

Moralization Matrix Report

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Report Prepared By

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The Moralization Matrix is influenced by the book, So Much Reform, So Little Change. Payne (2008) argues that there are social and micro-political barriers that impede school reform from taking hold within many urban schools in America. Payne (2008) argues that these so called **demoralized** schools suffer from lack of social cohesion, organizational responsiveness, and efficiency. Which, altogether, contribute to a normalization of attitudes and behaviors that are not conducive to an environment ripe for reform. On the other hand, moralized schools are those that have teachers that are motivated, have high expectations for students, believe that change can make things better, are willing to change, and are able to work together to achieve classroom and school level goals.

The Moralization Matrix survey is designed to measure your school across nine factors which are divided between three construct areas: Organizational Climate and Effectiveness, Normalized Attitudes, and The Moral Imperative to Change.

In order to harness the benefits of educational interventions, school leaders must navigate the complexities of the teacher perceptions that impact their ability to change and effectively work together in their schools. The Moralization Matrix was developed in order to inform the process by which interventions are chosen and facilitate a dialogue amongst school leaders, and teachers.

A guide to understanding your report

1

Icons



Organizational Climate
& Effectiveness



Normalized Attitudes



The Moral Imperative to
Change

2

Scoring

Percentages represent positive consensus, which is calculated based upon the amount of teachers who chose the top two positive answer choices on a question (dark and light green).

Legend

Red and green arrows illustrate the degree of positive consensus. 70% is the benchmark for a green arrow.



Room to
grow



Strengths

▲ 70%



Strongly Agree Agree Somewhat Agree Neither Agree or Disagree Somewhat Disagree Disagree Strongly Disagree

3

Closer Look

Key aspects of your schools data are highlighted on each page

Guiding questions at the end of the report are tools to navigate conversations with your staff



Organizational Climate & Effectiveness

The Organizational Climate and Effectiveness construct forms the basis of the Moralization Matrix. The immediate needs of teachers, the cohesive nature of a school, leadership, and trust among personnel all set the tone for the normalized attitudes and behaviors that are fostered and developed within a school. The Moral Imperative to Change, is in part, a result of the organizational climate and the behaviors and attitudes that become commonplace within an urban school.

The Organization Climate and Effectiveness Construct has four elements:

1. Maslow's Hierarchy of Needs
2. . Organizational effectiveness
3. Leadership
4. . Relational Trust

Legend

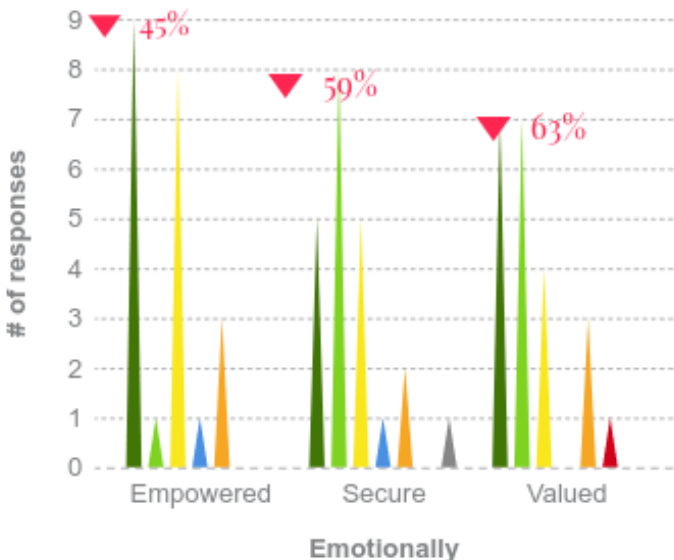
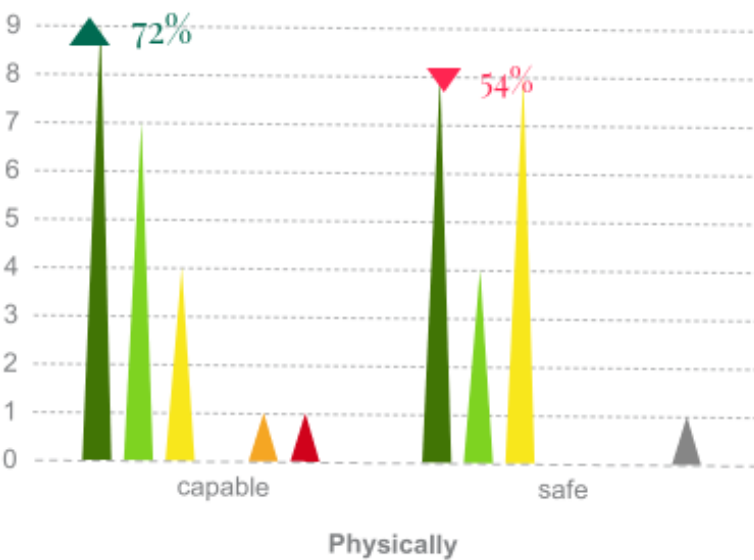
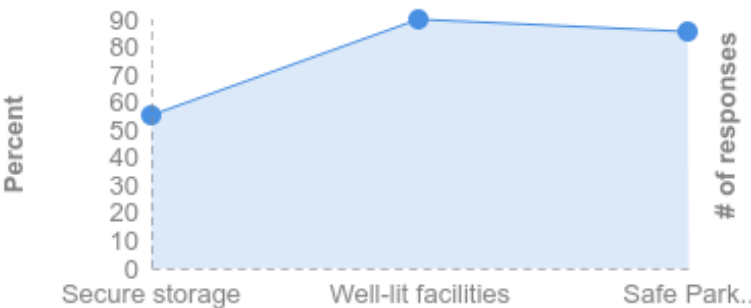




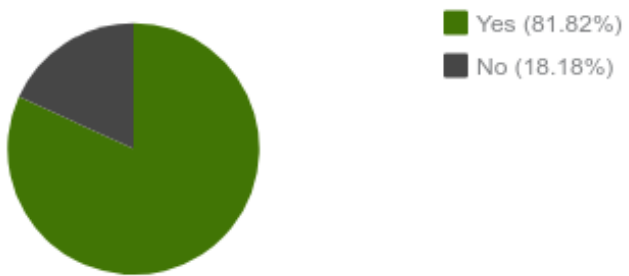
Maslow's Hierarchy of Needs

Focuses on teachers' beliefs regarding their emotional and physical security, safety, and capability.

I am provided:



Additional teaching resources (i.e. support staff, instructional coaches) are available if needed



Overall, teachers rate the school facilities as safe.

Teachers believe they have access to additional instructional support



Emotionally, teachers need greater support. There is a sharp change in who feels empowered and who does not.



While teachers believe they are provided safe facilities, they do not feel physically safe.

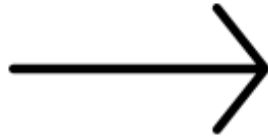


School Organization

Captures teachers' perceptions regarding the efficiency and effectiveness of their school.

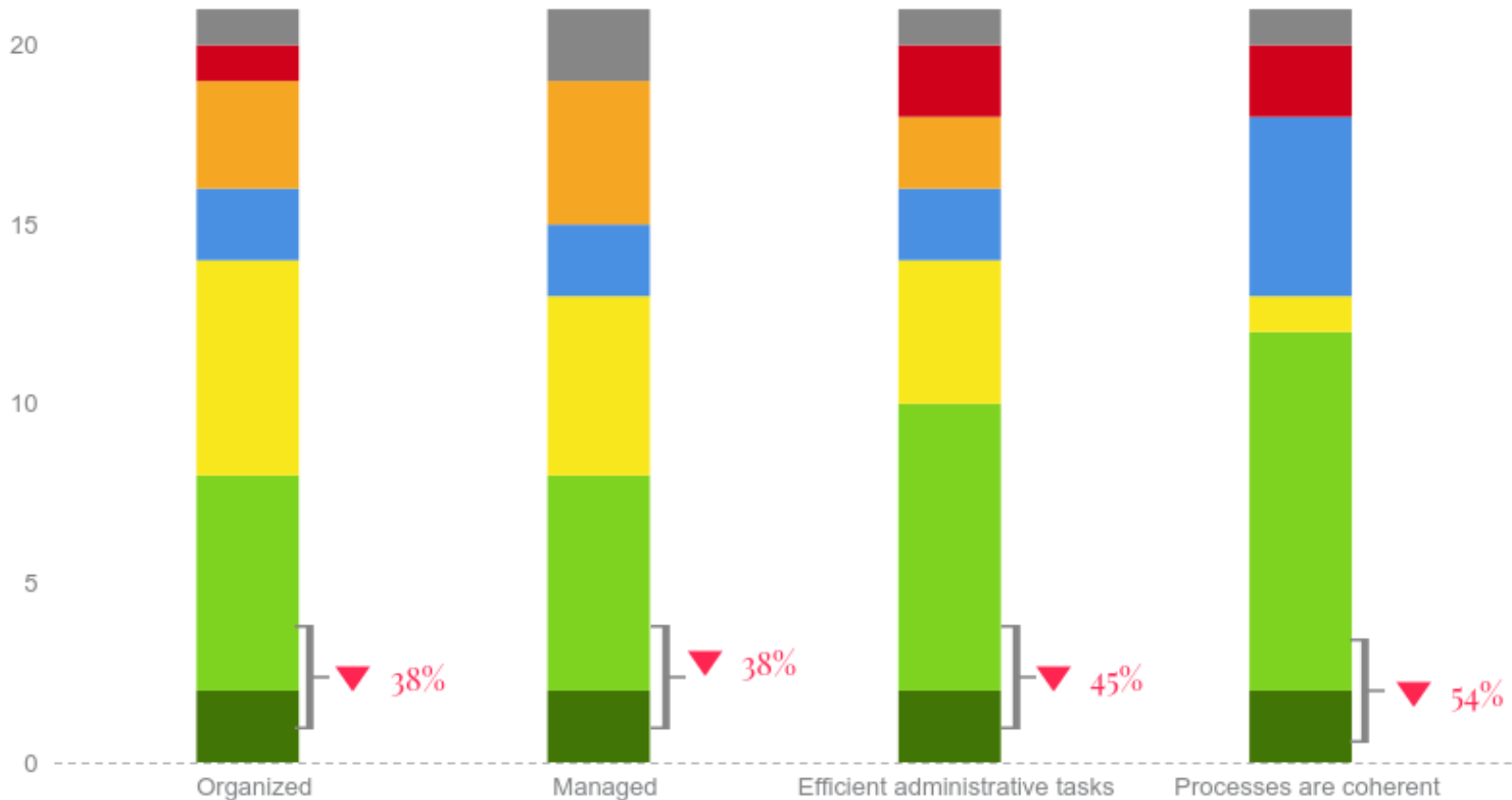
67%

Report inefficient processes within the school



- Communication processes with Parents & Other Staff Members
- Behavior & Suspension Procedures
- Record Keeping & Paperwork
- Lunch Count Process

25



Closer Look



While 67% of teachers said there were inefficient processes, 54% believed that processes were coherent.

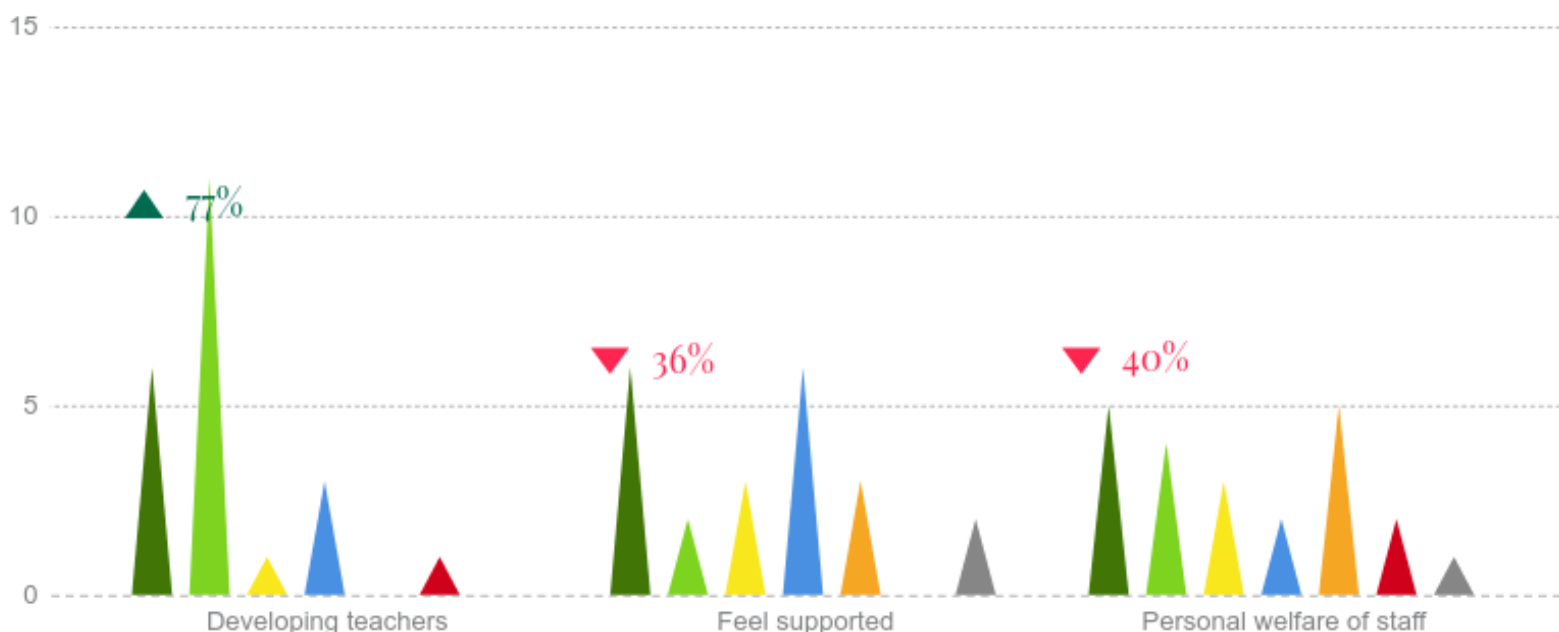


There is a stark difference between teachers' overall perception of the school's organization and management, as opposed to specific administrative processes

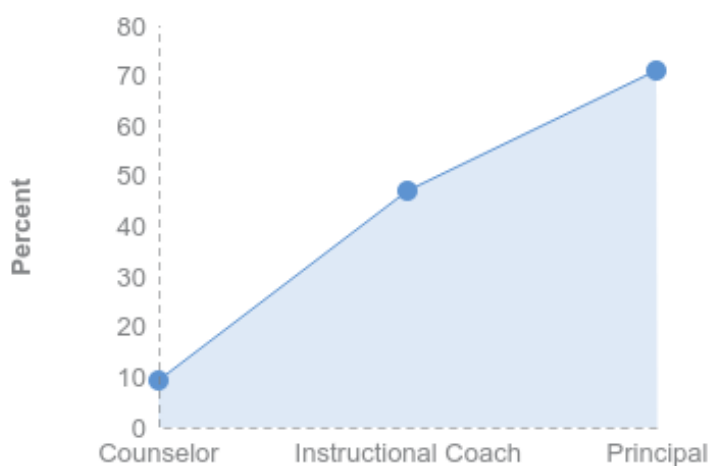


Leadership

Leadership is designed to capture whether teachers believe that they are supported by school administrators.



The School administrators I feel supported by:



I really respect my principal as:



The principal is professionally and personally respected.

Teachers believe the principal is personally invested in developing them and is named as a key support in the building.

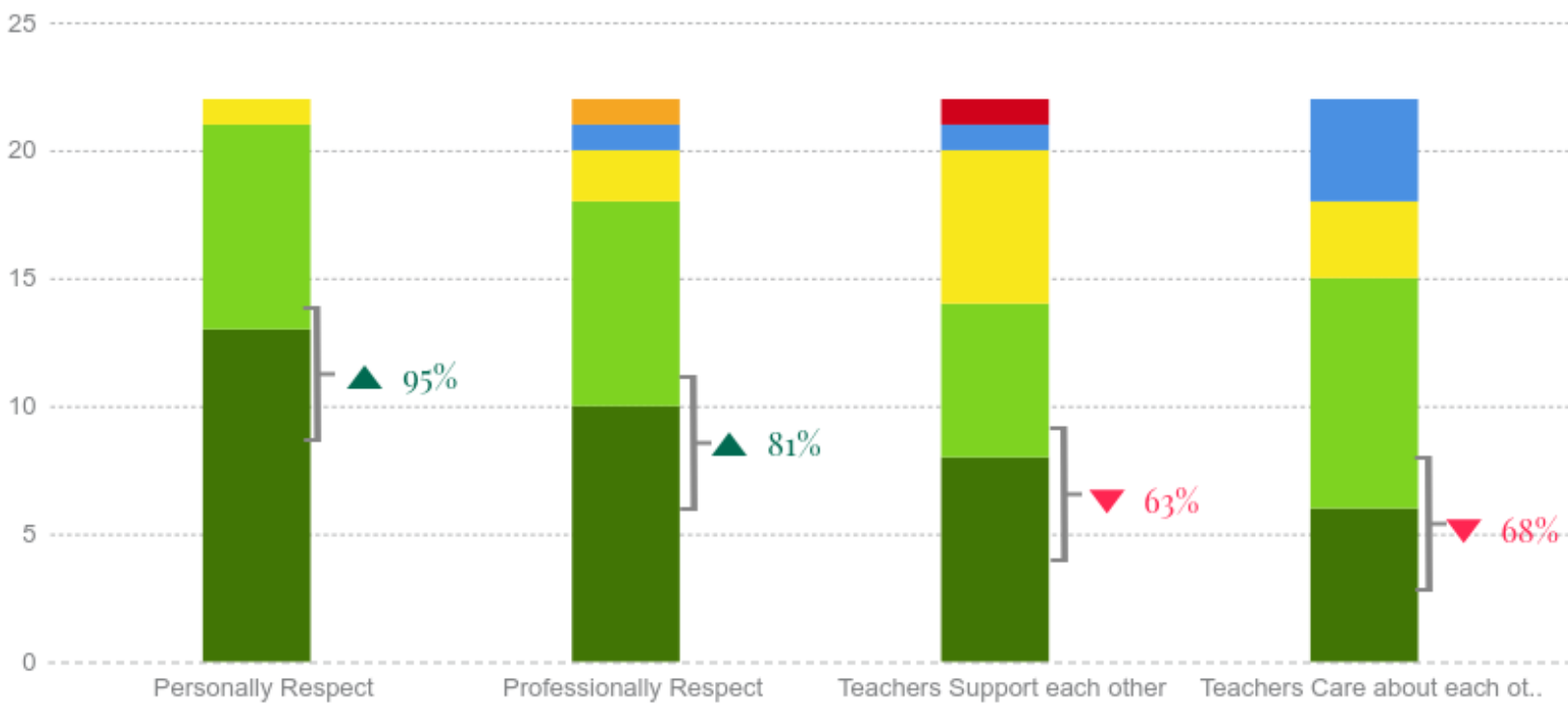


Teachers may feel instructionally supported, but less so regarding their personal welfare.



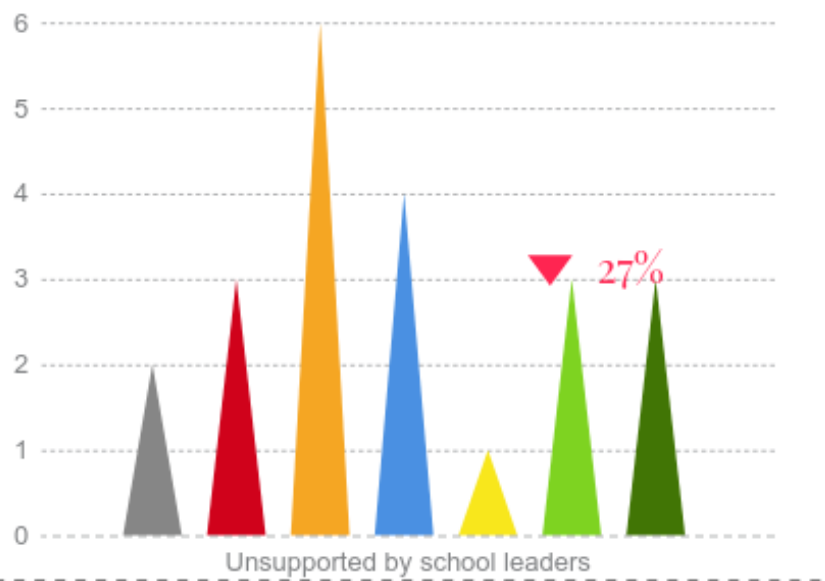
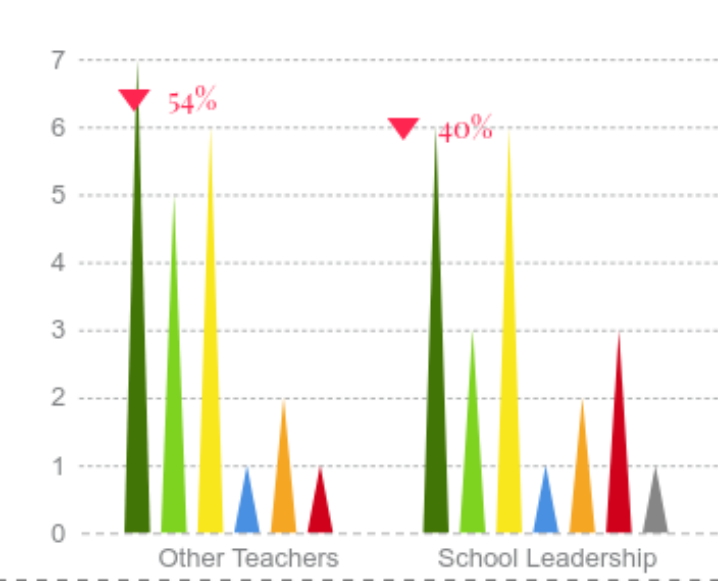
Trust

Relational Trust is designed to capture the degree to which teachers professionally and personally trust and respect their colleagues and school leaders.



It's okay to express worries, fears, and frustrations

I often feel:



Teachers personally and professional respect their colleagues

Most of the staff often feels that they are unsupported. Over half don't believe its okay to express their worries, fears, or frustrations with leadership.



Many teachers don't feel supported by one another, or that teachers care about one another. Less feel that it is okay to express their worries or frustrations.



Normalized Attitudes

Understanding the moralization of a school requires disaggregating teacher attitudes regarding themselves, their colleagues, and their leaders. Payne (2008) argues that teachers' willingness to change is mitigated by their perceptions of other school personnel. Much of individual human behavior within organizations is guided by what one thinks their colleagues are doing "and getting away with"; this is often amplified by how leaders hold themselves and their faculty members accountable. Though the entire Moralization Matrix is based upon teacher perception, the Normalized Attitude Construct, is the only construct that asks teachers to place their attitudes in relation to those of their colleagues and leaders. The Normalized Attitudes measure is based on relational data that asks teachers to rate themselves, their colleagues, and their leaders on the same categories. This allows teachers to describe and locate their peers and leaders in a continuum within their school.

Normalized Attitudes construct is comprised of the three following factors:

1. Willingness to Change
2. Human Capacity
3. Normalized Attitudes

Legend



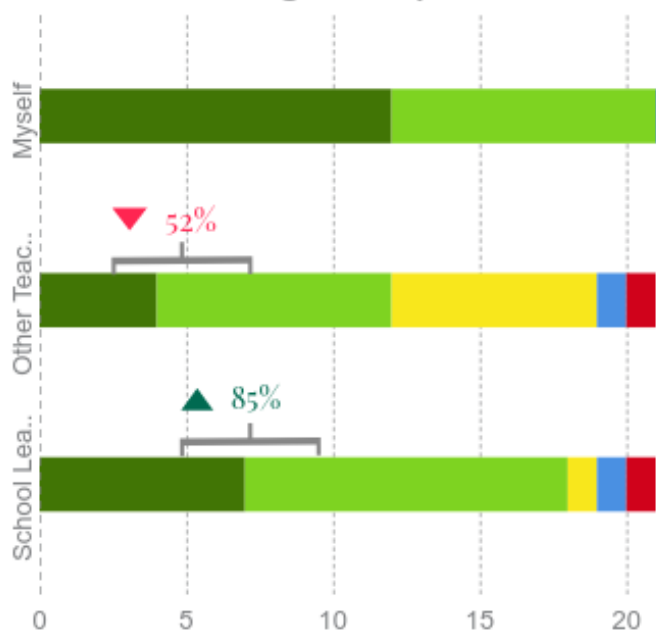
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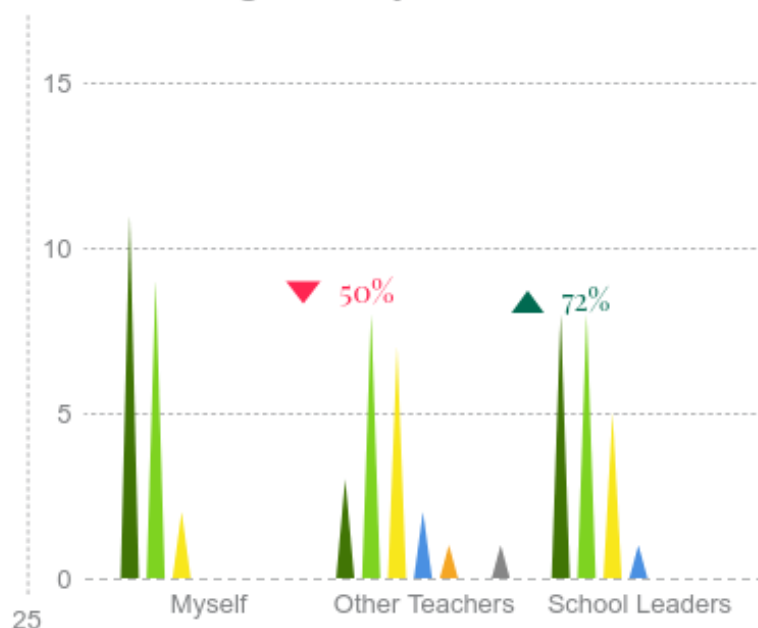
Willingness to Change

Gathers the degree to which teachers believe school personnel are willing to learn, try, and seek new ways to improve education

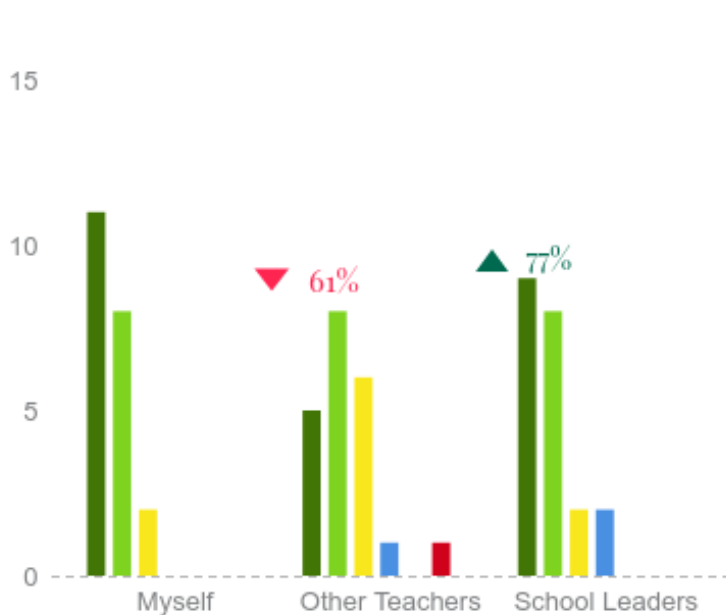
Willing to Improve Practice



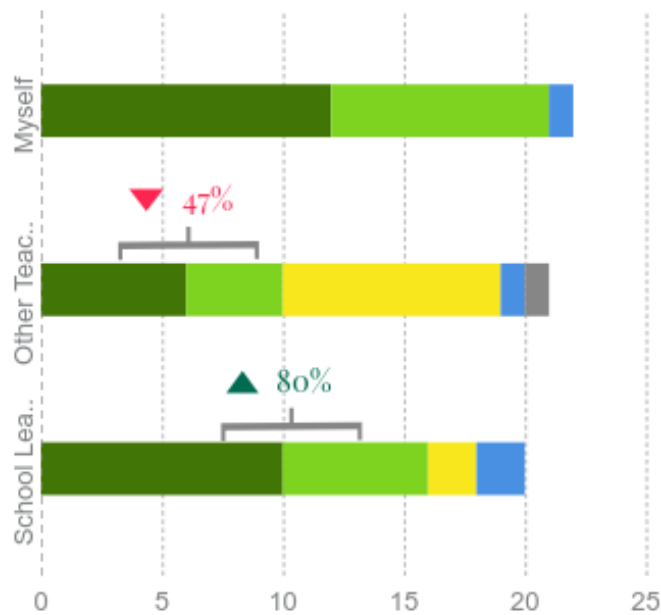
Eager to try new ideas



Continually Learning



Willing to take risks

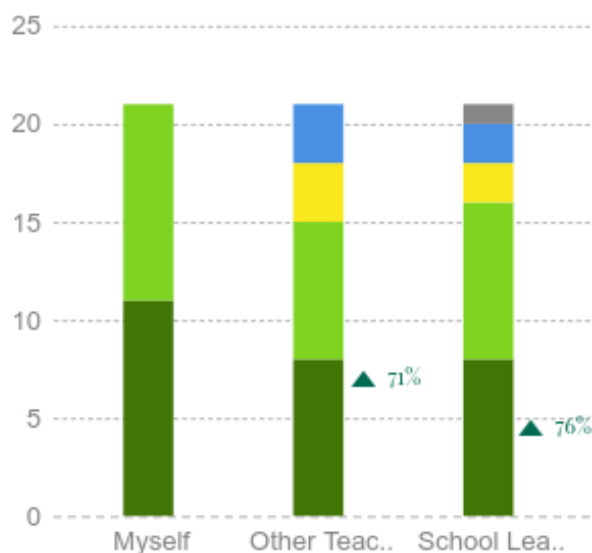




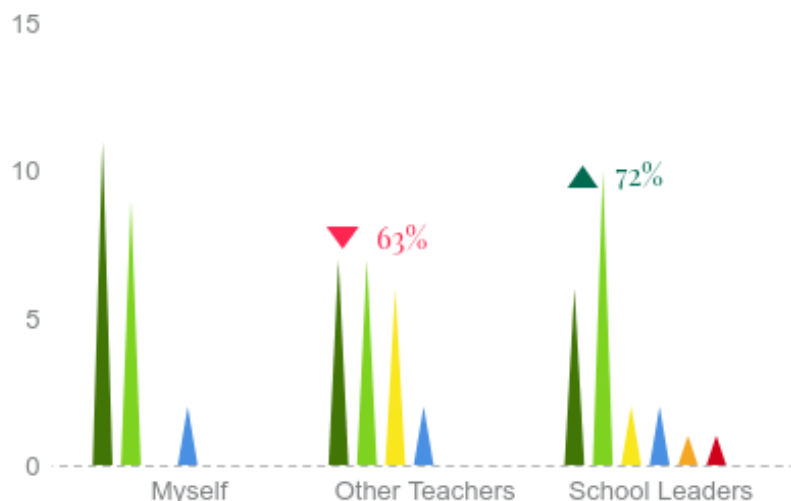
Disposition

This measures what teachers believe the socio-cultural values are within their school.

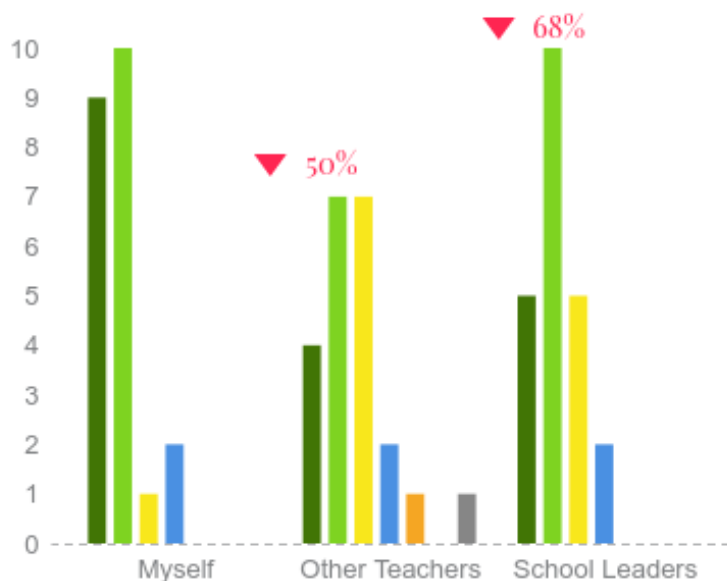
Responsible to help each other



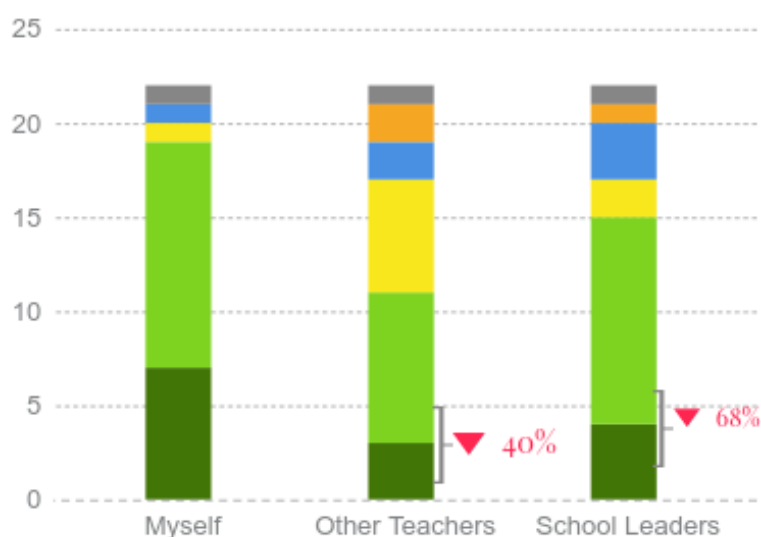
Place the needs of students before personal interests



Have a positive attitude



Responsible when students fail



Teachers believe that their colleagues and school leaders feel responsible to help each other

A large majority of teachers believe their colleagues don't feel responsible when students fail or have a positive attitude,

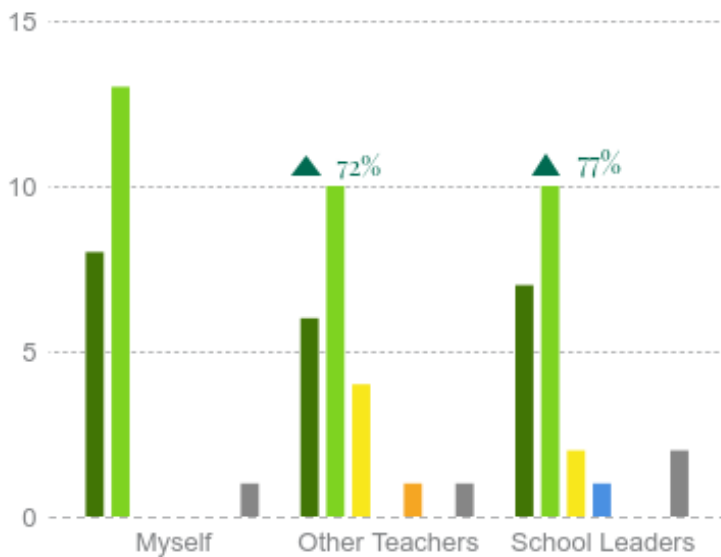
Almost there: 68% of teachers believe that school leaders has a positive attitude and feel responsible when students fail.



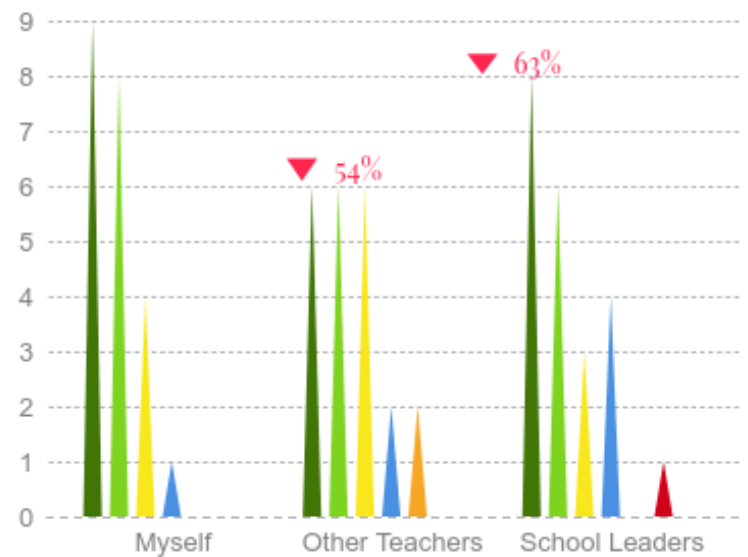
Human Capital

This factor measures what teachers believe about the training and knowledge of their colleagues and leaders

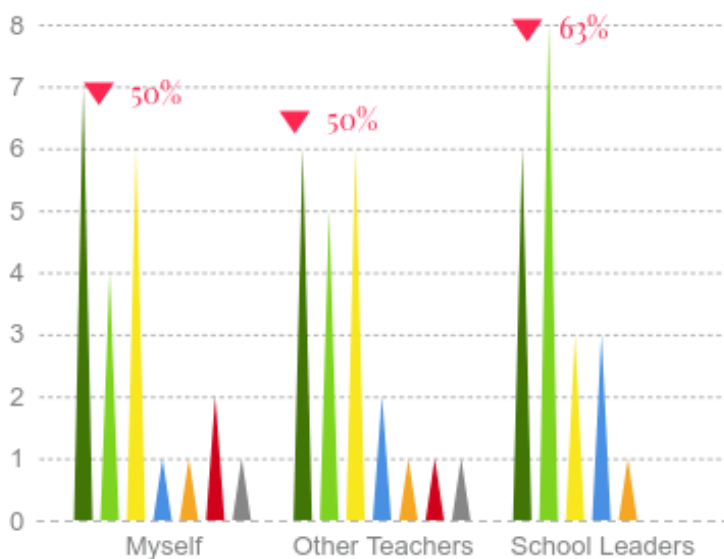
Effective Training



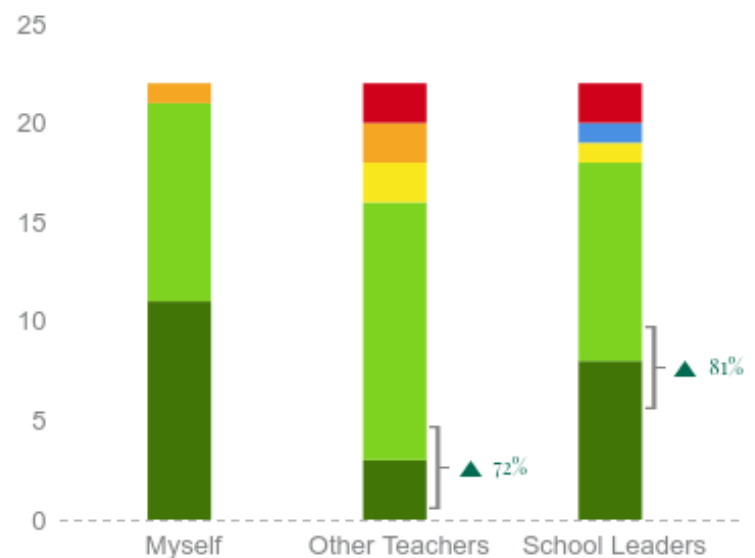
Understand Expectations



Have job security



Knowledgable in content areas



Teachers believe their colleagues and leaders are effectively trained and knowledgable in their content areas

There is greater variation amongst teachers regarding if their colleagues or school leaders understand expectations.



While still under the 70% benchmark, teachers perceive school leaders to have greater job security than themselves or their colleagues.



The Moral Imperative to Change

The Moral Imperative to Change is designed to ascertain information regarding attitudes around issues of racism and education innovation and reform. Much reform research, has explicated how issues of racial difference can manifest distrust and undermine the promise of education reform initiatives (Henig, 1999; Sizemore, 2008; Russakoff, 2015). The Moral Imperative to Change also measures for teachers' belief in innovation and the ability for reforms to improve educational outcomes for students. Payne (2008) argues that schools that are prone to high rates of policy churn may stop believing that policies can actually influence the teaching and learning that takes place within their schools.

The Moral Imperative to Change is comprised of two factors:

1. Orientation to Innovation
2. Race Consciousness

Legend



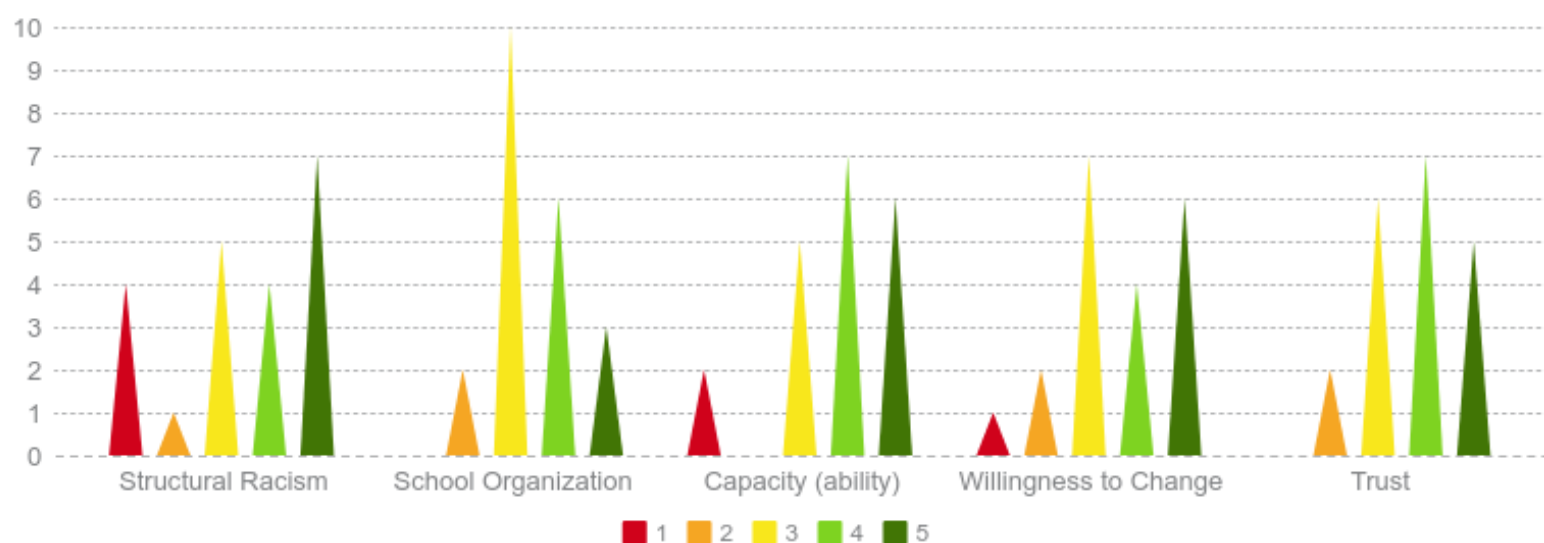
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Orientation to Innovation

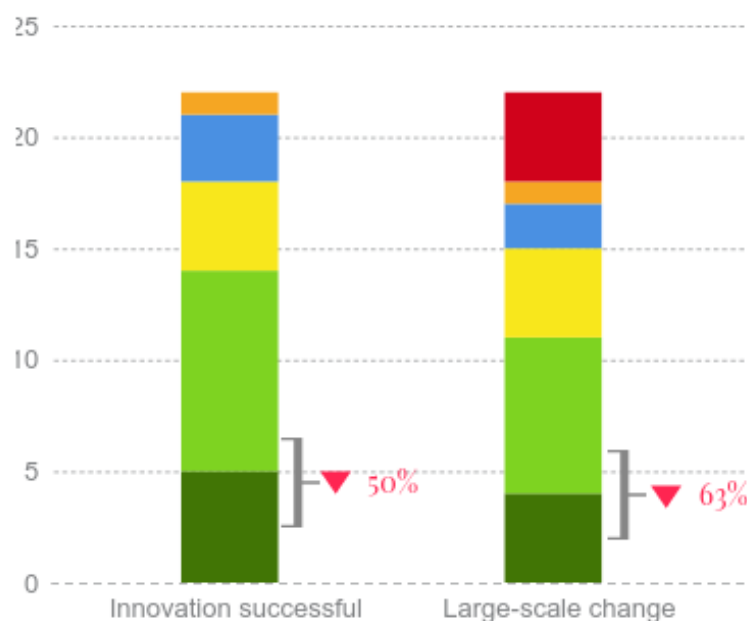
This factor measures what teachers believe must be done to improve their school community.

Rate the factors impact on your school community



Factors by Rank

1. Capacity (65%)
2. Trust (60%)
3. Structural Racism (52%)
4. Willingness to Change (50%)
5. School Organization (42%)



Only half of teachers believe that innovation can be successful in the current context of their school.



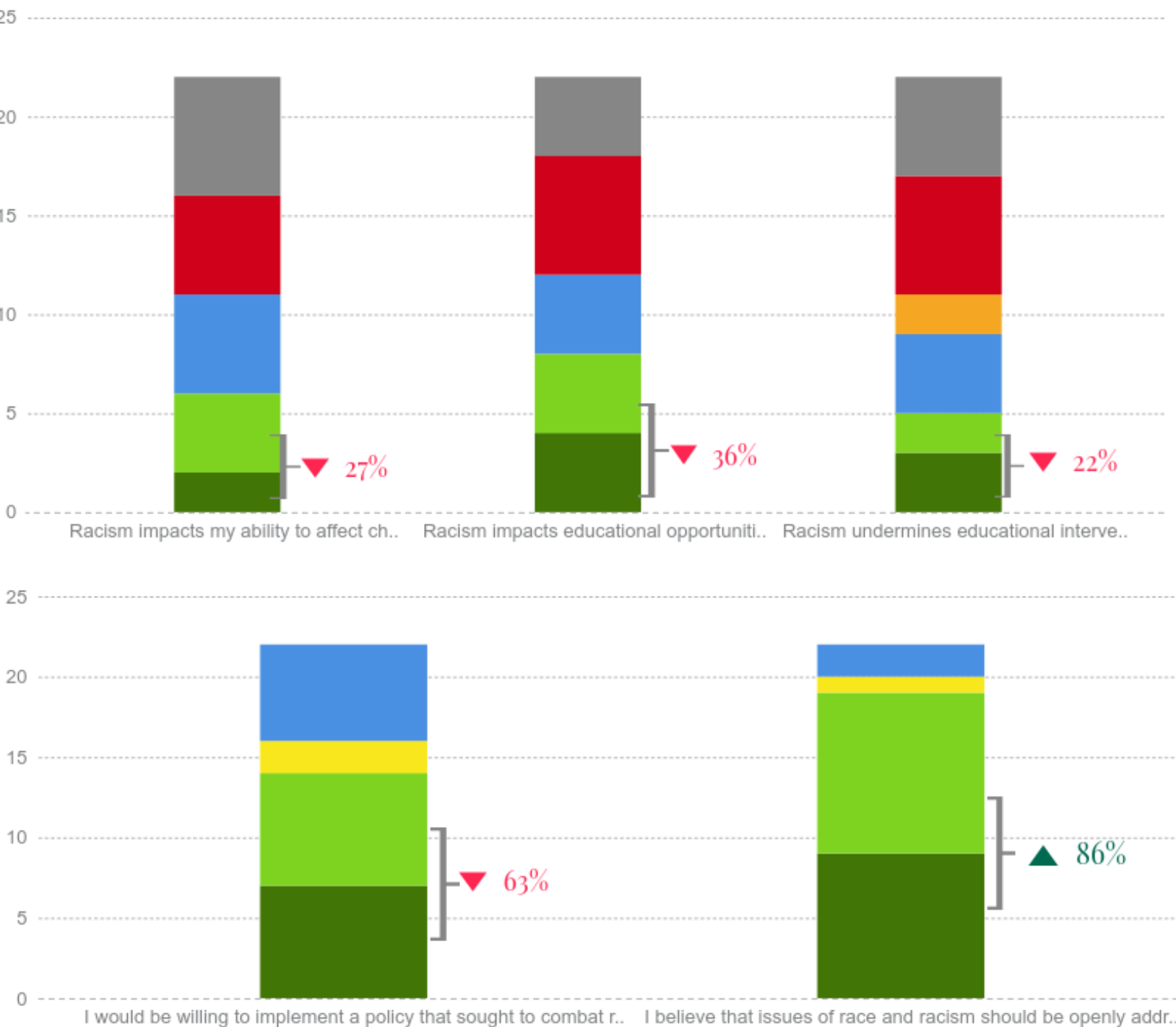
There is greater variation regarding the belief that large-scale change is needed for school improvement.

While school organization received a low rating in a previous construct, teachers rank it as least important to the performance of their school community.



Race Consciousness

This factor quantifies teachers' beliefs regarding the impact that race and racism has on their school.



While teachers believe that race and racism should be addressed in schools, fewer are willing to implement a policy that would combat racism



A majority of teachers don't believe that racism impacts their school community or educational opportunities for students in general.

Guiding Questions

Guiding questions can be used by and for school leaders to better understand what their teaching staff is perceiving about the organizational context of their school community.

Maslow's Hierarchy:

1. In what ways can school leadership make teachers feel more empowered in their roles?
2. What may a lack of teacher empowerment contribute to in my community?
3. What is causing teachers to not feel emotionally valued and secure?
4. What is causing teachers to feel physically unsafe in the school building?

School Organization:

1. What can be done by school leadership, if anything, to streamline communication processes in the school?
 - a. How is staff expected to learn of information? Is there a more efficient way?
2. What types of communication do teachers want?
 - a. What forms of communication work best?
3. How can administrative process be better explained for teachers.

Leadership:

1. What makes teachers feel supported by school leaders?
2. What makes teachers believe school leaders is not interested in their personal welfare?

Relational Trust:

1. Do you believe that it is appropriate to express your fears or concerns with you colleagues or school leaders?
2. In what areas do you feel comfortable expressing concerns? With who? Under what circumstances?
3. What steps could school administration take to make you feel comfortable in freely expressing yourself?
4. What would make teachers feel better supported by one another?

Willingness to Change

1. What indicators do you look for/see in your colleagues when a new idea is introduced?
2. How do you know that your colleagues will be willing to implement new ideas?
3. How does your colleagues willingness to change impact your school community?

Disposition

1. How is student success defined in the school?
2. Who is responsible for student success?
3. How do teacher's attitudes impact your school environment?

Human Capital

1. What expectations do you have for teachers and school leaders?
2. What situations cause you to believe that you lack job security?

Orientation to Innovation

1. What changes do you believe would lead to improved student outcomes?
2. Why would innovation be unable to be successful in the current context of your school?

Race Consciousness:

1. How do you define racism?
2. Who and what is impacted by racism?