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Leadership Transition in a Public High School

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## Introduction

Friday, September 23, 2005 signaled the end of an era. Kent Brown, James Smith's principal for the last 18 years, officially served his last day as the principal at Smith high school. Teachers, parents, and students were sad to see Mr. Brown leave, and they miss his tireless leadership, which kept Smith one of the top schools in the nation. Brown now oversees the high school Redesign Initiative and the secondary Blueprint Program for the Blue Independent School District (BISD).

The faculty was called in for a staff meeting after class in early September. Mr. Brown announced his plans to leave Smith and accept the new BISD position. Afterwards, he received a standing ovation that lasted for several minutes. He will be replaced by an interim principal for the remainder of the year. During that time, a permanent replacement will be found and hired to lead Smith High School into the future. Dr. Young, superintendent of BISD, assured Smith parents, faculty and students that the district would be fully engaged in the selection process for a new principal to lead the campus beginning with the start of the 2006-2007 school year.

Principal Brown's leadership and guidance helped to make Smith high school the kind of place where teachers love to come to work, where students learn and become engaged in the world around them, and where families can feel their children are in a safe learning environment. When asked by a local reporter what he will miss most he said, "Kids doing silly things...the contact with kids...the laughter. We laugh so frequently...That's what I will remember more than anything else."

Smith High School opened in the fall of 1988 and is the largest high school in the district, with over 60 acres of land in southwest Blue County. The school contains 120 classrooms, networked computer labs, and computers in all classrooms and offices. The library is over 9,000

square feet with 28,000 print and non-print items. As a comprehensive, public high school, Smith offers courses ranging from advanced placement and honors to an outstanding agriculture program and an exemplary culinary arts program. The total enrollment is 2,617, with an ethnic distribution of 3% Asian, 4% African-American, 22% Hispanic and 71% Anglo and Other. Smith's students are 91% college bound with 64% attending 4-year institutions and 36% attending 2-year and technical schools.

Smith's faculty of 182 shows a propensity for continuous learning with 45% holding master's degrees and 2% with doctorate degrees. Faculty awards include: National Tandy Technology Award; Presidential Teaching Award; Tracor Teacher of the Year; Texas German Teacher of the Year; BISD high school Teacher of the Year; and two National Board Certified Teachers. Smith has a well-balanced and seasoned staff in terms of years of teaching experience with 25% of the teachers with 0-5 years experience, 15% of the teachers with 6-10 years experience, 28% of the teachers with 11-20 years experience, and 32% of the teachers with more than 20 years experience (AEIS, 2005). Since the average years of experience of teachers is 15, it is not unexpected that teacher turnover at Smith is low, with a 13% turnover rate for the 2003-2004 academic year (Herbert & Ramsay, 2004).

But all of this information begs an outsider to ask the question: What is the impact of a leadership transition on a school? Specifically, how does a leadership transition impact an organization, and what happens to an organization when leadership changes occur? Brock and Grady (1995) discuss the significance of such transitions, stating that "leadership succession in a school creates a change that affects the entire school community" (p. xi). Leadership transitions are very common in schools and other administrative positions, but the process itself has not been adequately researched. This research will investigate the pre- and post-transition school

climate and attempt to identify strategies relating to maintaining or improving school culture and climate after transition occurs.

A metaphor of change is presented by Wasely (1992) in her article “When Leaders Leave”:

Schools undergoing such transitions are not unlike the garden around my house. Seven years ago, the owner landscaped the place. He wanted a no-maintenance garden with beauty bark, perennials, and shrubs. Three years later he moved, just as the garden was beginning to develop. The next owners, avid gardeners, wanted a Victorian garden with flowers galore. They ripped out shrubs, got rid of the beauty bark, and planted more flowers. They stayed two years, and then I moved in. I wanted a no-maintenance, shrub-and-flower garden. Over the past two years, I’ve planted some of the same shrubs as the first owner had, brought in a little beauty bark, dispensed with some of the flowers the second owner put in, and planted a few more perennials. Had we been able to coordinate the garden design (which, of course, we could not) the whole thing would be lushly full by now. (p. 65)

This metaphor demonstrates how leadership transition may affect a school, especially one undergoing a change in overall structure.

#### Problem Statement

The ultimate product of this research project will be to provide an incoming principal with an accurate description of the school culture and climate as well as a set of strategies he/she may utilize in maintaining or improving the climate and organizational health a school.

The leader articulates the school vision. The leader's vision dictates the nature of school culture in myriad and far-reaching ways, including but not limited to shared values, norms and

rituals. Following Hoy's summary of Firestone and Wilson's work, the reflection of the school culture can be analyzed "by studying its content, the expressions of culture, and primary communication patterns" (Hoy & Miskel, 1996, p.137).

#### Preliminary Data

Since I am beginning my research after the transition is already underway, it is important to be able to investigate the school prior to the transition. I obtained a copy of the campus Organizational Health Inventory (OHI) results for the academic year 2004-2005. This document provided information concerning the past organizational health of the campus.

In order to gain a picture of the current organizational climate and school culture I conducted two surveys: an Organizational Climate Description Questionnaire (OCDQ) and an Organizational Health Inventory. To encourage a high rate of response, the faculty was divided into two groups. Half of the teachers responded to the OCDQ and the other half to the OHI so that a complete profile could be obtained. Five open-ended response questions were included in order to obtain qualitative data. All surveys were conducted utilizing a web-based method (surveymonkey.com), making the measures relatively unobtrusive, simple to administer, and easy to score. Teachers were guaranteed anonymity and the survey method provided for a non-threatening atmosphere where teachers could express honest opinions without fear of retaliation. I requested the assistance of the interim principal in encouraging the participation of all teachers at the campus. The surveys were made available to teachers during a response window of February 22, 2006 -- March 12, 2006.

Additionally, informal interviews were conducted with both the interim principal and the former principal. This information assisted in providing a contextual framework for analyzing

the results from the organizational climate description questionnaire (OCDQ) and the organizational health inventory (OHI).

*Survey instruments utilized.* The Organizational Climate Descriptions Questionnaire was revised by Hoy and Sabo in 1998 to provide specific information about the climate in secondary schools. The school's climate can be characterized as one of four types: Open, Engaged, Disengaged, and Closed. To obtain the data necessary to characterize the climate, three sources of data about principal behavior and three sources of data about teacher behavior are determined. Three principal behavior scales determine the Principal Openness score and three teacher behavior scales determine the Teacher Openness score. The point at which those two Openness scores meet on the grid determines the quadrant (type) of school climate.

Increasingly, the secondary school is seen as having unique challenges. Faculty are highly specialized, and the demands upon the school are broad. The principal in this setting may well be more of an institutional manager than is the elementary principal. The OCDQ is a tool for assessing the success of the principal and the commitment of teachers. Influence on the teaching staff can be wholly independent of the conflicts of disciplines and specialties that often trouble secondary schools. The general goals of building openness or reducing arbitrary administrative decision making can guide school improvement. The OCDQ is useful in this regard. It is easily administered to the faculty, simple to score, and provides a quick snapshot of the school atmosphere along some important dimensions (Hoy, Tater & Kotterhamp, 1991).

The Organizational Health Inventory was revised by Hoy and Sabo in 1998 for specific use at the secondary level. The instrument provides information on six factors and supports interpretation of those six factors against a secondary norm. The six factors of the instrument are:

- Institutional Integrity measures the degree to which the school can cope with its environment in a way that maintains the educational integrity of its programs.
- Collegial Leadership measures principal behavior that is friendly, supportive, open, and guided by norms of equality.
- Principal Influence measures the principal's ability to influence the actions of superiors.
- Resource Support measures the extent to which classroom supplies and instructional materials are readily available and extra materials are supplied if requested.
- Teacher Affiliation measures the sense of friendliness and association with the school. Teachers should feel good about each other, their jobs, and their students.
- Academic Emphasis measures the extent to which the school is driven by academic excellence. High but achievable goals are set for students (Hoy, Tarter, Kottkamp, 1991).

### *Smith High School Survey Analysis*

*Climate profile for Smith High School.* The climate at Smith High School is open (see table 1 and fig. 1 as well as table and graph in Appendix A). The teachers are professional in their interactions with each other and respect the work of their colleagues (above average on collegiality). They also demonstrate a strong commitment to students (very high on commitment) and they are willing to go the extra mile in helping students achieve. Teachers are typically tolerant and engaged in meaningful professional activities (low disengagement). There is openness on the part of the interim principal (above average). The interim principal is supportive of teachers by treating them as equals, encouraging autonomy, and going out of his/her way to help teachers (average supportive behavior). Moreover, the interim principal neither controls teachers tightly nor monitors their actions closely, but rather gives considerable autonomy (very low directive behavior). Finally, the interim principal facilitates teacher activity

by not burdening them with busy work or other administrative trivia that shift their attention from the teaching-learning process (below average restrictive behavior).

Table 1. OCDQ Standardized Scores

<b>PRINCIPAL'S BEHAVIOR</b>	
Supportive Behavior	505 (average)
Directive Behavior	391 (very low)
Restrictive Behavior	470 (below average)
<i>Principal Openness</i>	547 ( <i>above average</i> )
<b>TEACHERS' BEHAVIOR</b>	
Engaged Behavior	640 (very high)
Frustrated Behavior	420 (low)
Intimate Behavior	532 (above average)
<i>Teacher Openness</i>	666 ( <i>very high</i> )

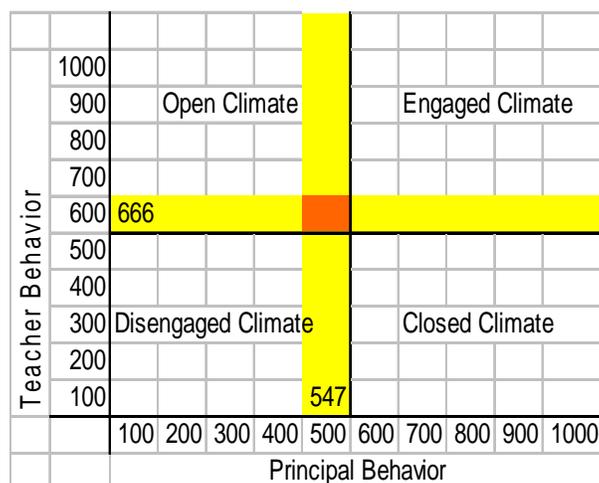


Figure 1. Organizational Climate Graph

I cannot comment on why the school has an open climate because I have no data other than this snapshot of the climate of the school. The climate profile is the beginning of a process of diagnosis and eventual change, not an end in itself. I received no invitation to suggest change strategies for Smith High. Until the administration and teachers decide that they want to change, I suspect that the school will work through the situation at hand. The successor principal will play a pivotal role in shaping the school culture and climate in preparing the school to embrace and work for the benefit of the students in the high school redesign initiative.

*Health profile for Smith High School.* Smith appears to be an average school. The OHI provides additional data and a different perspective of what is happening at Smith than did the OCDQ.

Table 2. Organizational Health Profile Standardized Scores

	2004-2005	2005-2006
<b>INSTITUTIONAL LEVEL</b>		
Institutional Integrity	669 (very high)	629 (very high)
<b>MANAGERIAL LEVEL</b>		
Consideration (collegial leadership)	576 (high)	521 (slightly above average)
Principal Influence	694 (very high)	505 (average)
Resource Support	544 (above average)	497 (average)
<b>TECHNICAL LEVEL</b>		
Morale	496 (slightly below average)	374 (very low)
Academic Emphasis	793 (very high )	739 (very high)
<i>HEALTH INDEX for Smith high school</i>	<i>628 (very High)</i>	<i>544 (above average)</i>

According to the results from the 2004-2005 OHI (see table 2 as well as tables and graph in Appendix B), Smith was a school which was protected from unreasonable community and parental pressures (very high institutional integrity). Classroom supplies, instructional materials, and supplementary materials are available (above average resource support), and the principal, while seen as friendly, supportive, and collegial (high consideration), also has apparent influence with superiors who take him seriously (very high principal influence). The former principal's attempts to maintain structure within the school were above the average of other high schools. However, teachers do not get much of a sense of accomplishment from their jobs nor are they confident in their fellow teachers or even friendly with them (slightly below average morale). Academic achievement in Smith is high and students work hard on their school work, are highly motivated, and respect other students who achieve academically (very high academic influence) (Staff Climate Survey Results, 2005).

In 2005-2006, Smith High School is still a healthy place to work and learn. Smith is typical of schools in its relationship to the community. Parents place demands on the school, and most teachers do not like these demands, as evidenced by the open-ended responses, but the school has reasonable program integrity (above average institutional integrity). The interim principal is a dynamic leader who is respected by teachers as well as superiors. The interim principal goes to bat for the teachers and is usually able to deliver for them (average principal influence). Teachers at Smith get the resources they need to do the job (average resource support). The interim principal is a friendly and approachable leader who looks out for the personal welfare of the teachers (slightly above average collegial leadership). However, with the transition of school leadership, teachers are beginning to not get along with each other and have a lessened attachment to the school and colleagues (very low teacher morale). Finally, the push for intellectual accomplishment is strong, showing only a slight decline from the previous year. Teachers set high expectations for their students, and students respond accordingly. The school has generally maintained its sense of purpose in learning (very high academic emphasis).

Teacher behavior at Smith can be described as typical for a school undergoing not only a change in administration but planning a change in overall structure. Morale is low and teachers are becoming frustrated with each other and the perceived forced change in the structure of the school. They are becoming frustrated by the close monitoring of the central office administration and what they consider to be an unnecessary change in the way they perform their jobs (high frustration). There is declining cohesiveness among the faculty in this school (low intimacy); they neither work nor socialize together.

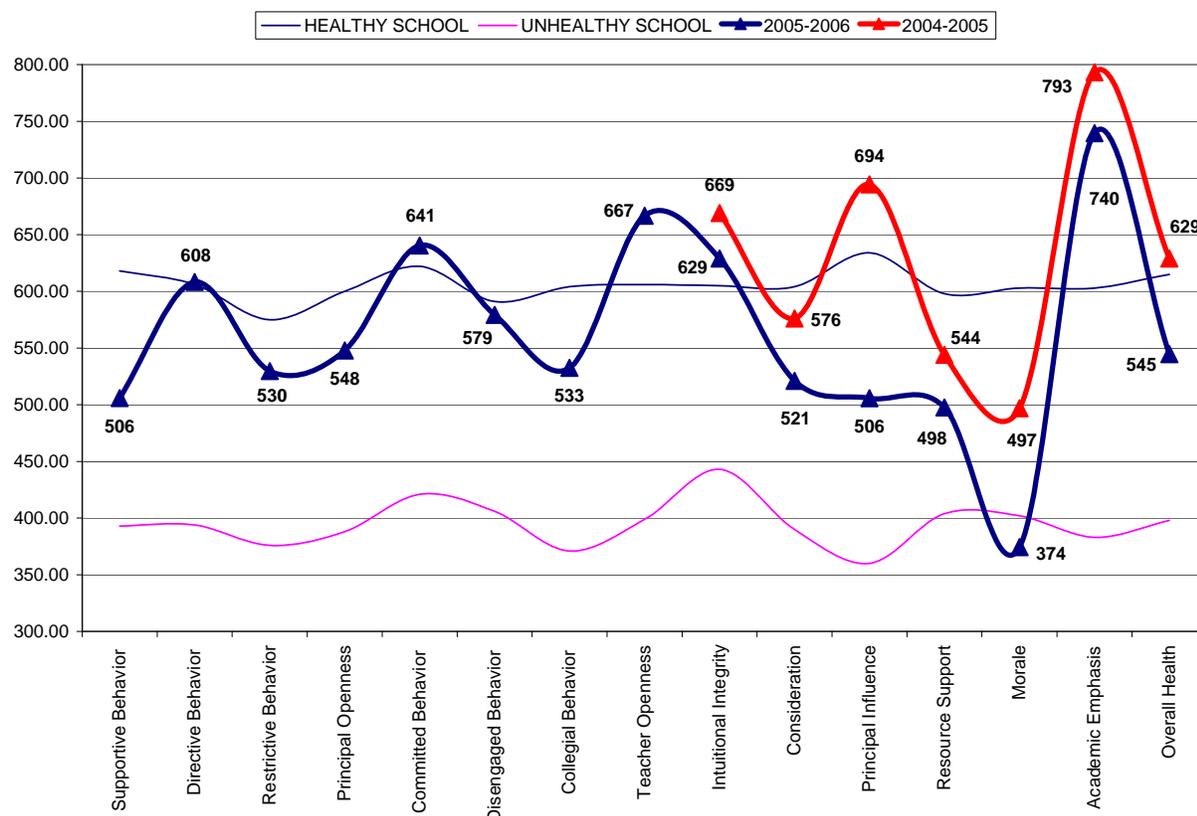


Figure 2: Composite of OCDQ and OHI Scores. Note that The standardized scores for directive behavior, restrictive behavior, and disengaged behavior have been inverted to better display the relationship to an average score of 500.

When comparing the OHI scores from 2004-2005 to the scores from 2005-2006 (see Figure 2 and Appendix B) there is an expected decline across the board. Noteworthy is the average decline of 150 points in the areas of principal influence and teacher morale there. The overall OHI health index dropped one standard deviation.

Interviews conducted with both the former and interim principals and staff responses to open-ended questions indicate pockets of innovation and random acts of implementation, but no overall commitment to the mission and vision spelled out in the district high school redesign initiative. The high school redesign initiative was central to the thinking of the school leaders, and it is now emerging into the perspective of the staff, mainly due to the efforts of the interim

principal. It is just beginning to be a part of the teachers' instructional strategies. Rapid growth and dramatic demographic changes have caused the school to lose focus. The school is ailing, and the healing needs to begin at its foundation - its staff.

These new data about Smith supply new hints about its problems. This may well be a school where the faculty is being starved and, in the past, generally did what ever the former principal asked them to do. The former principal was seen in a favorable light. He was well-liked by the teachers and had influence with his superiors in the central administration. He was able to get what the teachers feel are the necessary instructional materials to do a good job. However, since his departure the faculty has become discouraged. Responses to open-ended questions on both surveys indicate that the faculty seems to be drifting without the benevolent former principal. Smith's problems may not merely be school problems; they appear to be part of a district pattern of neglect of this school in allowing it to continue in what is a successful school, but is now a school that is in need of updating its practices and is resisting change. It would be tempting to suggest comprehensive organizational changes that ought to be made at Smith, but it would probably not be productive at this time. The teachers' morale at Smith seems to be in need of attention. Change efforts should probably begin with building collegiality among the staff. This will also provide the foundation for acceptance of the organizational changes that Smith now faces. Any program of successful change must involve the teachers at Smith. Climate and health profiles are only means toward effective change, not ends in themselves.

Students participated in the BISD Student Climate Survey (2004) for the first time in 2004-2005. The survey was designed to measure student perceptions regarding three broad dimensions called Behavioral Environment, Adult/Student Interactions, and Academic

Environment. Each of these three dimensions is made up of multiple concepts that are measured with groups of survey items, or subscales.

The open-ended responses of students provide meaningful cues to their perception of their school. There were several common themes expressed in the open-ended responses written by Smith High School students (High School Exit Survey, 2005):

- Students are dissatisfied with attendance and tardy policies. Many expressed frustration with practices such as tardy sweeps, tardy “tanks” and mandatory time management classes. Some students believe that the current policies lead to higher levels of lost instructional time and that they may encourage skipping. Many students believe that associated exam-exemption policies are unfair.
- Students continue to express a desire to be treated with respect and fairness by school staff, including administrators, office/attendance staff, hall monitors, and security and parking lot personnel. Many feel that they are treated with suspicion and disrespect as a result of the behavior of other students. Students are also concerned that some rules (e.g., parking, dress code, off-campus lunch) are enforced inconsistently.
- Many students are unhappy with the dress code and do not believe that style of dress interferes with the learning process. Many are particularly disappointed in the restriction on hats. There are also some concerns that the staff dress code is not as consistently enforced as the student dress code.
- A smaller number of students expressed their frustration with their educational experiences, with particular teachers and administrators, with BISD in general, or with Smith High School. Some were disappointed that they did not receive more assistance and respect from administrators, staff or particular teachers. Others voiced their concerns

that teachers do not receive enough administrative support and that teachers deserve more pay for their work.

I can assist Smith High School by presenting the comprehensive health and climate picture of the school. The successor principal should compare Smith's profile with the prototype of the open and healthy school. Smith is a school that must change if teachers and students are to be productive. Unfortunately, teachers at Smith act as if they are unwilling to engage the task of change. They hunker down in the hope that their problems will go away. There are more solutions than problems.

In any event, administrators who have used the results of the OHI and OCDQ rave about their usefulness. They claim they are better able to sort out how they are truly received by their teachers. For most of them, the news is mixed. Often the message is blunt.

The typical principal response is "I disagree" or "that is wrong." But the issue here is not who is right and who is wrong. The feelings of the teachers are real and are based on something. The principal may indeed behave as described or may be misperceived as behaving that way. It really does not matter. Teachers act on their beliefs and perceptions. Principals need to come to understand the basis of the beliefs of the teachers so that they can respond directly and skillfully. The instruments neither lie nor explain, they simply describe. They are tools for reflection and action.

### Literature Review

In the following section I will examine the literature on leadership succession, school culture and organizational theory and succession first from the perspective of teachers, then in terms of how new principals experience succession.

### *The Succession Principal*

There is a natural unavoidable contradiction when a new principal walks into a school. On one hand, there is great expectation that the new leader will do something different, bring about change of some sort, and in general, make some kind of difference. This is true whether the former principal was viewed as extremely positive or as ineffective. People expect a newcomer to represent a new order of things. On the other hand, schools are fragile and normally very conservative organizations. *The way we have always done things* is a pretty strong value that people seek to maintain. The new principal might be criticized for not doing enough and also doing too much at the same time (Daresh & Playko, 1997).

The process of leadership succession generates changes that affect the whole school community. The transition begins and school dynamics change when one principal leaves and another comes. Succession principals often make three common errors by underestimating the effect of the change on all stakeholders, the time necessary to adjust to change, and the personal costs of being the succession principal (Brock & Grady, 1995).

The new principal must find ways to make the transition process a smooth one; taking charge of a campus means striving for success while facing tremendous pressure personally as well as professionally. Understanding the context and factors which influence succession can assist the principal in the adaptation and progress through the stages likely to be experienced in the process (Hart & Bredeson, 1996).

Many challenges are directly related to the succession leader's predecessor (Parkay, Currie & Rhodes, 1992). Knowing specific information about the former leader can be invaluable. Reasons former principals have left, their length of tenure, whether or not they were terminated or promoted, and perceptions of the leader by teachers and the school community will affect the acceptance of the succeeding principal (Brock & Grady, 1995). Each scenario holds its

own challenges. Following in the footsteps of a popular leader may be more stressful and difficult than following one who was not so popular with the staff and community (Hart, 1991).

Successor principals come in a variety of categories. They may be insiders, or those promoted or transferred from inside the school district. Or may be outsiders hired from outside the school district. They may be first-time principals, or they may have served as campus leaders before. Each category brings both positive and negative ramifications, and each can be used to focus on the specific effects on the succession process (LeGore & Parker, 1997).

A principal will not be aware of all the obstacles he/she will encounter (Glickman, 2002). For example, expectations of the new leader held by the district, staff, parents, and community may not be clear. These may or may not be expressed, and often the succession leader will discover them in the transition process. With the appointment of the new campus leader may come a specific agenda of the district administration. The new principal is expected to be a part of the district leadership team and to learn which responsibilities the district will expect her/him to handle (Brock & Grady, 1995). Pre-arrival factors are variables affecting the succession of the principal prior to the selection for placement in the position. These include the reason for the succession, the selection process, the reputation of the previous leaders, and the orientation of the new administrators in the organization (LeGore & Parker, 1997).

Staff members have numerous and conflicting expectations of the principal (Brock and Grady, 1995). A study by Fauske and Ogawa (1987) found that elementary principals in succession faced a variety of responses from teachers. The first was that of detachment, experienced as a sense of powerlessness and minimization of the importance of the succession. Teachers experienced fear and anxiety. There were also a variety of expectations ranging from qualities of the new principal to a desire for the leader's support and ability to establish unity.

Succession principals may find that staff will wait for the new leader to “pass the test” while purposely withholding or downplaying crucial information. If the new principal passes the test, entry into the culture and access to information will take place. However, failure on the part of the new principal will restrict access of information and denial of knowledge of the school culture, which is necessary in the legitimization of the new administration (McMillan, 1994). Such a withholding of information may affect the self-concept of the succession principal, and self-assessment may be easier said than done as there is difficulty in obtaining important information (Hart & Bredesen, 1996). Hart (1991: 1993) extensively studied principal succession and the process of socialization in which individuals make adjustments and adaptations based on the expectations of the group or groups to which one belongs.

The succession principal must gain the knowledge and skills necessary to take on the role. Professional socialization takes place as the principal adapts to the expectations of her/his new role. Organizational socialization takes place as the new principal learns the knowledge, values, and behaviors for her/his role in the organization. Successor principals “must be integrated into existing groups, validated by social processes, and granted legitimacy by subordinates and superiors before they can have significant impacts on actions taken by others” (Hart, 1993 p. 13). Socialization for the leader during succession is affected by the need of schools for their principals to be creative while they become integrated into the group. Much learning takes place during this time, and not all of it is positive (Hart, 1993).

As schools have come to be known as loosely coupled systems, the principal in succession has had great challenges in determining the organizational elements that will change, the direction of that change, and the effect of the change (Firestone, 1990). The new principal must assure that the school’s culture is open to a variety of new, different, or more effective

means of working with all of its stakeholders (Fairholm, 1994). Principals in succession must also understand organizational analysis and skillfully conduct such analysis during their succession period (Hart, 1991).

### *School Culture*

The leadership of a school shapes the school's character (Sergiovanni 2000), orchestrates people's efforts within it, sets a common direction, and establishes the expectations for student achievement as well as the means and the motivation to achieve it (Murphy 1994).

*School culture in relation to change.* The school culture is one of the most important factors in understanding any process that takes place in a school. The school culture is a precursor to school change, since school culture reflects "behavioral and programmatic regularities" (Sarason, 1996, p. ix). Sarason (1996) goes on to relate the "attachments" that people have to their organization and workplace. "There are no better ways to comprehend the culture of the school than either by looking at how it responds to pressures for change or how it responds to someone who is trying to be helpful to people with it" (p. xiii). Schein (1997) also links school culture directly to change. "As a stabilizing force in human systems, culture is one of the most difficult aspects to manage in a climate of perpetual change" (Schein, p. xiv).

*Defining school culture and climate.* While curricula, instruction, and assessment are about the task of schools, climate is about the relationships, general attitudes, and perceptions within schools. A school's climate should be optimistic and nurturing, one where everyone believes that all students are capable of learning.

The culture of a school can be viewed as its members' collective assumptions about who they are and how the shared work of education is accomplished. The culture of a school is

apparent in all aspects of a school, including the principles that drive priorities, the goals that guide interaction and the celebrations and rituals that mark important milestones.

School leaders greatly influence the climate and culture in a school, an influence that is reflected in the relationships between staff, between students and staff, and even between students. Through their actions and interactions, they communicate what is valued and create shared meaning for the daily work within the school.

*Insights from organizational theory.* The paradigms of organizational theory offer insight into transitions in leadership. Relevant areas of study including the practices of training, learning, gaining trust, understanding control, agreeing on basic rules, learning about the group, creating group identity, understanding diversity and dealing with conflict. As London (1988) explains, an essential factor for an organization seeking to establish a successful course is its leader's flexibility, sense of identity, and capacity for discernment.

New principals need to have a good understanding of the type of situation they have entered. Watkins' (2003) "The First 90 Days: Critical Success Strategies for New Leaders at All Levels" discusses the four broad types of business situations that new leaders must contend with which are startup, turnaround, realignment, and sustaining success. New principals, and by association successor principals, most often enter into realignments and sustaining success situations. By contrast, these are situations where new or successor principals enter organizations that have significant strengths. Paradoxically, this means they face serious constraints in terms of what they can and cannot do. In realignment, the challenge is to revitalize a unit, product, process, or project that is drifting into trouble. In a sustaining-success situation, the succession principal is shouldering responsibility for preserving the vitality of a successful organization and taking it to the next level.

### *Organizational Structure*

An organization's structure includes the "recurrent set of relationships between organizational members," such as authority and reporting relationships, behaviors as required by rules, patterns of decision-making, communication and other behaviors (Donaldson, 1996, p. 57). Hall (1999) discusses organizational structure in terms of three variables: formality, complexity and centralization. Formality can be measured by the written rules in an organization and involves "organizational control over the individual" (Hall, 1999, p. 64). Complexity can be measured by the "division of labor, job titles, multiple divisions, and hierarchical levels" (Hall, 1999, p. 50). Centralization "refers to the distribution of power within organizations" (Hall, 1999, p. 74). Mintzberg (1979) discusses five organizational structures that have varying degrees of formality, complexity and centralization: simple structure, machine bureaucracy, professional bureaucracy, divisionalized form and adhocracy. He holds that organizations are made up of a combination of five elements (though not all elements need be present in all organizations): the operating core, who does the work; the strategic apex, who does the planning and controlling; the middle line, who joins the operating core to the strategic apex; the technostructure, who plans the work and organizes the assets of the organization; and the support staff, who provides support outside the workflow of the organization.

*Organizational change.* In his book *Coming Clean About Organizational Change, Leadership in the Real World* (1997) Patterson describes the 12 realities about organizational change in schools. "The need is to look these right in the eye. This is difficult. No one said leading change was going to be easy. These are the things we secretly know and experience but don't talk about" (Patterson, 1997).

1. Most people act first in their own self-interest, not in the interests of the organization. (What's in it for me?)

2. Most people don't want to genuinely understand the why of organizational change. (They simply profess not to understand.)
3. Most people engage in organizational change because of their own pain, not because of the merits of the change.
4. Most people expect to be viewed as having good intentions, even though they view with suspicion the intentions of those initiating organizational change. (Mantra: I will do what I say I will do when I say will do it. And because I am human, there will be rare instances when I violate my commitment. In those cases, you have an obligation to tell me immediately, and I have an obligation to demonstrate that it won't happen again.)
5. Most people opt to be victims of change rather than architects of change. (Employees have a tendency to turn their backs on autonomy and circle their wagons around dependency.)

The next layers are the realities about organizations.

6. Most organizations operate non-rationally rather than rationally. (Leaders need to continuously scan the external environment to anticipate what lies on the horizon.)
7. Most organizations are wired to protect the status quo. (Leaders need to create a sense of urgency and appeal to employees' self-interests by clearly explaining that their future well-being is at stake.)
8. Most organizations initiate change with an event-driven rather than value-driven mentality. (Leaders need to create reflective time within the organization to revisit the meaning behind the vision. Keep the end in mind.)

9. Most organizations engage in long-term change with short-term leadership. (The values of the organization need to transcend the personalities and power of those providing leadership at any given point in time.)

10. Most organizations expect the greatest amount of change with the least amount of conflict. (Conflict is inevitable. Conflict is not the issue, it is the condition. The issue centers on how leaders handle the conflict. Conflict is natural in a changing situation. Leaders need to create a safe environment for confronting conflict in a constructive way.)

Realities concerning both:

11. Most people and organizations deny that the other ten realities are, in fact, their own realities. (To some extent, we all face denial. Own up to it, and confront your own denial that people and organizations do not behave this way.)

12. Most people and organizations do have the capacity to develop resilience in the face of the other 11 realities (Patterson, 1997, p. 8).

*The impact of succession and transitions in leadership.* Whether a leader's departure is long anticipated, or announced as he or she walks out the door, the results for those who remain can be disruptive: loss of focus, momentum and even commitment. In all cases, such losses can threaten the group's short-term successes (Briggs, 2000, p. 8).

Wasley's 1992 book *When Leaders Leave* focuses on managing leadership transitions effectively. She describes the reason why effective transitions are so important: "Organization stability can be deeply affected when leadership changes .... It can interfere with project timetables and can drastically disrupt progress" (p. 64). Furthermore, she suggests that a leadership transition can impede a change process already underway: "Frequently, good efforts

at change are dismantled and a new plan constructed, only to be taken apart when the next leadership transition occurs” (Wasley, 1992, p. 64).

The main reason for the lack of attention to the leadership transition process is the common but erroneous assumption that everybody understands the process. Although such transitions happen very frequently, the true impact goes unreported.

On the personal level, leadership includes the relationship between the school leader and the teachers. In a time of transition, one network of relationships ends, and a new one begins. Inevitably, some connections will be lost. These may include status in the organization, pedagogical and professional responsibilities, power, prestige, and bias.

On the organizational level the transition will affect, to some degree, the school culture, climate, and pedagogical practices. These interwoven links are dependent upon one another. Thus, a variation in pedagogical practice will create a change in climate and in culture (and vice versa).

The reaction to a transition might include overreaction, ignorance, estrangement, grief, or relief. To effectively understand and deal with these varying responses, all of the components of the situation need be taken into consideration. For example, teachers might be asked to change safe and known teaching habits according to the new leadership vision.

“The evidence of successful change initiatives in public organizations suggests the importance of how the members of an organization manage and implement change” (Rainey, 1997, p. 337). In other words, if a school is in the midst of a change process, and there is a transition in leadership, the influence on the members of the organization will influence the organizational change as well.

### *Leadership Succession Within Education*

*The teachers' frame of reference.* Leaders always influence their teachers either by design or default. Leaders may be revered or reviled by their teachers--but rarely are they an object of mere indifference. Teachers have the power to sabotage a new principal's efforts to make deep changes to school culture. Among the many ways that teachers evaluate the effects of succession on their school, one of the most significant is how succession affects their capacity to maintain control over their work environment. Johnson and Licata (1995) examined the perceptions of 3,067 teachers of the effectiveness of successors compared to 73 prior principals and concluded that administrators new to a school need to build confidence in their leadership quickly but not autocratically, at the expense of teachers' professional autonomy. Drawing on many years of experience and research in school improvement, Hopkins (2001) identifies schools as being at one of three developmental stages – each of which sets different agendas and requires different actions from entering principals. Hopkins says schools at the highest levels of success and development need entering principals who endorse and further extend the school's strengths, celebrating successes, networking teachers with their peers elsewhere and providing other kinds of stimulating enrichment. Schools that are moderately successful, by contrast, need principals who can work with the staff to develop and clarify the school's vision, who can provide stronger professional collaboration and who can secure the necessary training and establish processes for basing teaching decisions on evidence of student performance that will push and support the staff to improve over time. In schools that are not successful and that are actively struggling, Hopkins argues that entering principals will need to be much more directive –creating a sense of urgency about and responsibility for problems and failures of teaching and learning, confronting dysfunctional aspects of the teacher culture, insisting on establishing

discipline and order among students, and ensuring that effective planning and other basic areas of competence are met by the school's staff. Case studies that were conducted in Ontario schools where the practice of principal rotation is prominent indicate that the outcomes of principal rotation can be highly unpredictable, especially when succession is involuntary. Sometimes principal succession can relieve internal problems that have built up to the point where a school administrator has lost credibility and is no longer able to manage effectively. However, principal rotation can also precipitate resistance and even rebellion by staff who feel that an injustice has been done to them and their school. For example, Takahashi (1998) describes the actions that led up to a school district reassigning a popular principal, the outcry that followed, how the school was divided, how parents, faculty, and students demanded a recall of the board members who voted to reassign the principal and how a "culture of suspicion" came to dominate interactions. In the end, another principal who was seen as a "healer" was able to reunite the school community by allowing herself to be "defined by the school."

Hart (1993, p. 10) argues that by "overemphasizing the study of leaders as single, self-conscious and self-actualizing people, one runs the risk of missing major components of the succession process." According to Hart, the key to understanding the flow of succession events lies in understanding the socialization process. Her two case studies -- one from the perspective of faculty and one from the perspective of an "outsider" new principal -- illustrate how principal succession is a process of "organizational socialization" of the new leader into the school culture by the staff. From this perspective, the new leader is inducted into school culture by means of socialization tactics, stages, contexts and outcomes.

In her first case, faculty moved through four phases of succession: looking ahead, enchantment, disenchantment and equilibrium. Staff reacted to the retirement of their principal

with “detachment” partly because they were not included in selecting a successor and partly because they believed that a change in principal would have little impact on the school. Nevertheless, some teachers were fearful they might lose their independence as a result of succession. Enchantment set in with the entry of the “handsome” new “insider” principal who impressed staff as friendly, engaging and interested in responding to their concerns. They came to believe that he would provide the “leadership and unity” for which they hoped. As time went on, enchantment turned to disenchantment, as the principal became preoccupied with what faculty considered to be “trivial” changes. Staff also became suspicious that the new principal was behind the transfer of a well-loved secretary and there was a growing fear of “retribution” if they disagreed with his opinions. Eventually, faculty “isolated themselves in their classrooms” from a principal they believed was simply “biding his time.”

In a second case, Hart turned her attention to an “outsider’s” experience of being socialized into a school culture. Dr. Howard, fresh with her doctoral degree in hand, entered her new school under a cloud of faculty suspicion that she had been brought in to “clean house.” She was perceived as too “theory oriented” and “lacked the commitment and experience necessary to run a junior high school.” Howard became aware of doubts about her leadership and scheduled a series of meetings with parents and teachers to discuss their views, concerns and expectations. Howard’s school improvement agenda was to provide “instructional leadership” but she also realized that the trust and cooperation of teachers would be essential before they would consent to change existing professional culture. One turning point was when teachers began to notice the warm, open and caring relationships that Howard was developing with students. In the end, although Howard made some mistakes, her understanding of the organizational socialization process and her conscious use of herself helped to melt tensions with parents, the union, and

teachers. Her long-term vision of improvement in teaching and learning only began to take hold because the new principal set a pace that was manageable for a school community which was initially resentful that an “insider” had not been appointed as the successor and was reluctant to give up the security of long-established norms and relationships.

Hart’s evidence suggests that organizational socialization in terms of the pressure to integrate and conform often “overpowers” the influence of professional socialization in terms of the leader’s prior training and experience. In particular, her second case suggests that some degree of tension between a change-oriented new leader and the embedded teacher culture is inevitable. Her cases illustrate that principal succession sometimes begins with “promise and anticipation” that turns to “retrenchment and disillusionment” while, in other contexts, it can start in an atmosphere of “suspicion and resentment” that later evolves into a climate of trust and openness to change.

*The principal’s frame of reference.* Principals new to their school are often preoccupied with establishing their legitimacy and authority with faculty, students, parents and staff. Some principals focus more on control than on curriculum matters by imposing their own vision upon the school and by delegating responsibilities instead of empowering staff (Parkay, Currie & Rhodes, 1992; Merton, 1968; Van Maanen & Schein, 1979). “Task-oriented” principals encounter more difficulties in gaining faculty support than “person-oriented” principals who demonstrate concern for staff and are able to gain faculty trust sooner (Noonan & Goldman, 1995). Others may take too long to learn about their new school before they take action, in which case “on-the-job training” results in “lost ground” that may never be regained before the principal is transferred again (Davidson & Taylor, 1999). Principals new to their school encounter tensions with faculty when they do not understand the professional culture or respect

the “ghosts” and “heroes” from past school history and lore (Rooney, 2000). According to Talbot (2000, p. 1), although principal succession experiences are often seen as singular even principal assignments can be viewed as ongoing processes that involve the beliefs and expectations of the new principal, as well as the school’s organizational needs and expectations. Because almost all new administrators begin their role as a successor, it is important that prospective school leaders understand leadership succession.

Not all principals are new to their schools. When staff are appointed in “acting” positions as a result of the sudden, unexpected departure of their present leader, the role of principal can be totally unfamiliar to them. Such acting administrators may find themselves simply “holding the fort” with little expectation of long-term appointment or responsibility for school progress (Draper & McMichael, 2003). By comparison, school administrators who have previously been working as principals elsewhere are not at all novices lacking insight when they enter their new school. They bring prior experience, or what Wenger (1998) calls “inbound knowledge” of leadership to their new setting. How does this affect their approach to their leadership? MacMillan (1993) addressed this question in a study of principal succession in relation to principals’ career stages (new, mid-career, and senior). The study’s design involved five secondary schools in Ontario chosen in two districts that had developed policies of planned principal rotation. The sample included interviews with 29 teachers in contexts where a new principal had been appointed within the last two years. Findings indicated that as principals gained succession experience they tended to focus more intently on a “here-and-now” approach to problem-solving and took fewer risks. One senior principal in MacMillan’s study, for example, retreated from risk taking, disengaged himself from innovation and left the role of visionary to a vice-principal (see also Hargreaves & Fink, 2002). The implication of this study is

that the greater the principals' experience with succession, the less inclined they are to assert themselves as change agents in their new school environment.

Day and Bakioglu's (1996) study of principals/headteachers in England corroborates MacMillan's findings that career stages are linked to leadership attitude, style and effectiveness. They identify four career stages that are relevant to and have implications for succession planning and principal rotation. In the "Initiation" stage (years 1 through 4) principals tend to be idealistic, enthusiastic and accessible. This passion for their work extends into their second "Development" career phase (between four and eight years). During this period, principals express self-confidence, constructive self-questioning, increasing effectiveness as leaders and willingness to implement imposed reforms. The "Autonomy" phase follows when principals begin the shift into "maintenance" mode that initiates a process of gradual intellectual and emotional withdrawal. Principals reach a plateau of "Disenchantment" in phase four, when professional development slows, tolerance level for work stress and pressure declines and aging takes its toll on stamina and motivation. Day and Bakioglu conclude that professional reassessment and strategic support are most critical in stages three and four, when principal leadership effectiveness tends to decline. Reeves, Moos and Forrest (1998) conducted an international study of school leadership that involved interviewing twenty-nine headteachers representing the England, Denmark and Scotland. They identified eight stages in the development of a head's career, each of which was linked to "qualitative changes in school leaders' experience and orientation to practice" (Reeves et al. 1997). In the first three stages: Pre-entry ("The Warm Up"), 0-6 months ("Entry") and 6 months to 1 year ("Digging the Foundations"), the leader gets his or her bearings and the school takes measure of its new leader. In stage 4 ("Taking Action", 9 months - 2 years), stage 5 ("Getting Above the Floor Level", 18

months - 3 years) and stage 6 (“The Crunch”, 2-5 years) the headteacher's engagement with change is more substantial in terms of beliefs and values. The leader then enters stage 7 (“Reaching the Summit”, 4-10 years) and stage 8 (“Time for a Change”, 5-10+ years). In these later career stages, sustaining interest, enthusiasm and effectiveness become paramount issues (Ashby & Krug, 1998).

In addition to principal succession varying according to the principal's career stage, principals new to a school many also encounter any of a variety of school cultures that may be welcoming, indifferent or closed. Yet, a few researchers have identified some general patterns. Stine (1998), for example, examined succession from the principal's perspective in a single school case study. Stine's study portrays the principal's “philosophy of dialogue” - how he took control, the steps that went into formulating an “action plan” for the school, and statements from staff members regarding the school's transformation. The author framed the principal's experience through Gabarro's (1987) five stages of leadership succession (taking hold; immersion; reshaping; consolidation; and refinement) and concluded that effective principals are visionaries who accurately “diagnose” their school's problems, form a management team with “shared expectations” and initiate changes in a “timely” way.

Stage theories can be particularly useful for understanding school administrators' and others' experience of succession as a historical process of change over time rather than simply a “snapshot” event. In addition to Gabarro, other succession stage theories have been proposed by Hart (1993) who formulates three socialization phases (encounter stage; adjustment and accommodation and stabilization), Miskel and Owen (1983) who consider pre-arrival factors, arrival factors and indicators of succession effects and Gordon and Rosen (1981) who identify three stages (pre-succession, succession and post succession). The value of such models is that

they map out succession as a process with distinct phases and demands, rather than a singular event.

### *In Conclusion*

Principal transitions are clearly significant factors in school culture. Furthermore, the leader's style, the leader's role and the leader's management strategies have a determining impact on the overall transitional atmosphere.

## Alternative Solutions

### *Possible solution 1*

*Address school culture.* Take time to read the school culture. Principals and other school leaders can and should shape school culture. They do this through three key processes. First, they read the culture, understanding the culture's historical source as well as analyzing current norms and values. Second, they assess the culture, determining which elements of the culture support the school's core purposes and the mission, and which hinder achieving valued ends. Finally, they actively shape the culture by reinforcing positive aspects and working to transform negative aspects of the culture (Deal & Peterson, 1999).

In an interview with the Harvard Business Review (Lagace, 2003) Watkins describes the many challenges that managers face in their first ninety days, describing the one he thinks is the trickiest and requires the most preparation and insight.

“Learning about the culture and politics of a new organization. It's so easy to fall into pitfalls in these areas and really damage your credibility.”

“The risks obviously are highest for new leaders coming in from the outside. They often have grown up in another organizational culture that has become so familiar that it's like

the air they breathe. Then they are thrust into a culture with very different norms, and they really struggle.”

“But even if you are transitioning within an organization, changes in culture and politics can present real problems. Units within the same organization may have very distinct subcultures. This is all the more dangerous because the new leader is not expecting there to be these differences.”

“Leaders going into realignment and sustaining-success situations have to be particularly careful to invest in learning about culture and politics. In realignments, a key part of the job is to convince people who think they are successful that the business has real problems. In sustaining-success situations, new leaders have to win the confidence of the organization so that they are trusted to make tough choices about where the business should go. In both cases, it's easy to make early culture missteps or fail to read the political alignments and so to alienate potential supporters.”

“Regardless of what the situation is, I advise new leaders to spend some time learning about culture and politics, even if they think they have been brought in explicitly to change them.” (Watkins, 2003)

### *Possible solution 2*

*Begin the process of change management.* One useful method for improving school climate is organizational development. Such a perspective addresses both personal and organizational needs; it is a planned effort to make people and schools more productive. Both teachers and the principal must recognize problems and want change. The organizational health inventory (OHI) and the organizational climate description questionnaire (OCDQ) can be employed to identify discrepancies in perceptions between the principal and teachers, but that is

only the first step in changing things. Next, a problem-solving team must be established, one that typically is composed of teachers. The team must take on the problem, diagnose its causes, develop an action plan, implement the plan, and assess its success (Hoy & Tarter, 1997).

Implementing an organizational health diagnostic and development process can focus efforts on improving the school climate and creating an optimum learning environment for students.

One way the school can rise to the next level is to focus on assessing, prescribing and then improving the school's organizational health.

#### *Selected solution*

Orchestrating the change process and assisting staff in coping not only with a new leader, but with the changes processes they are currently dealing.

Kent Peterson, who has researched and written extensively on positive versus "toxic" school cultures, suggests that a principal and the school community should first conduct "deep analyses" of the current school culture. "By delving into their histories, staff and administrators, like families, are better able to understand why their cultures developed," He says.

These analyses can help schools identify aspects of culture that they need to change, such as hostile faculty meetings or resistance to genuine examinations of student performance data. They can also reinforce positive traits such as respect for professional learning or attention to the needs of low-income students, he adds (Allen, 2003).

Creating or keeping a positive school culture that focuses on continuous improvement can be difficult while under the harsh glare of the accountability spotlight, but accountability measures are largely good. Leadership goals may include making staff more aware of the importance of student data, while removing the misperception that teachers are "being analyzed." Empower teachers who are strong, good, and wise leaders to work with students who need the

most help. These teachers have to be comfortable trying something new and, if it fails, trying again. No one yet has come up with the answers for the disenfranchised student or low achiever, but the successor principal needs to look at new and better ways to help these students.

### Action Plan

It should be noted that I am not a part of a formal school system, and, as an outsider on the campus, the ability to exert influence in the decisions of a yet to be named successor principal is extremely limited. Thusly, the action plan portion of this project has been limited to a more generalized set of proposed strategies. Actual implementation of any of the proposed strategies and any specific actions taken to address the problems revealed in the preliminary data will be at the sole discretion of the yet to be named principal. The focus of this action research is to provide the successor principal with information by which to informed make decisions for possible future action.

### *Objective*

The overall action plan must be concerned with the process of orchestrating change and assisting staff in coping not only with a new leader, but with the changes required by high school redesign. The new principal must assure that the school's culture is open to a variety of new, different, or more effective means of working with all of its stakeholders (Fairholm, 1994). Principals in succession must also understand organizational analysis and skillfully conduct such analysis during their succession period (Hart, 1991). "There are no better ways to comprehend the culture of the school than either by looking at how it responds to pressures for change or how it responds to someone who is trying to be helpful to people with it (Sarason, 1996). Teachers responses to the opened questions confirm that though the faculty is wary of the high school

redesign process. It should be noted that the interim principal has worked hard to educate and involve the staff in the process.

Joanne Rooney in an article for the Educational Leadership (ASCD 2000, p. 77-78) outlines several hurdles that new and succession principals consistently face. The ghosts of the past still rule the school. Although invisible, the image of the last principal haunts the current leader. Even though school faculty and staff noted the principal's frailties while he ran the school, they endow her with saintly virtues once she leaves. The new leader must acknowledge and respect the ghosts of his or her predecessors.

The culture of a school is deeply embedded in the practices and expectations of each staff member. Teachers who say *we've always done it that way* are not necessarily afraid of change. Longstanding leadership offers consistency that gives meaning and security to teacher's professional lives. Insignificant material icons, such as a sofa, act as symbols. Ceremonies ritualize and celebrate that meaning. Treading on a custom threatens the meaning that people seek in their lives. New principals need to learn and respect their school's culture.

*Read the culture* (Deal & Peterson, 1999). Principals can learn the history of the school by listening to the school's storytellers (they are the staff who enjoy recounting history), looking through prior school improvement plans for signals about what is really important, not just what is required, or using a faculty meeting to discuss what the school has experienced, especially in staff development, over the past two decades. It is important to examine contemporary aspects of the culture--a series of exercises can determine the core norms and values, rituals, and ceremonies of the school, and their meanings. For example, asking each staff member to list six adjectives to describe the school, asking staff to tell a story that characterizes what the school is

about, or having staff write metaphors describing the school can reveal aspects of the school culture.

The former principal made several pertinent recommendations for the successor principal. “Remember that the functioning of this school is like a *fine tapestry*. It has taken many years to weave the thread together, if you pull threads out one by one (by responding to the internal wolves) the tapestry will fall apart. The mesh of the tapestry has been woven over time and been an evolution, respect that. Be open, be honest, share. Do not be afraid to make mistakes, allow for risk taking and failure among the staff, have faith in their ability, and involve the staff and students in all decisions. Visibility is important. Attend all events; participate in the activities both work and social. Take time to form bonds and build collegiality with staff. Arrive early, stay late, and set the example and the tone.”

Finally, developing a timeline of rituals and ceremonies for the year--asking when they occur, what symbols and values are important in each, and what the ceremonies communicate about the school and its commitment to professional learning--can fill in the culture picture. For example, what does the end-of-the year staff gathering communicate? Is it joyful, sorrowful, congenial, or standoffish? What are the rites and rituals of the gathering? What traditions keep going year-to-year, and what do they represent? Is the last gathering of the school year a time for closure, goodbyes, and a sharing of hopes for the future?

*Assess the culture.* Organizational health is an organization’s ability to function effectively, to cope adequately, to change appropriately and to grow from within. Because an organization consists of many different subsystems, the health of each subsystem affects the organization’s overall effectiveness. The successor principal needs to know what parts of the

school were not performing optimally. This research project attempts to begin the cycle of diagnosis and provide a general framework for prescription.

Each staff member was asked to participate in completing the organizational climate description questionnaire (OCDQ) and an organizational health inventory (OHI) these surveys can assess an organization's internal workings. The surveys measure the health of an organization's subsystems. Schools and departments usually can be found at various stages of development within each area. This information provides the successor principal with feedback regarding staff perceptions about key functions of the school as well as reliable data about the school's overall health.

After the successor principal reviews the data and the analysis of the OCDQ and the OHI instruments, it is recommended that they meet with an organizational health consultant/coach and to discuss the data and what it indicated about the health of the school. The process can continue with orientation sessions for administrators and teacher leaders at the school and within each department. These sessions, held during the school day, should be designed to introduce organizational health concepts, key leadership beliefs and an improvement cycle. Staff and administrators should then look at what they have learned about the culture and ask two central questions:

- What aspects of the culture are positive and should be reinforced?
- What aspects of the culture are negative and harmful and should be changed?

The staff can also ask: What norms and values support learning? Which depress or hinder the growth of energy, motivation, and commitment? What symbols or ceremonies are dead and dying and need to be buried--or need to be resuscitated?

*Shape the culture.* Training for health is the next step. The principal and organizational health consultant/coach should share the results of the OCDQ and the OHI with school staff and discuss their implications. The data-sharing sessions actually can become training sessions. Staff members will become familiar with the 10 dimensions of organizational health and how each dimension affected how they work together to achieve their school's goals. They should be encouraged to look at issues from a leader's perspective, from their colleagues' perspectives and from an organizational perspective. This multi-perspective approach conveys a shared responsibility for developing solutions and, by emphasizing issues rather than the personalities, can result in a productive, issues-driven improvement process.

Based on what they learn from the OCDQ and OHI data and by focusing on district and school goals, a committee of teachers, working with the principal, should develop action plans for improvement that can be implemented through the remainder of the year and while making plans for two to three years in the future.

#### *Direct Assistance*

Building the learning organization is the next step. It is recommended that learning teams be established in each department to emphasize assessment “for learning” rather than “of learning.” School-based learning teams— four to six teachers, a vice-principal and a learning team coach— should be established to work together toward school improvement. In addition, cognitive coaching training should be provided for administrators and teacher leaders. This will enable subject and program specialists to coach each other as well as teachers to bring about the best teaching strategies for students. Other recommended programs could include developing a learning-focused induction and mentoring program for new teachers to the campus as well as a staff evaluation process that emphasizes professional learning and growth. The common thread

running through all of these initiatives needs to be their contribution to learning for all staff and students.

Create a safe place by tapping into the *favored staff*. During periods of fundamental change just about everything about the system can come into question, including reporting relationships, people's roles, and basic operating principles. This kind of environment can be stimulating for some, but it can also easily border on chaos for others. Leaders have a particularly critical role to play during these times. They must be skilled at creating an environment in which people are open to exploring and dialoguing about ideas and alternatives, many of which can be unsettling. They must be able to shake things up enough to stimulate change but not so much that the environment becomes unfocused or counter-productive.

Meet each teacher and department chair. New leaders should consistently ask their staff and faculty two questions: What about the school do you truly value and want to retain at all costs? What in the school needs to be discarded? These questions, phrased effectively, will elicit some valuable advice. Ask these questions on the teachers' turf—in their classrooms, not in the principal's office. Always remember that the image of sitting behind the principal's desk conveys an image of power that needs to be used carefully.

Locate the power. Bring those with power—teachers, parents, and individuals who applied for your job and failed—into the loop of your influence. Seek their advice. Assign them leadership roles. It's better to keep powerful people on your team rather than have them plot your downfall.

### *Group Development*

The preliminary data shed light on where the staff is in the change process and indicates that they are in late phase one. Moving the staff from where they are to where they need to be.

Survey analysis indicates that staff morale is low. The staff needs assistance in coping with internal transitions before they will be ready to tackle the change process required for the high school redesign initiative.

It is important to consider that what actually needs to happen to facilitate change must be tailored to the organization and situation. Every school, its staff, and students are unique. The foremost task will be to help people move from where they are to where they need to be. The staff needs a leader who can distinguish between external changes and internal transitions. The way people internally cope with external change varies considerably among individuals. It is important for a change leader to understand the phase's people move through and apply strategies for assisting movement in the most supportive way possible.

*Phase one:* Letting go of the past without a clear vision of what the future holds. Every change causes loss. Leaders cannot assume that planned, positive organizational change comes without a price for individuals. They must identify the types of losses that will be incurred and devise strategies for helping people deal with the losses in a healthy way.

Types of loss include:

Loss of connections - Can involve loss of relationships, memories of the past, or parts of our personal identity. We must honor the loss of connections. One way is through ritual. By participating in activities symbolizing the "burying the past" individuals can grieve the loss of connections. Encourage the unfolding of the grief process as natural and necessary.

Loss of territory – Territory can be as tangible as office space or as intangible as the perceived loss of stature. Help individuals move beyond the view that territory dictates status.

Loss of meaning – If people do not understand the why of organizational change, then the change becomes nonsense, and individuals believe they are being forced into meaningless change and out of a world that had a lot of meaning for them. Face-to-face authentic communication coupled with examples of how individuals can contribute meaningfully in the changes organization will go a long way in helping people make the leap of faith and believe that personal meaning will be there when the changes occur.

Loss of control – the feeling of powerlessness is debilitating. Most vulnerable are those whose self-esteem or confidence is tied to being in control of the details of their lives.

Leaders need to work hard to provide individuals with options. Find ways for individuals affected to have some say in the outcomes of what happens (Patterson, 1997, p. 55).

Leaders need to pay close attention to the powerful impact that personal loss has on people's ability to adapt during the change processes. The need to build into the system strategies and systems for helping individuals successfully adapt to the changes. The process of resolving the loss in a productive manner results in smaller drain on an individual's resource accounts as they enter the second phase of transition.

*Phase two:* Tweener time. Staff is struggling with the ambiguity and uncertainty of being between the past and the future. The confusing time when the old reality has been let go of and the future has yet to be determined. Tweener time breeds confusion, they can help people accept this reality and see that the time can also be one of tremendous creativity because people have an opportunity to create new meaning in anticipation of new beginnings for themselves and the organization.

*Phase three:* The place along the way where new energy abounds. Individuals need help at this stage establishing their place in the "new" organization. Training programs to increase the

sense of efficacy for people in their new roles, Individual and group support as people adapt to different situations, professional development in conflict resolution and consensus building as new relationships emerge, and work individuals to discover untapped talents that compensate for the losses experienced from shedding the former organization.

Stakeholders need four things from the organization in general, and from leaders in particular.

Caring – People need to believe that the members of the organization care about them.

People want to work in an organization that shows compassion, empathy, and concern for the individual.

Clarity – People want clarity. They want the security of knowing how the organization works, where it is heading, and what they might experience along the way.

Choice – People also need to feel they have choices. Whether the choice is as complex as designing new job descriptions or as basic as a choice to stay in the organization or not, choice provides people with some sense of control over their futures.

Hope – People need to believe that tomorrow, whether defined as the next day or the next few years, will bring energy, renewal, and harmony to their lives in the organization (Patterson, 1997 p. 57).

Labeling a problem is not the same as solving it. Only the teachers and principals themselves can solve school climate problems; there are no quick fixes. The OHI and OCDQ are tools; they cannot solve the problems. It can, however, underscore important aspects of the school in need of change. Armed with such knowledge, both teachers and principals are in a position to engage in a positive strategy of change. People want to work in organizations filled with trust and positive interpersonal dynamics. Research is a beginning on the road to

understanding more about the dynamic relationships between students, teachers, principals, and parents.

### *Timeline*

Principals want to get better at what they do. Those who spend time talking with others about the future and learning new ideas seem to get more done. Hoyle (1995) suggested three keys to becoming a visionary principal able to create one's own future: 1) caring about others, 2) communicating clearly, and 3) not giving up, or finishing what was begun. Principals desiring to become effective in the succession process must understand and apply a knowledge base regarding the experience of change and must understand the process of change and how they can support it (Roberts & Wright, 1992). Successful change requires painstakingly laying a foundation, planning in incredible detail, tediously covering and recovering all the bases, continually explaining and re-explaining, dealing with naysayers, playing politics, soothing egos, dispelling fears, cheerleading, troubleshooting, communicating, compromising, coaxing, cajoling, and ultimately, dragging a few stragglers kicking and screaming into the future. That's hard work. It's also leadership. (Ramsey, 1999 p 66) Leaders must ask hard questions about what things in the system do and do not work and why. They lead their organization in inquiry, which can result in agreement regarding the work and their purpose (Elmore, 2002). The "new principals must build meaning, commitment, create symbols that convey the core of our values and help others achieve a shared vision. They are the guardians of the culture...(Roberts & Wright, 1992)." High expectations must be maintained while staff members have the freedom to accomplish important things in the ways that work for them. Successful succession principals work to develop mutual expectations, trust, and respect. They spend time getting to know about the plans, visions, and expectations of all teachers and other key stakeholders. They listen to both

supporters and non supporters. They remember that patience is vital and that the transition to social validation may take years to achieve (Brock & Grady, 1995).

The timeline for implementing an action plan to address the climate and culture of a school should be conservative. The former and interim principals both suggested that the successor principal should allocate no less than three years to the processes of rebuilding culture and climate on this campus.

### Evaluation

The OCDQ and OHI should become the major assessment tools of the internal conditions and relationships within the school. A key factor to success is that will be that the staff has the data to support improvement goals and has a structured way to address issues rather than leaving them to fester.

The school has the potential to once again reinvent itself and continue as a learning community. There are clear, concise district goals for the high school redesign initiative and the schools' focus on learning for all students should support these goals.

“Organizations undergoing change bulge with rumors. Sometimes bosses...try to shade the truth. Often it's because they don't know the truth and are confused themselves.

Nonetheless...the best way (the only sure way to make allies of people who are scared to death (all people confronted with significant change) is to tell the truth...” (Peters, 1999 p. 468).

Daresh and Playko (1997) offer the following advice for the successor principal:

- Learn what the staff expected of the last principal.
- Learn what expectations the staff has of the succeeding principal.

- Keep in mind that there will be several difficult transition months in which the staff must recognize that the former principal is gone and along with her/him the old image of how the principal supports the staff.
- Recognize that change is often needed and that the new principal is generally there to foster that change.
- Look for key cultural signs in the environment and appreciate the personalities and profiles that exist.
- Learn to identify the informal organization; those people and things without formal titles but with influence on the daily school activities.
- Listen to the language and sounds of the school; the way teachers describe students; the philosophy that is voiced; the tone of the language used both among staff and with those from outside the school; the degree of formality used in conversation of the staff with each other and the new principal; sounds of students and teachers coming out of the classrooms.
- Give honor to the past by celebrating its successes.
- Build a strong support system within and outside of the school.

Principals who are effective in the succession process are risk takers. They know their values and priorities. They have excellent human relations skills. They understand their task orientation and have managed personal issues. They are aware of their strengths and weaknesses. They are seen as visionary leaders. Most importantly, they believe in themselves. They are themselves and both recognize and capitalize on their uniqueness as leaders (Brock & Grady, 1995).

The OCDQ and OHI results mirror the interaction patterns in a school and should be administered and fully analyzed annually. They are the foundations for self-analysis and organizational improvement. The authors of the surveys believe, and there is research evidence, that the instruments measure important sets of variables that are related to positive teacher and student performance. They suggest that it is a good idea to have periodic assessments of health and climate. Open and healthy schools are good places. People like each other and they like their schools. Trust, commitment, cooperation, loyalty, and teamwork are the hallmarks of such schools. Schools are transformed into educational communities where individuals come to respect each other and help each other.

The survey authors caution against using either battery of tests for summative evaluation (Hoy, Tater & Kotterhamp, 1991). To do so would be to weaken the surveys utility as tools for organizational development and improvement. Rather than an impression of school atmosphere, the instruments provide reasonably valid and reliable descriptions of health and climate. The measures are relatively unobtrusive, simple to administer, and easy to score. If teachers are guaranteed anonymity, there is no problem in getting them to respond. In fact, teachers enjoy the opportunity to express honest opinion without fear of retaliation. None of the instruments requires more than ten minutes to complete. The test batteries can be given to teachers as part of a regular faculty meeting or via electronic means. If half the teachers respond to the OCDQ and the other half to the OHI, a complete profile can be obtained in ten minutes or less.

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Appendix A  
Organizational Climate Description Questionnaire

Please indicate the extent to which each of the following statements characterizes your school. Select the appropriate response. Consider the department you work in as well as your school as a whole when completing this assessment.

Rate each statement on the following scale:

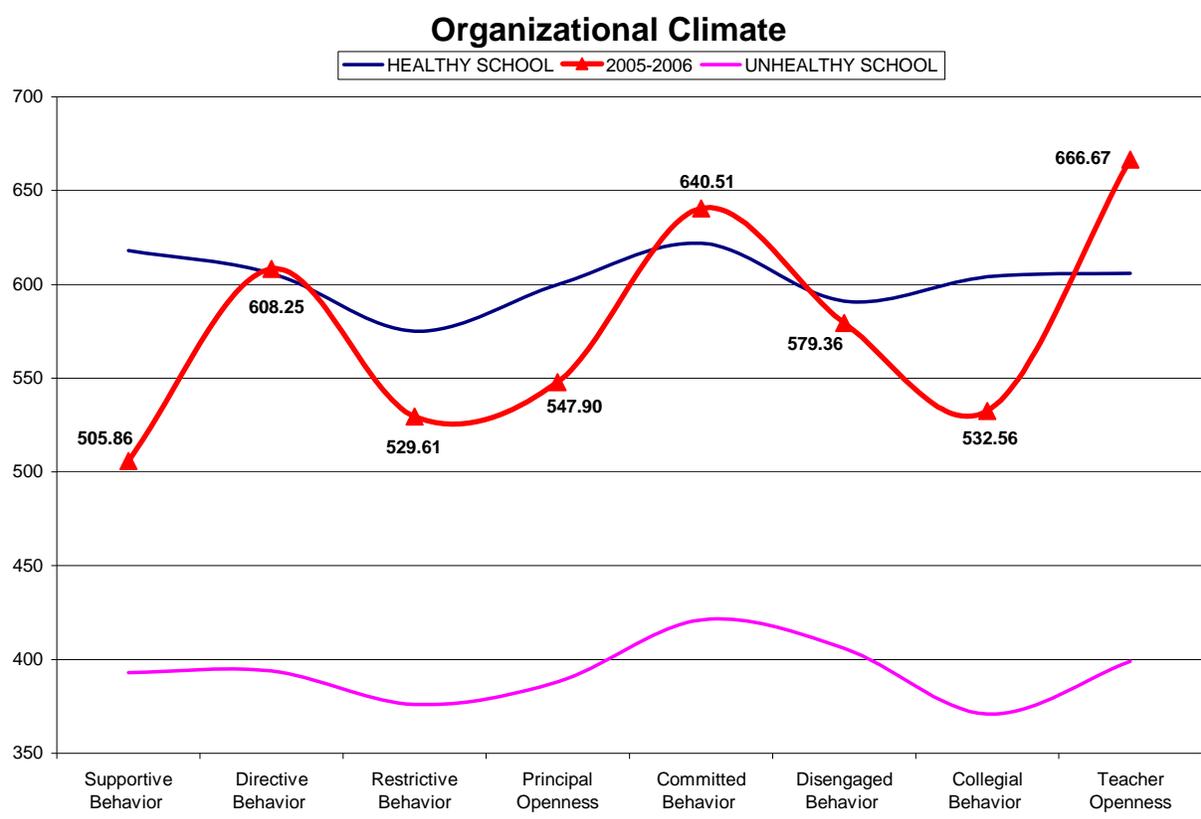
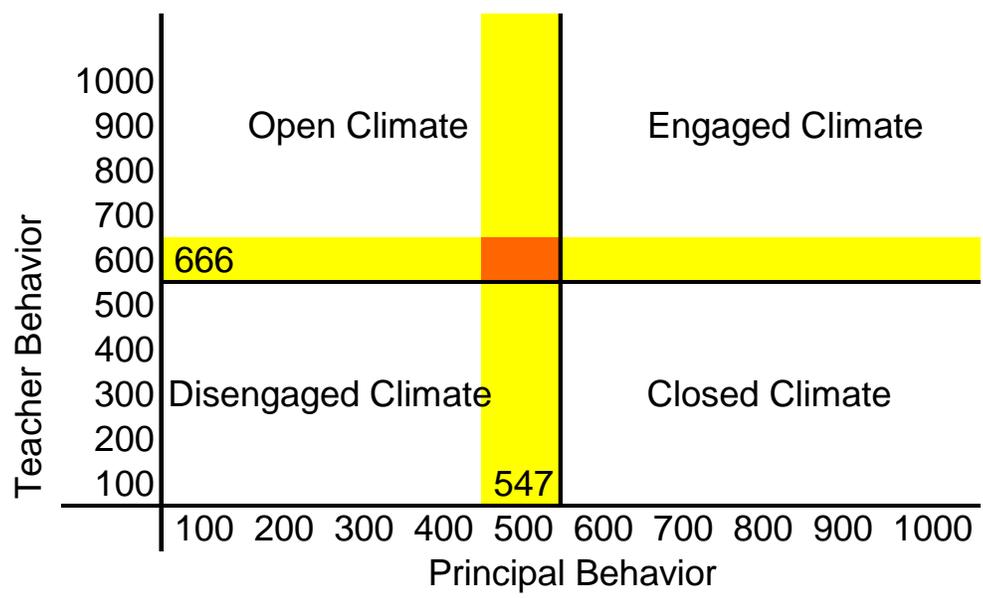
1=Rarely Occurs 2=Sometimes Occurs 3=Often Occurs 4=Very Frequently Occurs

1. The principal compliments teachers.
2. Teachers have parties for each other.
3. Teachers are burdened with busy work.
4. Routine duties interfere with the job of teaching.
5. Teachers “go the extra mile” with their students.
6. Teachers are committed to helping their students
7. Teachers help students on their own time.
8. Teachers interrupt other teachers who are talking in staff meetings.
9. The principal rules with an iron fist.
10. The principal encourages teacher autonomy.
11. The principal goes out of his or her way to help teachers.
12. The principal is available after school to help teachers when assistance is needed.
13. Teachers invite other faculty members to visit them at home.
14. Teachers socialize with each other on a regular basis.
15. The principal uses constructive criticism.
16. Teachers who have personal problems receive support from other staff members.
17. Teachers stay after school to tutor students who need help.
18. Teachers accept additional duties if students will benefit.
19. The principal looks out for the personal welfare of the faculty.
20. The principal supervises teachers closely.
21. Teachers leave school immediately after school is over.
22. Most of the teachers here accept the faults of their colleagues.
23. Teachers exert group pressure on nonconforming faculty members.
24. The principal listens to and accepts teachers’ suggestions.
25. Teachers have fun socializing together during school time.
26. Teachers ramble when they talk at faculty meetings.
27. Teachers are rude to other staff members.
28. Teachers make “wise cracks” to each other during meetings.
29. Teachers mock teachers who are different.
30. Teachers don’t listen to other teachers.
31. Teachers like to hear gossip about other staff members.
32. The principal treats teachers as equals.
33. The principal corrects teachers’ mistakes.
34. Teachers provide strong social support for colleagues.
35. Teachers respect the professional competence of their colleagues.

36. The principal goes out of his or her way to show appreciation to teachers.
37. The principal keeps a close check on sign-in times.
38. The principal monitors everything teachers do.
39. Administrative paperwork is burdensome at this school.
40. Teachers help and support each other.
41. The principal closely checks teacher activities.
42. Assigned nonteaching duties are excessive.
43. The interactions between team/unit members are cooperative.
44. The principal accepts and implements ideas suggested by faculty members.
45. Members of teams/units consider other members to be their friends.
46. Extra help is available to students who need help.
47. Teachers volunteer to sponsor after-school activities.
48. Teachers spend time after school with students who have individual problems.
49. The principal sets an example by working hard himself or herself.
50. Teachers are polite to one another.

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<b>Principal's Behavior</b>		
<b>Supportive behavior items</b>		
1. The principal compliments teachers.	2.71	
10. The principal encourages teacher autonomy.	2.61	
11. The principal goes out of his or her way to help teachers.	2.63	
12. The principal is available after school to help teachers when assistance is needed.	2.55	
15. The principal uses constructive criticism.	2.38	
19. The principal looks out for the personal welfare of the faculty.	2.90	
24. The principal listens to and accepts teachers' suggestions.	2.58	
32. The principal treats teachers as equals.	2.75	
36. The principal goes out of his or her way to show appreciation to teachers.	2.65	
44. The principal accepts and implements ideas suggested by faculty members.	2.33	
49. The principal sets an example by working hard himself or herself.	3.03	
average	2.65	
sum	29.12	
national mean	29.39	
difference	0.27	
Standard Deviation	4.61	Average
SdS	505.86	SdS for S=100(S-29.39)/4.61+500
<b>Directive behavior items</b>		
9. The principal rules with an iron fist.	1.63	
20. The principal supervises teachers closely.	2.03	
33. The principal corrects teachers' mistakes.	2.35	
37. The principal keeps a close check on sign-in times.	1.70	
38. The principal monitors everything teachers do.	1.60	
41. The principal closely checks teacher activities.	0.18	
average	1.58	
sum	9.49	
national mean	12.09	
difference	-2.60	
Standard Deviation	2.40	Very Low
SdS	391.75	SdS for D=100(D-12.09)/2.40+500
<b>Restrictive behavior items</b>		
4. Routine duties interfere with the job of teaching.	2.39	
3. Teachers are burdened with busy work.	2.32	
39. Administrative paperwork is burdensome at this school.	2.18	
42. Assigned nonteaching duties are excessive.	1.77	
average	2.17	
sum	8.66	
national mean	9.11	
difference	-0.45	
Standard Deviation	1.52	Below Average
SdS	470.39	SdS for R=100(R-9.11)/1.52+500
<b>Teachers' Behavior</b>		
<b>Committed behavior items</b>		
5. Teachers "go the extra mile" with their students.	3.61	
6. Teachers are committed to helping their students	3.66	
7. Teachers help students on their own time.	3.56	
17. Teachers stay after school to tutor students who need help.	3.35	
18. Teachers accept additional duties if students will benefit.	3.05	
21. Teachers leave school immediately after school is over.	3.10	
46. Extra help is available to students who need help.	3.59	
47. Teachers volunteer to sponsor after-school activities.	3.38	
48. Teachers spend time after school with students who have individual problems.	3.31	
average	3.40	
sum	30.61	
national mean	26.76	
difference	3.85	
Standard Deviation	2.74	Very High
SdS	640.51	SdS for Com=100(Com-26.76)/2.74+500
<b>Disengaged behavior items</b>		
8. Teachers interrupt other teachers who are talking in staff meetings.	1.54	
23. Teachers exert group pressure on nonconforming faculty members.	1.80	
26. Teachers ramble when they talk at faculty meetings.	1.68	
27. Teachers are rude to other staff members.	1.25	
28. Teachers make "wise cracks" to each other during meetings.	1.53	
29. Teachers mock teachers who are different.	1.15	
30. Teachers don't listen to other teachers.	1.33	
31. Teachers like to hear gossip about other staff members.	1.93	
50. Teachers are polite to one another.	1.62	
average	1.54	
sum	13.83	
national mean	15.56	
difference	-1.73	
Standard Deviation	2.18	Low
SdS	420.64	SdS for Dis=100(Dis-15.56)/2.18+500
<b>Collegial behavior items</b>		
2. Teachers have parties for each other.	2.63	
13. Teachers invite other faculty members to visit them at home.	2.25	
14. Teachers socialize with each other on a regular basis.	2.40	
16. Teachers who have personal problems receive support from other staff members.	2.95	
22. Most of the teachers here accept the faults of their colleagues.	2.48	
25. Teachers have fun socializing together during school time.	2.30	
34. Teachers provide strong social support for colleagues.	3.00	
35. Teachers respect the professional competence of their colleagues.	3.20	
40. Teachers help and support each other.	3.30	
43. The interactions between team/unit members are cooperative.	2.87	
45. Members of teams/units consider other members to be their friends.	2.90	
average	2.75	
sum	30.28	
national mean	29.30	
difference	0.98	
Standard Deviation	3.01	Above Average
SdS	532.56	SdS for C=100(C-29.30)/3.01+500
<b>Principal Openness - Above Average</b>	<b>547.90</b>	(SdS for S)+(1000-SdS for D)+(1000-S
<b>Teacher Openness - Very High</b>	<b>666.67</b>	(SdS for C)+(SdS for Com)+(1000-SdS



The standardized scores for directive behavior, restrictive behavior, and disengaged behavior have been inverted to better display the relationship to an average score of 500.

## Appendix B Organizational Health Inventory

Please indicate the extent to which each of the following statements characterizes your school. Fill in the circle of the appropriate response. Consider the department you work in as well as your school as a whole when completing this assessment.

Rate each statement on the following scale:

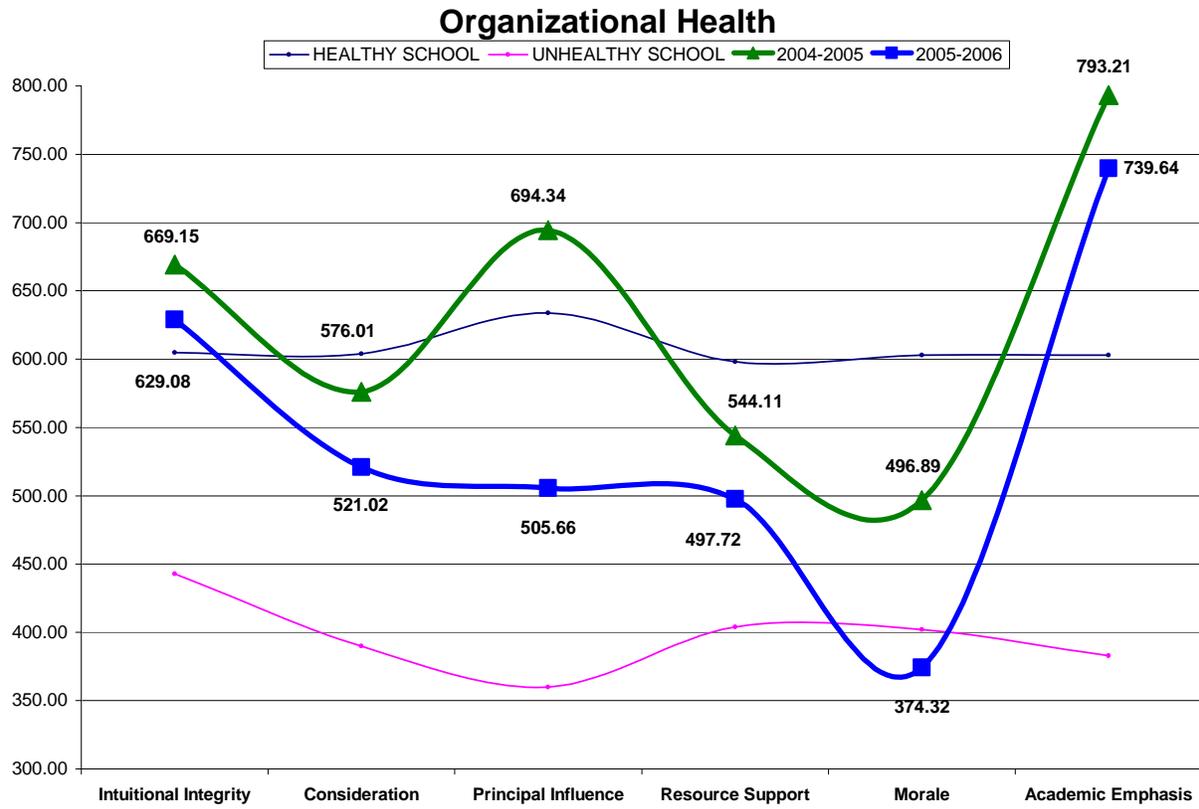
1=Rarely Occurs 2=Sometimes Occurs 3=Often Occurs 4=Very Frequently Occurs

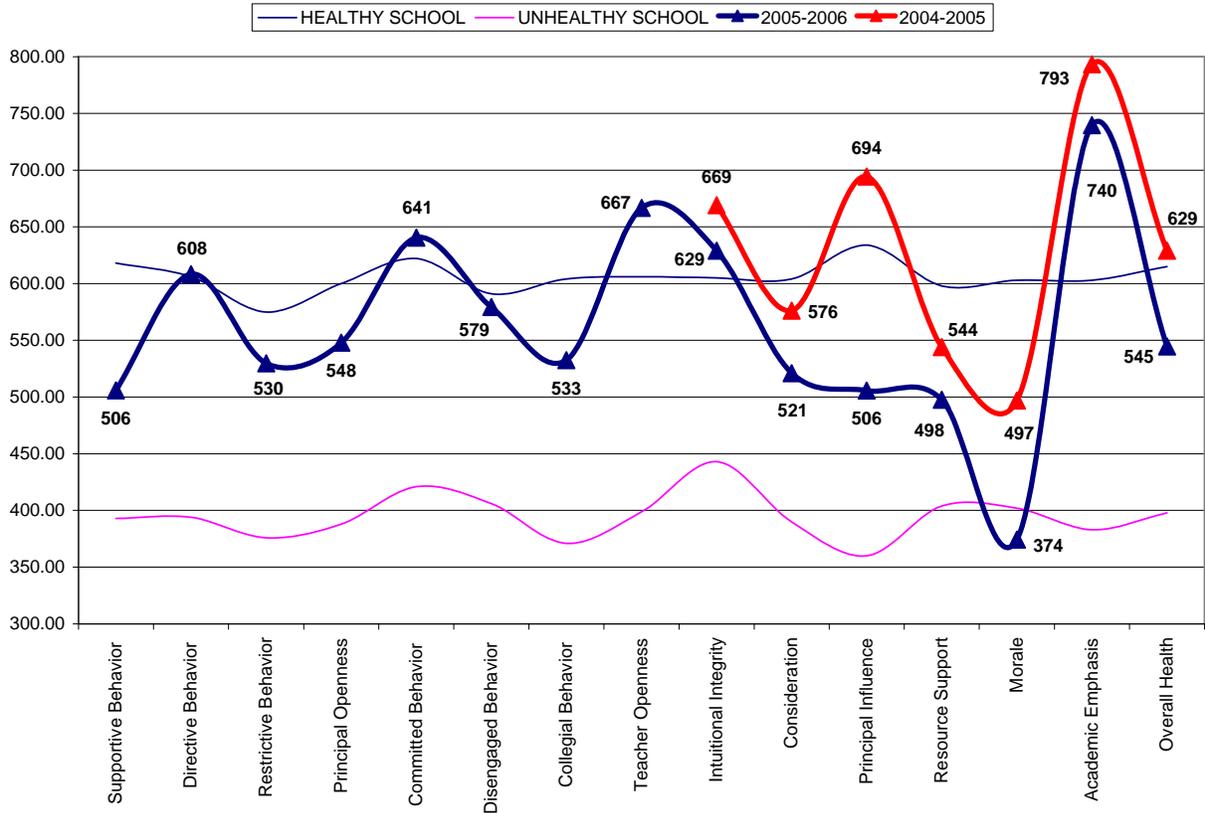
1. The principal explores all sides of topics and admits that other options exist.
2. Students make provisions to acquire extra help from teachers.
3. The principal gets what he or she asks for from superiors.
4. The principal discusses classroom issues with teachers.
5. The principal accepts questions without appearing to snub or quash the teacher.
6. Extra materials are available if requested.
7. Students neglect to complete homework.
8. The school is vulnerable to outside pressures.
9. The principal is able to influence the actions of his or her superiors.
10. The principal treats all faculty members as his or her equal.
11. Teachers are provided with adequate materials for their classrooms.
12. Teachers in this school like each other.
13. Community demands are accepted even when they are not consistent with the educational program.
14. The principal lets faculty know what is expected of them.
15. Teachers receive necessary classroom supplies.
16. Students respect others who get good grades.
17. Good grades are important to the students of this school.
18. Teachers feel pressure from the community.
19. The principal's recommendations are given serious consideration by his or her superiors.
20. Supplementary materials are available for classroom use.
21. Teachers exhibit friendliness to each other.
22. Students seek extra work so they can get good grades.
23. Select citizen groups are influential with the board.
24. The principal looks out for the personal welfare of faculty members.
25. The school is open to the whims of the public.
26. A few vocal parents can change school policy.
27. Students try hard to improve on previous work.
28. Teachers accomplish their jobs with enthusiasm.
29. The learning environment is orderly and serious.
30. The principal is friendly and approachable.
31. Teachers show commitment to their students.
32. Teachers are indifferent to each other.
33. Teachers are protected from unreasonable community and parental demands.
34. The principal is able to work well with the superintendent.

35. The principal is willing to make changes.
36. Teachers have access to needed instructional materials.
37. Teachers in this school are cool and aloof to each other
38. Teachers in this school believe that their students have the ability to achieve academically.
39. The principal is understanding when personal concerns cause teachers to arrive late or leave early.
40. Our school gets its fair share of resources from the district.
41. The principal is rebuffed by the superintendent.
42. Teachers volunteer to help each other.
43. The principal is effective in securing the superintendent's approval for new programs or activities.
44. Academically oriented students in this school are ridiculed by their peers.
45. Teachers do favors for each other.

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	2004-2005	2005-2006	
<b>INSTITUTIONAL LEVEL</b>			
<b>Institutional Integrity items</b>			
8. The school is vulnerable to outside pressures.	2.99	2.79	
13. Community demands are accepted even when they are not consistent with the educational program.	3.10	3.05	
18. Teachers feel pressure from the community.	2.83	2.61	
23. Select citizen groups are influential with the board.	2.71	2.50	
25. The school is open to the whims of the public.	3.37	3.21	
26. A few vocal parents can change school policy.	3.34	3.21	
33. Teachers are protected from unreasonable community and parental demands.	2.84	2.68	
<i>average</i>	3.03	2.86	
<i>sum</i>	21.18	20.05	
<i>national mean</i>	16.41	16.41	
<i>difference</i>	4.77	3.64	
<i>Standard Deviation</i>	2.82	2.82	Very High/Very High
<i>SdS</i>	669.15	629.08	SdS for II=100(II-16.41)/2.82+500
<b>MANAGERIAL LEVEL</b>			
<b>Collegial Leadership items</b>			
1. The principal explores all sides of topics and admits that other options exist.	3.29	3.18	
4. The principal discusses classroom issues with teachers.	3.22	2.82	
5. The principal accepts questions without appearing to snub or quash the teacher.	3.24	3.11	
10. The principal treats all faculty members as his or her equal.	2.99	2.97	
14. The principal lets faculty know what is expected of them.	3.74	3.29	
24. The principal looks out for the personal welfare of faculty members.	3.46	3.08	
30. The principal is friendly and approachable.	3.38	3.16	
35. The principal is willing to make changes.	3.15	2.89	
39. The principal is understanding when personal concerns cause teachers to arrive late or leave early.	2.96	2.89	
<i>average</i>	3.27	3.04	
<i>sum</i>	29.43	27.39	
<i>national mean</i>	26.61	26.61	
<i>difference</i>	2.82	0.78	
<i>Standard Deviation</i>	3.71	3.71	High/Slightly Above Average
<i>SdS</i>	576.01	521.02	SdS for CL=100(CL-26.61)/3.71+500
<b>Resource Support items</b>			
6. Extra materials are available if requested.	2.87	2.84	
11. Teachers are provided with adequate materials for their classrooms.	3.11	2.82	
15. Teachers receive necessary classroom supplies.	3.15	2.89	
20. Supplementary materials are available for classroom use.	2.81	2.76	
36. Teachers have access to needed instructional materials.	3.07	2.86	
40. Our school gets its fair share of resources from the district.	2.87	2.49	
<i>average</i>	2.98	2.78	
<i>sum</i>	17.88	16.66	
<i>national mean</i>	16.72	16.72	
<i>difference</i>	1.16	-0.06	
<i>Standard Deviation</i>	2.63	2.63	Above Average/Average
<i>SdS</i>	544.11	497.72	SdS for RS=100(RS-16.72)/2.63+500
<b>Principal Influence items</b>			
3. The principal gets what he or she asks for from superiors.	3.31	2.53	
9. The principal is able to influence the actions of his or her superiors.	2.99	2.39	
19. The principal's recommendations are given serious consideration by his or her superiors.	3.33	2.68	
34. The principal is able to work well with the superintendent.	3.60	2.81	
41. The principal is rebuffed by the superintendent.	3.80	3.27	
43. The principal is effective in securing the superintendent's approval for new programs or activities.	3.46	2.81	
<i>average</i>	3.42	2.75	
<i>sum</i>	20.49	16.49	
<i>national mean</i>	16.37	16.37	
<i>difference</i>	4.12	0.12	
<i>Standard Deviation</i>	2.12	2.12	Very High/Average
<i>SdS</i>	694.34	505.66	SdS for PI=100(PI-16.37)/2.12+500
<b>TECHNICAL LEVEL</b>			
<b>Teacher Affiliation items</b>			
12. Teachers in this school like each other.	3.61	3.32	
21. Teachers exhibit friendliness to each other.	3.61	1.50	
28. Teachers accomplish their jobs with enthusiasm.	3.25	3.08	
31. Teachers show commitment to their students.	3.71	3.46	
32. Teachers are indifferent to each other.	3.74	3.70	
37. Teachers in this school are cool and aloof to each other	3.69	3.38	
42. Teachers volunteer to help each other.	3.33	3.35	
45. Teachers do favors for each other.	3.32	3.32	
<i>average</i>	3.53	3.14	
<i>sum</i>	28.26	25.11	
<i>national mean</i>	28.34	28.34	
<i>difference</i>	-0.08	-3.23	
<i>Standard Deviation</i>	2.57	2.57	Average/Very Low
<i>SdS</i>	496.89	374.32	SdS for TA=100(TA-28.34)/2.57+500
<b>Academic Emphasis items</b>			
2. Students make provisions to acquire extra help from teachers.	2.84	2.82	
7. Students neglect to complete homework.	2.71	2.58	
16. Students respect others who get good grades.	3.12	2.89	
17. Good grades are important to the students of this school.	3.42	3.08	
22. Students seek extra work so they can get good grades.	2.67	2.82	
27. Students try hard to improve on previous work.	2.65	2.58	
29. The learning environment is orderly and serious.	3.36	3.05	
38. Teachers in this school believe that their students have the ability to achieve academically.	3.69	3.41	
44. Academically oriented students in this school are ridiculed by their peers.	3.86	3.59	
<i>average</i>	3.15	2.98	
<i>sum</i>	28.32	26.82	
<i>national mean</i>	20.11	20.11	
<i>difference</i>	8.21	6.71	
<i>Standard Deviation</i>	2.80	2.80	Very High/Very High
<i>SdS</i>	793.21	739.64	SdS for AE=100(AE-20.11)/2.80+500
<b>Overall Index of School Health</b>	<b>628.95</b>	<b>544.57</b>	<b>Very High/Above Average</b>
Health=(SdS for ID)+(SdS for CL)+(SdS for PI)+(SdS for RS)+(SdS for TA)+(SdS for AE)/6			





The standardized scores for directive behavior, restrictive behavior, and disengaged behavior have been inverted to better display the relationship to an average score of 500.

Appendix C  
 Questions for Interview with former and interim Principals  
 (Portin, Schneider, DeArmond, & Gundlach, 2003)

1. Tell us about your school. What are some of its unique characteristics (history, programs, students, teachers, community...)?
2. Tell us about this school's educational program. (Does it have specific educational goals, vision of learning, or response to accountability measures (e.g., improving test scores)?
3. Are you committed to a specific instructional approach here? If so, what is it and how did it come about?
4. What are the marks of good teaching here?  
 What do you expect of your teachers and how do you communicate it?  
 What's your role in improving teaching? (How are there others involved?)
5. What are the special challenges/demands of leading this school?  
 Have these things changed since you've been here? If so, how?
6. How do you judge the school's performance?  
 What do you do if you decide you need to improve in some area?
7. What's the school's organizational/decision-making structure—both formal and informal?  
 Describe the roles and responsibilities of each of the positional leaders (APs, department heads, curriculum leaders, etc.).
8. Who do you rely on to get things done at this school?
9. a. How do you (as a principal and/or in collaboration with other building leaders) make decisions about:
  - Hiring
  - Budgets (priorities/expenditures/allocation)
  - Staffing patterns (scheduling/teacher responsibilities/number of administrators etc.)
  - Curriculum, instruction, and professional development
- b. How do people/groups in the school communicate with each other about these issues?
- c. Do you do anything to cultivate/support other leaders in this school (as part of your management/decision-making structure)?
10. What groups outside or inside the school (e.g., a school district) affect your ability to make decisions about hiring, budgets, staffing patterns, and instruction, etc.?  
 What's the nature of this influence? (Describe your relationship with this group or groups.)
11. What are the top five categories of tasks (i.e., top frequency) that you spend your time on (also, get percentages for each)?  
 Of these, what's most important and why?  
 What has the most impact on students?  
 (Or, what's most productive? least productive?)
12. How does your daily work—i.e., what you really do each day—compare with what you think you were hired to do (or with your own expectations about becoming this school's leader)?
13. Finally: What do you think about the school's future—where's it going?

Appendix D  
Report Prepared for the Successor Principal

**Summary of 2004-2005 and 2005-2006 Staff Climate Surveys**

The survey results presented in this report are based on the total number of survey respondents from the Smith High School campus. Results for aspects of the school climate are calculated and standardized scores are calculated based on averages of responses. Results for each survey question are presented below as averages of responses to each item. Not every respondent answered every question on the survey.

	<b>Number of Respondents</b>	<b>Total Staff on Campus</b>	<b>Percent of Campus</b>
<b>Organizational Climate Description Questionnaire</b>	43	74	58.1%
<b>Organizational Health Inventory</b>	38	73	52.0%
<b>Total</b>	81	147	55.1%

The first survey, the Organizational Climate Descriptions Questionnaire (OCDQ) was revised by Hoy and Sabo in 1998 to provide specific information about the climate in secondary schools. The school's climate can be characterized as one of four types of climates: Open, Engaged, Disengaged, and Closed. To obtain the data necessary to characterize the climate, three sources of data about principal behavior and three sources of data about teacher behavior are determined. Three principal behavior scales determine the Principal Openness score and three teacher behavior scales determine the Teacher Openness score. The point at which those two Openness scores meet on the grid determines the quadrant (type) of school climate.

Each item was rated on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*). Average and standardized scores for each item are reflected in the following tables. These indices are interpreted the same way as the subtest scores, that is, the mean of the "average" school is 500. Thus, a score of 650 on teacher openness represents a highly open faculty. Or a score of 650 on the health index represents a very healthy school, one that is one and a half standard deviations above the average school, and a score of 400 represents a very sick school climate. Most school scores, however, fall between these extremes and can only be diagnosed by carefully comparing all elements of the climate and health. The survey authors have changed the numbers into categories ranging from high to low by using the following conversion table:

<b>Standardized Score</b>	
Above 600	Very High
551-600	High
525-550	Above Average
511-524	Slightly Above Average
490-510	Average
476-489	Slightly Below Average
450-475	Below Average
400-449	Low
Below 400	Very Low

**Organizational Climate Description Questionnaire Analysis**

**Supportive principal behavior** is directed toward both the social needs and task achievement of faculty. The principal is helpful, genuinely concerned with teachers, and attempts to motivate by using constructive criticism and by setting an example through hard work.

<b>Supportive behavior items</b>	<b>2005-2006</b>
1. The principal compliments teachers.	2.71
10. The principal encourages teacher autonomy.	2.61
11. The principal goes out of his or her way to help teachers.	2.63
12. The principal is available after school to help teachers when assistance is needed.	2.55
15. The principal uses constructive criticism.	2.38
19. The principal looks out for the personal welfare of the faculty.	2.90
24. The principal listens to and accepts teachers' suggestions.	2.58
32. The principal treats teachers as equals.	2.75
36. The principal goes out of his or her way to show appreciation to teachers.	2.65
44. The principal accepts and implements ideas suggested by faculty members.	2.33
49. The principal sets an example by working hard himself or herself.	3.03
<i>average</i>	2.65
<b>Standardized Score</b>	<b>505.86</b>
	Average

**Directive principal behavior** is rigid domineering behavior. The principal maintains close and constant monitoring over virtually all aspects of teacher behavior in the school.

<b>Directive behavior items</b>	<b>2005-2006</b>
9. The principal rules with an iron fist.	1.63
20. The principal supervises teachers closely.	2.03
33. The principal corrects teachers' mistakes.	2.35
37. The principal keeps a close check on sign-in times.	1.70
38. The principal monitors everything teachers do.	1.60
41. The principal closely checks teacher activities.	0.18
<i>average</i>	1.58
<b>Standardized Score</b>	<b>391.75</b>
<i>(for this indices a low score is desirable.)</i>	Very Low

**Restrictive principal behavior** is behavior that hinders rather than facilitates teacher work. The principal burdens teachers with paperwork, committee requirements, and other demands that interfere with their teaching responsibilities.

<b>Restrictive behavior items</b>	<b>2005-2006</b>
4. Routine duties interfere with the job of teaching.	2.39
3. Teachers are burdened with busy work.	2.32
39. Administrative paperwork is burdensome at this school.	2.18
42. Assigned nonteaching duties are excessive.	1.77
<i>average</i>	<i>2.17</i>
<b>Standardized Score</b>	<b>470.39</b>
<i>(for this indices a low score is desirable.)</i>	Below Average

**Collegial teacher behavior** supports open and professional interactions among teachers. Teachers like, respect, and help one another both professionally and personally.

<b>Collegial behavior items</b>	<b>2005-2006</b>
2. Teachers have parties for each other.	2.63
13. Teachers invite other faculty members to visit them at home.	2.25
14. Teachers socialize with each other on a regular basis.	2.40
16. Teachers who have personal problems receive support from other staff members.	2.95
22. Most of the teachers here accept the faults of their colleagues.	2.48
25. Teachers have fun socializing together during school time.	2.30
34. Teachers provide strong social support for colleagues.	3.00
35. Teachers respect the professional competence of their colleagues.	3.20
40. Teachers help and support each other.	3.30
43. The interactions between team/unit members are cooperative.	2.87
45. Members of teams/units consider other members to be their friends.	2.90
<i>average</i>	<i>2.75</i>
<b>Standardized Score</b>	<b>532.56</b>
	Above Average

**Committed teacher behavior** is directed toward helping students to develop both socially and intellectually. Teachers work extra hard to insure student success in school.

<b>Committed behavior items</b>	<b>2005-2006</b>
5. Teachers “go the extra mile” with their students.	3.61
6. Teachers are committed to helping their students	3.66
7. Teachers help students on their own time.	3.56
17. Teachers stay after school to tutor students who need help.	3.35
18. Teachers accept additional duties if students will benefit.	3.05
21. Teachers leave school immediately after school is over.	3.10
46. Extra help is available to students who need help.	3.59
47. Teachers volunteer to sponsor after-school activities.	3.38
48. Teachers spend time after school with students who have individual problems.	3.31
<i>average</i>	<i>3.40</i>
<b>Standardized Score</b>	<b>640.51</b>
	Very High

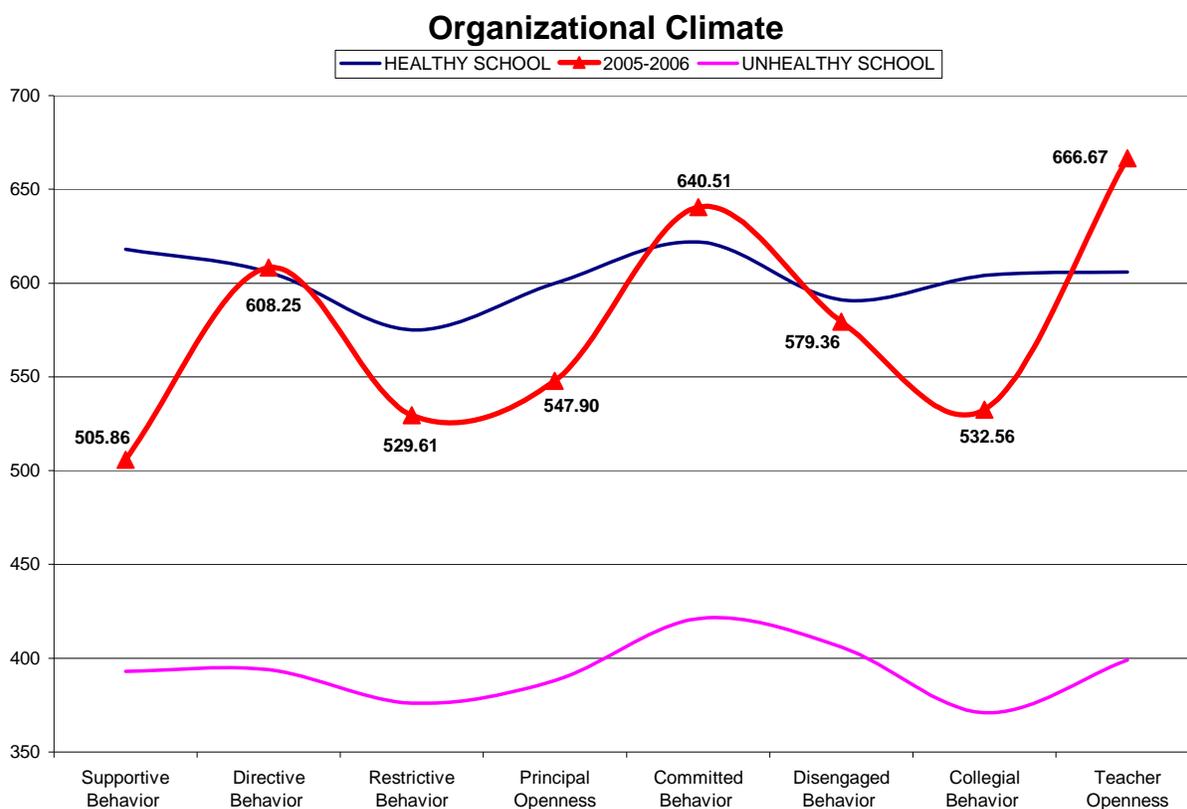
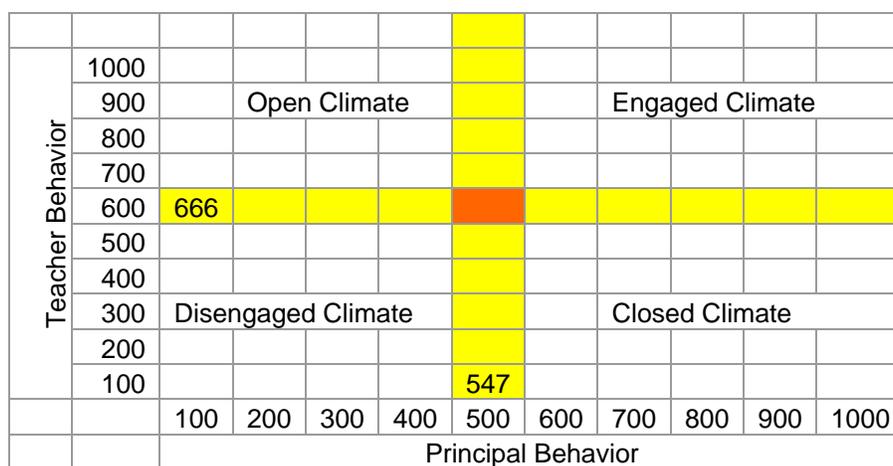
**Disengaged teacher behavior** signifies a lack of meaning and focus to professional activities. Teachers simply are putting in their time, they are critical and unaccepting of their colleagues.

<b>Disengaged behavior items</b>	<b>2005-2006</b>
8. Teachers interrupt other teachers who are talking in staff meetings.	1.54
23. Teachers exert group pressure on nonconforming faculty members.	1.80
26. Teachers ramble when they talk at faculty meetings.	1.68
27. Teachers are rude to other staff members.	1.25
28. Teachers make “wise cracks” to each other during meetings.	1.53
29. Teachers mock teachers who are different.	1.15
30. Teachers don’t listen to other teachers.	1.33
31. Teachers like to hear gossip about other staff members.	1.93
50. Teachers are polite to one another.	1.62
<i>average</i>	<i>1.54</i>
<b>Standardized Score</b>	<b>420.64</b>
<i>(for this indices a low score is desirable.)</i>	Low

<b>Principal Openness - Above Average</b>	<b>547.90</b>
<b>Teacher Openness - Very High</b>	<b>666.67</b>

The climate at Smith High School is open. The teachers are professional in their interactions with each other and respect the work of their colleagues (above average on collegiality). They also demonstrate a strong commitment to students (very high on commitment); they are willing to go the extra mile in helping students to achieve. Teachers are typically tolerant and engaged in meaningful professional activities (low disengagement). There

is openness on the part of the interim principal (above average). The interim principal is supportive of teachers by treating them as equals, encouraging autonomy, and going out of his/her way to help teachers (average supportive behavior). Moreover, the principal neither controls teachers tightly nor monitors their actions closely, but rather gives considerable autonomy (very low directive behavior). Finally, the interim principal facilitates teacher activity by not burdening them with busy work or other administrative trivia that shift their attention from the teaching-learning process (below average restrictive behavior).



The standardized scores for directive behavior, restrictive behavior, and disengaged behavior have been inverted to better display the relationship to an average score of 500.

### **Organizational Health Inventory Analysis**

The second survey administered was the 45-item Organizational Health Inventory (OHI). The OHI is designed to measure six dimensions of secondary school climate including *Institutional Integrity, Collegial Leadership, Principal Influence, Resource Support, Teacher Affiliation, and Academic Emphasis*. Standardized score results for Smith High School on each of the items comprising the six climate areas are summarized in the following report.

Each item was rated on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*). Average and standardized scores for each item are reflected in the following tables. These indices are interpreted the same way as the subtest scores, that is, the mean of the "average" school is 500. Thus, a score of 650 on teacher openness represents a highly open faculty. Or a score of 650 on the health index represents a very healthy school, one that is one and a half standard deviations above the average school, and a score of 400 represents a very sick school climate. Most school scores, however, fall between these extremes and can only be diagnosed by carefully comparing all elements of the climate and health. The survey authors have changed the numbers into categories ranging from high to low by using the following conversion table:

<b><i>Standardized Score</i></b>	
Above 600	Very High
551-600	High
525-550	Above Average
511-524	Slightly Above Average
490-510	Average
476-489	Slightly Below Average
450-475	Below Average
400-449	Low
Below 400	Very Low

***Institutional Integrity***: This subscale consists of seven items that describe the degree to which the school can cope with its environment in a way that maintains the educational integrity of its programs. It indicates the extent to which teachers are protected from unreasonable community and parental demands.

<b><i>Institutional Integrity items</i></b>	<b>2004-2005</b>	<b>2005-2006</b>
8. The school is vulnerable to outside pressures.	2.99	2.79
13. Community demands are accepted even when they are not consistent with the educational program.	3.10	3.05
18. Teachers feel pressure from the community.	2.83	2.61
23. Select citizen groups are influential with the board.	2.71	2.50
25. The school is open to the whims of the public.	3.37	3.21
26. A few vocal parents can change school policy.	3.34	3.21
33. Teachers are protected from unreasonable community and parental demands.	2.84	2.68
<i>average</i>	<i>3.03</i>	<i>2.86</i>
<b><i>Standardized Score</i></b>	<b><i>669.15</i></b>	<b><i>629.08</i></b>
	Very High	Very High

***Collegial Leadership***: This subscale consists of nine items that describe the degree to which the principal displays behavior that is friendly, supportive, open, and guided by norms of equality and at the same time sets the tone for high performance by letting people know what is expected of them.

<b><i>Collegial Leadership items</i></b>	<b>2004-2005</b>	<b>2005-2006</b>
1. The principal explores all sides of topics and admits that other options exist.	3.29	3.18
4. The principal discusses classroom issues with teachers.	3.22	2.82
5. The principal accepts questions without appearing to snub or quash the teacher.	3.24	3.11
10. The principal treats all faculty members as his or her equal.	2.99	2.97
14. The principal lets faculty know what is expected of them.	3.74	3.29
24. The principal looks out for the personal welfare of faculty members.	3.46	3.08
30. The principal is friendly and approachable.	3.38	3.16
35. The principal is willing to make changes.	3.15	2.89
39. The principal is understanding when personal concerns cause teachers to arrive late or leave early.	2.96	2.89
<i>average</i>	<i>3.27</i>	<i>3.04</i>
<b><i>Standardized Score</i></b>	<b><i>576.01</i></b>	<b><i>521.02</i></b>
	High	Slightly Above Average

**Principal Influence:** This subscale consists of six items that describe the principal's ability to influence the actions of superiors. It describes the degree to which principals are persuasive with superiors, get additional consideration, and proceed relatively unimpeded by the hierarchy.

<b>Principal Influence items</b>	<b>2004-2005</b>	<b>2005-2006</b>
3. The principal gets what he or she asks for from superiors.	3.31	2.53
9. The principal is able to influence the actions of his or her superiors.	2.99	2.39
19. The principal's recommendations are given serious consideration by his or her superiors.	3.33	2.68
34. The principal is able to work well with the superintendent.	3.60	2.81
41. The principal is rebuffed by the superintendent.	3.80	3.27
43. The principal is effective in securing the superintendent's approval for new programs or activities.	3.46	2.81
<i>average</i>	<i>3.42</i>	<i>2.75</i>
<b>Standardized Score</b>	<b>694.34</b>	<b>505.66</b>
	Very High	Average

**Resource Support:** This subscale consists of six items that describe the degree to which classroom supplies and instructional materials are readily available and extra materials are supplied if requested.

<b>Resource Support items</b>	<b>2004-2005</b>	<b>2005-2006</b>
6. Extra materials are available if requested.	2.87	2.84
11. Teachers are provided with adequate materials for their classrooms.	3.11	2.82
15. Teachers receive necessary classroom supplies.	3.15	2.89
20. Supplementary materials are available for classroom use.	2.81	2.76
36. Teachers have access to needed instructional materials.	3.07	2.86
40. Our school gets its fair share of resources from the district.	2.87	2.49
<i>average</i>	<i>2.98</i>	<i>2.78</i>
<b>Standardized Score</b>	<b>544.11</b>	<b>497.72</b>
	Above Average	Average

**Teacher Affiliation:** This subscale consists of eight items that describe the degree to which there is a sense of friendliness and strong affiliation with the school. It describes the degree to which teachers feel good about each other, their job, and their students, and how much they are committed to both their students and their colleagues and accomplish their jobs with enthusiasm.

<b>Teacher Affiliation items</b>	<b>2004-2005</b>	<b>2005-2006</b>
12. Teachers in this school like each other.	3.61	3.32
21. Teachers exhibit friendliness to each other.	3.61	1.50
28. Teachers accomplish their jobs with enthusiasm.	3.25	3.08
31. Teachers show commitment to their students.	3.71	3.46
32. Teachers are indifferent to each other.	3.74	3.70
37. Teachers in this school are cool and aloof to each other	3.69	3.38
42. Teachers volunteer to help each other.	3.33	3.35
45. Teachers do favors for each other.	3.32	3.32
<i>average</i>	3.53	3.14
<b>Standardized Score</b>	<b>496.89</b>	<b>374.32</b>
	Average	Very Low

**Academic Emphasis:** This subscale consists of nine items that describe the extent to which the school is driven by a quest for academic excellence. It describes the degree to which high but achievable academic goals are set for students, the learning environment is orderly and serious, teachers believe in their students' ability to achieve, and students work hard and respect those who do well academically.

<b>Academic Emphasis items</b>	<b>2004-2005</b>	<b>2005-2006</b>
2. Students make provisions to acquire extra help from teachers.	2.84	2.82
7. Students neglect to complete homework.	2.71	2.58
16. Students respect others who get good grades.	3.12	2.89
17. Good grades are important to the students of this school.	3.42	3.08
22. Students seek extra work so they can get good grades.	2.67	2.82
27. Students try hard to improve on previous work.	2.65	2.58
29. The learning environment is orderly and serious.	3.36	3.05
38. Teachers in this school believe that their students have the ability to achieve academically.	3.69	3.41
44. Academically oriented students in this school are ridiculed by their peers.	3.86	3.59
<i>average</i>	3.15	2.98
<b>Standardized Score</b>	<b>793.21</b>	<b>739.64</b>
	Very High	Very High

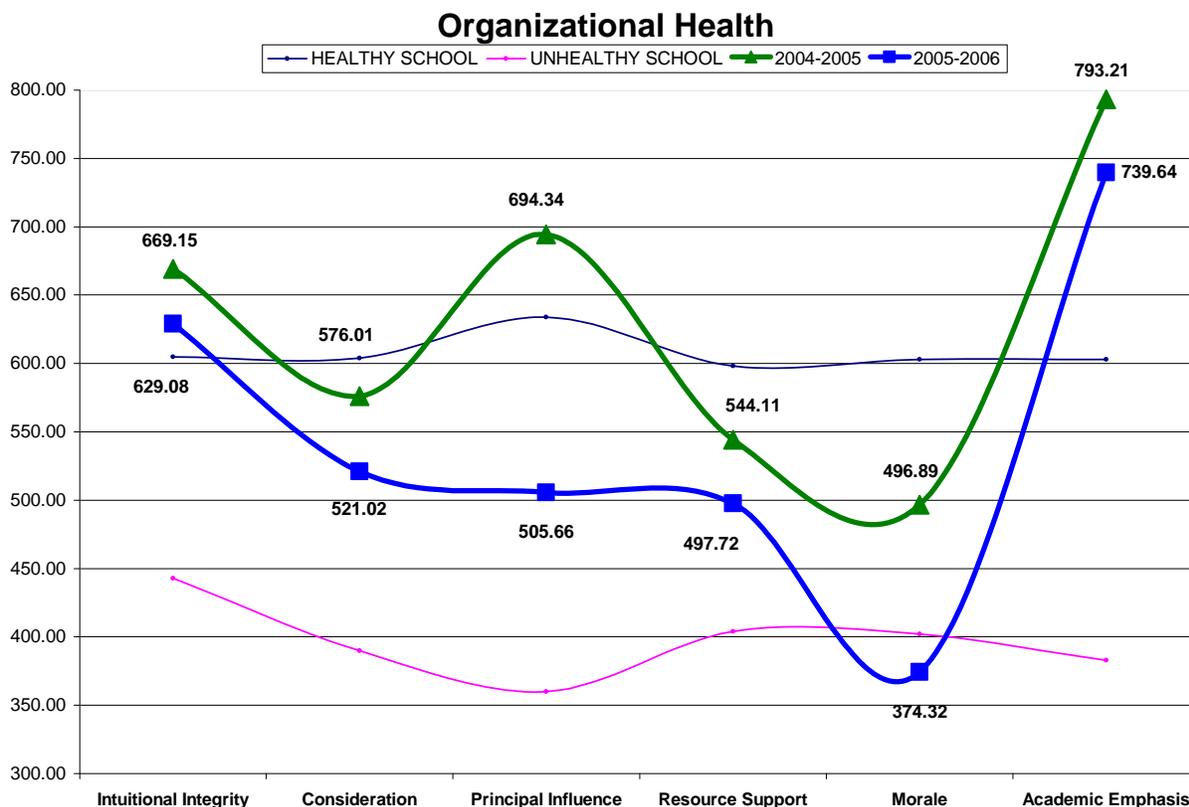
	<b>2004-2005</b>	<b>2005-2006</b>
<b>Overall Index of School Health</b>	<b>628.95</b>	<b>544.57</b>
	<b>Very High</b>	<b>Above Average</b>

In analyzing the results from the *2004-2005 OHI* Smith was a school which was protected from unreasonable community and parental pressures (very high institutional integrity). Classroom supplies, instructional materials, and supplementary materials are available (above average resource support) and the principal, while seen as friendly, supportive, and collegial (high consideration), also has apparent influence with superiors who take him seriously (very high principal influence). The former principal's attempts to maintain structure within the school were above the average of other High Schools. However teachers do not get much of a sense of accomplishment from their jobs nor are they confident in their fellow teachers or even friendly with them (slightly below average morale). Academic achievement in Smith high and students work hard on their school work, are highly motivated, and respect other students who achieve academically (very high academic influence) (Staff Climate Survey Results, 2005).

In *2005-2006* Smith High School is still a healthy place to work and learn. Smith is typical of schools in its relationship to the community. Parents place demands on the school, and most teachers do not like them, as evidenced by the open ended responses, but the school has reasonable program integrity (above average institutional integrity). The interim principal is a dynamic leader who is respected by teachers as well as superiors. The interim principal goes to bat for the teachers and is usually able to deliver for them (average principal influence).

Teachers at Smith get the resources they need to do the job (average resource support). The interim principal is a friendly and approachable leader who looks out for the personal welfare of the teachers (slightly above average collegial leadership). However with the transition of school leadership teachers are beginning to not get along with each other and have lessened attachment to the school and colleagues (very low teacher morale). Finally, the press for intellectual accomplishment is strong showing only a slight decline from the previous year. Teachers set high expectations for their students, and students respond accordingly. The school has generally maintained its sense of purpose in learning (very high academic emphasis).

Teacher behavior at Smith can be described as typical for a school undergoing not only a change in administration, but is one planning for a change in overall structure. Morale is low and teachers are becoming frustrated with each other and the perceived forced change in the structure of the school. They are becoming frustrated by the close monitoring of the central office administration and what they consider to be an unnecessary change in the way they perform their jobs (high frustration). There is declining cohesiveness among the faculty in this school (low intimacy); they neither work together nor socialize together.



When comparing the OHI scores from 2004-2005 to the scores from 2005-2006 there is a not unexpected decline across the board. Particularity, in the areas of principal influence and teacher morale where there is an average decline of 150 points in each area. The overall OHI health index dropped one standard deviation.

Smith students participated in the BISD Student Climate Survey for the first time in 2004-2005. The survey was designed to measure student perceptions regarding three broad dimensions called Behavioral Environment, Adult/Student Interactions, and Academic Environment. Each of these three dimensions is made up of multiple concepts that are measured with groups of survey items, or subscales.

The open-ended responses of students provide meaningful cues to their perception of their school. There were several common themes expressed in the open-ended responses written by Smith High School students (High School Exit Survey, 2005):

- Students are dissatisfied with attendance and tardy policies. Many expressed frustration with practices such as tardy sweeps, tardy “tanks” and mandatory time management classes. Some students believe that the current policies lead to higher levels of lost instructional time and that they may encourage skipping. Many students believe that associated exam exemption policies are unfair.
- Students continue to express a desire to be treated with respect and fairness by school staff, including administrators, office/attendance staff, hall monitors, security and parking lot personnel. Many feel that they are treated with suspicion and disrespect as a result of the behavior of other students. Students are also concerned that some rules (e.g., parking, dress code, off-campus lunch) are enforced inconsistently.

- Many students are unhappy with the dress code and do not believe that style of dress interferes with the learning process. Many are particularly disappointed in the restriction on hats. There are also some concerns that the staff dress code is not as consistently enforced as the student dress code.
- A smaller number of students expressed their frustration with their educational experiences, with particular teachers and administrators, with BISD in general, or with Smith High School. Some were disappointed that they did not receive more assistance and respect from administrators, staff or particular teachers. Others voiced their concerns that teachers do not receive enough administrative support and that teachers deserve more pay for their hard work.

Interviews conducted with both the former and interim principal and staff responses to open ended questions indicate pockets of innovation and random acts of implementation, but no overall commitment to the mission and vision spelled out in the district High School redesign initiative. The High School redesign initiative was central to the thinking of the school leaders, and it is now emerging into the perspective of the staff, mainly due to the efforts of the interim principal. It is just beginning to be a part of the teachers' instructional strategies. Rapid growth and dramatic demographic changes have caused the school to lose focus. The school is ailing, and the healing needs to begin at its foundation - its staff.

These new data about Smith supply new hints about its problems. This may well be a school where the faculty is being starved, and in the past generally did what ever the former principal asked them to do. The former principal was seen in a favorable light. He was well-liked by the teachers, and had influence with his superiors in the central administration. He was able to get what the teachers feel are the necessary instructional materials to do a good job. However, since his departure the faculty has become discouraged. Responses to open ended questions on both surveys indicate that they faculty seems to be drifting without the benevolent former principal. The problems of Smith may not merely be school problems; they appear to be part of a district pattern of neglect of this school in allowing it to continue in what is a successful school, but is now a school that is in need of updating its practices and is resisting unwelcome change. It would be tempting to suggest comprehensive organizational changes that ought to be made at Smith, but it would probably not be productive at this time. The teachers' morale at Smith seems to be in need of attention. Change efforts should probably begin with building collegiality among the staff. And, this will provide the foundation for acceptance of the organizational changes that Smith now faces. Any program of successful change must involve the teachers at Smith. Climate and health profiles are only means toward effective change, not ends in themselves.

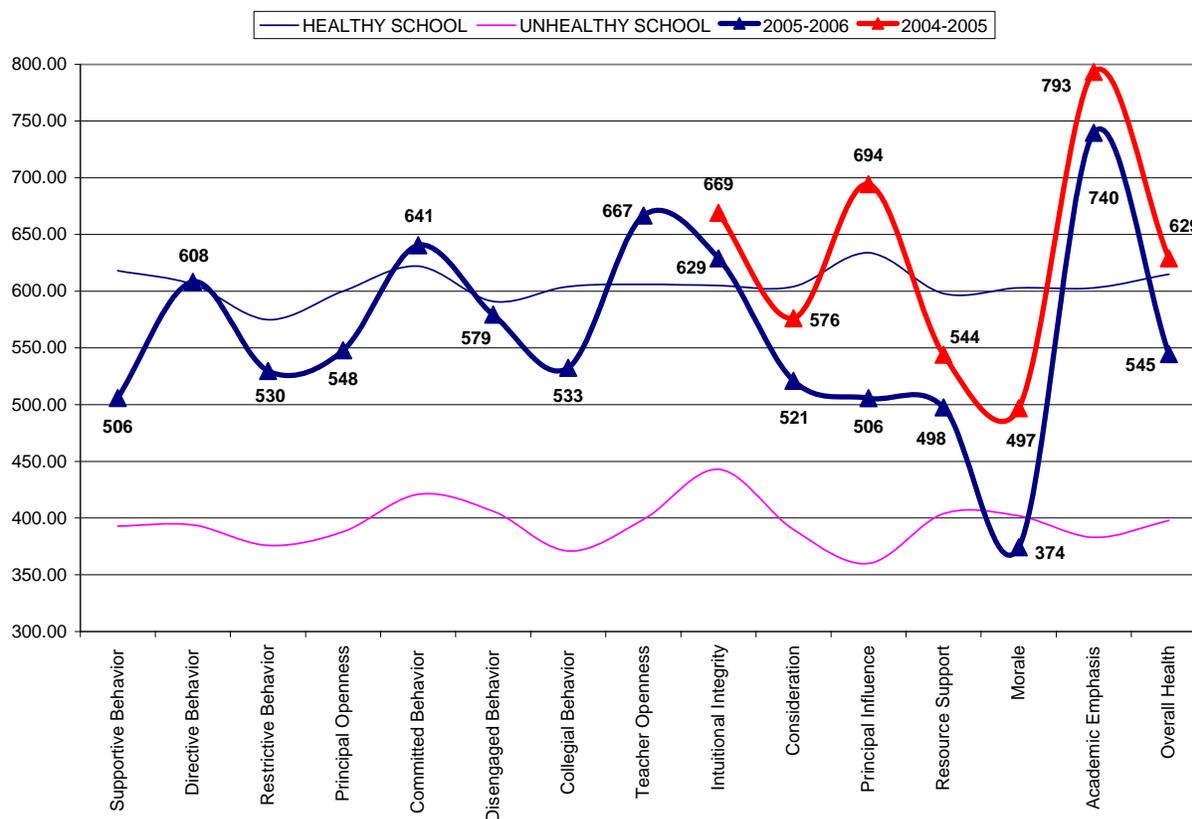
In any event, administrators and staff who have used the results of the OHI and OCDQ rave about their usefulness. They claim they are better able to sort out how they are truly received by their teachers. For most of them, the news is mixed. Often the message is blunt.

The typical principal and staff response is "I disagree," or, "that's wrong." But the issue here is not who is right and who is wrong. The feelings of the teachers are real and based on something. The principal may indeed behave as described or may be misperceived as behaving that way. It really doesn't matter. Teachers act on their beliefs and perceptions. Principals need to come to understand the basis of the beliefs of the teachers so that they can respond directly

and skillfully. The instruments neither lie nor explain, they simply describe. They are tools for reflection and action.

The OCDQ and OHI results mirror the interaction patterns in a school and should be administered and fully analyzed annually. They are the foundations for self-analysis and organizational improvement. The authors of the surveys believe, and there is research evidence, that the instruments measure important sets of variables that are related to positive teacher and student performance. They suggest that it is a good idea to have periodic assessments of health and climate. Open and healthy schools are good places. People like each other and they like their schools. Trust, commitment, cooperation, loyalty, and teamwork are the hallmarks of such schools. Schools are transformed into educational communities where individuals come to respect each other and help each other.

The survey authors caution against using either battery of tests for summative evaluation. To do so would be to weaken the surveys utility as tools for organizational development and improvement. Rather than an impression of school atmosphere, the instruments provide reasonably valid and reliable descriptions of health and climate.



The standardized scores for directive behavior, restrictive behavior, and disengaged behavior have been inverted to better display the relationship to an average score of 500.