | | Mark | |
|------------|------------------|-------|-------------|-------|--------|-------|
| | h/h/h/h/h/school | Prov. | School | Prov. | School | Prov. |
| School | 0.0.0.0.0.90.9 | 94.7 | 27.3 | 30.1 | 64 | 71 |
| Exam | 5%5%5%5%.6% - | 78.6 | 0% - | 17.1 | 52% - | 63.1 |
| Blend | 2 2 2 2 2 93.7 | 91.8 | 0 | 22.4 | 58.1 | 67.4 |

| Social 30 | Pass % | | Excellent % | | Mark | |
|-----------|---------|-------|-------------|-------|---------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 88 | 96.2 | 15.7 | 22.4 | 66.5 | 69.2 |
| Exam | 57.7% - | 82.2% | 0% - | 14.5% | 51.9% - | 63.6% |
| Blend | 92.3 | 94.7 | 0 | 16.5 | 59.4 | 66.7 |

**MATTHEW HALTON
SCHOOL PROFILE SUMMARY
FALL 1998**

COMMUNITY CHARACTERISTICS

Municipal District of Pincher Creek: Population 3172

Town of Pincher Creek: Population 3660

Major Employers: Shell Waterton Gas Plant
Agriculture

Schools: Public and separate school systems operating within the Municipal District of Pincher Creek.

SCHOOL CHARACTERISTICS

Town Students 50%

Rural Students 37%

Reserve Students 13%

| | Native | Non-Native | Total | % Native | %Non-Native | Target |
|-----------------------------------|----------------------------|-----------------------------|-----------------------------|-----------------|--------------------|---------------|
| Jr. High Pop. | 23 students | 172 students | 195 students | 12 % | 88% | |
| Sr. High Pop. | 36 students | 168 students | 204 students | 18 % | 82% | |
| 10,20,30 classes | 16 students in all classes | 544 students in all classes | 560 students in all classes | 3 % | 97% | |
| 13, 14, 23, 24, 33 classes | 92 students in all classes | 189 students in all classes | 281 students in all classes | 33 % | 67% | |
| IOP 8 | 5 students | 3 students | 8 students | 62% | 38% | |
| IOP 9 | 5 students | 2 students | 7 students | 71% | 29% | |
| PEP I | 3 students | 5 students | 8 students | 38% | 62% | |
| PEP II | 2 students | 3 students | 5 students | 40% | 60% | |
| Grade 12's | 13 students | 56 students | 69 students | 19% | 81% | |
| Grads | 5 (38%) | 47 (84%) | 52 (75%) | 10% | 90% | |

Teaching Staff: 23.75

Support Staff: 05.00

Instructional Budget: 1.9 million dollars

Matthew Halton Community School
School Demographics
September, 1998

| | Native | Non-Native | Total | % Native | %Non-Native | Target |
|---------------|---------------|-------------------|--------------|-----------------|--------------------|---------------|
| Jr. High Pop. | 23 | 172 | 195 | 12 | 88 | |
| Sr. High Pop. | 36 | 168 | 204 | 18 | 82 | |
| Academic | 16 | 544 | 560 | 3 | 97 | |
| Non-academic | 92 | 189 | 281 | 33 | 67 | |
| IOP 8 | 5 | 3 | 8 | 62 | 38 | |
| IOP 9 | 5 | 2 | 7 | 71 | 29 | |
| PEP I | 3 | 5 | 8 | 38 | 62 | |
| PEP II | 2 | 3 | 5 | 40 | 60 | |
| Grade 12's | 13 | 56 | 69 | 19 | 81 | |
| Grads | 5 (38%) | 47 (84%) | 52 (75%) | 10 | 90 | |

Appendix D

SIX STEPS TO SCHOOL IMPROVEMENT**Step #1 Developing a school profile****Components:**

- Student performance
- Community characteristics
- School characteristics
- Stake holder perspectives

Sources of Information:

- May 1998 Staff Interviews
- 5 year review of achievement test results
- 5 year review of Diploma test results
- 1996-97 parent satisfaction survey
- 1997-98 student satisfaction survey
- 1998 ATA Report
- Informal feedback from parents, students, teachers and community members
- Informal observations

SUMMARY**Strengths**

- Access to school information
- Language Arts achievement
- Physical Education
- Varied Programs
- Special Needs Programs
- Technology infrastructure

Areas of Need

- Information about child's education
- Sciences achievement
- Math achievement
- Social studies achievement
- School climate
- Communication among all stake holders
- Collaboration
- Leadership
- Parental Involvement

Step #2: Define school beliefs and mission

- What do we believe about teaching and learning?
- What is the primary purpose of school?

MISSION

We, as educational partners, will provide learning opportunities in a nurturing environment to help students meet future challenges.

BELIEFS**Learning and Teaching:**

- We believe that as members of the educational partnership, that government, community, school, teachers, parents and students work together responsibly and supportively to assist in the fulfillment of educational goals.
- We believe that students are entitled to a safe, secure and caring learning environment where each individual is respected and valued.

- We believe that teaching is humanistic and requires genuine interest in the student.
- We believe high learning expectations challenge all students to learn and achieve.

Evaluation:

- We believe evaluation is everyone's responsibility and should be reflective of the community values and beliefs.
- We believe that evaluation should be fair.

Students:

- We believe students are responsible for participating fully in the achievement of their educational success.
- We believe public education must provide students with the opportunity to meet their diverse needs in the areas of social, physical, intellectual, cultural, emotional, spiritual and creative development to be life-long learners and provide them with the knowledge, skills and ability to cope and succeed in response to a changing world.

Staff:

- We believe that the staff must be supported and encouraged in their pursuit of life-long learning in order to be well qualified, enthusiastic and caring.

Parents:

- We believe parents are the child's primary teachers.
- We believe parents should have opportunities for meaningful involvement in reporting the educational progress of their children.

Administration:

- We believe administration should provide educational leadership by creating an environment where educational partners can work to personal potential.
- We believe the partnership will establish objectives based on shared responsibility and decision making.

Community:

- We believe education is an essential building block of our society's future.
- We believe public education should reflect the values and beliefs of the local community and the society at large.

Proposed: We revisit these at our planning retreat.

| |
|--|
| Step #3: Desired results for student learning and student/parent satisfaction |
|--|

| | |
|---|---|
| Grade 9 Achievement Test Results | <ul style="list-style-type: none"> • 80% of students will reach acceptable standard |
| Diploma Exams | <ul style="list-style-type: none"> • 90% of students will reach the acceptable standard • Class average will be 65% |
| Parental Satisfaction | <ul style="list-style-type: none"> • 80% satisfaction rate |
| Student Satisfaction | <ul style="list-style-type: none"> • 80% satisfaction rate |

| |
|---|
| Step #4: Determine how the school's instructional practices and organizational conditions help or hinder achievement of the <u>mission</u> and the desired results for student learning. |
|---|

Possible areas of reflection:

- Curriculum instructional strategies
- Assessment practices
- Professional development
- Discipline
- Communication
- Guidance
- Teacher assignments
- Staffing
- Decision making model
- Collaboration
- Discipline
- Special Education Programming
- Timetabling
- Budget

One of the goals of the Administration team in the 1998-1999 school year was to foster and encourage a year of reflection amongst all school personnel.

| |
|----------------------------------|
| Step #5: Action Plan |
|----------------------------------|

Action Planning is the culmination of Steps 1 to 4 and should be developed on two fronts; individual and group. The individual action plan will be the Professional Growth Plan. The group plan will use a collaborative strategic planning model involving representatives from students, staff, parents and community.

- Educators should identify research-based strategies for improvement. Plan should include:
 - timeline
 - identifying resources
 - Assign responsibilities for implementing plan.
 - Strategies for evaluating plan effectiveness.
 - Performance outcomes

Proposed: Strategic Planning- Aug 25 and 26 at the Crowsnest Centre. Two days overnight retreat.

| |
|--|
| Step #6: Plan Implementation |
|--|

Proposed: It is hoped that following the school retreat we will be ready to begin implementing our three-year plan in Sept. 1999.

School Profile Summary

SUMMARY

Strengths

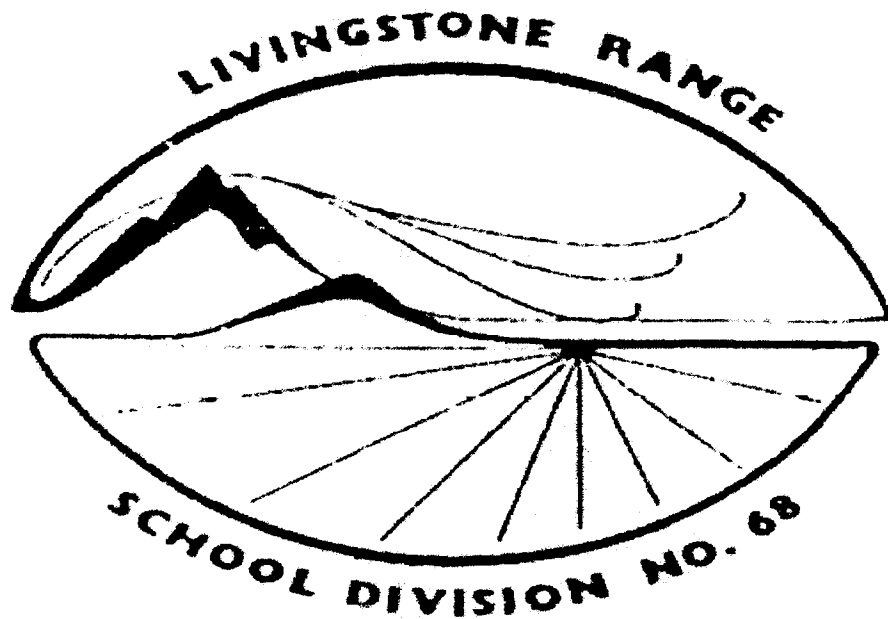
- Access to school information
- Language Arts achievement
- Physical Education
- Varied Programs
- Special Needs Programs
- Technology infrastructure

Areas of Need

- Information about child's education
- Sciences achievement
- Math achievement
- Social studies achievement
- School climate
- Communication among all stake holders
- Collaboration
- Leadership
- Parental Involvement

Appendix E

PLANNING FOR EXCELLENCE



MATTHEW HALTON STAFF RETREAT

Thursday August 26, Friday August 27, 1999

University of Lethbridge

**Managing Growth and Change:
Background Information for Matthew Halton Community School Staff Retreat**

The materials that follow provide a general framework for the process of managing growth and/or change within an organization. I encourage you to review these materials, and provide some thought into each of the key areas for discussion that are identified.

The planning framework that is attached is a brief summary of a comprehensive planning process. It is important to note that the staff of MHCS have recently undergone a similar process in the clarification of Vision, Mission and Beliefs statements. However, it would seem that not all staff members share all elements of the current documents, and it is advisable to revisit these issues again. This is particularly relevant given the recent changes to school administration: Such change inevitably results in a change to the culture or ethos of a school. Thus, the choice before staff is to participate in the defining and shaping of that culture, or to allow the culture so shape then and defining their working and teaching experience.

Background Notes

Schools function far more effectively when they have clear objectives and well-defined means for attaining those objectives. The core issue centers on the question “How do we best manage ourselves?” Related issues include:

- How do we build and/or maintain a vibrant, dynamic learning environment?
- Are resources being used most efficiently?
- Do our systems of operation provide for the greatest possible efficiency?

The goal is to develop a school – and a work place – which is vibrant, dynamic and able to generate and sustain momentum. To that end, a program planning session that addresses both issues of how to proceed and what to proceed with is usually very beneficial.

A Comment on Team-Building

When people work together towards a common purpose, they inevitably form a “team”. Thus, effective teams are by-products of organizational effectiveness. If team building is the focus (not the by-product) of planned activities, then most interventions ring hollow, and organizational effectiveness is actually impaired rather than enhanced.

Team Building exercises, workshops and retreats are often enjoyable but fruitless experiences. The shared experiences that one gets in such sessions often have little carryover to the work site. Within 48 hours of the session, 80% of the ideas and values expressed are lost, and the work site quickly reverts back to the original norms and attitudes that were prevalent before the session. Often, that is because the sessions themselves are relatively artificial – more time is spent talking about principles and examples than is spent in actually building organizational effectiveness.

Furthermore, if there are no clear action items that result from the sessions, there is little commitment to implementing the ideas generated or discussed. A form of organizational cynicism is often the result: People are more interested in “seeing the walk” than they are in “hearing more talk”. Thus, a central challenge that staff and administration of MHCS faces is to take the planning process beyond platitudes and into demonstrated actions.

Teams exist for a purpose. The success of a team will depend on attaining a critical balance between three factors:

- The extent to which organizational outcomes are held by all members;
- The degree to which team members are able to demonstrate a common set of core beliefs/attitudes; and
- The level of competency with respect to meeting desired outcomes.

Building Effective Schools

My preference is to strive for effectiveness through real activities. In this proposal, I recommend that the staff engage in a process of exploring issues related to strategic planning. The focus of the session will be directed towards the creation of a new (or newly articulated) organizational frame of reference. Such an organizational profile will provide a conceptual map of the school, allowing people to see exactly how they fit into, and are accountable for, meeting the organizational outcomes. It will allow for easier assimilation of new staff, and usually, renewed vigor and commitment from existing staff.

The components, and related processes, for developing an organizational profile are outlined below.

Suggested Stages and Areas of Focus

I. Develop a Common Vision

- A. It may almost seem trite, but holding a common vision is the starting place for organizational effectiveness. If people are not working towards a common general purpose, then you will never have a “team”. Furthermore, you will never attain desired outcomes. The vision captures what the world would ideally look like, from the perspective of this group at this time in history.
- B. **Retreat Activity: The work of the retreat will begin by reviewing the existing vision statement, and editing, changing – or abandoning – it as needed.**

II. Develop a Shared Mandate/Mission

- A. A mission statement is as important as a shared vision. The mission succinctly describes the action that this group is going to take in order to realize the vision
- B. The mission needs to be sufficiently broad that everyone can buy into it.
- C. The mission needs to be sufficiently specific that it differentiates this group from all others.
- D. **Retreat Activity: Proceeding from the vision statement, staff will review the existing mission statement, and edit, modify or abandon it as necessary.**

III. Articulate Shared Values and Beliefs

- A. Every organization runs, either explicitly or implicitly, on the basis of values and beliefs. The core operating values must be identified in order to develop group cohesion.
- B. The values stated must be “lived values”, not platitudes. In fact, it is far more dangerous to list values that are not lived than it is to ignore the articulation of values.
- C. Once identified, the value statements become an operating code, that guides and forms the basis for monitoring subsequent decisions/actions (e.g., formulation of priorities, operating styles, etc.).
- D. **Retreat Activity: The existing belief statements will be assessed, and modified as appropriate until a “real” list of operating beliefs are agreed upon.**

IV. List and Rank Critical Outcomes

- A. The mission needs to be divided into its “doable” parts. This is the core process by which every member of the organization is given an opportunity to contribute to the mission.
- B. The outcomes describe the results of successful performance.
- C. The outcomes are measurable, and provide concrete measures of accountability. They also provide concrete ways to focus organizational and individual energies.
- D. **Retreat Activity: Outcomes for the school will be established. They will be defined in general terms, but measured in very specific ways.**

V. Identify Barriers

- A. Every organization faces challenges and obstacles to effective outcome attainment. These need to be acknowledged, and
 - 1. Used to plan new processes to overcome the challenges, or
 - 2. Used to explain/modify outcome measurement standards
- B. **Retreat Activity: Potential barriers to successful outcome attainment will be identified, and strategies for overcoming those barriers suggested.**

VI. Explore and Rank Possible Processes

- A. Processes describe how the outcomes are to be reached. Thus, we start with a desired outcome, and explore the best possible way to reach that outcome, given resource and time limitations
- B. Many organizations wallow in what I call *process history*: Things are done because that is the way that they have always been done. We certainly need to value the wisdom of prior learning and experience, but we do not need to let it control what other options might exist. Rigid adherence to existing processes will drive what outcomes can be produced; clear focus on desired outcomes will drive what processes are needed.
- C. **Retreat Activity: Explore and list processes for outcome attainment**

VII. Determine Structures/Tools Needed

- A. Each process will have a corresponding set of system supports, skills, knowledge or attitudes that will be required for implementation.
- B. Current organizational resources can be examined from the context of the resources needed to implement the critical processes; this can become a blueprint for:
 1. restructuring of operating systems and procedures;
 2. individual professional development;
 3. developing rationales for resource requests;
 4. general development and training needs; and
 5. possible focus for recruitment of new people
- C. **Retreat Activity: Create list of structures (skills, knowledge or support systems) needed to effectively implement desired processes.**

VIII. Develop Specific Action Plans

- A. The “blueprint” for organizational functioning that results from the above set of activities needs to be quickly moved into a series of actions (that are both done and seen to be done!). Each major action statement should have:
 1. Description of action to be taken;
 2. By whom;
 3. When;
 4. How the action will be reported/acknowledged.

Summary

Going through a process such as the one above does two major things. First, it provides a clear framework for organizational activity: everyone knows exactly what their roles are, and how they are contributing to the overall success of the organization. Purpose, action and expected results are clear, and agreed upon. Second, the process of creating such a synergistic system inevitably results in people who work together as a part of a high-powered, effective team.

A caution is also in order. When the implicit is made explicit (e.g., values, outcomes, ways of reaching outcomes), there is usually a small group of people who will feel threatened or even alienated. Typically, these are the people who resist change, or whose values are not consistent with the group as a whole. *Most successful efforts at organizational effectiveness and/or team building result in the identification of people who have little or no interest in being a part of such a team. In most cases, such people leave voluntarily, are moved to another area, or are asked to leave.*

| |
|--|
| <p>School Retreat Aug 26 and 27, 1999 University of Lethbridge Budget</p> |
|--|

Income

| | |
|-----------------------|------------------|
| 26.25 staff X \$250 = | \$6562.50 |
|-----------------------|------------------|

Expenses

| | |
|--|------------------|
| 1. Facilitator | \$1600.00 |
| 2. Accommodations | |
| 7 rooms at \$112 = | \$784.00 |
| 1 double @ | \$31.50 |
| 30 staff @ \$30.00 for meals = \$900 | |
| Meeting Rooms | \$320.00 |
| Total | \$2035.50 |
| 3. Transportation | |
| Bus | \$300.00 |
| 4. Retreat Packages | \$300.00 |
| 5. Team building Activity (Holiday Bowl)328-2855 | \$150.00 |
| 6. Miscellaneous | \$2177.00 |
| TOTAL EXPENSES | \$6562.50 |

August 26/27, 1999 University of Lethbridge

All staff will meet at M.H.C.S. at 7:45 a.m. on August 26 to catch the staff bus into the University. Kevin Sheen will be our bus driver.

1. Introductions and Welcome
 - 1.1. Welcoming remarks
 - 1.2. Overview of retreat logistics
 - 1.3. Introductions
 - 1.4. Group Activity – Changes: Recent and Expected

2. Radical Change in Organizations
 - 2.2. A few comments on “team building”
 - 2.3. A primer on the nature of systemic changes
 - 2.4. Personal reactions to systemic change
 - 2.5. The survival response
 - 2.6. The 5 key survival skills
 - 2.7. Surviving, Driving and Thriving: A systemic approach to creating positive work place environments

3. The Morale Gauge
 - 3.1. Rate Morale:
 - 3.2.1. 5 Years Ago
 - 3.2.2. Last Year
 - 3.2.3. Predicted for this year
 - 3.2. The Morale Curve

4. Group Activity – Strategic Development: Implementation of the 8 core activities (see Background Notes)

NOTE: The process of strategic development “takes as long as it takes”. If there is early consensus on the “philosophical” components, the strategy setting can proceed quite quickly. However, it usually takes $\frac{1}{2}$ to $\frac{3}{4}$ of the first day to get to the Barriers Processes and Structures. The goal is to have the group at a place where there is a sense of shared philosophy and purpose by the end of the first day, and to have a set of concrete action guidelines in place by the end of the second day.

5. Retreat Summary
 - 5.1. A Model of Professional Conduct
 - 5.2. Personalization Activity
 - 5.3. Action summary
 - 5.4. Closing remarks

MHCS Staff Retreat

Thursday-Friday August 26-27, 1999

University of Lethbridge

Chris Magnusson

Thursday, August 26

What are our goals for this retreat?

Small group activity

- procedures, policies, people
- team building
- effect real change (continuous)
- establish open communication
- A workable school plan that:
 - Follows through with long and short term goals
 - Has set timelines
 - Is compatible with LRSD guidelines
 - Has alignment between what we say and what we do
- become a cohesive staff
 - fresh start
 - forward looking
 - a new look at collegiality
 - appreciation of staff (valued)
 - staff centred goals – nurturing for staff, ease of operation for staff.
- Honesty, loyalty, togetherness required for team learning
- Congruent personal growth plan
- Group of people with a plan to work together to meet the needs of students
- To engage a community of learners (parents, students, teachers)
- Develop a cohesive & collective commitment (what does commitment look like)
- Safe climate
- Clarify roles & responsibility
- What does a student centred school look like?
- Make connections, common values, common optimism, respecting differences, hope, cope, validate feelings, have fun, build a collegial team, passion, cooperation, lose the roles, tear down the barriers, get realistic expectations, strategies for growth, common plan for direction and purpose, respect for dreams and individuals, recognition & appreciation of strength and accomplishments for self and others, revise the school plan, self reflection.

What kinds of expectations do we have for students?

- know the course content
- be prepared
- teachers are in control of their marks
- respect
- fun, entertainment
- expectations vary by grade

- fairness, honesty, consistency, freedom
- know individual learning styles
- advocate
- provide a safe place
- immediacy, relevancy

How have expectations for students changed?

- demand more now!
- Want more access to information resources
- Want more input
- Students expect respect but show less respect for others
- Want more freedom without consequences

What are the expectations of parents?

- want their children safe and looked after
- trust is earned based on competency in children
- respect the children – want the best for them
- expect mentors, guidance
- respect individuality
- make my child a success

How have the expectations of parents changed?

- morality: used to be a parent responsibility, now a shared one
- parent commitment: used to be unconditional, now reserved
- parent weren't as involved

What will parents' expectations be like in the future?

- consumer based education: shopping around
- more home schooling?
- Open campus: cyber highs, community base, integrated
- Social status changing: higher status groups will get more choices/experiences
- Technology will allow more choices/skills
- Parents will expect us to be more accountable

What are the expectations of school administration?

- to teach our curriculums
- to accept responsibilities
- to be open to change
- follow through with procedures and policies
- increase (improve) exam results & student achievement
- democratic responsibility – no sabotage!
- Professional development

How have the expectations of school administration changed?

- open & honest communication without retaliation
- the focus of technology has changed
- become more student centred & community involvement
- staff is more involved in budgeting

How will the expectations of school administration change in the future?

- past is the past: learn from it and move on

- improve student achievement
- improve overall communication
- improve morale of students, staff and community
- to remain focused on team building & our responsibilities.

What are the expectations of Alberta Learning/Livingstone Range?

- do more with less
- increase school performance
- continually improve
- higher level of curriculum in earlier grades
- all student will graduate
- team teaching and work in teams
- ongoing professional development
- portfolios and growth plans
- accountability

How have the expectations of Alberta Learning/Livingstone Range changed?

- used to be acceptable to drop out of high school
- expecting more highly trained teachers
- teachers “teaching” more broader ranges (out of subject specialty)
- artificially imposed large group that we are to feel “loyal” to (Livingstone Range)

How will the expectation of Alberta Learning/Livingstone Range change in the future?

- standards will go up
- major change in teaching population in next 5 years (retirements)
- increasing role of technology
- more competition between public and private education
- Canadian standard curriculum

Four Positive Goals of Interaction

Cooperation (rather than attention)

- how can we best work through what we need to do?
- What would be most helpful?
- How can we work together and honour people’s input?

Productivity

- visible or tangible action based on outcomes.
- Things need to be seen to be done
- Follow through

Innovation

- How can we create or facilitate an atmosphere for growth?
- Learning is: any change in behavior due to experience
- Replicating existing structures doesn’t “hook” people

Creativity

- How can we discover new ways to change?
- Listen, feel, question, verify
- A long term evolution

Contexts for Planning

Systematic Change

- things that are beyond our control
- things that we are able to influence
- things that we can control

Personal reaction to context

Preferred futures – is there a gap between it and current reality?

Results of recent planning activities

Contrasting systems for defining successful schools

Replicating System (assumptions)

- future is certain
- believe you can reproduce past successes (focus on norms)
- Discipline and control
- Task assignment
- Entrenchment Ethos: information, resources, status

Innovating system (assumptions)

- future is uncertain (need direction instead of destination)
- believe you can reinvent success in the face of multiple expectations (focus on results)
- Discipline and responsibility
- staff alignment instead of assignment
- Community Ethos: partnerships, spirit, pride

Competence Levels

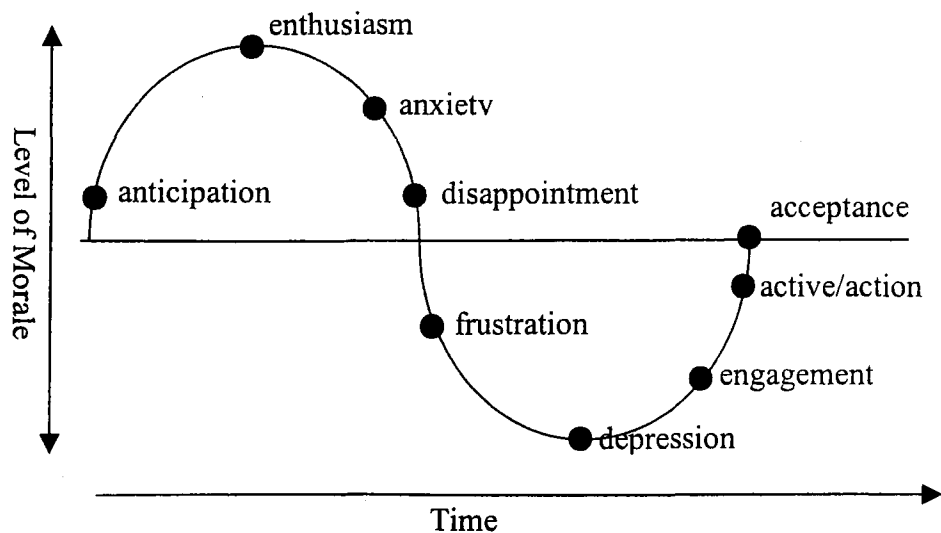
1. unconscious incompetence
2. conscious incompetence
3. conscious competence
4. unconscious competence

Group Process Sequence

Forming, norming, storming, performing

Pseudo community, chaos (problems), active (action), true community

Personal Reactions of our expectations. – Morale Curve



What are the implications of our knowledge of the Morale Curve?

- need to develop monitoring and engagement activities
- as a team member, how can we best help each other be strong team members?
- Incorporate an understanding and acceptance of fluctuating morales

Vision and Mission: specification and ranking of outcomes through demonstration of values results in application of appropriate processes which determine necessary structures, all of which are mediated by barriers.

Friday, August 27

Summary of Last Year's Initiatives

- time table committee
- CTS Committee
- technology committee
- extra curricular sports
- decision making and communication process
- Native education
- effective programming (student services)
- discipline policy

How have these initiatives worked?

What changes to process are needed?

What new processes are needed?

How can these processes be supported?

Some changes to process:

Decision making – NIAC model

N= None. No need to involve staff, strictly an administration problem

I = Inform. Staff is to be informed of the decision taken by administration

A=Advise. Administration must seek staff advice before a decision is taken

C=Collaborate. Staff must collaborate to arrive at a decision

- what percent of vote is needed to pass a resolution?
- Does the percentage of vote required depend on the nature of the resolution?
- Native Education: native education stats, native liaison worker, need for \$
- Add a scale to measure degree of cooperation on staff meeting feedback forms
- Put NIAC classifications on items of staff meeting agenda.
- Timetable: we liked having clear principles. What is needed is a longer time line for development so we're not so rushed at the end. Some time needed for reflection & refinement. Clearer consensus before implementing a new time table.
- Allow for individual responsibility for selecting supervision, chairing meetings, etc.

New Processes to be Added:

- orientation for new staff – is this in our handbook?
- Find ways to celebrate all the work teacher's do- in our newsletter, newspaper, web page
- Regular monitoring and sharing of progress towards our goals from this session
- Need a purposeful sense of where we're heading.
- Need a process for handling emergent issues during the year.

Supporting the Processes

- global plan (3 years) to provide a guide
- individuals needed to take on a leadership role
- leadership development
- a culture of trust
- develop teams to support parts of the plan
- full disclosure

Creating a Vision for School Success

What would define “success” for MHCS?

What would success entail? Feel like?

What kind of environment would it be for you? Eg: If things were perfect, it would look like...

Develop a Mission Statement

- summarizes how the organization will attempt to realize the vision
- statement of action; brief and focused
- every person in the organization should be able to describe how his/her role is related to the mission.

Specify Outcomes

- describes the specific things that will happen if the mission is acted on.
- Measurable standards of performance
- Ranked in order of importance
- Used to evaluate the organizational performance

Vision Statement Workgroup

A learning community characterized by:

- compassion
- learning
- cooperation
- respect
- meaningful personal achievement
- the pursuit of dreams

Mission Statement Workgroup

Our mission is to meet the educational needs of students.

Outcomes Workgroup

1. Student achievement

- increased graduation
- increased achievement on diploma & achievement exams
- more confident students who take risks and lead activities
- enhanced use of available resources in the school by staff/students

2. Positive school climate

- student, parent and staff satisfaction with the education provided

- increased staff inclusion
- reduced incidences of truancy & lates
- reduced behavior problems: eg: vandalism

3. Community credibility

- increased community respect
- credibility through honesty

How to achieve the outcomes

1. Academic/vocational achievement

- Professional development is such things as: writing IPPs, curriculum inservice (conferences), assessment, adolescent development, marking diploma/achievement exams, portfolios of all types (tech prep, student, teacher, administration), differentiated instruction, study skills (test taking course for high school students), enrichment goals for gifted
- Goal setting
- Review of literature on student achievement
- Supports for achievement: policies, time tables, library, technology, discipline, lates
- Teams – time for planning

2. School Climate

- turn the lecture theatre into a student lounge
- put a long distance phone in the staff workroom
- have intramurals
- theatre sports
- peer support, study buddy, peer tutor
- lobby for more participation options for inter school sports
- revisit the late policy and detention, Saturday school (too punitive)
- Team building: subject areas, mentors, interest area
- Phone & personal parent contact
- Relief for office staff – work experience student
- Work room secretary
- More staff involvement in student activities
- Build a trophy case
- Kudo's column in paper
- Wall of fame update

4. Community Credibility

- PR liaison person – newsletters (done by a class?) bi-weekly
- Invite local newspaper to school, develop a school pamphlet, video on cable TV
- Improve the facility – ceilings (leaks), damaged lockers, planters
- Pictures of staff and council etc, in front entrance
- Keep school matters in the school – celebrate our successes
- Take students out to the community eg: lodge, Restview, Canyon School, clean-up
- MHCS news on Shaw cable (Special Projects?)
- Web page
- Teach kids well – our best PR

- Float in the parade, booth in trade fair & PC fair (enter student projects)
- Bi-weekly assemblies

Acting on the Strategies

- for a committee for each of the three outcome areas to prioritize and implement
- a hero to chair each one:
- Achievement – Karen Tolman
- Climate – Shelley Snaith
- Credibility – Brie Jensen
- Admin team to summarize this workshop and provide data to all staff by September 8, 1999

A Schedule of Reinforcement

How to know and celebrate that we are on track

- monthly status report at pedagogical meetings

Personal Professional Development Plan

Reflect – record 1 or more concepts that have captured your attention over the last 2 days

Synthesize – describe how you can implement that idea in your work. How does it impact?

Apply – provide a brief action statement: what, when

Evaluate – how will you measure the success of your application?

Share – discuss your plan with a colleague

The preceding two day work shop is called “Life Role Analysis – a Model for Ethical Change” by Kris Magnusson. It is based on principles, informed by practice, and implemented through value structures.

Appendix F
Philosophy of Education: A Self Reflection

Further to our discussion the other day at the staff meeting, I thought you might be interested in reflecting upon some of the components that I consider to be valuable in understanding one's beliefs. It may be of interest to you to work through the following questions.

A. Human Nature

1. What motivates people?

- 1b Based on your belief as to what motivates people, how do you apply that to your teaching practice?

2. How do you believe people develop and grow?

2b Based on your beliefs as to how people develop and grow, how do you apply this to your teaching practice?

B. Source of Knowledge

1. How do people acquire knowledge, or how do people learn?

1b Based on your beliefs about how people learn, how is this applied in your teaching practice?

2. What kind of knowledge do you feel is the most important to impart to students in the school setting?

C. Freedom

1. How much choice should students be given in what they learn?

2. How much choice should students be given in how they learn?

3. How much choice should students be given on when they learn?

4. How much involvement should students be given when making decisions that involve them?

5. Do you see parents, students and teachers having an equal partnership in the education of students? Explain fully.

6. How much involvement should teachers have in the decision making process concerning decisions that affect them?

D. Values

1. What is the value of school?

2. What characteristics do you value in a student?

3. What characteristics do you value in a teacher?

4. What characteristics do you value in a parent?

5. What characteristics do you value in an administrator?

E. Goals

1. What do you consider to be the goals of education?

Appendix G

PLANNING ACTION COMMITTEES

Committees

Student achievement

- Teacher sub committee
- Student sub committee
- Parent sub committee

School Climate

Community Relations: communication

TASKS:

1. Choose a chair. This should be a person would wishes to practice their leadership skills.
2. Ensure parent representation on the committee
3. Ensure student representation on the committee
4. Review work completed at the retreat by retreat committee
5. Put a plan in place that will address your desired outcomes.

THE PLAN

We will be following the format that has been set out by Alberta Learning and the Livingstone Range School Division. (Attachment) Each plan will contain the following:

- **GOALS:** expressed in measurable terms
- **STRATEGIES:** timelines of implementation/completion and persons most responsible
- **PERFORMANCE MEASURES:** need to be tangible (examples: satisfaction surveys, achievement test results)
- **OUTCOMES:** what will be see as a result of the implementation of this plan
- **SCHEDULE OF REINFORCEMENT:** how to know and celebrate that we are on track
 - Monthly reports to staff, student council, school council
 - Use of measurable markers of progress
 - Identification of key contributors to progress
 - Celebrations

TIMELINE

| | |
|---------------|---|
| August 26-27 | Planning for Excellence Teacher Retreat |
| September 14 | Planning for Excellence School Council review of teacher document |
| November | Committees established |
| March 8, 2000 | First draft of committee plans presented to stake holders |
| May 10, 2000 | Final draft of 3 year plan presented to stake holders for final approval. |

Questions We Need to Ask When Reviewing Our Plan

- 1. Are we acting in accordance with our fundamental mission?**
- 2. Have we clarified what we want all students to know and be able to do?**
- 3. What is the most effective response for students who are not succeeding?**
- 4. What are the discrepancies between actual conditions in our school and the school we hope to become?**
- 5. What are our specific plans to reduce these discrepancies?**
- 6. Are the proposals under consideration consistent with our vision and values?**
- 7. What steps are we taking to advance vision and values in the day to day operation of the school?**
- 8. Have we established systematic collaboration as the norm in our school?**
- 9. Are there more effective ways to fulfill our mission, vision, and values?**

PLANNING FOR EXCELLENCE

COMMITTEE TASKS AND TIME LINE

October 27, 1999

Handouts: School Education Plan Review worksheets
Example of an Educational Plan

Immediate Tasks: 1. Choose a person responsible for phoning parent and student reps
2. Set date for next meeting of your committee. This needs to be a collaborative effort.
3. Record the members of your committee and hand into Stephen.

PLANNED COMPLETION DATE: _____

Short Term Committee Goals:

1. Pick a chairperson and secretary.
2. Come up with goals that are appropriate for the outcome desired.
Complete the School Education Plan Review as it pertains to your committee.

PLANNED COMPLETION DATE: _____

Long Term Committee Goals:

1. Implement the committee plan over a three-year period.

Appendix H

TEACHERS AS LEARNERS



A PLAN FOR PROFESSIONAL GROWTH

By the staff of Matthew Halton School

JUNE 2000

Introduction

School environments are often not conducive to real staff development, but rather entrenchment and blame. Teachers often find autonomy and safety by isolating themselves in their classrooms. Professional development is something that is done to teachers and professional growth plans are merely a hoop that needs to be jumped. Teachers often do not feel safe looking at their own practice, but rather look to discipline policies, teacher wellness, and parental responsibility as solutions to poor student achievement and morale.

The 1990's view of leadership calls for principals to act as partners with teachers, involved in a collaborative quest to examine practices and improve schools. Principals are not expected to control teachers but to support them to create opportunities for them to grow and develop. (Lieberman, 1995, p.9)

One of the major goals of an administration team is to support an environment that is conducive to real teacher growth and encourage teachers to take the journey through their belief systems and reflect upon them; to validate and/or revise. If need be, the administrator must offer the support and the time to learn and acquire new strategies to support their new beliefs. Teachers, as well as students, need to be in an environment where exploration is embraced rather than feared. We need to create structures within schools that will eventually lead to sincere personal reflection, personal development and life long learning, which will in turn lead to improved student achievement. Therefore, empowerment and strong professional relationships have to replace victimization and isolation. A common purpose and a framework have to be established within a safe and secure environment where risk taking and learning are modeled by all.

Literature Review

When one looks to Alberta Learning, the Alberta Teachers Association, or one's local school division, one will see a fluidity and congruency regarding teacher development and growth. In the Teaching Quality Standard document (1997) they talk of reflective practice and the need to be “career long learners” (1997). In section (k) of the document it states,

“Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgements and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their school, communities and profession” (p.7).

The Alberta governments policy on teacher growth, supervision and evaluation make it clear as to the framework that is to be used to support teacher growth. Annual professional growth plans are to be reviewed twice yearly by the school principal or “a group of teachers delegated by the principal” (1998, p.2). This same policy also stipulates the content of the growth plans. Consideration needs to be given to “the educational plans of the school, the school authority and the government” (p.2).

In Alberta Learning's current business plan, one of their goals is “Excellence in learner achievement” (2000, p.7). One of the strategies to accomplish this is to “assist principals in implementing the Teacher Supervision, Growth, and Evaluation Policy” (p.7). Within the jurisdiction of the Livingstone Range School Division, teacher growth is also a focus. Goal number four within the school division three-year plan is, “To improve teaching quality to help students reach high learning standards in all programs, using a safe and supportive learning environment.” The strategies used to support this

goal include implementation of professional growth plans that include improvements in student learning and the sharing of best practices with colleagues in the jurisdiction.

What is the role for school administration in teacher growth? Looking to the research, authors such as Barth (1990), Dufour and Eaker (1998) Sergiovanni and Starratt, (1993) and Leithwood (1992) talk of moving from the paradigm of transactional leadership to one of transformational leadership. This form of leadership encourages a community of learners emphasizing a shared vision and mission, collaborative decision making and problem solving as well as individual teacher development. Dufour and Eaker (1998) point out that building professional learning communities requires the principal to, “recognize that this task demands less command and control and more learning and leading, less dictating and more orchestrating” (p.184). Leithwood (1992) states, that administrators need to create a collaborative culture that focuses on staff development and teacher problem solving.

It should however be pointed out at this time that “it is not at all clear that group decision-making is always superior... Excessive use can intensify (teachers’) work beyond the bounds of reasonableness and make it more difficult to accomplish their primary mission” (Zeichner, 1991, p.366).

According to Barth (1990), “many principals unwittingly find themselves to be inhibitors not facilitators, of teacher growth” (p.51). He goes on to say “conventional supervisory duties...have little impact on teachers’ growth. On the contrary, conventional supervision often approaches a meaningless ritual” (p.56). Francis M. Duffy (2000) in an article that appeared in the *Journal of Curriculum Supervision* believes that “despite practitioners’ best efforts and the field's best theoretical models,

there is virtually no evidence that orthodox instructional supervision solves the problem of improving teaching and learning. The problem seems insoluble unless it is approached with a different paradigm (p.123). This new role for principals seems to be directly connected to current learning theory. "Supervisory leadership for the 21st century requires enhanced collaborative relationships, participatory decision making, reflective listening and practice, and teacher self- direction – all emanating from the constructivist paradigm" (Sullivan & Glanz, 2000, p. 213).

The second question that needs to be addressed is what makes effective professional development? As the National Foundation for the Improvement of Education states in their document, "Teachers Take Charge of Their Learning" (1996)

"An effective professional development program is one that:

- Has the goal of improving student learning at the heart of every school endeavor.
- Fosters a deepening of subject matter knowledge, a greater understanding of learning and a greater appreciation of students' needs
- Provides adequate time for inquiry, reflection, and mentoring, and is an important part of the normal working day.
- Is rigorous, sustained, and adequate to the long-term change of practice.
- Is directed toward teachers intellectual development and leadership.
- Is teacher designed and directed, incorporates the best principles of adult learning, and involves shared decisions designed to improve the school" (DuFour & Eaker, 1998, p. 260).

According to Daphia and Hunsaker (1996), "there are six axioms about professional development which result in long-term substantive change:

1. Professional development which results in improved practice should be generated on a individual school basis (Goodlad, 1984; Wood, 1989)
2. A school culture supportive of improved practice and professional growth is basic to successful professional development. (Caldwell, 1989; Crandall, 1983).
3. Long-term change in educational practice takes considerable time and is the result of long-term professional development. (Deal & Kennedy, 1982; Sizer, 1984; Saphier & King, 1985)
4. Teacher ownership is critical to maintenance of the reform momentum (Merenbloom, 1984; Sly, 1992; Wood 1989)
5. Professional development which does not improve student outcomes is not important (Caldwell, 1989; Merenbloom, 1984; Sly, 1992)
6. Professional development should be designed in such a way that the outcomes of the program can be clearly stated and measured to give direction to improvement efforts” (Sparks, 1994 p.2).

Sparks and Hirsh (1997) point out that the traditional form of staff development through off site workshops “in which educators are passive recipients of received wisdom from an expert has produced little lasting change in the classroom... Job-embedded learning, on the other hand, links learners to the immediate and real-life problems faced by teachers and administrators” (p.52). It is not surprising that this form of staff development is linked to current learning theory, constructivist in nature. This constructivist approach to learning and staff development has its critics. John Holloway (1999) in a column in *Educational Leadership* urges educators “to exercise caution before going down this road. Because our view of how the mind works is continually being revised, the best strategy may be to reserve judgement about constructivism while monitoring how it compares with new theories of learning and the findings of cognitive science” (p.85). Holloway, goes on to say, “learning may be more than just carpentry

and teaching may be more than just negotiation and building inspection” (p.85). These issues need to be considered and addressed within the process.

The next question that needs to be asked is where does one go from here? Given the research on effective supervision, and teacher development and the necessity to integrate with the agendas of Alberta Learning, the school division, and the school, the landscape becomes more defined. A movement toward a framework that encompasses teaming and peer coaching seems to be a natural fit. In peer coaching one teacher observes another's teaching practice and then provides feed back as to the strengths and weaknesses of the lesson (Strother, 1989). According to Miller, Harris and Watanabe, (1991) and Showers and Joyce (1996) peer coaching has improved teacher effectiveness by providing alternative strategies. It also serves to validate the teachers existing strengths. Robbins (1991) found that peer coaching provided an opportunity for teaming thereby reducing the negative effects of isolation that so many teachers endure and even cherish.

“Peer coaching can become the heart of professional development. It encompasses all the skills ...deem[ed] essential for supervisory leadership in the 21st century: collaborative relationships, participatory decision making ... and teacher self direction – with the clearly expressed goal of developing autonomous professionals” (Sullivan & Glanz, 2000, p. 221).

Goal 2: Improve teaching quality to help students reach high learning standards in all programs

| Results | Strategies | Measures | Baseline | Target |
|--|---|--|--|---|
| <p>2.1 A supervisory process for all staff members which will encourage both professional growth and enhance learning.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Construct, collaboratively with all teaching staff a series of rubrics that define excellence in teaching <input type="checkbox"/> Establish and implement a comprehensive formative peer coaching program | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Rubric Completed <input type="checkbox"/> Percentage of formative evaluations completed in year | <ul style="list-style-type: none"> <input type="checkbox"/> No formative framework currently exists <input type="checkbox"/> 8% of staff evaluated in 1999 - 2000 | <ul style="list-style-type: none"> <input type="checkbox"/> Rubric complete June 2000 <input type="checkbox"/> Consistent yearly review <input type="checkbox"/> 100% of all staff will receive yearly formative evaluations |
| <p>2.2 Collaborative teams that are systematically embedded into the daily life of the school</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Establish a variety of collaborative teams based on one of the following: student need, teacher need, school need. <input type="checkbox"/> Alternative scheduling arrangements are used to provide collaborative team meeting time | <ul style="list-style-type: none"> <input type="checkbox"/> percentage of staff working on a team <input type="checkbox"/> number of team meetings/year | <ul style="list-style-type: none"> <input type="checkbox"/> 90% of staff working on formalized student oriented teams <input type="checkbox"/> 55% of staff working on formalized teacher oriented teams <input type="checkbox"/> timetable allowed for 38% of staff to meet collaboratively <input type="checkbox"/> School year calendar allowed for Monthly pedagogical meetings: 4 full day, 6 half day. | <ul style="list-style-type: none"> <input type="checkbox"/> 100% of staff working on formalized teams based on student need. <input type="checkbox"/> 100% of staff working on formalized teacher/ support staff oriented teams <input type="checkbox"/> Timetable allowing for 50% of staff to meet collaboratively <input type="checkbox"/> School year calendar allows for one full day per month for collaborative planning |
| <p>2.3 Professional Growth Plans are relevant and functional to the teacher</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Individual Professional Growth Plans are integrated into the peer coaching process | <ul style="list-style-type: none"> <input type="checkbox"/> % of Professional Growth Plans that are integrated into the formative evaluation process <input type="checkbox"/> % of plans in place <input type="checkbox"/> % of teachers satisfied with their professional growth plans <input type="checkbox"/> % of goals attained | <ul style="list-style-type: none"> <input type="checkbox"/> 0% of Professional Growth Plans are currently connected to evaluation <input type="checkbox"/> 85% of staff have Professional Growth Plans in place | <ul style="list-style-type: none"> <input type="checkbox"/> 100% of Professional Growth Plans are connected to evaluation 100% of staff will have Professional Growth Plans in place |

| Results | Strategies | Measures | Baseline Data | Target for 2003 |
|--|---|--|---|--|
| 2.4 Teachers help students achieve provincial learning expectations and high standards | <ul style="list-style-type: none"> <input type="checkbox"/> Implementation of school three year plan <input type="checkbox"/> Implementation of learning support plan. <input type="checkbox"/> Enservicing of teachers in meeting the need of exceptional students. | <ul style="list-style-type: none"> <input type="checkbox"/> % of students reaching the acceptable standard on the diplomas and achievement exams <input type="checkbox"/> % of IPP goals met <input type="checkbox"/> %of students achieving grade level on Stanford Diagnostic, reading and math tests <input type="checkbox"/> Student/Parent/Teacher satisfaction surveys | <ul style="list-style-type: none"> <input type="checkbox"/> See appendix A <input type="checkbox"/> 59% met IPP goals <input type="checkbox"/> 17% met most IPP goals <input type="checkbox"/> 90% satisfaction with the over all education | <ul style="list-style-type: none"> <input type="checkbox"/> 90% of students reaching the acceptable standard <input type="checkbox"/> 95% of students meet IPP goals <input type="checkbox"/> 90% of students are at grade level or above <input type="checkbox"/> 90% are satisfied |
| 2.5 Recognition for positive contributions and effective teaching | <ul style="list-style-type: none"> <input type="checkbox"/> Monthly recognition of staff achievements at staff meetings <input type="checkbox"/> Nomination of teachers for provincial and national awards | <ul style="list-style-type: none"> <input type="checkbox"/> % of staff formally recognized in a year. <input type="checkbox"/> Number of staff nominated for divisional, provincial and national awards | <ul style="list-style-type: none"> <input type="checkbox"/> 30% of staff were formally recognized in the 1999-2000 school year. <input type="checkbox"/> 3 members of staff were nominated for provincial recognition in the 1999-2000 school year. | <ul style="list-style-type: none"> <input type="checkbox"/> 80% of staff formally recognized every year. |

Three Year Budget

| | |
|-----------------------------------|--|
| Professional Development Library | \$4 000 /year |
| <input type="checkbox"/> Journals | |
| <input type="checkbox"/> Books | |
| Release Time Support | \$10 000 /year |
| Inservicing | \$ 6 000 /year |
| | Approximately \$300 / full time staff / year |
| Total | \$20 000 |

Appendix I



**Learning Support Plan
2000 - 2003**

"MEETING STUDENT NEEDS"

June 2000

Learning Support Programming

Introduction

The school community has embarked on a journey of change that sincerely addresses student achievement. Committees were struck involving, parents, students, teachers, staff and community members. The goal of these committees was to come up with functional, practical plans that would attain the desired out

One pathway that would lead to improved student achievement was the learning support programming we offer our exceptional students. Creating a plan that would provide a framework and a delivery system for supporting exceptional students that is fully embedded within our school's three-year plan is the focus of our AIS

Background

During the 1998-1999 school year Matthew Halton School reviewed its support programming for exceptional students. A committee was formed to evaluate, assess and plan for effective delivery of learning support services in Matthew Halton. This committee was made up of special education teachers, school counselors and school administration. School staff and school council were consulted to determine what they perceived to be the strengths and areas of need. Additional qualified staff were hired in the 1999-2000 school year to assist with this process. Staff and school council have been provided with progress reports as the process moved along. These formed the premise for research, thought, and dialogue leading into programming considerations. In May and June of 2000, the Learning Support plan was approved by the school community with a goal to provide needed supports in achieving excellence in student achievement:

Programming Rationale

Our Learning Support Plan is founded on beliefs that are held by the school community and grounded in research.

Belief # 1: Student and parental voices are essential in planning for exceptional students.

The research addresses this issue. "Nancy Chaukin and David Willams Jr. present a case for parent involvement: "When parents are involved with their children's schools, increased learning takes place. Other advantages are also apparent:

- ❑ A rise in student achievement scores;
- ❑ An increase in student attendance;
- ❑ A reduction in student dropouts;

- An improvement of student motivation, self-esteem, and behavior, and
- More parent and community support of the school".
(Chaukin and Wilkins, 1988)

The literature is rife with verifications of such (Crawford in Slavin, 1989; Henderson, 1988; Potter, 1989). Also noted is the need for students and parents to understand available programming and strategies, and the need for school personnel to either impart to them appropriate skills and knowledge for becoming better consumers of educational and community resources, or facilitate development of such skills and knowledge referrals to others (e.g. parent groups) (Simpson and DePalma, 1994).

Belief # 2: Teachers working within coordinated teams will better address student needs.

Belief # 3: Student achievement can be enhanced within an inclusive setting.

Supporting researches easily found to support beliefs two and three:

Coordination of instruction led to an inclusive model with segregated or pull-out situations occurring on a needs basis and involving an intensive one-on-one or small group mode with the ultimate aim of re-integration (Cawley, M., 2000, Fischer, 2000; Irvin, 1998). Although time consuming to develop, differentiated instruction within this model can boost the performance of both individual students and classes (Cole & Meyer, 1991; Costello, 1991; Fisher, 2000; Kaskinen-Chapman, 1992; Strain 1983; Straub & Peck 1994). Other research points to the emotional and social benefits of inclusion, as well as improvements in self-esteem and attendance (Kelly, 1992; Yogev & Ronen, 1982). "At effective schools, principals and other leaders in the school encourage planning groups and provide opportunity for them to work together. Coordination efforts work to align curricula and objectives across programs" (Crawford in Slavin, 1989). "All teachers [including support staff] will have to acquire a sense of ownership of the targeted student and his or her instruction." (Allington & Johnson in Slavin, 1989). A major benefit of collaborative sharing is the reflection that in turn leads to positive change in behavior. This behavior whether in teachers or in students, is learning...collaboration brings a broad array of personal and educational benefits to both students and teachers that can transform the traditional system of a school." (Henwood, 2000).

The total basis of this plan is then the belief that assistance and support delivered on a needs basis both within classroom structures and in pull-out situations can then "supplement, not supplant" (Allington & Johnson in Slavin, 1989) classroom instruction and learning. It can address the needs of all individuals.

RESOURCE TEAM

Learning Support Program students at Matthew Halton School is coordinated and managed by the School Resource Team.

This six-member team is composed of PEP I and PEP II teachers, School Counselors, Native Liaison Counselor, School Administrator and a Coordinator.

The team meets on a weekly basis to discuss current resource programming, student progress and students at risk. The resource team in Matthew Halton School serves as an advisory, researching, and planning body to not only assist classroom teachers, but also to implement programming suitable to student and teacher.

LEARNING SUPPORT PROGRAM JUNIOR HIGH

The junior high resource program is based on the belief that students learn best in an integrated setting with their peers. It entails the identification of student strengths and needs through group and individually administered assessments, and the development of programming to meet those needs. Teacher assistants are available to help in implementation of this programming and within this context, students may work in various grouping (or individually) and in different settings.

Students experiencing inordinate difficulty with reading are offered one-on-one intensive instruction in the acquisition of reading strategies using a "Reading Recovery" format. This format involves thirty minute sessions with a teacher, four or five times per week, for approximately ten to thirteen weeks. Use of learned strategies in their classroom assignment is part of the expectation and instruction. Follow-up within the classroom setting is integral to program success.

Computer-based math instruction is offered using the PLATO management and instructional program. This is implemented on a need basis involving the teacher assistants at each grade level.

PAL Program

PAL stands for "Partnership Approach to Literacy". It is a tutoring project designed for school students with low reading or comprehension skills, who experience little pleasure in reading.

Goals of PAL are to help students find enjoyment in reading, to help students develop more positive attitudes toward reading in school, to help students improve their reading skills and to provide a trained "reading pal" for each student referred to the project.

Student volunteers from within the school are trained each fall as tutors. Tutor training provides enrichment in both literacy and interpersonal skills for not only the tutor but also their student.

LEARNING SUPPORT PROGRAM HIGH SCHOOL

Reading Recovery Program

Students identified through standardized testing results and failing marks within required course work are being offered one-on-one intensive tutoring in the use of reading strategies with a reading specialist. Content area materials are utilized to further the integration with course work.

Teacher Tutoring Program

Students identified through failing marks and standardized testing results or at the request of the student are being paired up with a teacher. Teaching staff at Matthew Halton Community School have offered to serve as tutors for these students on an individual basis to help and support them in meeting the requirements for success within their courses.

Reading 10 Program

The purpose of the Reading 10 program is to provide students who were on modified programs in Grade 9 Language Arts with additional support in high school. This 3-credit course allows students to work on improving their language skills.

Math 10 Prep Program

This 3 credit high school course is designed to meet the needs of students who encountered difficulty with Grade Nine Math, but wish to enroll or are currently enrolled in either Pure or Applied Math 10 programs. These students require assistance in order to achieve success in the course. Students enrolled in Math 14 also qualify to take Math 10 Prep if they are encountering difficulties. The students enrolled in Math 10 Prep have individual programs set up to address their particular strengths and needs. In order to set up individual programs, outcomes from lower grade levels are incorporated into their curriculum.

PAL Program

PAL stands for “Partnership Approach to Literacy”. It is a tutoring project designed for school students with low reading or comprehension skills, who experience little pleasure in reading.

Goals of PAL are to help students find enjoyment in reading, to help students develop more positive attitudes toward reading in school, to help students improve their reading skills and to provide a trained “reading pal” for each student referred to the project

Student volunteers from within the school are trained each fall as tutors. Tutor training provides enrichment in both literacy and interpersonal skills for not only the tutor but also their student.

GOAL: Provide needed supports in achieving excellence in student achievement.

| Results | Strategies | Measures | Baseline | Target 2003 |
|---|---|--|---|--|
| <p>1. Learning support team is responsive and flexible.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Learning support team is made up of PEP I and PEP II teachers, the guidance counselor, the native liaison, a PAL coordinator, an administrator, and the Learning Support Coordinator. <input type="checkbox"/> Referrals for learning support team involvement through given process (written memo, attend Learning Support Team meeting, follow-up through written memo) <input type="checkbox"/> Learning Support team member attends grade level team meetings monthly. <input type="checkbox"/> Learning support team reports to business staff meetings. <input type="checkbox"/> Learning support team member attends individual case conferences. <input type="checkbox"/> Learning support coordinator reports and acts as liaison with jurisdictional personnel. <input type="checkbox"/> Counselor provides counseling services, programs, and /or information support as required. <input type="checkbox"/> Native Liaison provides a resource and a liaison between family, schools and communities. <input type="checkbox"/> Establish Liaison with Canyon School to assist in transition of students between grades 6 and 7. <input type="checkbox"/> Administration support of process <input type="checkbox"/> through tracking of student <input type="checkbox"/> achievement and attendance <input type="checkbox"/> I.P.P. and other needed templates posted on staff drive within network | <ul style="list-style-type: none"> <input type="checkbox"/> Student/Parent and/or Teacher survey where applicable <input type="checkbox"/> Percentage of students passing courses. | <ul style="list-style-type: none"> <input type="checkbox"/> Create baseline from survey during 2000-2001 school term <input type="checkbox"/> High School – 30% failed at least one course; 9% - 2courses 4% - 3courses 2.5%- 4 or more | <ul style="list-style-type: none"> <input type="checkbox"/> 85% Satisfaction rate |

| | | | | |
|--|---|---|--|--|
| <p>2. Accurate assessment of student need.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Establish criteria for proper identification of coded students, in collaboration with jurisdiction. <input type="checkbox"/> Ensure accurate files and file searches are maintained. <input type="checkbox"/> Employ Stanford Diagnostic Reading and Math Tests with entire school population in Grades 6-9 during June of each school year. These will serve as screening and diagnostic devices to aid in programming decisions. <input type="checkbox"/> Utilize further testing (both local and jurisdictional referrals) to ensure students "red flagged" are indeed codable. <input type="checkbox"/> Ensure students and parents have input into queries/ decisions based on professional assessments | <ul style="list-style-type: none"> <input type="checkbox"/> Student/Parent/Teacher Satisfaction Surveys <input type="checkbox"/> Percentage of students achieving passing grades. | <ul style="list-style-type: none"> <input type="checkbox"/> Baseline to be created in 2000-2001 <input type="checkbox"/> High School – 30% failed at least one course; 9% - 2courses 4% - 3courses 2.5%- 4 or more | <ul style="list-style-type: none"> <input type="checkbox"/> |
| <p>3. Appropriate/successful programming.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Assist in planning and implementation of Individual Program Plans for each coded student. <input type="checkbox"/> Provide life-skills/ behavioral curricula for students coded with severe disabilities (code 40's) through the PEP I and PEP II programming. <input type="checkbox"/> Provide a full-time teacher assistant for each of grades 7-9 to assist in program implementation and clerical work. <input type="checkbox"/> Provide remedial assistance in reading and math skills through a "recovery" format – intensive one-on-one pullout, aimed at specific needed skills. <input type="checkbox"/> Offer complementary courses that enable high skill acquisition: <ul style="list-style-type: none"> <input type="checkbox"/> Readers'/Writers' workshop - Grades 7-9 <input type="checkbox"/> Math – Grades 7-9 <input type="checkbox"/> PLATO computer assisted instruction <input type="checkbox"/> Reading 10 <input type="checkbox"/> Math 10 PREP <input type="checkbox"/> Utilize PAL to provide tutoring for readers up to 2 years below grade level and to provide tutor training to those students choosing enrichment in this area. <input type="checkbox"/> Utilize PAL to provide sessions for teachers and teacher | <ul style="list-style-type: none"> <input type="checkbox"/> Student/Parent/Teacher Satisfaction Surveys <input type="checkbox"/> Percentage of students achieving passing grades. <input type="checkbox"/> Percentage of individual IPP goals met <input type="checkbox"/> Percentage of coded students achieving acceptable standard on Achievement / Diploma examinations | <ul style="list-style-type: none"> <input type="checkbox"/> Create baseline during 2000-2001 school year and from June 2000 data. | <ul style="list-style-type: none"> <input type="checkbox"/> 85% Satisfaction Rate |

| | | | | |
|--|---|--|---|--|
| | <p>assistants in use of Reading Styles Inventory and tutoring strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize PAL in providing adult tutors for those students requiring and adult mentor. <input type="checkbox"/> Offer tutoring services to those students motivated to address learning difficulties, both during school hours and without. <input type="checkbox"/> Organize a learning center to address the need for a space for individuals to access help and/or work individually away from the classroom. <input type="checkbox"/> Offer advisory services to those high school students at risk of failure (teacher volunteers). | | | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Learning support team provides inservice/assistance in needed areas: <ul style="list-style-type: none"> <input type="checkbox"/> Parental involvement <input type="checkbox"/> Student file searches <input type="checkbox"/> Identification of students at risk of failure <input type="checkbox"/> I.P.P.'s – design and implementation <input type="checkbox"/> Differentiated instruction – remedial as well as enrichment strategies <input type="checkbox"/> Classroom assessments <input type="checkbox"/> Utilization of teacher assistants <input type="checkbox"/> Strategy-based instruction <input type="checkbox"/> Resources/materials <input type="checkbox"/> Jurisdictional services <input type="checkbox"/> Involvement of other agencies <input type="checkbox"/> Develop a plan to address needs of the gifted | <ul style="list-style-type: none"> <input type="checkbox"/> Complete, accepted, and implemented plan. | <ul style="list-style-type: none"> <input type="checkbox"/> Completed and accepted plan. | |
| 4. Open and accessible information from and to parents | <ul style="list-style-type: none"> <input type="checkbox"/> Attend grade level orientation meetings to present information concerning special needs programming and hear concerns <input type="checkbox"/> Attend case conferences <input type="checkbox"/> Assist in conferencing to develop Individual Program Plans <input type="checkbox"/> Assist parent groups in implementation of educational workshops and support groups | <ul style="list-style-type: none"> <input type="checkbox"/> Parent satisfaction surveys. <input type="checkbox"/> Percentage of parents of coded students attending conferences/ interviews. (correlate with IPP success???) <input type="checkbox"/> Percentage of parents | | <ul style="list-style-type: none"> <input type="checkbox"/> 85% Satisfaction Rate |

| | | | | |
|---|---|---|--|---|
| | <input type="checkbox"/> Assist in development of a core volunteer group of parents to offer assistance to students at risk. | of coded students attending school sponsored functions. | | |
| 5. Accessible and useful learning resources | <input type="checkbox"/> Complete inventory and list of available materials with annotation as to appropriate use. <input type="checkbox"/> Access materials through resource team | <input type="checkbox"/> Completed list <input type="checkbox"/> teacher satisfaction with information and accessibility | | <input type="checkbox"/> Yearly up-dated list |

**Learning Support Budgets 2000 - 2001 (Proposed)
Exceptional Students (Mild/Moderate-Gifted)**

Expenditures

| Staffing | Unit Amount | Total |
|---|--------------------|--------------|
| Teachers - 1.2 | \$65 000.00 | \$78 000.00 |
| Teacher Assistants - 3 | \$25 000.00 | \$75 000.00 |
| Professional Support Personnel | 5% of total budget | \$16 000.00 |
| Professional Support Personnel - Contracted | | \$ 9 500.00 |
| Supplies and Reserves | | \$14 000.00 |

Severe Disability

| Staffing | Unit Amount | Total |
|---|--------------------|--------------|
| Teachers - 1.25 | \$65 000.00 | \$81 250.00 |
| Teacher Assistants - 2 | \$25 000.00 | \$50 000.00 |
| Professional Support Personnel - Contracted | \$ 3 000.00 | \$ 3 000.00 |
| Supplies and Reserves | | (from above) |

Total - \$310 750.00

Revenue

School Population - 385 students @ \$341.00 = \$131 285.00 (mild/moderate/gifed funding taken from per/pupil funding.)

Severe disabilities - 10 students (Code 42) @ \$13 261.00 = \$132 610.00

Severe Disabilities - 2 students (Code 41/44) @ \$16 087 = \$ 32 174.00

AISI - \$31 000.00

Total - \$311 069.00

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Appendix J



Three Year Plan

April 10, 2000

DRAFT 2

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BELIEFS

Learning and Teaching:

- We believe that as members of the educational partnership, that government, community, school, teachers, parents and students work together responsibly and supportively to assist in the fulfillment of educational goals.
- We believe that students are entitled to a safe, secure and caring learning environment where each individual is respected and valued.
- We believe that teaching is humanistic and requires genuine interest in the student.
- We believe high learning expectations challenge all students to learn and achieve.

Evaluation:

- We believe evaluation is everyone's responsibility and should be reflective of the community values and beliefs.
- We believe that evaluation should be fair.

Students:

- We believe students are responsible for participating fully in the achievement of their educational success.
- We believe public education must provide students with the opportunity to meet their diverse needs in the areas of social, physical, intellectual, cultural, emotional, spiritual and creative development to be life-long learners and provide them with the knowledge, skills and ability to cope and succeed in response to a changing world.

Staff:

- We believe that the staff must be supported and encouraged in their pursuit of life-long learning in order to be well qualified, enthusiastic and caring.

Parents:

- We believe parents are the child's primary teachers.
- We believe parents should have opportunities for meaningful involvement in reporting the educational progress of their children.

Administration:

- We believe administration should provide educational leadership by creating an environment where educational partners can work to personal potential.
- We believe the partnership will establish objectives based on shared responsibility and decision making.

Community:

- We believe education is an essential building block of our society's future.
- We believe public education should reflect the values and beliefs of the local community and the society at large.



MISSION STATEMENT

OUR MISSION IS TO MEET THE EDUCATIONAL NEEDS OF OUR STUDENTS

VISION

A safe learning community characterized by:

- ◆ *Excellence*
- ◆ *Integrity*
- ◆ *Compassion*
- ◆ *Cooperation*
- ◆ *Respect*
- ◆ *Meaningful personal achievement*
- ◆ *The pursuit of dreams*

VALUES

Matthew Halton Community School and Partners Value:

- ◆ *Integrity (ethical practice/honesty)*

- ◆ *Responsibility, Accountability(self respect/respect for others/country/community)*

- ◆ *Personal Development (achievement/excellence/growth)*

- ◆ *Community (cooperation/helping other/sense of family)*

- ◆ *Wisdom (knowledge/inner harmony)*

STUDENT ACHIEVEMENT OVERVIEW

Student Sub Committee

The group met twice to read and discuss what makes an excellent student. From this information, David Balfour made up a questionnaire to ask students who are experiencing success at school. He brought this questionnaire back to the group and it was revised and refined.

The questionnaire then served as a survey tool to interview the students from grades 7-12 who had an average of 75% or better in their classes as to their beliefs about what makes them successful students in school.

David Balfour, Cheryl Whipple, Karen Tolman, Russell Lloyd, Elise Squair and Tracy Pirot interviewed the students with the high school being surveyed by David, Cheryl and Karen. The junior high was done by the students.

David Balfour summarized the results. Cheryl and Karen met with the students to discuss what direction we should take with the information. It was decided that the students needed a Code of Behavior for the classroom and homework support.

Parent Sub Committee

Upon designation of parent subcommittee within the larger responsibility of addressing student achievement, three subcommittee members were chosen – Brian Wright (parent), Ian Robbins (teacher) and Kathy Olmstead (teacher)

The first meeting was planned for January 20, 2000. Brian took on the responsibility of contacting as many parents as possible to attend. He said he spoke to about twenty parents. Four parents attended. We discussed the process to date within the larger committee and then created two groups to bring personal beliefs and wishes to light concerning their child's learning. Four main themes were derived from the discussion: 1) Parents need to be involved in their school community 2) Open three-way communication (student, home, school) is a necessity 3) Homework/study time endeavors need to be supported 4) There needs to be an exposure to and awareness of educational options. Parents were then invited to take literature to read – the point being to share ideas from the research at the next meeting, in order to compare with our personal thoughts.

The second meeting was held on February 8, 2000. Five parents were in attendance. We relayed information read, however, and noted similarities and differences between our own beliefs. Five themes emerged: 1) Become involved in school. 2) Communication 3) Support student in a positive fashion allowing student to take responsibility to follow through. 4) Create a literate environment 5) Recognize child's

strengths and needs and help to set realistic goals. It was decided to attempt a mass mail-out to all families to invite them to attend a March 6, meeting to further the process toward the setting of a goal, determining strategies, and to determine who should carry the ball on this one.

March 6 saw 12-15 parent in attendance. It was decided that the overall goal would need to be: Increase parental involvement and attendance within school related functions. Education of parents as to the look of that involvement was deemed to be the most important issue. Strategies such as grade level orientation meetings (curriculum, expectation, etc) in the early fall, parents in the know mentoring other parents, three-way conferences/communication, the offering of parenting workshops, were discussed. The noted difficulty was in who would now take on the responsibility as still people wished it to be school staff driven. It was left to come to school council for consideration.

Teacher Sub Committee

In a series of meetings, a small group of teachers did research as to what makes an excellent teacher. The findings were then presented to staff in the form of creating teacher evaluation rubrics. Teachers value excellence in the following areas: planning and preparation; curriculum and instruction; personal duties, professional duties and communication.

GOAL # 1: Excellence in Student Achievement

| Results | Strategies | Measures | Base line Data | Target |
|--|--|--|----------------|--------|
| <p>1.1 Learners demonstrate high standards across a full range of areas</p> <p>1.2 Task completion increase</p> <p>1.3 Learners complete programs</p> | <p>1.1</p> <p>1.2 Homework policy developed that clearly states out expectations etc.</p> <ul style="list-style-type: none"> • Monitor student time on task • Student enservicing of student agendas <p>1.3 Monthly grade level meetings</p> <ul style="list-style-type: none"> • Reading 10/Math 10 prep programming • Homework Clubs • Study buddy/teacher buddy program • Orientation sessions for Grade 6 and Grade 9 students to ensure proper course selection | <p>Percentage of students writing Gr. achievement Exams achieving the acceptable standard. Percentage of students writing diploma exams achieving the acceptable standard.</p> <p>1.2 Percentage of assignments completed per semester</p> <p>1.3 Percentage of students registered in Grade 9 that graduate within 5 years Percentage of students that successfully complete high school programs</p> | | |

| Results | Strategies | Measures | Base line Data | Target |
|---|---|--|----------------|--------|
| <p>1.4 Native education achievement and attendance are improved.</p> <p>1.5 I.P.P's are developed and maintained to meet the needs of all students.</p> | <p>1.4 Native Liaison worker will enhance communication between home and school. Native Liaison worker will provide cross culture education for both staff and students</p> <p>1.5 Revision and continued implementation of Learning Support Plan</p> | <p>1.4 Percentage of Native Students registered on Sept. 30 who successfully complete the school year. Number of cross cultural educational</p> <p>1.5 Percentage of professional and support staff who are satisfied that the plan is meeting the needs of students</p> | | |

GOAL # 2: Improve teaching quality to help students reach high learning standard in all programs

| Results | Strategies | Measures | Target for 2003 |
|---|--|--|---|
| <p>2.1 Teachers help students achieve provincial learning expectations and high standards</p> <p>2.2 Recognition for positive contributions and effective teaching</p> <p>2.3 Professional development and curriculum inservice are provided for professional and support staff</p> | <p>2.1 Establish and implement a comprehensive formative peer evaluation program</p> <p>Establish peer evaluation teams Construct collaboratively with all teaching staff a series of rubrics that define excellence in teaching</p> <p>2.3 Monthly half day pedagogical meetings Annual individual Professional Growth Plans that integrate the teaching rubric and peer evaluation</p> | <p>2.1 Percentage of formative evaluations completed in year Baseline 8% 1999 - 2000</p> <p>Teacher Rubrics</p> <ul style="list-style-type: none"> • <p>2.3 Percentage of plans in place Percentage of goals attained</p> | <p>2.1 100% by June, 2004</p> <ul style="list-style-type: none"> • June, 2000 <p>2.4 100% June, 2004</p> <ul style="list-style-type: none"> • |

School Climate

As a result of a Staff Retreat held in August 1999, three committees were stuck to address issues that the staff felt would lead to School Improvement. One major area was considered to be School Climate.

Following the retreat the School Climate Committee met to clarify its role, define School Climate, set a long range goal, and begin work to develop a Strategic Plan. The committee defined School Climate in terms of Culture and decided to work with the definition that School Climate was the combination of Norms, Values, Beliefs, Traditions, and Rituals that make an organization unique. We felt that the climate of a school sets the tone of how the school and its participants (students, teachers and parents) interact with each other. A positive school environment will allow all members to achieve their goal with regards to school and its function. The committee felt that it would be valuable to understand how our major stakeholder, students, perceived our school climate (culture) to be at the present time. Each member of the committee was to develop a question or questions for each of the categories and fax them to our chair by the end of the week. At our next meeting we would develop the questions into a survey to establish Baseline Data and perhaps identify areas of need.

At the second meeting of the committee the responses and potential questions were discussed. Recommendations were made and the committee developed “a flavor” for where it wanted to proceed with the student questionnaire. The committee felt that the most effective way to gather information would be through an interview process. Two committee members agreed to collate the questions and develop the questionnaire during the Christmas break..

We met again in early February to fine tune and approve the questions and establish the interview process. Six committee members agreed to interview six students each. We decided to pick a random sample of students from grade 7 to 12. Six students from each grade, three females and three males, were agreed upon. This made a total of thirty-six students to be questioned. The interview list was generated from class lists using a roll of a multi-sided die.

When the revised questions were put to the committee on February 17th, the go ahead was given to begin the interviews. It was our intention to have it completed along with a collation of the results for our March 15th meeting.

The responses were discussed at the meeting. The committee decided to apply the responses to four categories and turn them over to sub-committees to consider when developing a Strategic Plan. The groups dealt with: Facilities, Learning, Interactions and Relationships, and Enhancement. Each group met to develop a Three Year Plan. We met again on April 3 to share our plans with the committee and make revisions. The first draft of our plan will now go to Staff, Students, and Parents for discussion and revision on April 12.

GOAL # 4: Improve School Climate

| Results | Strategies | Measures | Target |
|--|--|--|--|
| <p>4.1 Provide a variety of choices both curricular and extra curricular</p> | <p>4.1 Survey student interest during spring registration</p> <ul style="list-style-type: none"> • CTS Explorations in Grade seven for all students • Increased communication of options both curricular and extra curricular • Develop a committee of students, parents and teachers to address rituals and traditions (ie PEP rallies, Awards night) • Refinement of the roles of Sport Council, Band boosters and other bodies regarding extra curricular programming | <p>4.1 Increased student involvement in programs</p> <ul style="list-style-type: none"> • Increased student involvement in subsequent semesters of CTS • Student satisfaction survey • Student Achievement • Increased attendance at sport games, awards nights, school functions • Higher credit allotment for CTS | <p>1.1 All grade seven students will experience a variety of CTS exploration</p> <ul style="list-style-type: none"> • Increase enrollment in higher level CTS programs • Higher completion rate of credits for all CTS strands |
| <p>4.2 To provide a safe and caring school</p> | <p>4.2 Provide staff inservice for issues of concern</p> <ul style="list-style-type: none"> • Provide student inservice for issues of concern • Each teacher provide a clear set of expectations for class room management | <p>4.2 development of a school plan to deal with concerns (ie bullying, racism)</p> <ul style="list-style-type: none"> • Reduced incidences of behavioral forms • Satisfaction survey • Student school climate questionnaire | <p>1.2 100% satisfaction by students, staff and parents</p> |
| <p>4.3 To improve student achievement</p> | <p>4.3 Consistent expectations of all participants</p> <ul style="list-style-type: none"> • Review and develop policies for attendance, lates, and classroom behavior • Develop learning policy for the school | <p>4.3 Results from school based achievement exams and diploma exams</p> <ul style="list-style-type: none"> • Number of discipline referrals, lates, attendance | <p>1.3 Ones identified by staff at fall meeting</p> |

| Results | Strategies | Measures | Target |
|---|--|---|-------------------------------|
| <p>4.4 To provide a comfortable and enjoyable environment</p> | <p>4.4 Press Alberta Infrastructure for Phase III</p> <ul style="list-style-type: none"> • Development of facility committee to identify and implement plan B for school improvement • Priorize shortcomings of physical component and develop a plan for solution times | <p>4.4 Announcement by May 1/ 2000</p> <ul style="list-style-type: none"> • Committee set up by May 1 • High priority items completed checklist | <p>4.4 Completion by 2003</p> |

Public Relations Committee Members

Community Members: Herky Cutler
Ken Butler

Students: Kristin Dyck
Brett Big Swan
Danielle Wiley

Support Staff: Sandra Hankey
Colleen Jenzen
Billie Lowe
Chris Marten

Teachers: Brie Jensen
Paul Lawrence
Hilary Matheson

PUBLIC RELATIONS OVERVIEW

This overview is to inform readers of the history behind this three-year plan and the strategies that will be employed to achieve results. The principles of the plan, which are derived from our Vision Statement, are solid and provide the committee a foundation to work from. The methods and strategies employed are flexible, and allow for the emergence of new ideas. Thus, the plan will be updated as necessary.

We began our 1999/2000 school year at Matthew Halton with the entire staff attending the University of Lethbridge in August, for a two-day retreat. During the retreat the entire staff looked at not only the academic & emotional needs of the students but also the academic & emotional needs of the staff. We revisited and revised our Mission Statement, Vision Statement, and our Beliefs Statement, and also relearned that any decision made should reflect the ideals in these statements.

During the two-day period we met in large and small groups to plan for the upcoming school year. Over the course of these two days the course facilitator documented our ideas and concerns. Three distinct issues emerged from the collated information. These were academic/vocational achievement, school climate, and community credibility. General ideas for goals were formed for each issue and the fine-tuning would take place once the hectic days of the beginning of the year settled down to the normal fast pace of school life.

Staff members were encouraged to select a specific committee to work with. Community members and students were also invited to sit on these committees. Once the committees were formed their mandate was to draw up a three-year plan that meshed with the vision of the school and is specific to each committee's goals.

This particular Three-year plan was formed out of the credibility issues arising at the retreat. We are now known as the Community Relations Committee and our goal is to improve school credibility through consistent effective communication methods. We reviewed existing communication methods being used and also looked at avenues available to us but not currently being used. We broke the methods of communications into four categories: paper communication, technological communication, communication through marketing techniques and interpersonal communication. Our intention is to make a more efficient use of existing communication methods by honing them over the next three years and implementing some new ideas. One of the new ideas is to have a staff member in place whose mandate is strictly dealing with the communication needs of our school.

MANDATE

The mandate of the community Relations Committee is to inventory, catalogue and assess the effectiveness of the communication structures in place at MHCS. The group will also determine whether or not additional communications structures are needed to improve our credibility with all stakeholders. The committee will then develop a three-year plan to meet our goals.

GOAL

The goal of the Community relations Committee is to establish effective consistent communication structures within the school to improve our credibility with all our stakeholders: students, parents, community, school trustees and division office.

This goal will relate to the LRSD #68 jurisdictional goal: Effective Working Relationships with partners.

Communications
AREA of FOCUS: Communications Methods Available

| Results | Strategies | Performance Measure | Target Audience | Target Date |
|---|--|--|--------------------------------------|--------------------------|
| <p>1. Communications: Inventory and catalogue all types of communication currently in use and maximize the effectiveness and efficiency of their usage.</p> | <p>1.1 The internal school community, staff & student council executive, through a handout will be made aware of the different methods of communication currently available and will understand how to utilize them.</p> | <p>1.1 Survey staff and students, verbal feedback at staff meetings, and observing increased use of communication methods. 1.2 Directory available for consulting</p> | <p>1.1 Internal School Community</p> | <p>1.1 November 2000</p> |

COMMUNICATIONS

AREA OF FOCUS: Paper Communications

| Results | Strategies | Performance Measure | Target Audience | Target Date |
|---|---|--|--|------------------------------------|
| 2. All stakeholders are informed of events at Matthew Halton Community School | 2.1 Print a newsletter twice each month, providing incentives for students to take home the newsletter. | 2.1 The parent and student surveys will show an increase of satisfaction with paper communications from the school | <ul style="list-style-type: none"> • Internal school community • External school community | 2.1 Begin March 2000 Ongoing |
| | 2.2 Offer subscriptions to the newsletter: Snail mail or email | 2.2 Tracking returned entry forms from newsletter Baseline: 4 forms returned March 27, 2000 | | 2.2 Begin Sept 2000 Ongoing |
| | 2.3 Post the newsletter on web site | 2.3 Number of visitors Baseline | | 2.3 Ongoing |
| | 2.4 Make newsworthy items available to the Pincher Creek Echo and to the Livingstone Leader on a regular basis. | 2.4 Clippings in binder will reflect how often we are in the news | | 2.4 Ongoing |
| | 2.5 Send the newsletter to School Council Members, Trustees and to Carmelle Steel at central office. | 2.5 Ask for feedback from School Council, Trustees and Central Office | | 2.5 Ongoing |
| | 2.6 Create space on existing bulletin boards to display newsletters and newspaper articles | 2.6 Random samplings of students reading the articles, done during PE classes | | 2.6 Begin February 2000 Ongoing |
| | 2.7 Create two binders, one for the staff room and one for the front office, displaying local school news | 2.7 Pages for comments inserted into the binder | | 2.7 Begin February 2000 Ongoing |
| | 2.8 Create a pamphlet of MHCS which markets MHCS to the public. | | | 1.8 Begin June 2000 |

COMMUNICATIONS
AREA OF FOCUS: Technology Communications

| Results | Strategies | Performance Measure | Target Audience | Target Date |
|--|---|--|--|---|
| 3.1 Through technological means stakeholders will have access to information at MHCS | 3.1 Update MHCS web page on an ongoing basis 3.2 Include newsletter and School Council information on web page. 3.3 Repair and use Pepsi sign (outdoors) as an informational tool for MHCS. | 3.1 Number of Visitors • The parent and student surveys will show an increase of satisfaction with technology communications from the school. | • Internal and External School Community | 2.1 Begin April 2000 Ongoing 2.2 Begin March 2000 Ongoing 2.3 Begin May 2000 Ongoing |

AREA OF FOCUS: Marketing Communications

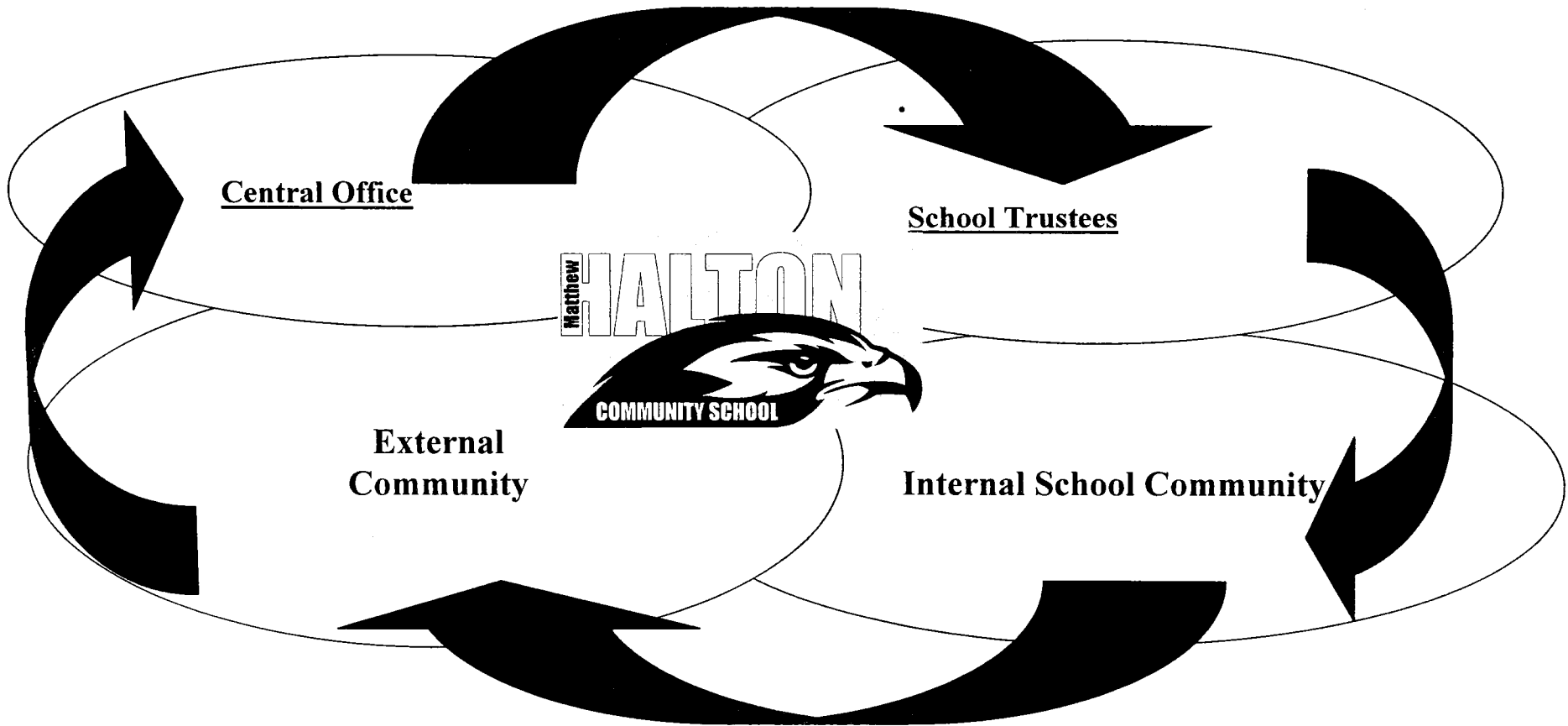
| Results | Strategies | Performance Measure | Target Audience | Target Date |
|---|---|--|--|--|
| <p>4.1 Provide an ongoing means of information flow at MHCS</p> | <p>4.1 Hire a new half time staff or assign an existing staff member to the position of communication coordinator.</p> <ul style="list-style-type: none"> • Responsibilities: newsletters, newspaper articles, clippings binders bulletin boards, web site, Pepsi sign, marketing MHCS, assist with yearbook <p>4.2 Use front office as a central communications area. Purchase furniture such as a coffee table to display material and comfortable chairs for reading of material</p> <p>4.3 Advertise on our web site items for sale at MHCS. Eg gym clothes</p> <p>4.4 Pamphlet about MHCS</p> | <p>4.1 The parent and student surveys will show an increase of satisfaction with marketing communications from the school</p> <p>4.2 Visual & Auditory observations from front desk</p> <ul style="list-style-type: none"> • Comments in clippings binder <p>4.3 Increase in sales</p> <p>4.4</p> | <ul style="list-style-type: none"> • Internal & External school community | <ul style="list-style-type: none"> • October 2000 |

COMMUNICATIONS
AREA OF FOCUS: Interpersonal Communications

| Results | Strategies | Performance Measure | Target Audience | Target Date |
|---------|------------|---------------------|--|--|
| 5.1 | | | <ul style="list-style-type: none">• Internal & External school community | <ul style="list-style-type: none">• October 2000 |

GOAL

The goal of the Community Relations Committee is to establish effective consistent communication structures within the school to improve our credibility with all our stakeholders: students, parents, community members, board members and central office.



Appendix K
Three Year Plan Review
February 14, 2001

Goal: _____

Group Members: _____

- 1. Review the Plan
- 2. What have we accomplished to date?

What have we left to do?



Where do we go from here?

Appendix K
Three Year Plan Review
February 14, 2001

Goal: _____

Group Members: _____

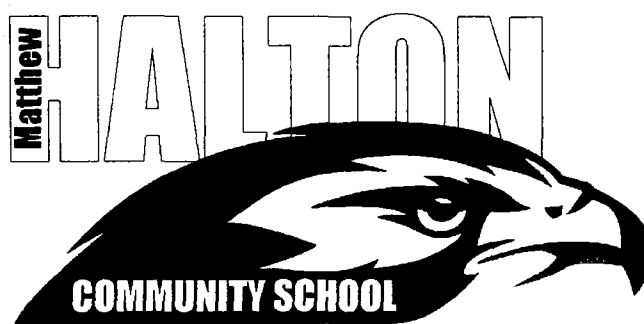
- 1. Review the Plan
- 2. What have we accomplished to date?

What have we left to do?



Where do we go from here?

Appendix L



ANNUAL REPORT

1999 - 2000

Introduction

The learning community of MHCS, students, parents and staff, has dedicated the upcoming year as one of action. 1998-1999 was clearly a year for reflection. A tremendous amount of soul searching helped us identify the importance of our roles in an effective learning environment. The experience was both joyful, and painful. It has resulted in many changes already, but its main significance was the enthusiasm it created during the 1999-2000 school year as we came together to develop a plan for school improvement. The product of our efforts is a working document entitled, "Planning for Excellence" and is referred to as our Three Year Plan.

The next three years will be interesting and at times painful. It will be a time of change, growth and renewal. Our focus may move about from time to time, but we will stay the course. The plan is too complex to implement everything at once. The fall semester has a concentrated effort being in the areas of Student Achievement, and Teaching Quality. Activity in the other areas is at a slower pace, but we expect them to blossom near spring.

This Results Report provides an accounting to all Matthew Halton stakeholders of the results achieved in the schools three-year plan. The current three-year plan has only been implemented at the beginning of the 2000 school year and therefore progress in many areas has yet to be realized or measured.

Rating Scales

The report is organized around four goals, their intended strategies and the desired results. These have been clearly outlined in the school's three-year plan. Each strategy is accompanied by a "level of implementation scale" (Summit Reached, Tree Line Passed, Midway Point, Starting the Climb, Base Camp) indicating the degree the strategy has been implemented to date. Each desired result has one or more measures that indicate the progress made toward achieving the result. Progress toward each desired result is rated on a scale. (Summit Reached, Tree Line Passed, Midway Point, Starting the Climb, Base Camp)



Base Camp

- Not initiated
- 50% satisfaction rating from surveys

Beginning the Climb – Fair

- Plan in place
- Strategies not implemented
- 50%-60% survey satisfaction

Mid-way Point – Good

- All partners working together towards goal
- Strategies implemented
- 61% -75% survey satisfaction

Above Tree Line – Very Good

- Strategies fully implemented and meeting with success
- 76% - 89% survey satisfaction
- Goals almost reached

Summit Reached – Excellent

- Strategy implementation complete
- Goal achieved
- 90% survey satisfaction

Goal 1: Excellence in Student Achievement

Strategy Implementation

| Strategy | Base Camp | Beginning the Climb | Mid-Way Point | Above the Tree Line | Summit Reached |
|--|-----------|---------------------|---------------|---------------------|----------------|
| Learning Support Plan | | | ✓ | | |
| Math 10 Prep/Reading 10 | | | | ✓ | |
| Reading Recovery: Junior High/High School | | | | ✓ | |
| Science 20/30 | | | | | ✓ |
| Native Liaison Program | | | ✓ | | |
| Teacher/Tutor Support Program | | ✓ | | | |
| Grade 7/10 Orientation Meetings | | | | | ✓ |
| Student Discipline/Marks Monitoring System | | | ✓ | | |
| Monthly Grade Level Meetings | | | ✓ | | |
| Annual Student Standardized Testing (Math and Reading) | | | | ✓ | |
| Grade 11 full Course Load Policy | | | ✓ | | |
| Monthly Student Report Cards | | ✓ | | | |
| School Homework Policy | ✓ | | | | |
| Utilization of Student Agendas | | | ✓ | | |
| Homework Club | ✓ | | | | |
| Staffing | | | | ✓ | |
| Increased Instructional Time (Math and Language Arts) | | | | ✓ | |

Strategy Overviews

- In June of 2000 the Learning Support Plan was approved by the School Community with a goal to provide needed supports in achieving excellence in student achievement. This plan provides the framework and a delivery system for supporting exceptional students. Partial Funding for the implementation of this plan has come from the AISI Project.
- Math 10 Prep and Reading 10 were implemented by the Learning Support Team to provide support to provide support to high school students with weak skills in Math and Reading. Math 10 Prep supports students registered in Applied and Pure Math 10 and Math 14. Reading 10 supports students registered in English 13 and Social 13.
- Students identified through standardized testing results and failing marks in core courses are being offered one – on – one intensive tutoring in the use of reading strategies with a reading specialist. This program is known as the Reading Recovery Program. Content area materials are utilized to further the integration with course work.
- Science 20, 30 was implemented to provide science programming for those students who are not Science majors and are not pursuing a career in the Sciences.
- A Native Liaison worker was hired October 1999 to provide support to our native students and their families.
- Students identified through failing marks and standardized testing results or at the request of the student are being paired up with a teacher. Teaching staff has offered to serve as tutors and advocates for these students on an individual basis to help and support them in meeting the requirements for success.
- Grade 7 (for grade6) and 10 (for grade 9) orientation meetings are held in May each year. The purpose of the grade 7 sessions is to provide students and parents with the necessary information to allow for a seamless transition to a new school and relieve both students and parents of much anxiety and fear. The grade 9 sessions enables both students and parents to have a better understanding of course offerings and course requirements for graduation and allow for informed decisions about course selection. A preliminary orientation meeting is held in November for Grades Nines so that are well aware of course requirements for the following year.
- The administration team has taken on the responsibility of monthly monitoring of all students in the areas of achievement and discipline. Each administrator is responsible for two grade levels.
- Grade level teams meet a minimum of once each month to discuss student progress and concerns. The timetable has been constructed to allow for collaborative meeting time on a weekly basis for all core junior high teachers.
- All students in grades 6 to 9 write the Stanford Diagnostic Standardized Reading and Math tests in the spring of each year to monitor both student progress and school programming. Following the writing, teachers analyze the results and make the necessary modifications to both student and class programming.
- Students in grade 10 and 11 are expected to take full course loads. It is hoped that this will assist in improving our high school graduation rate by ensuring students have the required 100 credits.
- The monthly report cards (first Friday of every month) enable both parents and students to stay current with the student's progress. Problems will be picked up earlier and they will increase parent contact with teachers and the school.
- Reassignment of teaching staff and new hiring of teachers is done with intention and purpose – improving student achievement.
- On the 1999-2000 timetable instructional time was increased by 20 minutes per day at the junior high level in both Math and Language Arts.
- The students purchase student agendas every fall. These agenda's are a valuable organizational tool when instruction is provided as to their use and encouragement is offered to follow through. More formalized work is still needed in this area.

Measures Summary

| Measure | 2003 Target | Base Camp | Beginning the Climb | Mid-Way Point | Above the Tree Line | Summit Reached |
|---|--|-----------|---------------------|---------------|---------------------|----------------|
| Achievement Test Results | Averaged over a three-year period, 85% of our grade 9 students will attain the acceptable level. | | | ✓ | | |
| Diploma Results | Averaged over a three-year period, 90% of our grade 12 students will attain the acceptable level. | | | ✓ | | |
| Average Mark on Diploma Exams | Averaged over a three year period, our students average mark on the diploma exams will be 65% | | | ✓ | | |
| % Of I.P.P. goals met for our exceptional students | Averaged over a three-year period, 70% of all I.P.P goals will be reached. | | ✓ | | | |
| Staff satisfaction with Learning Support Programming. | Averaged over a three-year period, 90% of our staff will be satisfied with our learning support programming. | | | | ✓ | |
| Annual High School completion rate. | Averaged over a three-year period, 70% of our students will graduate within three years of entering high school. | | | ✓ | | |
| Parental satisfaction with overall education. | Averaged over a three-year period, 90% of parents will be satisfied with their child's over all education. | | | | ✓ | |
| Student satisfaction with overall education. | Averaged over a three year period, 90% of students will be satisfied with their over all education. | | | | ✓ | |
| Student assignment completion rates. | Target yet not yet set. | ✓ | | | | |
| Average student CEU rate | Averaged over a three year period, high school students will average 35 CEU's per year | | | ✓ | | |

MHCS Grade Nine Achievement Exam Summary 2000

Legend

N: the number of students enrolled in the course who wrote the exam

Pass%: The percentage of students who received a mark of 50% or more, including excellent.

Excellent %: the percentage of students who received a mark of 80% or more.

Excused %: the percentage of students who did not write the achievement exam.

Mark: Average student mark on the exam

94-98 average: the school achievement tests average results between 1994-1998

+: Significantly above the target set

=: Reached the target set

- : Significantly below the target set

Special Ed.: % of students in class who need modifications to their program.

| Subject | Excused % | | Pass % | | Excellent % | | Mark | |
|--|-----------|-------|---------|-------|-------------|---------|--------|-------|
| | School | Prov. | School | Prov. | School | Prov. | School | Prov. |
| Social Studies N-78 12.8% Special Ed. | 9.3% | 9.7% | 91% + | 80.5% | 21.8% + | 17.7% | 69% | 55% |
| Mathematics N-80 15% Special Ed. | 7% | 10.5% | 86.3% + | 72.2% | 16.3% = | 15.7% | 65% | 60% |
| Science N- 79 13.9% Special Ed. | 8.1% | 9.7% | 86.1% = | 79.1% | 7.6% - | 13.9% | 65% | 60% |
| Language Arts N- 77 13% Special Ed. | 10.5% | 10.4% | 94.8% + | 89.5% | 18.2% = | 15.1% % | 72% | 69% |

MHCS Grade Twelve Diploma Exam Summary June 2000

Legend

N: the number of students enrolled in the course who wrote the exam

Pass%: The percentage of students who received a mark of 50% or more, including excellent.

Excellent %: the percentage of students who received a mark of 80% or more.

Mark: Average student mark on the exam

+: Significantly above the target set

=: Reached the target set

- : Significantly below the target set

| English 33 N-24 | Pass % | | Excellent % | | Mark | |
|--------------------|---------|-------|-------------|-------|---------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 83.4% | 88.6% | 12.5% | 6.4% | 62% | 61.6% |
| Exam | 95.8% + | 87.9% | 8.4% - | 7.0% | 69.2% + | 63.1% |
| Blend | 100% | 94% | 4.2% | 3.9% | 65.9% | 62.9% |

| English 30 N-24 | Pass % | | Excellent % | | Mark | |
|--------------------|---------|-------|-------------|-------|---------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 100% | 94.2% | 29.2% | 23.8% | 72.7% | 68.9% |
| Exam | 91.7% = | 89.7% | 8.3% - | 18.8% | 62.6% - | 66.6% |
| Blend | 100% | 96.5% | 16.7% | 18.6% | 67.8% | 68.1% |

| Science 30 N-16 | Pass % | | Excellent % | | Mark | |
|----------------------------|---------------|--------------|--------------------|--------------|---------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 93.7% | 91.4% | 12.5% | 11% | 61.9% | 67.4% |
| Exam | 87.5% - | 82.4% | 25% + | 14% | 65.9% = | 63.6% |
| Blend | 93.7% | 91.8% | 18.8% | 10.6% | 64.3% | 64.5% |

| Biology 30 N-17 | Pass % | | Excellent % | | Mark | |
|----------------------------|---------------|--------------|--------------------|--------------|---------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 93.7% | 94.8% | 18.8% | 27.6% | 67.4% | 70% |
| Exam | 81.2% - | 83% | 18.8% + | 25.3% | 62.8% - | 66.6% |
| Blend | 87.5% | 92.5% | 18.8% | 25.1% | 65.4% | 68.7% |

| Physics 30 N-11 | Pass % | | Excellent % | | Mark | |
|----------------------------|---------------|--------------|--------------------|--------------|---------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 90.9% | 94.7% | 27.3% | 30.1% | 64% | 71% |
| Exam | 63.6% - | 78.6% | 0% - | 17.1% | 52% - | 63.1% |
| Blend | 93.7% | 91.8% | 0 | 22.4% | 58.1% | 67.4% |

| Social 30 N-26 | Pass % | | Excellent % | | Mark | |
|---------------------------|----------------|--------------|--------------------|--------------|----------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 88% | 96.2% | 15.7% | 22.4% | 66.5% | 69.2% |
| Exam | 57.7% - | 82.2% | 0 - | 14.5% | 51.9% - | 63.6% |
| Blend | 92.3% | 94.7% | 0 | 16.5% | 59.4% | 66.7% |

| Social 33 N-18 | Pass % | | Excellent % | | Mark | |
|---------------------------|----------------|--------------|--------------------|--------------|----------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 78.8% | 90.2% | 18.2% | 7.6% | 59.9% | 62.7% |
| Exam | 79.8% - | 81.2% | 23.8% + | 11.2% | 62.1% - | 62.5% |
| Blend | 84.4% | 91.4% | 23.8% | 7% | 61.2% | 63% |

| Chemistry 30 | Pass % | | Excellent % | | Mark | |
|---------------------|----------------|--------------|--------------------|--------------|----------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 92.9% | 93.2% | 42.9% | 29.8% | 71.6% | 70.6% |
| Exam | 85.6% = | 82.1% | 7.1% - | 20.3% | 65.5% = | 64.8% |

| | | | | | | |
|--------------|-------------|--------------|--------------|--------------|--------------|--------------|
| Blend | 100% | 91.8% | 21.4% | 23.1% | 68.8% | 67.8% |
|--------------|-------------|--------------|--------------|--------------|--------------|--------------|

| Math 30 N-29 | Pass % | | Excellent % | | Mark | |
|-------------------------|----------------|--------------|--------------------|--------------|----------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 86.7% | 91.7% | 16.7% | 26.7% | 65.8% | 68.8% |
| Exam | 66.7% - | 73.9% | 13.3% + | 19.4% | 55.9% - | 62.1% |
| Blend | 76.7% | 87.2% | 13.3% | 21.1% | 61.2% | 65.8% |

| Math 33 N-15 | Pass % | | Excellent % | | Mark | |
|-------------------------|----------------|--------------|--------------------|--------------|----------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| School | 100% | 85.5% | 33.3% | 14.1% | 72.1% | 62.3% |
| Exam | 93.3% + | 75.4% | 13.3% - | 12.4% | 68.4% + | 60.7% |
| Blend | 100% | 84.1% | 26.7% | 11.2% | 70.6% | 61.9% |

MHCS Grade Twelve Diploma Exam Baseline Data 1993-1998 Average

| English 33 . | Pass % | | Excellent % | | Mark | |
|--------------|---------|-------|-------------|-------|--------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| Exam | 94.5% + | 93.2% | 1.4% - | 2.0% | 61% - | 62.5% |

| English 30 | Pass % | | Excellent % | | Mark | |
|------------|---------|-------|-------------|-------|---------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| Exam | 80.9% - | 96.1% | 35.1% + | 14.2% | 65.7% = | 64.7% |

| Social 30 | Pass % | | Excellent % | | Mark | |
|-----------|---------|-------|-------------|-------|---------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| Exam | 93.2% + | 94.6% | 10.8% - | 17.4% | 61.9% - | 64.3% |

| Social 33 | Pass % | | Excellent % | | Mark | |
|-----------|---------|-------|-------------|-------|---------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| Exam | 79.7% - | 91.1% | 0% - | 4.6% | 56.5% - | 61.9% |

| Physics 30 | Pass % | | Excellent % | | Mark | |
|------------|---------|-------|-------------|-------|---------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| Exam | 88.5% - | 92.9% | 13.5% - | 28.3% | 56.7% - | 67% |

| Chemistry 30 | Pass % | | Excellent % | | Mark | |
|--------------|--------|-------|-------------|-------|---------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| Exam | 73% - | 91.1% | 32.8% + | 21.8% | 56.4% - | 64.7% |

| Biology 30 | Pass % | | Excellent % | | Mark | |
|------------|---------|-------|-------------|-------|---------|-------|
| | School | Prov. | School | Prov. | School | Prov. |
| Exam | 81.2% - | 83% | 18.8% + | 25.3% | 62.8% - | 66.6% |

| Math 30 | Pass % | | Excellent % | | Mark | |
|----------------|---------------|--------------|--------------------|--------------|---------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| Exam | 89% - | 88.6% | 13.8% + | 14.2% | 61.6% - | 62.2% |

| Math 33 | Pass % | | Excellent % | | Mark | |
|----------------|---------------|--------------|--------------------|--------------|---------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| Exam | 93.2% + | 85.6% | 10% - | 12.8% | 61.6% - | 62.2% |

MHCS Grade Nine Achievement Exam Baseline Data 1994-1998 Average

| Subject | Excused % | | Pass % | | Excellent % | |
|-----------------------|------------------|--------------|---------------|--------------|--------------------|--------------|
| | School | Prov. | School | Prov. | School | Prov. |
| Social Studies | 12.1% | 5% | 73.2% - | 78.9% | 11.7% - | 14.3% |
| Mathematics | 12.1% | 5.3% | 64.4% - | 68% | 10.4% - | 13.1% |
| Science | 12.1% | 5.1% | 74.9% - | 78.7% | 6.7% - | 15.9% |
| Language Arts | 12.1% | 5% | 82.1% - | 86% | 7.9% - | 14.3% |

Goal 2: Improve teacher quality to help students reach high learning standards in all programs.

Strategy Implementation

| Strategy | Base Camp | Beginning the Climb | Mid-Way Point | Above the Tree Line | Summit Reached |
|------------------------------|-----------|---------------------|---------------|---------------------|----------------|
| Teacher Rubric/Peer Coaching | | ✓ | | | |
| Collaborative Teaching Teams | | | ✓ | | |
| Teacher Inservicing | | | ✓ | | |
| Staff Recognition | | ✓ | | | |

Strategy Overviews

- Teachers collaboratively built teacher evaluation rubrics that allow for peer evaluation and feedback in order to develop professional growth plans to improve teaching practice. A formalized schedule of formative evaluation will commence in September 2000.
- In hopes of better meeting the needs of students, teachers have grouped themselves into instructional teams. Grades 7, 8, 9, and high school teams meet a minimum of once per month with learning support team personal to discuss individual student progress and concerns. Teachers in grade 7, 8, and 9 have common preparation time in order to meet on a weekly basis if necessary.
- The 1999-2000 teachers focused on meeting the needs of our exceptional students and providing more timely, and comprehensive reporting of student progress. Teachers became more familiar with Individual Program Plans, Diagnostic test interpretation, file searches, three way conferences, and grade book.

Measures Summary

| Measure | 2003 Target | Base Camp | Beginning the Climb | Mid-Way Point | Above the Tree Line | Summit Reached |
|--|---|-----------|---------------------|---------------|---------------------|----------------|
| Teacher Rubric Completed | A new draft of the rubric is completed by June of every year. | | | ✓ | | |
| Teacher Formative Evaluations | 100% of staff will receive a formative evaluation annually. | | ✓ | | | |
| Teachers working on a team | 100% of staff working on formalized student oriented teams | | | | | ✓ |
| Individual Professional Growth Plans are integrated into the peer coaching process | 100% of Professional Growth Plans are connected to peer coaching | | ✓ | | | |
| Achievement Test Results | Averaged over a three-year period, 85% of our grade 9 students will attain the acceptable level. | | | ✓ | | |
| Diploma Results | Averaged over a three-year period, 90% of our grade 12 students will attain the acceptable level. | | | ✓ | | |
| Nomination of teachers for provincial and national awards | 80% of staff formally recognized every year. | | ✓ | | | |
| % Of I.P.P. goals met for our exceptional students | Averaged over a three-year period, 70% of all I.P.P goals will be reached. | | ✓ | | | |
| Parent Satisfaction | 90% will be satisfied with the support by teachers to child. | | | | ✓ | |
| | 90% will be satisfied with their child's progress. | | | | ✓ | |
| Student Satisfaction | 90% will be satisfied with the quality of education they are receiving. | | | | ✓ | |
| | 90% will be satisfied with the support provided by teachers. | | | | ✓ | |

| | | | | | | |
|----------------------|--|--|---|--|--|--|
| Teacher Satisfaction | 90% of staff feels they are adequately recognized for a job well done. | | ✓ | | | |
|----------------------|--|--|---|--|--|--|

Goal 3: Improve School Climate

Strategy Implementation

| Strategy | Base Camp | Beginning the Climb | Mid-Way Point | Above the Tree Line | Summit Reached |
|---|-----------|---------------------|---------------|---------------------|----------------|
| Focus Groups/Assessment | | | ✓ | | |
| Teacher Inservicing | ✓ | | | | |
| Student Inservicing | | ✓ | | | |
| CTS Three Year Plans | | | ✓ | | |
| Learning Policy | ✓ | | | | |
| Standards of Behavior | | | ✓ | | |
| Review of Schools Beliefs and Values | ✓ | | | | |
| Review of Discipline Policy | ✓ | | | | |
| Review of Rituals and Traditions e.g. Fall Grad | ✓ | | | | |
| Outdoor Facilities Plan | ✓ | | | | |
| Phase Three | | | ✓ | | |
| Mediation Program | ✓ | | | | |
| Safe and Caring School Plan | ✓ | | | | |
| Consider High School Homerooms | ✓ | | | | |
| Student Leadership Program | | | ✓ | | |

Strategy Overviews

- A committee of teachers, students, and parents met to understand and define the characteristics of school climate. This being achieved, a survey was developed and administered to 36 students, three males and three females from each grade level. The results of the survey were used to identify trends that would become the basis for improving school climate. A draft proposal was presented at an open meeting of parents, students, trustees and teachers on April 12, 2000. The refined product focuses on six results and corresponding strategies etc. as stated in the three-year plan. Phase three developments are dealing with the facilities and physical environments. The main thrust and committee work will begin in earnest in the later half of the 2000-2001 school year.

Measures Summary

| Measure | 2003 Target | Base Camp | Beginning the Climb | Mid-Way Point | Above the Tree Line | Summit Reached |
|---|---|------------------|----------------------------|----------------------|----------------------------|-----------------------|
| Student satisfaction | 90% will be satisfied with the overall quality of education being provided | | | | ✓ | |
| | 90% satisfied with personal safety. | | | | ✓ | |
| | 90% are satisfied with cleanliness of school | | | | | |
| Parent Satisfaction | 90% satisfied with how discipline problems are handled. | | ✓ | | | |
| | 90% will be satisfied that the school is a safe and secure place | | | | ✓ | |
| | 90% of parents believe the level of school spirit and moral is satisfactory | | ✓ | | | |
| | 90% satisfied with general student behavior. | | ✓ | | | |
| Staff Satisfaction | 90% of staff believe the staff moral is good. | | | | ✓ * | |
| Student/Parent Participation Rates | Base line data has yet to be collected | | | | | |
| Discipline Referrals | Baseline data has yet to be collected | | | | | |

* data collected spring of 2000

Goal 4: Informed Stake Holders

Strategy Implementation

| Strategy | Base Camp | Beginning the Climb | Mid-Way Point | Above the Tree Line | Summit Reached |
|---|-----------|---------------------|---------------|---------------------|----------------|
| Creation and Implementation of a Communication Plan | | ✓ | | | |

Strategy Overviews

A Community Relations Committee was established consisting of teachers, support staff, parents and community members with its goal to improve school credibility through consistent effective communication methods. The committee completed a communication audit looking at paper communication, technological communication, communication through marketing techniques and interpersonal communication. Following this review a Communication Plan was completed and approved by the school community. The main thrust of the plan will commence in the fall of 2001.

Measures Summary

| Measure | 2003 Target | Base Camp | Beginning the Climb | Mid-Way Point | Above the Tree Line | Summit Reached |
|---------------------|---|-----------|---------------------|---------------|---------------------|----------------|
| Parent Satisfaction | 90% will be satisfied with teachers' communication of learning expectations | | | ✓ | | |
| | 90% of parents will be satisfied with the information received about their child's program. | | | | ✓ | |
| | 90% will be satisfied with the access to school and jurisdictional information. | ✓ | | | | |
| | 90% will be satisfied with the quality of information with regards to student progress and achievement. | | | | ✓ | |