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THE SUSTAINING OF EDUCATIONAL REFORM: AN EXAMINATION OF THE
STATUS OF ORGANIZATIONAL COMPONENTS AND ADMINISTRATIVE
PRACTICES RELATED TO THE IMPLEMENTATION OF
DEVELOPMENTALLY APPROPRIATE PRACTICES
IN MICHIGAN PUBLIC SCHOOLS

By

Carmen S. Zeigler

A DISSERTATION

Submitted to
Michigan State University
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ABSTRACT

THE SUSTAINING OF EDUCATIONAL REFORM: AN EXAMINATION OF THE STATUS OF ORGANIZATIONAL COMPONENTS AND ADMINISTRATIVE PRACTICES RELATED TO THE IMPLEMENTATION OF DEVELOPMENTALLY APPROPRIATE PRACTICES IN MICHIGAN PUBLIC SCHOOLS

By

Carmen S. Zeigler

The actual assessment of the change process, the period of time between innovation and institutionalization, usually labeled implementation, is difficult to measure and yet is critical to the continuation of educational reform. The researcher focused on the continuation of educational reform by examining the status of organizational components and administrative practices related to the implementation of developmentally appropriate practices (DAP) throughout Michigan.

The study population comprised 162 elementary principals from 86 school districts that had a policy for, or strongly encouraged, DAP at the elementary level. Elementary principals responded to a four-part survey instrument developed by the researcher, and a follow-up telephone survey conducted by the researcher.

It was found that in school districts where DAP had been implemented at specific grade levels, principals reported that the organizational factors related to

professional development, classroom practices, transitions for children and families, and resources for implementation were in evidence in their schools. Three areas of school climate—parents involved in the development and planning for implementing, staff having a choice as to whether or not they participate in the implementation, and the actions of the collective bargaining unit supporting the implementation of DAP--were identified to be in evidence in less than 60% of the schools.

There were significant relationships between the organizational components and administrative practices of the principal. The leadership of the principal, teachers knowing the principal expects them to implement, and the principal talking to parents about DAP were three practices that appeared to influence the change process, more than the principal's knowledge and understanding, the principal being responsible for the implementation, or the principal receiving training for implementing DAP. It was also found that a majority of schools had not evaluated the implementation of DAP and that principals were concerned about teachers not implementing not being supportive of DAP, assessment practices related to student outcomes, and moving DAP into other grade levels. The findings suggest that successful implementation of a major reform is ongoing and takes eight years or longer, and that planning for change from an organizational perspective is required in order to have sustained systemic change.

This dissertation is dedicated to my husband, Karl. Thank you for loving me enough to let me finish.

To my mother, Joanna Miller, for always being there and never asking why.

Memorial

In memory of my dad, Milton Miller. He knows why.

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CHAPTER I

THE PROBLEM

Introduction

Current literature related to school reform has addressed the need for sustaining changes that are introduced, and the difficulty schools are having in doing so. The focus of the first wave of reforms in the 1980s was on raising standards and increasing accountability, and the changes did not produce the results in student achievement that had been hoped for. Schools are now well into the second wave of reform, focusing on a very different agenda. "The clear message of the second wave of reform is that we need to examine our basic philosophical beliefs about teaching, learning, and the nature of human being, and the kinds of environments that maximize growth for teachers and students alike" (Michaels, 1988, p. 3). In *The Human Face of Reform*, Evans (1993) asked,

Will the latest round of reform--"restructuring"--avoid the fate of its predecessors, or will it fail to make the transition from advocacy to implementation? Whether the nation's classrooms will be restructured depends on whether educators will make the changes asked of them--a vast process of adaptation that must be accomplished teacher by teacher, school by school. (p. 19)

Over the years, the terminology has changed, and there is an expanded research base regarding the change process. However, actual change in

educational practices seems to be elusive to a majority of public schools. The schools look, more or less, much the way they did 20 years ago, despite a myriad of educational reforms that have been introduced.

The educational reform movements of the past three decades have focused primarily on activities that improved existing structures by changing procedures, rules, and requirements. The reforms were, for the most part, top-down, and the intention was to improve achievement through raising standards (Conley, 1991). The new phase of reform includes restructuring, or "fundamental" reform, and is directed toward changing the very heart of the teaching and learning process. Fundamental reforms are those that transform and permanently alter institutional structures. School restructuring proponents believe that nothing less than systemwide change will produce schools capable of serving the current needs of students, educators, and the community (O'Neil, 1990).

There are many examples of restructuring attempts in schools today that represent major paradigm shifts because they introduce new ideas and values that contradict rather than build on a previous paradigm. The implementation of developmentally appropriate practices in public schools is an example of one such reform movement.

Experts in early childhood education have developed a comprehensive vision for educating young children that requires fundamental reform in educational practices for young children. This approach, referred to as **developmentally appropriate practices** (DAP) for young children, is "an approach to working with

young children that requires that the adult pay attention to at least two important pieces of information--*what we know* about how children develop and learn, and *what we learn* about the individual needs and interests of each child in the group" (Bredekamp & Rosegrant, 1992, p. 4).

The National Association for the Education of Young Children (NAEYC), through consultation with a wide range of educators, psychologists, and child care specialists, operationalized DAP in a document entitled *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8* (Bredekamp, 1987). The publication of these strategies had a major influence on a reform movement throughout the entire nation to improve the quality of teaching and learning in classrooms for young children. Defining "developmentally appropriate practice" is somewhat cumbersome. According to Bredekamp (1991), the origin of the term "developmentally appropriate" has not been documented, but it is one that has a long history of use (and overuse) among early childhood professionals (p. 199). Simply put, DAP "takes into account those aspects of teaching and learning that change with the age and experience of the learner," said Lilian Katz (cited in Willis, 1993), director of the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois, Urbana-Champaign. The concept of developmental appropriateness was defined in the NAEYC document as having two dimensions: age appropriateness and individual appropriateness.

Standards for Quality Programs for Young Children, developed by the National Association of Elementary School Principals (NAESP, 1990), relates the following:

NAESP and other professional organizations, along with individual experts in the field of early childhood education, have increasingly felt the need to emphasize the uniqueness of four- to eight-year-old children and the importance of providing them learning experiences that are appropriate for their level of development. Similarly, questions are being raised about such practices as screening children to keep them out of kindergarten even though they are chronologically old enough, retaining high numbers of students at the K-3 levels, and using standardized test scores to determine passage to the next grade. Because of research and experience, there is a growing concern for making schools more responsive to the unique needs of young children rather than forcing them to conform to traditional and often inappropriate expectations and practices. (p. 1)

Purpose of the Study

The researcher's primary purpose in this research was to explore systemic change and the sustaining of educational reform by examining the status of organizational components and administrative practices related to the implementation and continuation of DAP in elementary schools in Michigan. In addition, the researcher addressed the concerns of building principals related to the sustaining of DAP to identify trends and common issues.

Statement of the Problem

There is a lack of information about and understanding of the requirements, at the organizational level of structural and procedural changes, required for sustaining and continuing an educational innovation. For sustained change, it has been reported that systemic change in the organization must take place. The

researcher addressed the change process that is part of the implementation of an educational innovation, intended to restructure the school, from an organizational and administrative practices perspective.

DAP for young children are recommended as "best practice" at the state and national levels. Such practices were heavily promoted in the literature and through professional development from 1989 through 1992. Yet current writers have been reporting that districts are struggling to achieve actual implementation.

According to *Standards for Quality Programs for Young Children* (NAESP, 1990),

Children in three-to-eight age range acquire knowledge in ways that are significantly different from the way older children learn. . . . The instructional program for young children needs to focus on experience, providing for active exploration of the environment, allowing for guided discovery, involving concrete experiences, and providing both structured and child-initiated activities together with involvement with the teacher in planning, implementing, and evaluating their learning experiences. With young children academic skills are developed and enhanced through programs in which there are activities for both independent activities and small-group instruction. (p. 2)

Other national organizations, such as the National Council of Teachers of Mathematics (1989), the National Council of Teachers of English, National Association of State Boards of Education, and the American Psychological Association (1993), are in agreement with the perspectives of early childhood educators on curriculum and teaching. *Curriculum Update*, a publication from the Association for Supervision and Curriculum Development, edited by Scott Willis, (1993) stated, "Despite the consensus among early childhood educators that developmentally appropriate practice is best for young children, obstacles loom

between theory and practice" (p. 1). There is not agreement regarding what all of those obstacles are. Writers have reported three major areas, two specific to DAP and one related to fundamental reform: philosophical and conceptual barriers (Elkind, 1991; Kessler, 1991; Spodek, 1988a, 1988b, reported by Bredekamp, 1991), myths and misunderstandings associated with DAP (Bredekamp, 1991; Kostelnik, 1992), and school culture (Espinosa, 1992; Fullan, 1991; Sarason, 1971).

The philosophical and conceptual barriers are among early childhood practitioners, developmental theorists and curriculum theorists, child-centered views and social reconstructionist views, and between traditional psychometric philosophy of public schools and the developmental philosophy (Elkind, 1991; Kessler, 1991; Kostelnik, 1993).

Elkind (1991) discussed resistance to DAP by stating,

Because education is so closely intermeshed with other social institutions, true educational reform can only come about when a systemic change simultaneously alters all of the intertwined components of the educational establishment. Such a systemic change, however, has to begin at the philosophical and conceptual level because all of the various components of the educational system share an implicit educational philosophy. . . . This shared underlying philosophy welds the various components of the educational system together and is the true barrier to authentic educational reform. (p. 55)

Some early childhood educators are saying that the problem associated with child-centered practices based on developmental theory is that it is not a strong enough framework to support teachers and administrators in their efforts to explain or justify what they believe are good programs for young children (Kessler, 1991).

The NAEYC and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) responded to an identified need to be more specific about the curriculum when implementing DAP by developing a position statement on the *Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8* (1990). The purpose of the document was to define the best practice for early childhood programs. The need for the document was to identify what and when to teach. The guidelines also addressed two basic problems: the "early childhood error" (inadequate attention to the content of the curriculum) and the "elementary error" (overattention to curriculum objectives, with less attention to the individual child) (Bredekamp & Rosegrant, 1992).

The *Guidelines for Appropriate Curriculum and Assessment* have helped to clarify content. However, a major conceptual barrier that still exists with implementing DAP for young children is that the suggested practices for developmentally appropriate early childhood programs have critical differences when compared with the philosophy and practices of traditional public education. These differences are apparent at two levels: in the classroom and within the formal and informal workings of a school system.

Before addressing the systemic changes related to the implementation of an innovation, an understanding of the theoretical foundations of the innovation is necessary. To introduce the theoretical foundations of DAP and to operationalize the conceptual and philosophical differences expressed in the literature, the

researcher developed Table 1.1. Some of the statements in the table are paired and appear to be in opposition to one another. The pairs do not necessarily represent opposites of teacher behavior or school practices, but rather conceptual alternatives. However, the concept of DAP is at the heart of the restructuring of elementary classrooms, and it does provide the foundation for decisions that are made at both the classroom and district levels. Implementing DAP requires that school personnel think differently about the teaching and learning of young children. The agenda for children educated in DAP classrooms cannot be the same as for those children educated in traditional classrooms. The purpose of Table 1.1 is not to qualify the differences, but to demonstrate the extensive nature of the changes that need to be addressed, understood, and supported, in order to implement DAP in elementary classrooms.

Another issue that has created obstacles between theory and practice is the myths about DAP (Bredekamp & Rosegrant, 1992; Kostelnik, 1993). Bredekamp stated that some of the myths have come about because of the "early childhood error" (inadequate attention to the content of the curriculum). The commonly identified myths are: (a) teachers do not teach, (b) there are no goals or objectives, (c) DAP are only for a select group of children, (d) developmental theory is the only determinant of the curriculum, and (e) DAP is a curriculum.

Kostelnik et al. (1993) also expressed the concern that the popularity of developmental appropriateness for young children has led to DAP becoming a catchword for everything and anything associated with young children and many

Table 1.1: Comparison of traditional public school model to developmentally appropriate practices.

Traditional Public School	Developmentally Appropriate Education, K-2
THEORETICAL FOUNDATIONS	
Behavioral Psychometric	Cognitive-developmental Constructive Interaction
<u>PHILOSOPHY</u> (concept of learner) <i>Behavioralism</i> Measurable abilities Learning consists of a set of principles Knowledge is acquired and can be measured independently Social-conventional Children <i>know what we want them to know</i>	<i>Interactionist</i> Developing abilities Learning is a creative activity and interactive Knowledge is under construction and represents contributions of the subject and the object Create children who <i>want to know</i>
CURRICULUM CONTENT AND PRACTICES	
Scientific-technical Behavioral objectives Specific academic skills Blocks of time by subject Acquisition of skills before using integrated strategies Time and outcomes rigid	Cognitive integration Democratic values Child's development Engaging and meaningful Problem-solving strategies Integrated through the use of learning centers, themes, and projects (holistic approach) Time and/or outcomes Flexible Intellectual integrity
<u>INSTRUCTION/PEDAGOGY</u> Teacher dominated	Interactive Variety of learning experiences, materials, equipment, and instructional strategies

Table 1.1: Continued.

Traditional Public School	Developmentally Appropriate Education, K-2
<p>Commercially driven</p> <p>Whole-group product conformity</p>	<p>Child and teacher centered (needs and interests of the learner, support for cultural and linguistic diversity)</p> <p>Process</p> <p>Uniqueness of every child</p> <p>Continuum of teaching behaviors</p> <p>Experiential</p>
<p><u>GROUPING</u></p> <p>Whole group or like ability</p> <p>Small groups by a particular age</p>	<p>Small group--mixed ability or individual</p> <p>Multi-age groups</p>
<p><u>MATERIALS</u></p> <p>Workbooks, worksheets</p>	<p>Manipulatives, meaningful</p>
<p><u>LEARNING</u></p> <p>Abstract, rote</p> <p>Teacher-directed</p>	<p>Concrete, purposeful</p> <p>Child-initiated (play)</p>
<p><u>SOCIAL EMOTIONAL DEVELOPMENT</u></p> <p>Competitive</p> <p>External control</p> <p>Left to chance</p>	<p>Cooperative</p> <p>Self-control, self-regulated</p> <p>Positive and supportive environment</p>
<p><u>ASSESSMENT</u></p> <p>Primarily formal</p> <p>Achievement scores</p> <p>Standardized</p> <p>Benefits the "system"</p> <p>Primarily in cognitive skills</p> <p>Contrived, artificial</p>	<p>Primarily informal</p> <p>Authentic, ongoing</p> <p>Benefits the child</p> <p>All areas of development</p> <p>Demonstrated performance related to activities in the classroom</p> <p>Self-evaluation and reflection</p>
<p><u>PHYSICAL ENVIRONMENT</u></p> <p>Adult controlled</p> <p>Control and order</p>	<p>Functional for children</p> <p>Promotes socialization</p>

Table 1.1: Continued.

Traditional Public School	Developmentally Appropriate Education, K-2
<u>MOTIVATION</u> External rewards and punishments Control and conformative	Internal, supportive Risk-taking
<u>REPORTING TO PARENTS</u> Letter or number grades Designated times, in writing	Narrative Frequently, in person Status and progress in all areas of development
ADMINISTRATIVE POLICIES AND PRACTICES	
<u>PERSONNEL</u> K-8 certification	Early childhood endorsement
<u>SCHEDULING</u> Teacher isolation	Teacher collaboration
<u>ADULT/STUDENT RATIOS</u> Classes of 25-35 children with one adult	Smaller class sizes More than one adult present
<u>PLACEMENT, PROMOTION, RETENTION</u> Children are denied access based on screening Transitional classes are for students who don't succeed Students must meet certain standards or be retained	No child is denied access who is of legal entry age Children progress through sequential curriculum Recognizes that children learn in different ways at different times
<u>DISCIPLINE</u> Behavioral Extrinsic motivation	Developmental Intrinsic motivation

misunderstandings or myths. The most common ones, in addition to those identified by Bredekamp, are: (a) there is only one right way to implement a developmentally appropriate program; (b) developmental appropriateness is just a fad, soon to be replaced by another, perhaps opposite trend; (c) DAP requires teachers to abandon all their prior knowledge and experience; (d) to be developmentally appropriate, elementary teachers will have to "water down" the traditional curriculum; and (e) all one needs to create developmentally appropriate programs are the right materials.

The last area the researcher addressed regarding philosophical and conceptual barriers revolves around school culture and the problem of change. A major obstacle to implementing DAP could, in fact, be the cultural characteristics of school. Researchers have supported a strong relationship between school culture and the process of educational change. Rossman, Corbett, and Firestone (1988) enhanced the understanding of culture and change. One fundamental notion conveyed in their research is that "in every school a status quo prevails that can be designated a school's 'culture,' that is, its patterns of belief and practice that are 'normal'" (p. vii). Sarason (1971) reported that the most frequent response to a question regarding an existing practice is to justify the existing regularity and to avoid anything resembling a dispassionate consideration of possible alternatives. Issues such as upper-grade-level expectations, administrative support, power relationships, community expectations, and systemic changes are a part of the school culture.

In his book *The Culture of the School and the Problem of Change*, Sarason (1971) discussed his viewpoint of change in schools as it relates to school culture.

He stated,

We look at and describe the school culture in terms of values and personal experiences, which, however productive of insights, puts blinders on what we look at, choose to change, and evaluate; and it is inordinately difficult to adopt approaches that require us to recognize and suspend our values in the quest of achieving distance from our habitual ways of thinking and working. (p. 108)

Sarason continued this line of thinking as a way of addressing the problem of implementing real change:

Because our values and assumptions are usually implicit and "second nature" we proceed as if the way things are is the way things should or could be. We do not act but we react, and then not with the aim of changing our conceptions--or, heaven forbid, our theories from which our conceptions presumably derive--but to change what is most easy to change: the engineering aspects. Books get changed, new and more specialists are brought in, specialized programs and curricula are added, and new and more meetings (between students and teachers, teacher and parents) are institutionalized. . . . What passionate devotion to our values does it to prevent us from asking: *are these changes intended to change existing regularities or are they new regularities that will exist side-by-side with the existing ones?* Which one of these one intends makes the difference between change and innovation. (p. 109)

The history of implementation research is not pleasant. Planned change attempts rarely have succeeded as intended (Fullan, 1991). The simple implementation question is: What types of things would have changed if an innovation or a reform were to become fully implemented?

School reform has been in the public schools for the past three decades, and, needless to say, it has not always been very successful. However, Fullan (1991) and others believe that clearer insights have been gained regarding the do's and

don't's of bringing about change. For educational reforms to be successful, there has to be meaning in *what* will change as well as *how* to go about it, i.e., planning for change.

Getting people to change the way they do things is a very difficult task. The implementation of educational reforms involves "change in practices." Real, sustained change involves three components: new or revised materials, new or revised teaching strategies, and the possible alteration of beliefs. These three components make up the "change in practice" that must occur if the change is going to affect educational outcomes (Fullan, 1991).

Fullan (1988) reported that in Canada there has been a policy conclusion, backed by considerable research, that the elementary principal is the chief agent of change and improvement at the school level. The principal is a key to creating the conditions for continuous professional development of teachers (Leithwood, 1990). Barth (1990) reported that the principal is the key to a good school. The principal is the reason teachers grow or are stifled.

The researcher focused on principals because any kind of innovation puts them in the role of facilitating the implementation of the reform in their schools. Sergiovanni (1987) proposed that there is a theoretical basis for "cultural leadership." Style and behavior are important, but now, what leaders stand for and believe in and their ability to communicate those values and ideals in a way that provides both meaning and significance to others are more important than how they behave.

Cox (1990) and her colleagues found that change can be successfully implemented within a school only if the change has been institutionalized at both the individual and the organizational levels. That is, not only must an innovation be well established within a particular classroom, but it also must have behind it a supportive organizational infrastructure within both the school and the district.

In a study conducted by Latham (1988), he discovered the birth and death cycles of educational innovations. The typical innovation is born in a moment of great interest, is soon implemented, and peaks in about a year and a half. This peak is then followed by a precipitous decline in enthusiasm, and the innovation dies about four years from the time that interest in it was first generated.

Hord and Huling-Austin (1986) found that the relative success of implementation of an innovative program hinged on the principals taking action in each of four support-function areas: (a) developing supportive organizational arrangements, (b) giving in-service training, (c) providing consultation and reinforcement, and (d) performing monitoring and evaluation functions. Once an innovation has been initiated, the principal necessarily becomes a key player in the change process.

The mismatch between the expectations and traditions of public schools and those of DAP creates obstacles between theory and practice that can only be addressed by restructuring the system in which it is implemented. The vision presented by the NAEYC and others requires a fundamental shift in thinking about the role of school in the lives of young children. This approach cannot supplement but must replace the traditional model (Espinosa, 1992). Allocation of funds,

curriculum development, student assessment, grouping practices, teacher evaluation, upper-grade-level expectations, and family and community services all need to be addressed if young children's needs are going to be met in the public schools (Bredekamp, 1993; Elkind, 1991; Jewett, 1992).

The researcher selected DAP as the vehicle for studying the implementation process because it is a nationally recognized reform, it has been implemented in school districts across the state, and developmentally appropriate practices were introduced as an innovation in the last eight to ten years. In addition, this is a reform that, for most teachers and schools, requires a major change in practices.

Importance of the Study

The writer anticipates that the findings from this study will be useful in addressing the influence of systemic change and administrative practices related to the sustaining of educational reforms. The need for this research is evidenced by the following:

1. Previous researchers have not given enough attention to the change process related to the implementation of educational reform from an organizational and administrative perspective.
2. There is a lack of information on the role of the principal related to the practices that contribute to sustaining and continuing an innovation.
3. The implementation of DAP for young children initially was well received in many school districts. Yet current literature, and an informal survey

conducted by the researcher, have indicated that districts are struggling to achieve actual implementation.

4. Research reported and practices suggested by major national organizations are supportive of DAP for young children in achieving desired educational outcomes needed for the twenty-first century.

5. Research on the implementation of DAP from a single yet comprehensive perspective was not evident in the literature. Addressing DAP from this perspective could help school districts approach DAP in a holistic manner, which would provide a stronger framework for supporting the systemic changes required for sustaining the reform.

6. Many of the components of DAP for young children are being addressed at other levels of education in order to improve the teaching and learning process. Identifying the issues and concerns related to sustaining and continuing DAP for young children may help school reform efforts at other levels of education.

Research Questions

Three major research questions were addressed in this study. They are as follows.

1. What is the status of organizational components related to the sustaining of developmentally appropriate practices reported by elementary principals who have been implementing DAP for at least two years?

2. Are there relationships between the organizational components and administrative practices related to the implementation and continuation of

developmentally appropriate practices that are reported to be in evidence by elementary principals who have been implementing DAP?

3. What are the comments and/or concerns elementary principals express regarding the implementation and continuation of developmentally appropriate practices in their elementary schools?

Assumptions and Clarification

1. Interpretation of these data can be only as good as the respondents were conscientious in completing the survey questionnaire.

2. The researcher assumed that everyone in the sample had an understanding of DAP and shared a fairly common definition. This assumption was made because the survey instrument was sent only to principals in districts where the superintendents responded to the researcher that there was an expectation and/or policy for implementing DAP in their districts.

3. The survey questionnaire for the study was designed specifically for this study and, as a consequence, was not validated. Follow-up on the survey instrument was limited to those elementary principals in the sample who volunteered their time.

4. The process of change has been studied for decades. For the purpose of this study, the review of literature was delimited to educational research and studies over the past two decades.

Definition of Terms

The following terms are defined in the context in which they are used in this dissertation.

Age appropriateness. Human development researchers have indicated that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development--physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework within which teachers prepare the learning environment and plan appropriate experience.

Change. Change is a process, not an event (Hall & Hord, 1987); it is both individual and cultural (Sarason, 1971). All real change involves loss, anxiety, and struggle (Fullan, 1991).

Change facilitator. An individual who takes actions and exhibits behaviors to facilitate the implementation of an innovation (Hall & Hord, 1987).

Developmentally appropriate practices. DAP take into account those aspects of teaching and learning that change with the age and experience of the learner (Katz, 1993). DAP have two dimensions. First, they are age appropriate; they reflect what is known about how children develop and learn. Second, they are appropriate to the individual child; they take into account each child's own development, interests, and cultural background (Bredekamp, 1987). These practices mean treating children with respect--understanding children's changing

capacities and having faith in children's continuing capacity to change (Kostelnik, 1993).

Facilitate. The process by which events are "helped to happen." Facilitating is a kind of influence role that is neither authoritarian nor abdication.

Formal (leader, organization, system). A term originally introduced in the Hawthorne studies to designate the set of organizational relationships that were explicitly established in policy and procedure.

Implementation. Initial use of an innovation; involves the first experiences of attempting to put an idea or reform into practice (Fullan, 1991).

Individual appropriateness. Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thought and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding (Bredekamp, 1987, p. 2).

Initiation. Factors leading up to and including the decision to proceed with implementation.

Innovation. Any significant shift in philosophy, process, or aim taken by an individual or group of persons working together (Kostelnik, 1993); a program or process being implemented (Hall & Hord, 1987).

Institutionalization. Refers to making organizational changes a permanent part of the organization's normal functioning, also referred to as continuation; refers to whether the change gets built in as an ongoing part of the system or disappears by way of discard or through attrition (Fullan, 1991).

Organizational components. Particular significant issues related to the development and implementation of successful, quality early childhood programs from a systems perspective.

Planned change (also referred to as program implementation). A generic phrase for all systematic efforts to improve the functioning of some human system. It is a change process in which power is usually roughly equal between consultants and clients and in which goals are mutually and deliberately set (Huse & Cummings, 1985).

Restructuring. Activities that change fundamental assumptions, practices, and relationships, both within the organization and between the organization and the outside world, in ways that lead to improved and varied student learning outcomes for essentially all students (Conley, 1991).

Summary and Overview

In this study, the researcher examined the status of organizational factors and administrative practices related to the implementation and continuation of DAP in elementary schools in Michigan. In addition, the trends related to concerns of elementary principals regarding the continuation of DAP were studied.

Chapter I contained an introduction to the study, a statement of the problem, the importance of the study, questions addressed in the study, and definitions pertinent to the research. In Chapter II, research and literature related to the implementation of DAP, the change process and problems with fundamental reform, and the role of the building principal as a change facilitator are reported. The research design and methodology are outlined in Chapter III. Chapter IV contains the findings from the study and a summary of aspects of the research. A summary of the study, conclusions drawn from the findings, and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

The researcher's purpose in this study was to explore systemic change and the sustaining of educational reform. Examining the status of organizational components and administrative practices related to the implementation and continuation of developmentally appropriate practices (DAP) in K-2 classrooms in Michigan public schools was the vehicle through which this was examined. This review of the literature contains an overview of research and applicable literature as it relates to this dissertation. The review is divided into three sections: developmentally appropriate practices, the change process, and the role of the principal as a change facilitator. The first section is divided into six subsections related to DAP: definition, the history, the philosophy, the obstacles between theory and practice, critical themes affecting early childhood restructuring, and key issues that enter into the quality of the implementation of early childhood programs. The use of the term "developmentally appropriate practice" follows the definition as established by the National Association for the Education of Young Children (NAEYC) and is used consistently through this document.

Research on the process of change for the purpose of improving teaching and learning in public education is presented in the second section of this chapter.

The concept of change being a process, not an event, and therefore taking place over time at both the individual and organizational levels is reviewed. The phases of change--initiation, implementation, and continuation--are reviewed. The focus of this study is on the last two phases.

The role of the principal in managing the change process is not well documented. The review presents the key issues related to the building principal as a facilitator and leader of change. Current research on the role of the principal in facilitating change efforts is reviewed in the third section.

Developmentally Appropriate Practices

Definition

"Early childhood education" is a term frequently applied to the education of young children from birth through age eight (NAEYC, 1986). In the 1980s, experts in the field examined practices of educating young children based on current knowledge of understanding and learning; they produced a document entitled *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. The editor of the document, Sue Bredekamp (1991), discussed the origin of the term "developmentally appropriate" being defined as an identified necessity from two events. One was the NAEYC's accreditation process, which incorporated the term into its standards, and the other was a Commission on Appropriate Education for 4- and 5-Year-Olds that was appointed by NAEYC to

prepare a position statement designed primarily to influence public school prekindergarten and kindergarten programs. The Commission was unable to complete its task, and it was decided that the issue of appropriate practice needed to be addressed for the full age span of early childhood, from birth through age 8. The appropriate practices defined in this document are determined by development; how one encourages positive behavior in children will vary with the age, language, and reasoning capabilities of the child (Bredekamp, 1991). The NAEYC guidelines for DAP have proven to be the most influential in stimulating a reevaluation of what constitutes appropriate educational practice with young children and a pull-back from inappropriate practices (Smith, 1992).

The concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness. Interpretation of DAP programs varies. Kostelnik, Soderman, and Whiren (1993) indicated that there are three principles common to all:

1. Developmentally appropriate means taking into account what is known about how young children learn and matching that to the content and strategies they encounter in early childhood programs.
2. Developmentally appropriate means approaching children as individuals, not as a cohort group.
3. Developmentally appropriate means treating children with respect, understanding children's changing capacities, and having faith in children's continuing capacity to change (pp. 32-33).

The NAEYC believes that one index of the quality of primary education is the extent to which the curriculum and instructional methods are developmentally appropriate for children five through eight years of age. Their position statement is based on the following principles of instruction, taken primarily from *Engaging the Minds of Young Children: The Project Approach* (Katz & Chard, 1987) and described in Part 7 of the NAEYC Position Statement:

1. Teachers must always be cognizant of the "whole child."
2. Throughout the primary grades, the curriculum should be integrated.
3. Primary-age children should be engaged in active, rather than passive, activities.
4. Curriculum should provide many developmentally appropriate materials for children to explore and think about, and opportunities for interaction and communication with other children and adults.
5. The content of the curriculum must be relevant, engaging, and meaningful to the children themselves (Katz & Chard, 1987).
6. Primary-age children should be provided opportunities to work in small groups on projects that "provide rich content for conversations," and teachers should facilitate discussion among children by making comments and soliciting children's opinions and ideas (Katz & Chard, 1987).
7. Teachers should recognize the importance of developing positive peer group relationships and provide opportunities and support for cooperative small-group projects that not only develop cognitive ability but promote peer interaction.

8. Primary-age children need to acquire the knowledge and skills recognized by our culture as important, foremost among which are the abilities to read and write and to calculate numerically.

9. The younger the children and the more diverse their backgrounds, the wider the variety of teaching methods and materials required.

10. Curriculum and teaching methods should be designed so that children not only acquire knowledge and skills, but that they also acquire the disposition or inclination to use them (pp. 63-65).

"The primary grades hold the potential for starting children on the course of lifelong learning. Whether schools achieve this potential for children is largely dependent on the degree to which teachers adopt principles of DAP" (Bredekamp, 1987, p. 66).

History of the Implementation of Developmentally Appropriate Practices

How best to teach young children has long been a subject of lively debate. Over the past decade, however, a consensus has arisen among experts in early childhood education, most of whom endorse the idea of DAP. In large measure, early childhood experts are promoting DAP in response to a phenomenon dubbed the "escalated" or "pushed-down" curriculum (Willis, 1993). The pushed-down curriculum has increased emphasis on more academic-oriented activities with young children, leading to the following trends: (a) inappropriate uses of screening and readiness tests, (b) denial or discouragement of (school) entrance for eligible

children, (c) the development of segregated transitional classes for children deemed unready for the next traditional level of school, and (d) an increasing use of retention (NAECS/SDE, 1987).

Never before has there been such congruence between the perspectives of early childhood educators on curriculum and teaching and positions advocated by other national associations, such as the National Association of Elementary School Principals (1990), the National Association of State Boards of Education (1988), and the National Council of Teachers of Mathematics (1989), to name a few (Bredekamp, 1991, p. 208).

Philosophy of Developmentally Appropriate Practices

David Elkind (1991), Professor of Child Study at Tufts University, wrote that the resistance to DAP is at the philosophical and conceptual level, and that educational reform for young children will come only when a systemic change simultaneously alters all of the intertwined components of the educational establishment. The developmental philosophy of education from the early childhood community, derived primarily from the research of Jean Piaget, views the learner as having developing abilities. This developmental philosophy of education is in total opposition to the "psychometric" educational philosophy that dictates educational practice in the majority of public schools. The psychometric philosophy views education from a quantitative perspective, which sees the learner as having measurable abilities (p. 57).

The opposed conceptions of human ability, both of which contain some truth, have far different pedagogical implications. How children learn is how they should be taught. Teachers of young children must have an understanding of what children need to learn and how children learn (Elkind, 1991). The word "teach" tends to imply telling or giving information. But the correct way to teach young children is not to lecture or verbally instruct them. Teachers of young children are more like guides or facilitators (Forman & Kushner, 1983; Lay-Dopyera, 1986).

Obstacles Between Theory and Practice

Despite the research, the support of national organizations and state departments, and the initial overwhelming and positive response from the field, there appear to be many obstacles to actually implementing developmental theory in the classroom. A problem addressed from the conceptual level is the approach taken by the NAEYC in their position paper, which outlines teaching methods thought to be "appropriate" for young children and contrasts them with methods thought to be "inappropriate." Appropriate practices are based on Piaget's cognitive/interactive theory, whereas inappropriate practices are based on principles of behaviorism or a psychometric educational psychology. This format did not address curriculum content, and by not examining the content, teachers of young children are confused and vulnerable to pressure from administrators, parents, and others who may value the traditional school subjects (Kessler, 1991, p. 186). Without the knowledge component, the call for DAP lacks a strong theoretical foundation, which results in the inability on the part of early childhood educators to thoroughly explain or justify

what they believe are good programs for young children (Kessler, 1991). Kessler believed that approaching child-centered education from the perspective of curriculum theory, and not the field of child development, would be a stronger position from which to articulate, debate, and defend the practices they endorse.

More than 300,000 copies of the NAEYC's position statement have been distributed, and DAP have been addressed by curriculum developers, equipment manufacturers, and even test publishers (Bredekamp, 1992). It is understandable that misunderstandings are common and that myths about DAP are perpetuated (Kostelnik, 1992). Common myths and misinterpretations are that:

1. DAP is a curriculum, a set of standards.
2. Teachers do not teach, and children have control of the classroom.
3. DAP rejects goals and objectives (or outcomes).
4. DAP is only for white middle-class children.
5. DAP is the only determinant of curriculum or the only justification for appropriate practice.

Kessler (1992) pointed out that the failure to articulate clear educational goals related to school content for young children has meant that the three R's won by default. The trend toward push-down academic curriculum in kindergarten and the primary grades was cited by many teachers as the major barrier to implementing DAP (Bredekamp, 1991). In response to the misunderstandings and the identified need for more clearly articulated educational goals for young children, the NAEYC, in conjunction with the National Association of Early Childhood Specialists in State

Departments of Education, in November 1990 adopted a position statement entitled *Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8*. The theoretical foundations of this document are congruent with the philosophical foundations of curriculum as articulated by Kessler, Spodek, and others (Bredekamp, 1991).

The last obstacle between theory and practice for early childhood education reviewed by the researcher is that of the school culture and the distribution of power, primarily as viewed from the perspective of school improvement efforts. "Whenever there is a conflict between culture and change, culture will win" (American Society for Training and Development).

The elements of school culture reveal the formal and informal structure of schools. Deal and Kennedy (1983) identified shared values and beliefs as the most important aspect of culture. Sarason (1991) believed that there cannot be relevant descriptions or studies about change until it is recognized that the description of the change process involves, or is based on, the most fundamental (and unchallenged, if not un verbalized) assumptions determining three general types of social relationships: those among the professionals within the school setting, those among the professionals and pupils, and those among the professionals and the different parts of the larger society. Any proposed change affects and will be affected by all of these types of social relationships. The school culture is described in terms of values and personal experiences, which, however productive of insights, puts blinders on what people look at, choose to change, and evaluate. It is inordinately

difficult to adopt approaches that require people to recognize and suspend their values in the quest of achieving distance from their habitual ways of thinking and working (Sarason, 1991, p. 108).

Fundamental reform (restructuring) is what early childhood educators who endorse DAP are seeking. Fundamental reforms are those that aim to transform and alter permanently the existing structures of schooling. The premise behind fundamental reforms is that basic structures are irremediably flawed and need a complete overhaul (Cuban, 1992, p. 228). Sarason (1991) suggested that changes intended to alter existing regularities and new regularities that will exist side by side with the existing ones are what constitute the difference between change and innovation.

A major finding in the study "What Happens to Reforms That Last? The Case of the Junior High School" (Cuban, 1992) was that efforts to implement a fundamental reform for adolescents in American schooling have been downsized and revised to become a modest addition to the high school. A latter-day effort to correct the flaws of junior high schools through the middle school movement has shown little change over the original design. One reason for this is that fundamental changes frequently shrink in both intentions and action once they are incorporated into the existing school system.

Sarason (1991) presented two conclusions, which together explain in part why educational reform either is not attempted or is carried out in an institutional context of which the reformers have little or no knowledge. The first is that reformers

have nothing resembling a holistic conception of the system they seek to influence, and the second is that being part of the system—to speak of the culture--in no way guarantees that one understands the system in any comprehensive way. Any system can be described in terms of power relationships. Power is distributed unequally among members of the system, which is justified by tradition and necessity; it is a way of ensuring that the overarching goals of the system will be effectively achieved.

Elkind's (1991) premise that philosophical and conceptual barriers prevent classroom innovations and curricular reforms from having any significant, lasting effect in education is understandable when put in the context of school culture and power relationships. Elkind stated that if the educational innovation is in keeping with the underlying philosophy, it is not truly innovative and will change nothing. On the other hand, if the innovation is at variance with the underlying philosophy, it will never be properly implemented and will eventually be rejected as unworkable.

Critical Themes Affecting Early Childhood Restructuring

The Northwest Regional Educational Lab (NWREL) in Portland, Oregon, is working with six northwestern sites to develop a knowledge base as a foundation for the articulation of a set of effective strategies that have been found to enter into the process of restructuring public schools around early childhood concerns. The six schools represent a range of rural, suburban, and urban programs; large and small schools; and a variety of program features. The NWREL's initial paper, "Effective

Strategies for School-Based Early Childhood Centers" (1992), represents an initial identification of themes, issues, and strategies that have been found to enter the process of restructuring public schools around early childhood concerns.

Several themes have emerged through the study of public schools participating in implementing early childhood programs. Clarifying these themes may help to characterize the extensive nature of the shifts in assumptions and practice that practitioners must make as they pursue goals related to early childhood implementation. The following themes represent major alterations in assumptions regarding public elementary education:

1. Curriculum is viewed as representing a continuum of knowledge and the thinking processes.
2. Learning is conceptualized as the pursuit of intellectual, rather than specifically academic, skills.
3. Identification of relevant curriculum "content" becomes a dynamic process in which children, families, and community provide crucial sources of input.
4. Children are perceived as active learners who must make important, rather than trivial, decisions regarding their own learning activities and derive direct experience from the results of their own efforts.
5. DAP is a critical underpinning for the design and implementation of programs affecting all children from birth through age eight.
6. Schools recognize the many benefits of grouping students in ways that promote diversity rather than homogeneity.

7. High expectations are established for all learners in the diverse classroom.

8. Educators come to view the process and outcomes of educational service provision from the client's point of view, examining provided experiences by questioning how well such strategies succeed from the point of view of children, families, and community.

9. Program design is guided by efforts to promote appropriate, continuous experiences for children and families through integrated service provision.

10. Schools operate by establishing and maintaining truly collaborative partnership relationships with children, their families, and community representatives (pp. 5-24).

Schools that shift from previous to new assumptions must make changes that reverberate throughout the system. Some of the issues that are affected by this process of change are identified below.

Key Issues That Enter Into the Quality Implementation of Early Childhood Programs

Many of these issues represent challenges unique to the critical interface between early childhood precepts and public school assumptions and systems. The following ten categories have been used to organize the particular, significant issues relating to the development and implementation of successful, quality early childhood programs in public schools:

1. **Readiness:** Schools must prepare for such integration by developing motivation and a rationale for the changes that will be involved.

2. **Organizational/resource features:** It is necessary to consider important organizational issues such as how this type of change affects funds, facility use, and scheduling, in addition to the effect it may have on school structure issues, such as how children and teachers are organized and grouped.

3. **Personnel:** Because this style of project affects the school so extensively, staffing issues become extremely involved.

4. **Classroom:** Appropriate classroom practices are a core issue in establishing early childhood centers in public schools and involve a number of different features.

5. **Family:** The integration of early childhood education involves reexamination of the role of families in relation to schools.

6. **Communities:** Community involvement has also been identified as a critical facet of successful early childhood education.

7. **Transition:** Current thinking stresses the importance of transition processes, which facilitate the progress of children and families from one level or type of schooling to another and foster continuity from the family's point of view.

8. **Comprehensive care:** Quality early childhood education centers conceptualize the provision of integrated, comprehensive care for children and families as part of an effective, preventative educational approach.

9. **Quality control:** Assessing educational change through a concern for outcomes of implementation is a critical factor in monitoring successful educational intervention and is particularly important when implementing change in educational systems.

10. **Administrative concerns:** These are involved in all school-level changes.

The preceding ten categories have been used to organize particular, significant issues relating to the development and implementation of successful, quality early childhood programs in public schools. A list of issues related to these categories was presented to a panel of expert practitioners. The panel represented the leaders (principals, in most cases) from the model sites selected for advanced work in each of the five states in the region and was a group with which the NWREL worked closely for two or more years. The panel selected from the set of issues those that they identified as most critical to successful implementation according to three concerns: which issues are of most **importance** to the implementation of early childhood centers, which issues represent the greatest **difficulty**, and which efforts present the greatest **immediacy**. The identified issues were then analyzed by the group in terms of **barriers, resources, and strategies**. The following is a summary of the issues that were identified as having the most importance, greatest difficulty, and greatest immediacy.

Fostering school readiness: Motivation, joint establishment of vision and philosophy, and joint establishment of a view of children and families were critical in

setting the stage for and sustaining change efforts. Vision and philosophy: Expert practitioners confirmed unanimously that this factor is of **highest importance** and of **high immediacy**.

Strategies for Dealing With Organizational and Resource Features: Policies and issues related to facilities, class groupings, and scheduling issues have been identified as **important** issues. Facilities had lower importance than many other concerns. Finances was acknowledged as an area of **high difficulty** for the study sites engaged in implementing the early childhood center concept. Although not ranked as highly important or immediate, in the sense that additional finances are not necessary to begin to pursue this process, additional funds are desirable and difficult to obtain. Scheduling: Because time is such a crucial resource to staff pursuing early childhood restructuring, district policies regarding scheduling can have a **significant** effect on the progress of these efforts.

Strategies for Dealing With Personnel Features: The most agreed-upon predictor of quality in the implementation of early childhood programs is the quality of adult-child interactions. Staff qualifications: Because the types of comprehensive changes described affect all staff, participation by all staff in the implementation of the process is essential. Qualities of staff that were identified by the panel of expert practitioners as desirable include staff willingness to cooperate with peers, representation among the staff of expertise in the area of early childhood education, and ideally, the presence of some risk takers. Staff development was of **high importance** and **critical immediacy**. The identification of a plan was highly valued.

Staff empowerment and decision making were identified unanimously as of **critical importance** and **critical immediacy**. The need for a common philosophy, vision, and view of children and families and the need for collaborative, collegial relationships and cross-grade interactions as they affect the process of change are strongly related to the importance of staff decision making. Teacher flexibility and willingness to change was targeted as of **critical importance** and **critical immediacy**. This process interacts with motivation, professional commitment, professional development, and an atmosphere in which trust, sensitivity, and encouragement are operating features. Performance evaluation: This area can have a crucial effect on teachers' defensiveness and, in a related fashion, their willingness to change. Expert practitioners agree that it is no longer appropriate to have one set of criteria to apply to teachers of all age levels.

Strategies for Dealing with Changing Classrooms: Changing the ways in which children interact in schools lies at the heart of the early childhood restructuring process. Curriculum innovation was rated as having **critical importance**. Developmentally appropriate practice: If curriculum innovation lies at the heart of the implementation of early childhood restructuring, the concept of developmentally appropriate provides the rationale and guiding force for the selection and monitoring efforts at implementation.

Strategies for Developing New School Roles in Relation to Families: Family involvement and support are now recognized as critical factors in the school-related success of children. Parent/family involvement was identified as an area of **high**

importance, high difficulty, and high immediacy. Parent/family empowerment was identified as an area of **high difficulty**. Community decision making ranked as **low importance and high difficulty**. Community communication, advocacy, and school support: Community advocacy was ranked as a **highly difficult** function and communication as a **highly immediate** one.

Strategies for Improving Comprehensive Care for Children and Families: Coordinated resource teams, combined case-management and information-sharing projects, home-visiting models, "push in" integrated services for special needs children, and other approaches to resource coordination are vehicles for improved service provision. Collaborative relationships were acknowledged as a **high priority** for **immediate attention**.

Strategies for Maintaining Quality Control: Innovation must be coupled with assessment in which programs monitor and refine practice based on careful assessment of outcomes. Outcomes focus: Student assessment becomes a major concern for schools that are engaged in innovative practices with young children; this was identified as a **critical** area of **high difficulty** in the ongoing implementation of early childhood centers. Innovative practice must be supported by evidence of success. Program evaluation: Expert practitioners are actively seeking support and materials in order to deal effectively with this function.

Strategies for Administration That Supports Early Childhood Restructuring: Restructuring is most successful in an environment that provides contextual support. Strategies having to do with leadership, administrative support, and board

development were all identified by expert practitioners as having a **significant** effect on the process of changing practice. Leadership was identified as of **high importance** and **high immediacy**. The extent of the changes involved in systemic early childhood restructuring is so broad that they must be managed, coordinated, and monitored by an effective leader (pp. 5-24).

The Process of Change

We must learn--individually and as organizations--to welcome change and innovation as vigorously as we have fought it in the past. (Peters, *Thriving on Chaos*)

The history of the careful study of the educational change process is quite young (Fullan, 1991). The process of change-implementing educational innovations for the purpose of improving teaching and learning in public education is discussed in this section.

Throughout the literature, there is agreement that change should be dealt with as a process and not an event (Fullan, 1981; Hall & Hord, 1987; Kostelnik, 1993). The major research has been based on the assumption that meaningful change is a process that takes time, rather than being a singular event or decision point. It appears that more is known about the process of change as a result of the research of the 1970s and 1980s, but there are no iron-clad rules to describe it. Fullan (1991) indicated that research findings on the change process should be used less as instruments of "application" and more as means of helping practitioners and planners "make sense" of planning, implementing strategies, and monitoring (p. 47).

Most researchers see three broad phases to the change process: Phase I, variously labeled initiations, mobilization, or adoptions, consists of the process that leads up to and includes a decision to adopt or proceed with a change. Phase II, implementation or initial use, involves the first experiences of attempting to put an idea or reform into practice. Phase III, called continuation, incorporation, routinization, or institutionalization, refers to whether the change gets built in as an ongoing part of the system or disappears (Fullan, 1991). Hall and Hord (1987) identified five subprocesses as part of the change process: assessment, adoption, initiation, implementation, and institutionalization.

The total time frame from initiation to institutionalization is lengthy. Even moderately complex changes take from three to five years, and major restructuring efforts can take five to ten years (Fullan, 1991).

A school district must answer a multitude of questions when initiating a change process. Fullan (1991) suggested that the best beginnings combine the three R's of relevance, readiness, and resources. Relevance includes the interaction of need, clarity of the innovation (and practitioners' understandings of it), and utility, or what it really has to offer teachers and students. Readiness involves the school's practical and conceptual capacity to initiate, develop, or adapt a given innovation—what Firestone (1989) called the school's "capacity to use reform." Readiness may be approached in terms of "individual" and "organizational" factors. Resources concern the accumulation and provision of support as a part of the change process. Although resources are critical during implementation, it is at the

initiation stage that this issue must first be considered and provided for (Fullan, 1991, pp. 63-64).

Implementation consists of the process of putting into practice an idea, program, or set of activities and structures new to the people attempting or expected to change (Fullan, 1991, p. 65). Innovation development plans rarely take into account the complementary set of steps necessary to ensure that the innovation is used. In more successful change efforts, there is a parallel set of policies and procedures that address implementation, and the change process is viewed as consisting of innovation development plus implementation (Hall & Hord, 1987, p. 10).

Increasingly, factors related to implementation are being considered in planning, facilitating, and evaluating change efforts. It is no longer acceptable to present an innovation to the users and within a short period of time use pre-post test data from the recipients to determine the success of the innovation. Change is a process, not an event. This assertion is true of institutions as well as of the individual members who comprise them. Implementation has to be considered as a distinct phase and phenomenon in the life of a change/improvement process (Huling, Hord, & Rutherford, 1983).

Fullan (1991) identified nine interactive factors organized into three main categories as being key to the implementation process. (See Figure 2.1.)

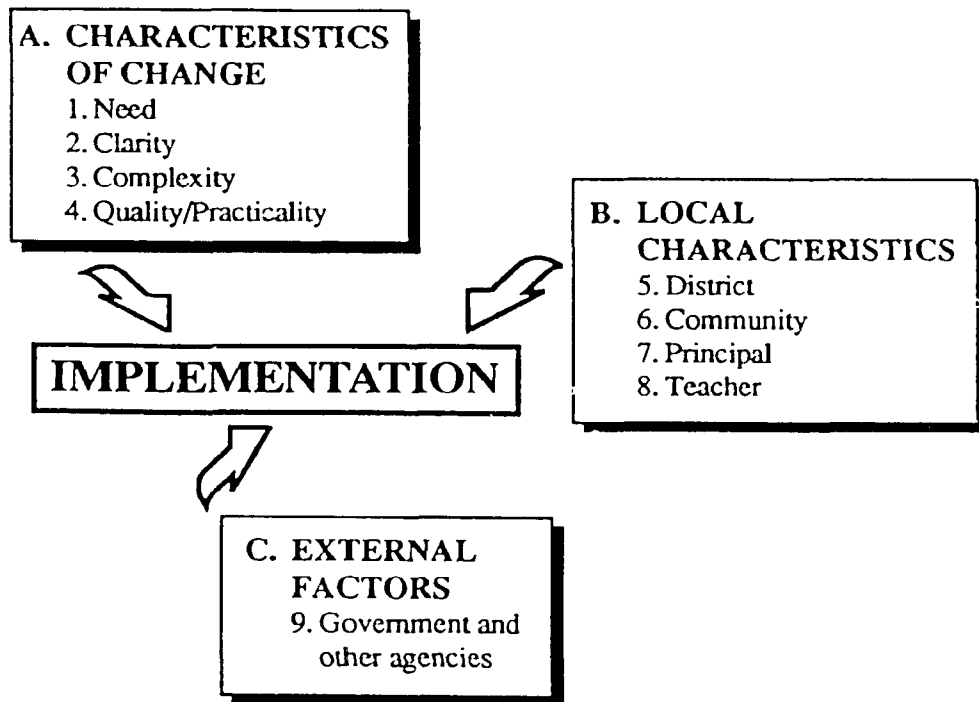


Figure 2.1: Interactive factors affecting implementation (Fullan, 1991, p. 68).

A study entitled "Best Practices for Beginners: Developmental Appropriateness in Kindergarten," conducted by researchers at the Frank Porter Graham Child Development Center in Chapel Hill, North Carolina, in 1988, looked at implementation of DAP (Bryant, Clifford, & Peisner, 1991). The study was motivated by the trend toward retention and the use of transition classes for children who had completed kindergarten but were not considered ready for first grade. The study was designed to address concerns about the current state of kindergarten. The researchers' first purpose was to document the extent of DAP in kindergarten. The research question was: Did observed kindergarten practices match the guidelines recommended by NAEYC? The researchers' second purpose was to test

whether the conclusions based on research in preschool programs would apply to kindergarten—that is, to determine which factors would predict or enhance the appropriateness of kindergarten classes. The investigators were especially interested in teacher and principal characteristics, such as education, experience, and beliefs about DAP, but class size, school size, and fiscal resources were also examined to determine whether there was a relationship to classroom quality.

Data were collected from three major sources: observational measures of classroom practices, principal questionnaires, and teacher questionnaires. One hundred three kindergarten classrooms were selected randomly for the study. The classes were sampled in proportion to the statewide distribution of kindergarten children by two variables: school size (small, medium, and large) and region of the state (west, central, and east, as defined by the Offices of State Budget and Management). Observations of the classrooms were conducted during the spring ($n = 53$) and fall ($n = 50$). At the end of the observation, teachers and principals were each given a questionnaire to complete and return by mail to the investigators. The return rate was the same for both principals and teachers: 90.3% (93 and 103 in each respective group).

Two observational measures were used to record information from the classrooms visited. The first was the Early Childhood Environment Rating Scale (ECERS) (Harms & Clifford, 1980), designed for preschool classes and modified for use in this study. The researchers made relatively small modifications and believed the major psychometric properties were retained.

The second observational measure was the Checklist of Kindergarten Activities (CKA) based on the NAEYC position statement regarding DAP. The instrument includes two major subscales: (a) the activities subscale, which contains 32 yes/no items covering seven areas of teaching activities in the classroom, and (b) the materials subscale, which contains 21 yes/no items about whether specific materials are present within the classroom.

In addition to classroom observations, principals of the 103 sample schools and teachers of the observed kindergarten classes were asked to complete a questionnaire designed by the researchers. The main purpose was to obtain information directly from principals and teachers about their knowledge and attitudes about developmentally appropriate kindergarten practices. Respondents rated their level of agreement with 28 statements about kindergarten practices, including both appropriate and inappropriate practices. The overall score did not distinguish between practices teachers and principals knew to be considered developmentally appropriate by early childhood experts versus the strength of their beliefs that such practices are best. One could answer in the developmentally appropriate way because it was educationally correct, yet believe in the academic, more structured way of teaching kindergarten. Because no standardized or validated measure existed, this was their way of assessing teacher and principal beliefs that might be related to differences in classroom practices and behaviors. Other items on the questionnaires covered retention, transition classes, and demographic information, including educational and teaching history.

The study sample was compared to the entire state population of elementary school principals and kindergarten teachers on several variables. The distributions were similar, suggesting that the study sample was representative of the population of elementary school principals and kindergarten teachers in the state.

The primary observational measure of the quality of classroom environments was the kindergarten version of the ECERS. The summary score from this assessment (the mean ECERS score) showed a great deal of variation within the sample of 103 classes. Based on a comparison of the scoring indicators on the ECERS with the NAEYC statement of DAP and on the recommendation of the scale's authors, a criterion score of 5.0 on the ECERS was determined to indicate DAP. A score of 5 equaled "good" on each item. The scores for the majority of classes were below the criterion. Only 20% ($n = 20$) of the classes met the criterion, whereas another 20% ($n = 20$) scored between 4.5 and 4.9, within a range where some modest changes might enable the classroom to meet the criterion.

The mean total score on the CKA was 38.49 ($SD = 6.92$), or 73% of the maximum possible score of 53. Similar to the ECERS data, a wide range of CKA scores was obtained from the 103 classrooms observed.

The scores on the revised ECERS and the CKA were analyzed to test for differences in the quality of the classroom environment by region and school size. Total scores and subscale scores were tested in separate analyses of variance, with region (east, central, and west) and school size (small, medium, and large) as independent variables. No significant main effects or interactions were found.

Principals and teachers scored similarly on the questionnaire measure of developmental appropriateness. On a scale of 1 to 5 (1 = least appropriate, 5 = most appropriate), the mean principal developmental appropriateness score was 4.05 (SD = 0.29; range = 3.25–4.89). The mean teacher developmental appropriateness score was 4.13 (SD = .27; range = 3.46–4.93). Coefficient alpha reliabilities were 0.69 for teachers' scores and 0.786 for those of principals.

The relationship of classroom, teacher, and principal characteristics to the level of classroom quality was examined. A regression analysis was used to determine the best predictors of the ECERS scores. A split-sample technique was used to select and test the robustness of the regression model. The model was determined by using 75% of the sample, and the reliability of the model was tested on the remaining 25% of the sample. In the 75% sample, variables were divided into chunks, based on whether they described teacher, principal, or administrative characteristics.

Teacher variables were (a) developmental appropriateness score, (b) years of education, (c) grade level experience, and (d) years teaching kindergarten. Principal variables were (a) developmental appropriateness score, (b) years of education, (c) years as a principal, and (d) grade-level experience. Administrative variables were (a) percentage of students in the school on free or reduced-cost lunch (a proxy for socioeconomic level of the school), (b) average daily membership (ADM) of school, (c) current enrollment in observed class, (d) per pupil expenditure of school district, and (e) presence of a transition kindergarten class.

The best model, or set of predictor variables, was composed of two variables: teacher developmental appropriateness score and principal developmental appropriateness score. The regression model estimated in the 75% sample ($R^2 = .1816$) was tested on the 25% sample (cross-validation $R^2 = .1814$), and the R^2 shrinkage was less than 1%, indicating that the model was highly reliable. When parameter estimates were recalculated for the entire sample, this model was statistically significant ($F = 8.96$, $p < .001$) and predicted 18% of the variance in the total ECERS classroom scores. The principal and the teacher developmental appropriateness scores were significantly correlated with the ECERS mean ($r = .39$, $p < .001$; $r = .41$, $p < .001$, respectively), but not with each other.

Concerns about the quality of children's first school experiences seem warranted. The inappropriateness evidenced in 60% of the observed classes was: extensive time spent in whole-group, didactic instruction; frequent use of worksheets and rote learning exercises; and little emphasis on small-group or individualized instruction or hands-on and child-chosen activities.

The quality of kindergarten classes was not related to region of the state, size of the school, per pupil expenditure, or other expected predictors. Among the predictors in the model, influence of the individual teacher, principal, or both was most important. Their scores on the measure of developmental appropriateness were the most significant predictors of appropriate instruction. Other potential influences, according to the researchers, that were not measured were parent and

community values, attitudes of and pressures from first- and second-grade teachers, and the type and quality of supervision and training.

The researchers were not able to determine whether the developmental appropriateness scores of teachers and principals reflected their level of knowledge about appropriate practices or the strength of their beliefs that those practices were best, but the researchers suspected that both factors played a part in the final score. However, because the scores were generally high already, indicating that the teachers and principals knew about and/or believed in appropriate practices, improving the implementation of such practices needs to be addressed. The researchers suggested that whether through observation, in-service training, or mentor teacher programs, training should focus on translating knowledge of developmental appropriateness into day-to-day practice.

The researchers were not able to determine how principals' knowledge and/or beliefs affected classroom practices. One hypothesis was that principals hire kindergarten teachers with attitudes similar to their own, but there was no significant correlation between the principals' and teachers' developmental appropriateness scores. The average teacher in the sample had taught about five years longer than the average principal had served as principal, so many teachers probably had been hired by someone else. Another possible explanation for the independent contribution of the principal scores to the prediction of classroom quality is that administrative practices or procedures that can enhance or degrade kindergarten are usually determined by the principal. The researchers suggested that many

administrative decisions by the principal may influence kindergarten appropriateness.

The continuation of change is something that few researchers have systematically examined. Continuation is the term used to convey the stabilization of the new program as part of permanent practice. An innovation can be well implemented, and still not put into practice. Continuation is the amount of change that lasts. The continuation of school reform needs to be studied and planned for in its own right. According to Fullan (1991), the reasons for lack of continuation are similar to reasons for a failure to implement, except that their role becomes more sharply defined (p. 88). In *School Context and School Change, Implications for Effective Planning*, Corbett, Dawson, and Firestone (1988) addressed the question of why change efforts work in some places and not in others. The outcome of the research that was conducted to write the book was that school contextual conditions inevitably mingled with the change process to yield substantially different results from school to school. The authors discussed school-related factors that help or hinder the extent to which an innovation is maintained beyond its initial period of implementation. In the studies conducted by Corbett and associates, the central theme was that once formal school improvement activities ended, so did most of the new practices. The following eight contextual conditions in the schools studied influenced how long the changes lasted:

1. The availability of resources.
2. The availability and nature of incentives and disincentives for innovative behavior.
3. The nature of a school's organizational linkages.
4. Existing school goals and priorities.
5. The nature and extent of faculty factions and tensions.
6. Turnover in key administrative and faculty positions.
7. The nature of knowledge use and current instructional and administrative practice.
8. The legacy of prior change projects (pp. 5-6).

In 1983, Miles reviewed the literature to address the question: Why do some innovations get built into the life of the district, and others just disappear? Miles suggested that previous researchers have given unbalanced attention to user skill to the detriment of understanding organizational-level structural and procedural changes required for institutionalization to take place. In Miles's research analysis of dissemination efforts supporting school improvement (DESSI Study, Crandall & Associates, 1982), he looked for organizational conditions that supported institutionalization. These he conceptualized in chart form.

The chart was organized into three groups. The first group was supporting conditions, such as "operates on a regular, daily basis" and "competing practice eliminated." The second grouping was labeled "passage completion," which included such organizational conditions as "goes from soft to hard money" and

"routines established for supply and maintenance." The third category of Miles's chart of organizational conditions that support institutionalization was labeled "cycle survival" and included such factors as "survives annual budget cycles" and "survives departure or introduction of new personnel."

The Role of the Principal in Facilitating Change

Getting people to change the way they do things is a very difficult task. The implementation of educational change involves "change in practice" (Fullan, 1991).

The leadership role of the principal is a recurring theme in the literature on principals. A large array of studies have conveyed the message that if educational programs for students are to improve, principals must take the lead in providing teachers with the leadership they need and are entitled to as they strive to improve their practice.

The process of change in schools has been the focus of study by the Research on the Improvement Process (RIP) program at the Research and Development Center for Teacher Education at the University of Texas at Austin. The goal of this research is to identify successful strategies for accomplishing educational change in an effective and personal manner. The initial research efforts focused on individual teachers, investigating how they were influenced by school improvement efforts and how they, in turn, influenced such efforts. It was through this research that the importance of the change facilitator was identified (Hall, 1983). School principals as change facilitators have been the focal point because, in the

studies of teachers, all indicators have pointed to the school principal as the single most influential person for facilitating change.

Although research on school improvement is now into its second decade, systematic research on what the principal actually does and its relationship to stability and change is quite recent. Direct, first-hand programmatic research over the last decade has uncovered more and more issues related to the principalship (Fullan, 1991). This research has not clarified the role, but it is well established that the principal is a central figure in the change process, especially when those changes are affecting the culture of the school.

A small number of researchers have investigated what principals do in the process of facilitating change. In the report *Change Facilitators: In Search of Understanding Their Role*, Rutherford, Hord, Huling, and Hall (1983) reported on a study conducted by Reinhard et al. (1980) to investigate behaviors of principals that support or hinder externally funded change projects. In doing this, they divided the change process into four stages and looked at the principal's role in each stage. The four stages were (a) planning and initiation, (b) building a temporary operating system for the project, (c) developing and implementing, and (d) ending and institutionalizing. At each stage they found specific contributions by the principal that were crucial to project success.

Crucial at the first stage, planning and initiation, was the principal's agreement with the project, his or her input into the project proposal, and communication of his or her support and enthusiasm to others. At the second stage, successful projects

had principals who took an active, positive role in the project, "sold" the project to the superintendent, and provided quickly all necessary materials and personnel resources. During the stage of development and implementation, successful principals remained interested and ever ready to help solve any problems that might arise. It was during this period that principals in successful projects began to turn over operation of the project to the other personnel. In the fourth stage, the critical behaviors for successful principals were continuing commitment to the project and ability to provide the resources needed for project continuation.

Currently, researchers are addressing a transition from the principal's role in influencing the implementation of specific innovations to the principal's role in leading changes in the school as an organization (Patterson, 1993). Fullan (1991) explained this transition by pointing out that even though Hall and others have found that principals can have a major effect on the degree of implementation of particular innovations, others have pointed out that successful implementation of innovations by teachers often occurs without the involvement of principals.

The new thinking about leadership requires that one look deeper and more holistically at the principal and the school as an organization. The old view of leadership, which emphasized style and behavior and development of highly structured management systems, remains important. But now, what leaders stand for and believe in, and their ability to communicate these values and ideals in a way that provides both meaning and significance to others, are more important than how

they behave (Bennis & Nanus, 1985; Deal & Kennedy, 1982; Patterson, 1993; Sergiovanni, 1987).

The current research and literature support that principals with very different styles and personalities can be effective; however, all studies showed effective principals being actively involved in bringing about change (Fullan, 1991). All effective principals in a study by Smith and Andrews (1989) of seven effective instructional leaders identified four main tasks that they all performed (resource provider, instructional resource, communicator, visible presence), but they did this with different methods and styles, depending on their personalities and settings.

Summary

The review of literature revealed that, despite solid research, the support of national organizations and state departments, and the initial overwhelming and positive response from the field, there are many obstacles to actually implementing DAP in public schools. Those obstacles exist because of myths and misunderstandings and because implementing DAP requires fundamental reform aimed at transforming and altering permanently the existing structures of schooling. No literature was discovered on the status of the implementation of DAP and the continuation of that implementation from an organizational and administrative perspective. The review included a discussion on the process of change and the role of the principal in facilitating change.

The purpose of the study, the research questions and hypotheses, and the design of the study are presented in Chapter III.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The researcher's purpose, the research questions, and the design of the study are presented in this chapter. The six phases of the study design were identification of survey components, development of the survey instrument, pretesting and piloting of the survey instrument, description and selection of the sample, data-collection procedures, and the methods of analyzing the data. The researcher's purpose in the study was to explore the implementation and continuation of educational reform.

The study was designed to examine the status of organizational components and administrative practices related to the implementation and continuation of DAP. Limited research was found related to the actual implementation of educational innovations, especially from the perspective of organizational change and the role of change facilitators. Even less research was found related to the factors that promote or hinder the extent to which an innovation is maintained beyond its initial period of implementation. The researcher focused on organizational components and administrative practices supporting the implementation and continuation of DAP.

The subjects were elementary principals in public schools in Michigan districts that had been implementing DAP for more than two years and fewer than nine years.

Research Questions and Hypotheses

The following research questions were addressed in this study:

1. What is the status of organizational components related to the sustaining of developmentally appropriate practices reported by elementary principals who have been implementing DAP for at least two years?
2. Are there relationships between the organizational components and administrative practices related to the implementation and continuation of developmentally appropriate practices that are reported to be in evidence by elementary principals who have been implementing DAP?

The following eight null hypotheses were tested to determine what relationships existed between organizational components and administrative practices:

Hypothesis 1: There are no significant relationships between the status of the **school's climate for restructuring** and the administrative practices of the elementary principal when implementing developmentally appropriate practices.

Hypothesis 2: There are no significant relationships between the status of **personnel features** related to the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

Hypothesis 3: There are no significant relationships between the status of **classroom practices** related to the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

Hypothesis 4: There are no significant relationships between the status of the **involvement of parents** related to the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

Hypothesis 5: There are no significant relationships between the status of **community responsiveness** and the status of administrative practices related to the implementation and continuation of developmentally appropriate practices.

Hypothesis 6: There are no significant relationships between the **support to families for transitions** and the administrative practices of the elementary principal in the implementation and continuation of developmentally appropriate practices.

Hypothesis 7: There are no significant relationships between the status of **maintaining quality control** in the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

Hypothesis 8: There are no significant relationships between the status of **professional resources** available for the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

3. What are the comments and/or concerns elementary principals express regarding the implementation and continuation of developmentally appropriate practices in their elementary schools?

Comments and concerns written on the survey instrument, as well as responses from the telephone contact, were analyzed. Trends are reported in the discussion of this research question.

Research Design

The design of the study consisted of six phases. The first phase was to conduct a review of the literature to identify the organizational components and

administrative practices related to sustaining the implementation of DAP. The second phase was the development of a survey instrument. In the third phase, a pretesting and piloting of the survey was conducted to refine and test the instrument. The fourth phase was the collection of information for selecting the sample population. The fifth phase was the identification and implementation of the data-collection procedure, and in the sixth phase, data from the survey instrument and follow-up telephone conversations were analyzed statistically.

Phase 1: Identification of Survey Components

The first phase of the study was to identify the components of DAP at the organizational level that affect the continuation of DAP in the classroom. The second part of phase one was to identify the administrative practices of elementary principals that influence the sustaining and continuation of the implementation of DAP. The researcher used the organizational components identified in the literature as being critical to the restructuring of early childhood programs and the factors identified in the research pertaining to change and the role of building principals as change facilitators. A review of the literature provided evidence of critical issues in the sustaining of educational reforms and in the implementation of DAP in elementary schools. The critical issues were identified at the philosophical and conceptual levels. In identifying the administrative practices related to facilitating educational reforms, the researcher reviewed the literature on change, planned educational reform, and the institutionalization phase of change efforts, as well as the role of the principal in the change process.

Phase 2: Development of the Survey Instrument

To begin the development of the survey instrument, ten key issues identified by the Northwest Regional Educational Lab (NWREL, 1992) as entering into the process of restructuring public schools around early childhood were developed into statements representing those issues. The ten issues were Readiness, Organizational/Resource Features, Personnel, Classroom Practices, Family, Communities, Transition, Comprehensive Care, Quality Control, and Administrative Concerns. The initial survey instrument consisted of 44 descriptors related to the ten organizational components.

The second part of the survey instrument, Administrative Practices, was developed using data from the NWREL study and key issues reported in the literature on the role of the building principal in the change process. Initially, there were eight categories: leadership, knowledge of DAP, knowledge of the change process, availability of adequate resources, ability to conduct staff development, reinforcement of users, monitoring and evaluation of users, and responses to concerns.

In the second step of the development of the survey instrument, the researcher used the knowledge of three experts. One expert was with the NWREL, the second was a private consultant for developmental education in Connecticut, and the third was a dean of education and well-known author in the area of change in schools. Members of the researcher's advisory committee were also mailed a copy of the instrument.

The survey instrument and a description of the study were mailed with a cover letter asking for oral or written feedback regarding the content of the study and the format of the survey instrument. Two of the experts had a telephone contact with the researcher and agreed that the study was valuable to the field. Both of them suggested that the study include some ethnographic information from the population in the study. Two of them sent the researcher additional literature to review. The questionnaire sent at this stage contained information about specific classroom practices. One expert suggested that these data would be very subjective and not really pertinent to the purpose of the study. The researcher concurred, and these statements were eliminated. One expert commented that looking at change from this level was seldom done, and knowing exactly what the content of the questionnaire should be was difficult; however, the expert thought the questionnaire covered the major issues. The third expert had left the institute, and all attempts to reach this individual failed. However, the researcher had been in contact with this consultant much earlier in the development of the research proposal, and the consultant encouraged the research and offered suggestions for the initial format at that time.

An open-ended question was included in the instrument. Respondents were asked to identify any concerns or make any comments related to the implementation of DAP in their buildings.

A 12-item demographic section also was included for respondents to provide information about the school and themselves, such as number of students, grade

configuration of the school, per pupil expenditures, years of experience, grade levels implementing DAP, and existence of alternative programs for young children.

Members of the researcher's advisory committee suggested that some of the statements be revised to enable the respondents to be more subjective. Changes were made in the wording and position of the statements to reflect the concerns of the committee members.

Phase 3: Pretesting and Piloting the Instrument

In the third phase, the researcher used two consultants from Oakland Schools Intermediate School District, a consultant for early childhood education, a consultant from the Research and Evaluation Department, and five elementary school principals involved in the implementation of DAP. The researcher met individually with or mailed a copy of the questionnaire and cover letter to five elementary principals familiar with DAP in Macomb County and Oakland County. The principals participating in the pilot were asked to fill out the survey instrument and keep track of the amount of time it took to complete.

Findings. The input from the consultants at Oakland Schools ISD was very helpful. The early childhood consultant suggested an organizational concern that was being identified in some districts, and it was added to the "school climate for restructuring" section. Other suggestions were made for clarity. There was also the opportunity to add some detail to the questionnaire that assisted in the scoring and analysis of the data.

All of the participating principals completed the survey instrument in fewer than 15 minutes. All respondents agreed that, overall, the survey was very complete and commented that they were comfortable filling it out. Most suggestions for improving the survey were incorporated in the revised questionnaire. Revisions were primarily in the administrative practices and demographics sections. The pilot study was very beneficial. The researcher was surprised by the number of revisions the questionnaire went through from its inception. (A copy of the survey instrument may be found in Appendix A.)

The instrument. The instrument for the study was a four-part questionnaire. The first section of the questionnaire dealt with **critical organizational components** related to DAP (A), the second section measured the status of **administrative practices** related to DAP (B), the third section (C) was for **comments and concerns** and required an open-ended response, and the fourth section (D) consisted of the **demographic** variables. A Likert-type scale ranging from strongly agree (5) to strongly disagree (1) was used in sections A and B. In addition, there were six yes or no questions in sections A and B, and two yes or no questions in section D.

Phase 4: Collecting Information for Selecting the Sample

The fourth phase of the study involved the identification of school districts in Michigan that have been implementing DAP for more than two years and fewer than nine years. There were no records at the state or ISD level that specifically identified districts that had a policy or strongly encouraged DAP at the elementary level.

To identify the districts in Michigan that had a policy and/or strongly encouraged DAP at the elementary level, the researcher mailed a letter and a brief survey to every superintendent in Michigan, asking whether his or her district had a policy and/or encouraged DAP in their elementary schools. Superintendents were also asked to indicate the number of years the district had been implementing DAP in their elementary schools, and whether the researcher could include the district in the study. (A copy of the letter and survey is provided in Appendix B.) Responses were clustered by geographic area, in order to identify representation from the entire state. The researcher divided the state into four areas: Southeast (217 districts), Southwest (147 districts), North (99 districts), and Upper Peninsula (24 districts).

Superintendents from 217 districts returned the questionnaire. Seventeen questionnaires were not signed, so the geographic area or district could not be identified. Nine questionnaires were returned too late to be part of the sample. Nineteen superintendents wrote unsolicited comments on their surveys.

A total of 156 superintendents reported that their districts were implementing DAP. Twenty-seven districts had a policy for the implementation of DAP. Fifty-eight districts had no policy, nor did they encourage the use of DAP. Eighty-six superintendents reported that their districts encouraged DAP at the elementary level and had been implementing for more than two years and fewer than nine years. Twenty-one of the superintendents reported that their districts had been implementing for more than nine years. One hundred eight superintendents asked

that their districts not be part of the study. Eighty-nine superintendents asked to receive a copy of the results of the study.

The responses represented the distribution of the school population across the state (see Table 3.1). Due to the number of responses, every district meeting the criteria was included in the sample.

Table 3.1: Distribution of responses and implementation of DAP (n = 191 surveys returned in time for inclusion in Stage 2 of data collection).

Geographic Area (No. of Districts)	No. of Districts Responding	DAP Implementation > 2 Years, < 9 Years & Granted Permission to Be in Study	No. of Principals in Districts
Southeast (217)	81	42 (51%)	199
Southwest (147)	89	19 (39%)	72
North (99)	37	10 (27%)	44
Upper (61)	24	3 (12%)	4
TOTALS	191	74	318

Phase 5: Data-Collection Procedure and Sample Selection

The fifth phase of the study was a two-step procedure. Step one involved mailing an explanatory letter and survey instrument to the population of elementary principals implementing DAP. A stratified random sample of principals, from the 86 districts whose superintendents reported that DAP were encouraged and that the district had been implementing more than two years and fewer than nine, were

identified by a random drawing of numbers representing the total number of principals in the district. In districts with at least two principals, one principal was selected; in districts with 3 to 5 principals, two principals were identified; in districts with 6 to 8 principals, three principals were identified; in districts with 10 to 19 principals, six principals were identified; and in districts with more than 20 principals, seven were identified. This sampling procedure provided a total of 162 principals identified to receive the survey.

The population for this study consisted of 162 elementary school principals from the four geographic areas of Michigan (Southeast = 100, Southwest = 36, North = 22, and Upper = 4). The principals were identified and selected using the *Michigan Education Directory* for 1995. Each principal was sent a Likert-type questionnaire developed by the researcher. Principals were asked to complete the four-part questionnaire and return it to the researcher in a stamped, return-addressed envelope. Respondents were given the opportunity to indicate whether they would be willing to participate in a follow-up telephone conversation and/or personal interview regarding their responses to the survey. If so, they filled in their name, telephone number, and a convenient time to reach them.

Each survey instrument was numbered, and two weeks following the mailing, all respondents who had not returned the instrument were sent a follow-up postcard. The data collection from the survey instrument was completed in about six weeks. Copies of the transmittal letter and follow-up postcard are in Appendices C and D.

The interviews. Step two of the data collection involved a follow-up, semi-structured telephone interview. The interviews were conducted with 17 respondents, all of whom indicated a willingness to participate in a follow-up on the survey instrument. The intention of the telephone interviews was to clarify and/or expand on responses from the survey instrument that the researcher thought needed more explanation. These questions were determined after the data from the questionnaires had been analyzed. All of the participants in the follow-up telephone interviews were asked the following questions:

1. Do you know how the implementation of DAP was started in your district?
2. Do you have any major concerns regarding the implementation and sustaining of DAP in your building?
3. What do you see happening with DAP in the next three to five years?
4. Has the implementation of DAP influenced other reforms in your building?

Phase 6: Analysis of the Data

In analyzing the data, the researcher followed four main steps. In step one, the population as a whole was described in terms of size of district and school, grade level configuration, per pupil expenditures, years of experience, administrative and teaching experience, grade levels currently implementing DAP, number of years the building had been implementing DAP, and the existence of alternative programs.

The information was categorized and analyzed to ascertain trends and significant factors.

In step two, the responses were statistically analyzed using the Statistical Package for the Social Sciences (SPSS-X) to determine the frequency and percentage of responses related to the status of the organizational components and administrative practices as reported by the building principals. Nine categories were identified as organizational components:

1. School Climate for Restructuring (9 statements + 1 y/n)
2. Organizational and Resource Features (2 y/n)
3. Personnel Features (4 statements)
4. Classroom Practices (9 statements)
5. Involvement of Parents (6 statements)
6. Community Responsiveness (2 statements)
7. Transitions for Children and Families (2 statements)
8. Maintaining Quality Control (2 statements + 2 y/n)
9. Professional Resources (4 statements + 2 y/n)

Thirteen statements and one yes/no question related to administrative practices were in section B of the survey instrument. The researcher had five categories related to the role of the building principal as a change facilitator from which the statements were developed. These categories were:

1. Leadership
2. Beliefs and Values

3. Knowledge and Training
4. Priorities
5. Success of Implementation

For each category, the respondent answered a statement beginning, "In this school . . ." to indicate the status of each of the categories in sections A and B. A five-point Likert scale of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree was used for the open-ended statements, and a yes or no response was used for specific questions.

To complete step three, the researcher did a Pearson product-moment one-way analysis of variance using the Statistical Package for the Social Sciences (SPSS-X) program to determine whether there was a statistically significant relationship between the status of eight of the organizational components and the 13 statements identified in Section B: Administrative Practices. These analyses were done to test the eight null hypotheses.

The fourth and final step of the data analysis was a reporting of the written statements from the open-ended comments and/or concerns section on the survey instrument, as well as the responses from the principals who participated in the follow-up telephone interviews.

Summary

The purpose of the study, the research questions and hypotheses, and the design of the study were presented in this chapter. There were six phases in the study design. The first phase was the identification of components necessary for the

identification of the status of DAP in school districts that had a policy or encouraged DAP for at least two years. In the second phase, the researcher developed the initial survey instrument. The instrument contained four major areas: Organizational Components, Administrative Practices, an open-ended question regarding concerns and/or comments, and a demographics section.

In phase three, the researcher pretested and piloted the survey instrument. Suggestions for improvement were incorporated in the final survey instrument. In phase four, the researcher identified school districts in Michigan that were implementing DAP, by sending a short questionnaire to every superintendent in the state. The researcher identified and implemented a data-collection procedure in phase five. In phase six, the Statistical Package for the Social Sciences (SPSS-X) program was used to analyze the data collected in phase five. A second step in phase six was the collection and analysis of data collected from telephone interviews conducted with respondents who indicated on the survey instrument they would participate.

The results from the statistical analyses, demographic characteristics of the respondents, and a summary and analysis of the follow-up telephone interviews are presented in Chapter IV.

CHAPTER IV

PRESENTATION OF THE DATA

Introduction

Presented in this chapter are the data gathered from the responses of 71 Michigan elementary school principals to the survey instrument that was developed for this study. Also presented are the data gathered from 17 elementary school principals in a follow-up telephone survey.

The researcher's purpose in this study was to explore the sustaining of educational reform by examining the status of organizational components and administrative practices related to the implementation and continuation of DAP in elementary schools in Michigan. The survey instrument included nine organizational components with 44 questions, a section on administrative practices with 14 questions, a section for an open-ended response, and a demographic section designed to elicit characteristics of the respondents, their schools, and their districts. The survey instrument was designed to determine the status of organizational components and administrative practices related to the sustaining of DAP in a stratified random sample of elementary schools that had been implementing DAP for at least two years and not more than nine years. The follow-up telephone

interview was conducted with 17 principals, all of whom indicated a willingness to participate on the survey instrument.

The following research questions were addressed in this study:

1. What is the status of organizational components related to the sustaining of developmentally appropriate practices reported by elementary principals who have been implementing DAP for at least two years?

Percentages of responses were determined for each variable within the nine organizational components.

2. Are there relationships between the organizational factors and administrative practices related to the implementation and continuation of developmentally appropriate practices that are reported to be in evidence by elementary principals who have been implementing DAP?

Eight research hypotheses were tested to determine whether there were significant relationships between eight of the nine organizational components and administrative practices reported by principals.

3. What are the comments and/or concerns elementary principals express regarding the implementation and continuation of developmentally appropriate practices in their elementary schools?

Comments and/or concerns written on the survey instrument, and responses from the follow-up telephone conversations with a selected group of respondents, were analyzed for trends and reported.

Characteristics of the Sample

One hundred sixty-one elementary school principals were sent the survey instrument in May 1955. Of that number, 71 returned surveys within the time period, for a return rate of 44%.

In Tables 4.1 through 4.9, the sample is described. In Table 4.1, the sample of elementary principals is described in terms of years of educational experience. The years of administrative experience in the current building are shown in Table 4.2, and levels of instructional and administrative experience are shown in Table 4.3. As shown in Table 4.1, 60 (84.8%) of the respondents had 20 or fewer years of educational experience; 16 (22.5%) had fewer than 10 years. The mean was 15 years. The majority of respondents (50 or 70.6%) had 10 or fewer years of experience as an elementary principal, with a mean of 8.2 years. Sixty-two of the respondents (87.3%) had 10 or fewer years in their current buildings, with a mean of 5.5 years (Table 4.2). Fifty-three (74.6%) of the respondents had instructional experience at multiple levels, 12 (16.9%) of the respondents reported instructional experience in grades K-5, and 4 (5.6%) reported having instructional experience at the secondary level only (Table 4.3). When asked at what level they had administrative experience, 4 (5.6%) respondents said they had administrative experience at the K-2 level, 1 (1.4%) had administrative experience only at the 3-5 level, and 63 (88.7%) had administrative experience at multiple levels (Table 4.3).

Table 4.1: Distribution of participants by educational experience.

Years	N	%
Years as a Professional Educator (Range = 4 to 55 years) Mean = 15.214, Median = 15, Mode = 15		
< 10 years	16	22.5
10-15 years	26	36.6
16-20 years	18	25.7
21-30 years	9	12.7
> 30 years	1	1.4
Missing	1	1.4
Total	71	100.0
Years as an Elementary Principal (Range = 1 to 24 years) Mean = 8.246, Median = 6.0, Mode = 4.0		
< 6 years	30	42.3
6-10 years	20	28.3
11-15 years	9	12.6
16-24 years	10	14.0
Missing	2	2.8
Total	71	100.0

Table 4.2: Distribution of participants by years in current building as principal.

Years	N	%
< 5 years	40	56.4
5-10 years	22	30.9
11-24 years	7	9.9
Missing	2	2.8
Total	71	100.0

Range = 1 to 24 years

Mean = 5.551, Median = 4.0, Mode = 3.0

Table 4.3: Instructional and administrative experience of the sample.

Level	N	%
Level of Instructional Experience		
K-2	5	7.0
3-5	7	9.9
6-8	1	1.4
9-12	3	4.2
Multi	53	76.8
Missing	2	2.8
Total	71	100.0
Level of Administrative Experience		
K-2	4	5.6
3-5	1	1.4
Multi	63	88.7
Missing	3	4.2
Total	71	100.0

In Table 4.4, the schools represented are described in terms of student enrollment of the district and student enrollment of the school. The total population of districts represented in the sample ranged from 260 to 12,900 students. Fifteen (21.0%) of the respondents had fewer than 1,850 students in their districts, whereas 31 (43.6%) of the respondents reported a district enrollment between 1,851 and 5,000 students. An additional 10 (14%) respondents had district enrollments that exceeded 5,000 students. The elementary schools represented in the sample ranged in size from 170 to 800 students; the average size reported was 438 students.

Table 4.4: Characteristics of schools represented in the sample: student enrollment of district and student enrollment of school.

Enrollment	N	%
Enrollment of District (Range = 260 to 12,900) Mean = 4,447.19, Median = 3,300, Mode = 5,000		
< 1,201	7	9.8
1,201- 1,850	8	11.2
1,851- 2,999	15	21.0
3,000- 5,000	16	22.6
5,001-10,000	10	14.0
> 10,001	7	10.0
Missing	8	11.4
Total	71	100.0
Enrollment of School (Range = 170 to 800) Mean = 438.368, Median = 458, Mode = 500)		
< 300	11	15.4
301-399	11	15.4
400-499	25	35.4
500-599	13	18.3
600-800	3	4.3
Total	71	100.0

The funding for per pupil expenditures as it relates to state aid is shown in Table 4.5. When asked whether the per pupil expenditures exceeded state aid, 36 (50.7%) of the respondents said yes, and 31 (43.7%) said no.

Table 4.5: Per pupil expenditures of districts represented in the sample.

Exceeded State Aid	N	%
Yes	36	50.7
No	31	43.7
Missing	4	5.6
Total	71	99.0 ^a

^aDoes not equal 100% due to rounding.

Shown in Table 4.6 is the grade configuration of schools in the sample. A majority of the respondents (45 or 63.4%) worked in schools with a grade-level configuration of K-5 or K-6. Eleven schools had a preschool or developmental kindergarten program and grades up to third, fifth, or sixth. Seven (9.9%) of the respondents represented schools with a preschool through second-grade population, and three (4.2%) represented a 3-5 grade-level configuration.

Table 4.6: Grade-level configuration of the schools represented in the sample.

Configuration	No. of Schools	%
Pre K-K	2	2.8
Preschool-2	1	1.4
Dev. K-5/6	4	5.6
Preschool-3/5/6	8	11.2
K-2	7	9.8
K-4	1	1.4
K-5	31	43.4
K-6	11	15.4
1-3/5	2	2.8
2-5	1	1.4
4-6	1	1.4
Missing	2	2.8
Total	71	99.6 ^a

^aDoes not equal 100% due to rounding.

A distribution of participants by grade levels implementing DAP is shown in Table 4.7. Thirty-one (43%) of the schools represented in this study were implementing DAP at the K-2 level. Eleven respondents (14%) reported that their schools were implementing DAP at the kindergarten level and in preschool,

developmental kindergarten, or Young 5's programs also housed in their buildings. Six schools (8%) were implementing DAP in K-3, and nine schools (12%) were implementing DAP in K-4, 5, or 6. One school was implementing DAP in K-8. Also, schools without a kindergarten, with a grade-level configuration of 1-2 (n = 1), 1-3 (n = 1), and 2-5 (n = 1), were implementing DAP at all levels.

Table 4.7: Distribution of participants by grade levels implementing DAP.

Grade Level	No. of Schools	%
Pre K-K	1	1.4
Pre K-1	4 Young 5's (2)	5.6
Pre K-2	3 Developmental K (1)	4.2
Kindergarten	3	4.2
K-1	6	8.4
K-2	31	43.4
K-3	6	8.4
K-4	1	1.4
K-5	5	7.0
K-6	3	4.2
K-8	1	1.4
1-2	1	1.4
1-3	1	1.4
2-5	1	1.4
Missing	4	5.6
Total	71	99.4 ^a

^aDoes not equal 100% due to rounding.

The number of years the building principals had been implementing DAP are shown in Table 4.8. Fourteen (19.7%) of the respondents reported that their buildings had been implementing DAP for fewer than two years. A plurality of the

respondents (34 or 47.9%) had been implementing DAP between three and five years. Eight (11.3%) respondents had been implementing DAP six to eight years, and four (5.6%) had been implementing 10 to 11 years. Eleven (15.5%) did not know or did not answer the question.

Table 4.8: Number of years the schools represented in the sample had been implementing DAP.

Years	N	%
< 2 years	14	19.7
3-5 years	34	47.9
6-8 years	8	11.3
10-11 years	4	5.6
Missing	11	15.5
Total	71	100.0

Range = 1 to 11 years

Mean = 4.35, Median = 4, Mode = 5

The existence of alternative programs for young children is reported in Table 4.9. When asked whether their buildings currently had any alternative non-special-education programs for young children, 24 (33.8%) of the respondents said yes, and 45 (63.4%) said no. Of the 24 who said yes, 17 (70%) reported that the children were tested for admittance into the alternative program.

Table 4.9: Number of schools in the sample with alternative programs for young children and the frequency of testing for admittance to those programs.

	N	%
<u>Currently have alternative program for young children</u>		
Yes	24	33.8
No	45	63.4
Missing	2	2.8
Total	71	100.0
<u>Are children tested for admittance?</u>		
Yes	17	23.9
No	10	14.1
Missing	44	62.0
Total	71	100.0

Results Regarding the Research Questions

Three research questions were formulated to serve the purpose of the study.

In the following pages, each research question is restated, followed by a report of the data pertaining to that question.

Research Question 1

What is the status of organizational components related to the sustaining of developmentally appropriate practices reported by elementary principals who have been implementing DAP for at least two years?

The status of organizational components related to the sustaining and continuation of DAP, as reported by the participants in this study, is reported in Tables 4.10 through 4.18. The organizational components related to the continuation of DAP are identified by nine factors: (a) school climate for

restructuring, (b) organizational and resource features, (c) personnel features, (d) classroom practices, (e) involvement of parents, (f) community responsiveness, (g) transitions for children and families, (h) maintaining quality control, and (i) professional resources. Within each major factor, the building principals' perceptions of the various descriptions ranged from Strongly Agree to Strongly Disagree. There was also an Undecided category for each of the statements.

Factor 1: School climate for restructuring. As shown in Table 4.10, statements pertaining to the motivation of the staff to make the changes, a common philosophy and vision, willingness to take risks, collaboration among staff, support of district policies, and consideration of DAP in the school improvement plan received a response of Strongly Agree or Agree from 75% of the respondents. Two statements, parent involvement in development and planning (43.7%) and the actions of the collective bargaining unit (38.8%), received less than a 50% response in the Strongly Agree or Agree categories. Almost 40% of the respondents indicated that they disagreed with the statement that parents had been involved in development and planning (39.4%), and 26% of the respondents disagreed (19.7%) or strongly disagreed (7.0%) with the statement that the actions of the collective bargaining units support the implementation of DAP. Ninety-four percent of the respondents reported that consideration was given to DAP when developing school improvement plans.

Table 4.10: School climate for restructuring.

Statement	SA	A	U	D	SD
The staff was motivated to make the desired changes toward implementing developmentally appropriate practices.	23.9	63.4	8.5	4.2	4.2
The staff was prepared for implementing developmentally appropriate practices.	8.5	56.3	22.5	9.9	2.8
There is a common philosophy and vision in the school that supports developmentally appropriate practices.	19.7	59.2	0.0	14.1	7.0
Parents were involved in the development and planning for implementing developmentally appropriate practices.	1.4	42.3	15.5	39.4	1.4
The staff takes risks related to the implementation of developmentally appropriate practices.	18.3	57.7	12.7	9.9	1.4
Collaboration between staff is common.	42.3	45.1	5.6	7.0	0.0
Staff have the choice as to whether or not they participate in the implementation of developmentally appropriate practices.	1.4	52.1	9.9	29.6	7.0
Most district policies support our implementation of developmentally appropriate practices (e.g., allocation of funds, class size, retention).	23.9	54.9	7.0	11.3	2.8
The actions of collective bargaining units support the implementation of developmentally appropriate practices.	4.2	29.6	39.4	19.7	7.0
Consideration is given to developmentally appropriate practices in the development of our school improvement plan.	<div>YES</div> <div>94.3</div> <div>NO</div> <div>5.7</div>				

Factor 2: Organizational and resource features. Sixty-three percent of the respondents reported that their schools received funds for the initial implementation of DAP. Another 58.8% reported that funds were designated annually for the continuation of the implementation (Table 4.11).

Table 4.11: Organizational and resource features.

Statement	Yes	No
Funds were specifically allocated for the initial implementation of developmentally appropriate practices.	63.2	36.8
Annually funds are specifically designated for the ongoing implementation of developmentally appropriate practices.	58.8	41.2

Factor 3: Personnel features. Seventy percent or more of the respondents strongly agreed or agreed with the personnel features related to sustaining an innovation, staff development is on-going, staff have time to plan together, staff establish professional goals, and teachers are involved in sharing their knowledge and experiences outside of the school. Twenty-six percent of the respondents disagreed or strongly disagreed with the statement that staff have time to plan together (Table 4.12).

Table 4.12: Personnel features.

Statement	SA	A	U	D	SD
Staff development is ongoing for the implementation of developmentally appropriate practices.	17.6	60.3	5.9	16.2	0.0
Staff have a designated time to plan together.	22.1	48.5	2.9	23.5	2.9
Instructional staff establish their own professional goals.	22.1	60.3	10.3	5.9	1.5
Teachers are involved in sharing their knowledge and experiences outside of our school.	17.6	54.4	11.8	16.2	0.0

Factor 4: Classroom practices. Elementary principals implementing DAP responded most consistently to the statements in the classroom practices category. Five statements--delivery of curriculum in a variety of ways; children are given opportunities to explore, manipulate, investigate, and discover with materials in the classroom; classroom instruction involves a variety of grouping practices; a variety of teaching strategies are used; and assessments beyond standardized testing are used--received 90% or better responses in the Strongly Agree or Agree categories. Developmentally appropriate practices guiding changes made in the curriculum, discipline practices, and diverse mixed-ability grouping practices received less than 90% responses in the Strongly Agree or Agree categories (Table 4.13).

Table 4.13: Classroom practices.

Statement	SA	A	U	D	SD
Developmentally appropriate practices guide the decisions made for changes in the curriculum.	23.5	64.7	4.4	7.4	0.0
Curriculum is delivered with a variety of materials including multi-sensory, and open-ended manipulatives.	44.1	54.4	1.5	0.0	0.0
Children are provided opportunities to explore, manipulate, investigate and discover with materials in the classroom.	39.7	57.4	2.9	0.0	0.0
Children are encouraged to take risks.	33.8	55.9	8.8	1.5	0.0
Classroom instruction includes whole group, small group and individual instruction.	52.9	47.1	0.0	0.0	0.0
Discipline practices reflect an emphasis on children's development of self-control.	39.7	48.5	7.4	4.4	0.0
A variety of teaching strategies are used in implementing the curriculum (e.g., teacher directed, teacher facilitated, and free choice).	55.2	44.8	0.0	0.0	0.0
Diverse, mixed ability groups are common.	44.1	45.6	7.4	2.9	0.0
Assessment practices beyond standardized testing are used for evaluating students.	40.3	52.2	3.0	4.5	0.0

Factor 5: Involvement of parents. As indicated in Table 4.14, the involvement of parents component received a wide range of responses. Two of the statements—information about classroom practices, and parents recruited for the classroom—

received 91.2% and 100% responses, respectively, in the Strongly Agree and Agree categories. Parents trained in supporting classroom activities had support from only 48.5% of the respondents, with 32.4% undecided and 17.6% disagreeing. Approximately 78% of the respondents reported that parents were supportive of the implementation of DAP, with 20.6% undecided and 1.5% disagreeing. Fifty-seven percent of the respondents reported that parent education was an ongoing component of the implementation, with 20.6% undecided and 20.6% disagreeing. Procedures were in place for obtaining parent input, according to 76.4% of the respondents.

Table 4.14: Involvement of parents.

Statement	SA	A	U	D	SD
Information about classroom practices is shared with parents in a variety of ways.	29.4	61.8	5.9	2.9	0.0
Parents are recruited to support children's activities in the classroom.	35.3	64.7	0.0	0.0	0.0
Parents are trained to support children's activities in the classroom.	14.7	33.8	32.4	17.6	1.5
Parents are supportive of our implementation of developmentally appropriate practices.	17.6	60.3	20.6	1.5	0.0
Parent education is an ongoing component of our implementation of developmentally appropriate practices.	13.2	44.1	20.6	20.6	1.5
Procedures are in place to achieve parent input (e.g., representation on SIP committees, Dialogue meetings, Advisory groups).	23.5	52.9	10.3	13.2	0.0

Factor 6: Community responsiveness. The involvement of the community in the planning for the district to adopt DAP was supported by 41.2% of the respondents; 26.5% were undecided and 27.9% disagreed. A majority of the respondents (86.8%) reported that the school believes the board of education supports the implementation of DAP (Table 4.15).

Table 4.15: Community responsiveness.

Statement	SA	A	U	D	SD
The community was involved in the planning for our district to adopt a developmentally appropriate philosophy.	8.8	32.4	26.5	27.9	4.4
We believe the Board of Education supports the implementation of developmentally appropriate practices.	26.5	60.3	8.8	4.4	0.0

Factor 7: Transitions for children and families. In the category of transitions for children and families, 26.5% of the respondents were undecided about information related to DAP being available to the community. Sixty-three percent strongly agreed or agreed that it was available. Support for transitioning from one grade level to the next was reported to exist in 76.5% of the schools represented; 13.2% of the respondents were undecided, and 10.3% disagreed (Table 4.16).

Factor 8: Maintaining quality control. For the category of maintaining quality control, the researcher looked at building- and district-level activity. Elementary principals in the study reported that teachers were self-evaluating to monitor and

refine their practices (73.2%) and that student outcomes were used to determine the effectiveness of DAP (77.1%). At the district level, 53.5% of the respondents reported that a formal evaluation, other than a statewide assessment tool, was in place for the monitoring of student outcomes. However, a majority of the respondents (67.5%) reported that no formal evaluation had been conducted to determine the status of their implementation of DAP (Table 4.17).

Table 4.16: Transitions for children and families.

Statement	SA	A	U	D	SD
Information covering a variety of topics related to developmentally appropriate practices is available to the community.	11.8	51.5	26.5	10.3	0.0
There is support available for parents to facilitate transitions from preschool to kindergarten, kindergarten to first, etc.	16.2	60.3	13.2	10.3	0.0

Table 4.17: Maintaining quality control.

Statement	SA	A	U	D	SD
Teachers are self-evaluating in order to monitor and refine their practices.	16.9	56.3	15.5	9.9	1.4
Student outcomes are used to determine effectiveness of developmentally appropriate practices.	11.4	65.7	10.0	10.0	2.9
There is a formal evaluation in place for the monitoring of student outcomes other than a statewide assessment tool.	YES 53.5		NO 46.5		
A formal evaluation has been conducted to determine the status of the implementation of developmentally appropriate practices.	YES 29.6		NO 67.6		

Factor 9: Professional resources. As shown in Table 4.18, 91.6% of the principals strongly agreed or agreed that in their school there were individuals with expertise in DAP; 8.5% were undecided. Seventy-eight percent of the principals reported having support available to them from central administration for the implementation of DAP, 12.7% were undecided, and 8.5% disagreed with the statement. Consultation from a source outside of the school system was available to 67.6% of the respondents. An individual other than the principal assisted with the implementation in 64.8% of the schools. Twenty-eight percent of the schools had a position at the district level with specific responsibility for the implementation of DAP.

Table 4.18: Professional resources.

Statement	SA	A	U	D	SD
There are individuals with expertise in developmentally appropriate practices.	45.1	46.5	8.5	0.0	0.0
Support is available from central administration for the implementation of developmentally appropriate practices.	23.9	54.9	12.7	8.5	0.0
Consultation from the ISD, University, and/or private sector is accessible for supporting our implementation of developmentally appropriate practices.	21.1	46.5	19.7	12.7	0.0
An individual other than myself assists with the implementation of developmentally appropriate practices.	21.1	43.7	4.2	29.6	1.4
There is a position at the district level with specific responsibility for implementing developmentally appropriate practices.	<div>YES</div> <div>28.2</div> <div>NO</div> <div>64.8</div>				

Administrative practices. The administrative practices section of the survey instrument addressed five categories related to the role of the building principal as change facilitator for educational innovations. In collapsing the Strongly Agree and Agree columns into one percentage, in all but one category the principals reported a high percentage of agreement. Ninety-six percent reported that their beliefs about how young children learn were consistent with DAP. Ninety-four percent indicated that they had a leadership role for the implementation of DAP, and 90% agreed that the teachers knew the principal expected them to be implementing DAP. Eighty-five percent believed their level of knowledge and understanding in DAP was adequate to lead the implementation, and 80% said that they were able to respond to the needs of the staff. Eighty-seven percent reported that the implementation of DAP required time and effort on their part, and 78.9% reported that it was one of their top five priorities and they felt responsible for the implementation of DAP. Two other administrative practices were also supported: principals talking to parents about DAP (77.5%) and collaborating with other professionals (76.1%). Only 61.9% of the principals were in agreement that they had received training to lead the implementation of DAP. The lowest percentage of agreement (47.1%) was with the statement that teachers in grades not implementing DAP were in support of the changes; however, 82.6% agreed with the statement that DAP had changed the way the school does business.

Table 4.19: Administrative practices.

Statement	SA	A	U	D	SD
My level of knowledge and understanding of developmentally appropriate practices is adequate for me to lead the implementation in my building.	26.8	57.7	8.5	7.0	0.0
My beliefs about how young children learn are consistent with developmentally appropriate practices.	43.7	52.1	4.2	0.0	0.0
The implementation of developmentally appropriate practices has required time and effort on my part.	35.2	52.1	7.0	5.6	0.0
Implementing developmentally appropriate practices is one of my top five priorities.	36.6	42.3	8.5	12.7	0.0
I have received training to lead the implementation of developmentally appropriate practices in my building.	22.5	39.4	5.6	25.4	7.0
The teachers in my building know that I expect them to be implementing developmentally appropriate practices.	33.8	56.3	7.0	2.8	0.0
I talk to individual and small groups of parents about developmentally appropriate practices.	26.8	50.7	2.8	18.3	1.4
Over the past year I have collaborated with professional colleagues regarding the implementation of developmentally appropriate practices.	25.4	50.7	8.5	14.1	1.4
I am responsible for the successful implementation of developmentally appropriate practices in my school.	26.8	52.1	8.5	11.3	1.4
I have a leadership role in the implementation of developmentally appropriate practices in my building.	29.6	64.8	2.8	1.4	1.4
I am able to respond to the needs and concerns of the staff related to the implementation of developmentally appropriate practices.	26.8	53.5	12.7	5.6	1.4
Teachers in grades not implementing developmentally appropriate practices are supportive of the changes.	5.7	41.4	37.1	11.4	4.3
The implementation of developmentally appropriate practices has changed the way we do business in this school.	20.3	62.3	11.6	1.4	4.3
I have attended a workshop or conference on developmentally appropriate practices.	<div>YES</div> <div>88.1</div> <div>NO</div> <div>11.9</div>				

Research Question 2

Are there relationships between the organizational components and administrative practices related to the implementation and continuation of developmentally appropriate practices that are reported to be in evidence by elementary principals who have been implementing DAP?

To answer this research question, eight hypotheses were tested. Each one is stated below, followed by the results of the statistical analyses for the null hypotheses. To test whether there were any relationships, a one-way Pearson product-moment analysis was performed.

Hypothesis 1: There are no significant relationships between the status of the **school's climate for restructuring** and the administrative practices of the elementary principal when implementing developmentally appropriate practices.

Analyzing the nine school climate variables (a-i) with the 13 administrative practices variables, 46 of the 117 had a significant relationship (see Table 4.20). The higher levels of significance (.01) were found in teachers not implementing DAP being supportive of DAP, the principal's leadership role, the principal being able to respond to the needs of the staff, the principal talking to parents, time and effort the principal puts into the implementation, and whether or not there was an expectation teachers would implement. Areas with a lower level of significance (.05) were the principal's beliefs being supportive of DAP and the principal receiving training. No significant relationships were found between the status of school climate for restructuring and the principal's level of knowledge and understanding. There was a negative relationship at the .01 level between the staff having a choice as to whether or not they implement and the principal having a leadership role for the

Table 4.20: Relationships between school climate for restructuring and administrative practices.

School Climate for Restructuring	Administrative Practices						
	Knowledge & Understanding	Beliefs	Time & Effort	Priority	Training	Expect. for Implement.	Talk to Parents
a. Motivated	.0454	.0719	.1577	.1414	.0114	.2028*	.3390**
b. Staff prepared	.1860	.1356	.2247*	.1280	.2316*	.1696	.4951**
c. Common philosophy	.1642	.1382	.2976**	.2055*	.0242	.2155*	.2371*
d. Parents involved	.0904	.2367*	.3466**	.3726**	.1157	.3086**	.4040**
e. Takes risks	.0903	.1145	.2244*	.1349	.0724	.2455*	.3983**
f. Collaboration	.0068	-.0091	.1337	.0436	.0627	.2088*	.1529
g. Staff choice	.1270	-.0036	-.1399	-.0839	.2107*	-.1659	-.0205
h. Policies support	.0075	.2470*	.2278*	.1485	.0388	.2069*	.1638
i. Collective bargaining	.0342	.0208	.0275	-.0754	.0187	-.0764	.0616

Table 4.20: Continued.

School Climate for Restructuring	Administrative Practices					
	Collaborated With Profess.	Responsible for Implem.	Leadership	Respond to Needs	Teachers Not Implem.	Way We Do Business
a. Motivated	.1564	-.0121	.0888	.1417	.3443**	.2724*
b. Staff prepared	.2444*	.0576	.2545*	.3431**	.2995**	.3815**
c. Common philosophy	.1449	.2341*	.2941**	.3107**	.3164**	.3934**
d. Parents involved	.2233*	.3373**	.3547**	.3388**	.2729	.2783*
e. Takes risks	.2988**	.0969	.2896**	.3070**	.3303**	.2116*
f. Collaboration	-.0587	-.0287	.1672	.1398	.0948	-.0337
g. Staff choice	-.0889	-.1142	-.2422*	.0593	.0006	-.2147
h. Policies support	.1191	.1641	.1852	.1612	.1524	.1686
i. Collective bargaining	.0946	.0113	.1147	.1015	.0340**	.0208

*Significant at the $\leq .05$ level.

**Significant at the $\leq .01$ level.

implementation of DAP. The null hypothesis that there are no significant relationships between school climate for restructuring and administrative practices was not retained.

Hypothesis 2: There are no significant relationships between the status of **personnel features** related to the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

Analyzing the four personnel features (a-d) variables with the 13 administrative practices variables, 29 of the 52 had a significant relationship (Table 4.21). Staff development being ongoing and staff having time to plan together had four administrative practices--beliefs, time and effort, talking to parents, and responding to needs and concerns of the teachers who are implementing--with a significance level of .01. Staff development being ongoing, instructional staff establishing goals, and teachers sharing information about DAP outside their school all had a significant relationship (at the .05 level) with the principal having DAP as one of his or her top five priorities. All of the personnel features had a significant relationship with the expectation that all teachers would implement and the principal assuming a leadership role in the implementation. There were no significant relationships between personnel features and the principal's responsibility to implement DAP. The null hypothesis that there are no significant relationships between personnel features and administrative practices was rejected.

Table 4.21: Relationships between personnel features and administrative practices.

Personnel Features	Administrative Practices						
	Knowledge & Understanding	Beliefs	Time & Effort	Priority	Training	Expect. for Implement.	Talk to Parents
a. Staff development ongoing	.1879	.3572**	.3572**	.3223**	.2788**	.4342**	.5176**
b. Staff time to plan	.1300**	.3002**	.0931	.0931	.1908	.2594	.3199**
c. Staff establish goals	.3104**	.1925	.1925	.3470**	.0094	.2695*	.1828
d. Teachers share	.2260	.2445*	.2445*	.3193**	.1474	.2869**	.2545*

Personnel Features	Administrative Practices					
	Collaborated With Profess.	Responsible for Implem.	Leadership	Respond to Needs	Teachers Not Implem.	Way We Do Business
a. Staff development ongoing	.3722**	.1864	.2245*	.3780**	.2276*	.4438**
b. Staff time to plan	.1077	.1377	.2180	.2821**	.1561	.1346
c. Staff establish goals	-.0616	.1272	.2196*	.0793	.1849	.2271*
d. Teachers share	.0534	.0947	.2607*	.1527	-.0642	.0455

*Significant at the $\leq .05$ level.

**Significant at the $\leq .01$ level.

Hypothesis 3: There are no significant relationships between the status of **classroom practices** related to the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

Analyzing the nine classroom practices (a-i) with the 13 administrative practices, 69 of the 117 had a significant relationship (Table 4.22). There were three areas with a significance of .01 with at least five of the variables: knowledge and understanding, expectation for implementation, and teachers not implementing being supportive of DAP. Time and effort spent on implementation had a significance of .01 with three variables and .05 with four variables. Two of the nine variables related to classroom practices had a .05 relationship to DAP changing the way the school does business. One of the nine variables had a significant relationship to the responsibility of the principal to implement. There were no significant relationships between classroom practices and the principal collaborating with other professionals. The null hypothesis that there are no significant relationships between classroom practices and administrative practices was not retained.

Hypothesis 4: There are no significant relationships between the status of the **involvement of parents** related to the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

Analyzing the six involvement of parents variables (a-f) with the 13 administrative practices variables, 50 of the 78 had a significant relationship (Table 4.23). There was a .01 relationship in five of the six variables related to the administrative practice of talking to parents about DAP. Four areas--time and effort required from principal, principal placing DAP in his or her top five priorities,

Table 4.22: Relationships between classroom practices and administrative practices.

Classroom Practices	Administrative Practices						
	Knowledge & Understanding	Beliefs	Time & Effort	Priority	Training	Expect. for Implement.	Talk to Parents
a. DAP guides changes in curriculum	.0221	.1294	.1356	.1567	.0408	.2058*	.2725*
b. Variety of materials	.3896**	.4165**	.3896**	.3371**	.1366	.4440**	.4330**
c. Hands-on activities	.4157**	.4319**	.4023**	.2761*	.0848	.3847**	.3264**
d. Children take risks	.3200**	.1572	.2652*	.0190	.2159*	.2523*	.2812**
e. Variety of groupings	.2544*	.2937**	.2495*	.1934	.0489	.3626**	.2800*
f. Discipline reflects DAP	.1791	-.0118	.1261	.1036	-.0458	.1837	.2254*
g. Variety of teaching strategies	.2926**	.3703**	.2800*	.2850**	.0679	.3960**	.3620**
h. Mixed ability groups	.2842**	.2336*	.3399**	.2070*	.2160*	.3933**	.2300*
i. Assessment practices	.1574	.1904	.2058	.0929	-.1118	.2150*	.2285*

Table 4.22: Continued.

Classroom Practices	Administrative Practices					
	Collaborated With Profess.	Responsible for Implem.	Leadership	Respond to Needs	Teachers Not Implem.	Way We Do Business
a. DAP guides changes in curriculum	.1660	.0869	.0964	.1578	.4727**	.3236*
b. Variety of materials	.1495	.2420*	.3842**	.2524*	.2430*	.2401*
c. Hands-on activities	.1564	.2262*	.3633**	.2723*	.2729*	.1630
d. Children take risks	.0946	.1438	.2939**	.3677**	.2226*	.1514
e. Variety of groupings	.0981	.1138	.3459**	.2380*	.2846**	.1607
f. Discipline reflects DAP	-.0125	.1251	.2748*	.1634	.4434**	.0188
g. Variety of teaching strategies	.1061	.1187	.3803**	.3445**	.3397**	.1628
h. Mixed ability groups	.0829	.1391	.3188**	.3127**	.2500*	.1191
i. Assessment practices	.1478	.0951	.3621**	.2179*	.2424*	.1881

*Significant at the $\leq .05$ level.

**Significant at the $\leq .01$ level.

Table 4.23: Relationships between involvement of parents and administrative practices.

Involvement of Parents	Administrative Practices						
	Knowledge & Understanding	Beliefs	Time & Effort	Priority	Training	Expect. for Implement.	Talk to Parents
a. Information shared	.2386*	.2417*	.2228*	.2832**	.0123	.2711*	.3365**
b. Parents recruited	.3175**	.4554*	.3437**	.3447**	.0823	.3554**	.3946**
c. Parents trained	.1506	.0905	.2060*	.1783	.3167**	.2561*	.3302**
d. Parents supportive	.1692	.3335**	.3032**	.3909**	.1004	.4403**	.4212**
e. Parents educated	.3281**	.1606	.2299*	.3079**	.2733*	.2807*	.4513**
f. Parents' input	-.0940	.1832	.0120	.2024*	-.0379	.1338	.1988

Involvement of Parents	Administrative Practices					
	Collaborated With Profess.	Responsible for Implem.	Leadership	Respond to Needs	Teachers Not Implem.	Way We Do Business
a. Information shared	.1564	-.0121	.0888	.1417	.3443**	.2724*
b. Parents recruited	.2444*	.0576	.2545*	.3431**	.2995**	.3815**
c. Parents trained	.1449	.2341*	.2941**	.3107**	.3164**	.3934**
d. Parents supportive	.2233*	.3373**	.3547**	.3388**	.2729	.2783*
e. Parents educated	.2988**	.0969	.2896**	.3070**	.3303**	.2116*
f. Parents' input	-.0587	-.0287	.1672	.1398	.0948	-.0337

*Significant at the $\leq .05$ level.

**Significant at the $\leq .01$ level.

expectation for the teachers to implement DAP, and leadership from the principal for implementing DAP--had a relationship of .05 or higher in five out of the six variables related to parent involvement. Training parents to work in the classrooms, parents being supportive of DAP, and ongoing parent education did not have a significant relationship with teachers not implementing being supportive of DAP or changing the way the school does business. The null hypothesis that there are no significant relationships between involvement of parents and administrative practices was not retained.

Hypothesis 5: There are no significant relationships between the status of **community responsiveness** and the status of administrative practices related to the implementation and continuation of developmentally appropriate practices.

Analyzing the two community responsiveness variables (a-b) with the 13 administrative practices variables, 15 of the 26 had a significant relationship (Table 4.24). Community responsiveness addressed whether or not parents had been involved in the initial planning for the implementation of DAP, and whether principal and staff believed the board of education supported the implementation of DAP. The highest relationships were found with the principal making DAP one of his or her top five priorities, expectation for implementation, talking to parents about DAP, collaborating with other professionals, the principal being responsible for the implementation, the principal taking a leadership role with the implementation of DAP, and DAP changing the way the school does business. There were no significant relationships with the principal's knowledge and understanding of DAP or the principal's training to lead the implementation of DAP. The null hypothesis that

Table 4.24: Relationships between community responsiveness and administrative practices.

Community Responsiveness	Administrative Practices						
	Knowledge & Understanding	Beliefs	Time & Effort	Priority	Training	Expect. for Implement.	Talk to Parents
a. Parents involved in planning	.1167	.2537*	.3622**	.3081**	.1531	.3821**	.3279**
b. Board of education supports	.0715	.4133**	.4136**	.3697**	.1173	.4891**	.4120**

Community Responsiveness	Administrative Practices					
	Collaborated With Profess.	Responsible for Implem.	Leadership	Respond to Needs	Teachers Not Implem.	Way We Do Business
a. Parents involved in planning	.3003**	.3490**	.3480**	.2592*	.3186**	.3585**
b. Board of education supports	.3269**	.4623**	.5257**	.4235**	.1536	.3670*

*Significant at the $\leq .05$ level.

**Significant at the $\leq .01$ level.

there are no significant relationships between community responsiveness and administrative practices was not retained.

Hypothesis 6: There are no significant relationships between the **support to families for transitions** and the administrative practices of the elementary principal in the implementation and continuation of developmentally appropriate practices.

Analyzing the two variables for support to families for transitions (a-b) with the 13 variables for administrative practices, 15 of the 26 had a significant relationship (Table 4.25). Three areas--talking to parents, principal's leadership in the implementation of DAP, and teachers not implementing DAP being supportive of the implementation--all had a significant relationship (at the .01 level) with information being available to the community and support to families to facilitate transitions. Time and effort required on the part of the principal, and the leadership of the principal for the implementation of DAP, had a significant relationship with information available to the community (at the .05 level) and with support to facilitate transitions (at the .01 level). Three administrative practices--knowledge and understanding of DAP, priority given to the implementation of DAP, and training to lead the implementation of DAP--had no significant relationship to support to families for transitions. The null hypothesis that there are no significant relationships between support to families for transitions and administrative practices was not retained.

Table 4.25: Relationships between support to families for transitions and administrative practices.

Transitions for Children and Families	Administrative Practices						
	Knowledge & Understanding	Beliefs	Time & Effort	Priority	Training	Expect. for Implement.	Talk to Parents
a. Information available to community	.1276	.1108	.2573*	.1851	.0787	.2560*	.2942**
b. Support to facilitate transitions	.0301	.2429*	.2292**	.1197	.0041	.1403	.2859**

Transitions for Children and Families	Administrative Practices					
	Collaborated With Profess.	Responsible for Implem.	Leadership	Respond to Needs	Teachers Not Implem.	Way We Do Business
a. Information available to community	.2629*	.2900**	.3012**	.2592*	.3801**	.2812*
b. Support to facilitate transitions	.1853	.1539	.2924**	.4235**	.2832**	.0763

*Significant at the $\leq .05$ level.

**Significant at the $\leq .01$ level.

Hypothesis 7: There are no significant relationships between the status of **maintaining quality control** in the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

Analyzing the two maintaining quality control variables (a-b) with the 13 variables for administrative practices, 20 of the 26 had a significant relationship (Table 4.26). One area—teachers not implementing being supportive of DAP—had a significant relationship (at the .01 level) with teachers self-evaluating. Two areas-- leadership in the implementation of DAP and the expectation for teachers to implement—had a significant relationship at the .05 level. There was no significant relationship with teachers self-evaluating and the principal's knowledge and understanding of DAP, the principal's beliefs about DAP, the time and effort the principal put into the implementation of DAP, priority given to the implementation of DAP by the principal, the training the principal received for the implementation of DAP, the principal's priority for implementing DAP, the principal's leadership in the implementation of DAP, or in changing the way the school does business. The null hypothesis that there are no significant relationships between maintaining quality control and administrative practices was not retained.

Hypothesis 8: There are no significant relationships between the status of **professional resources** available for the implementation and continuation of developmentally appropriate practices and the administrative practices of the elementary principal.

Analyzing the four variables of professional resources (a-d) with the 13 variables for administrative practices, 32 of the 52 had a significant relationship (Table 4.27). One area--collaborated with other professionals--had a significant

Table 4.26: Relationships between maintaining quality control and administrative practices.

Maintaining Quality Control	Administrative Practices						
	Knowledge & Understanding	Beliefs	Time & Effort	Priority	Training	Expect. for Implement.	Talk to Parents
a. Teachers self-evaluating	.0333	.1476	.0945	.0719	.0645	.2148*	.1533
b. Student outcomes used	.2330*	.2345*	.2642*	.3151**	.0899	.2740*	.3392**

Maintaining Quality Control	Administrative Practices					
	Collaborated With Profess.	Responsible for Implem.	Leadership	Respond to Needs	Teachers Not Implem.	Way We Do Business
a. Teachers self-evaluating	.1344	.0929	.1422	.2337*	.3209**	.1276
b. Student outcomes used	.2519*	.2854**	.3171**	.3613**	.2712*	.5141**

*Significant at the $\leq .05$ level.

**Significant at the $\leq .01$ level.

Table 4.27: Relationships between professional resources and administrative practices.

Professional Resources	Administrative Practices						
	Knowledge & Understanding	Beliefs	Time & Effort	Priority	Training	Expect. for Implement.	Talk to Parents
a. Individual with expertise	.5287**	.5767**	.5823**	.5062**	.2664*	.4674**	.4273**
b. Support from central administration	.4056**	.2537*	.3778**	.2427*	.3402*	.2643*	.2904**
c. Consultation from outside district	.1476	.1793	.2680*	.2095*	.1390	.1892	.2454*
d. Individual helps principal with implementation	.0976	.1710	.1323	.1852	.0559	.2983**	.1763

Professional Resources	Administrative Practices					
	Collaborated With Profess.	Responsible for Implem.	Leadership	Respond to Needs	Teachers Not Implem.	Way We Do Business
a. Individual with expertise	.3113**	.3750**	.4834**	.2926*	.1600	.1008
b. Support from cent. admin.	.3246*	.1692	.3882**	.2715*	.2116*	.1191
c. Consultation from outside district	.3090**	.2305*	.2523*	.0134	.0945	.0710
d. Individual helps principal with implementation	.2892**	.1037	.1331	.1058	.1464	.4251**

*Significant at the $\leq .05$ level.

**Significant at the $\leq .01$ level.

relationship (at the .01 level) with three of the four variables and a significant relationship (at the .05 level) with the fifth variable--support from central administration. The other areas with three of four variables showing a significant relationship were: time and effort the principal gave the implementation of DAP, priority given to the implementation of DAP by the principal, expectation for implementation, talking to parents, and the principal's leadership in the implementation of DAP. Teachers not implementing DAP being supportive of the implementation had a significant relationship (at the .05 level) with support from central administration. Change in the way the school does business had a significant relationship (at the .01 level) with an individual assists the principal with implementation. The null hypothesis that there are no significant relationships between professional resources and administrative practices was not retained.

A summary of the results of testing the eight hypotheses related to Research Question 2 is presented in Table 4.28.

Research Question 3

What are the comments and/or concerns elementary principals express regarding the implementation and continuation of developmentally appropriate practices in their elementary schools?

Thirty-four (47%) of the 71 respondents wrote comments or concerns in Section C or elsewhere on the survey instrument. The comments and concerns are reported by the researcher as they related to the organizational components and administrative practices on the survey instrument. (Appendix E contains a complete listing of the responses.)

Table 4.28: Summary of results of testing the eight hypotheses concerning the relationship between organizational components and administrative practices.

ADMINISTRATIVE PRACTICES	ORGANIZATIONAL COMPONENTS			
	<u>Hypothesis 1</u> Not Retained Climate	<u>Hypothesis 2</u> Not Retained Personnel	<u>Hypothesis 3</u> Not Retained Classroom Practices	<u>Hypothesis 4</u> Not Retained Parental Involvement
Knowledge and understanding	0 of 9 ^a	2 of 4	6 of 9	3 of 6
Beliefs	2 of 9	3 of 4	5 of 9	3 of 6
Time and effort	5 of 9	3 of 4	7 of 9	5 of 6
Top priority	2 of 9	3 of 4	4 of 9	5 of 6
Training to lead implementation	2 of 9	1 of 4	2 of 9	2 of 6
Expectations for implementation	6 of 9	4 of 4	8 of 9	5 of 6
Talking to parents about DAP	5 of 9	3 of 4	9 of 9	5 of 6
Collaboration with professional	3 of 9	1 of 4	0 of 9	3 of 6
Responsibility for implementation	1 of 9	0 of 4	1 of 9	4 of 6
Leadership	5 of 9	4 of 4	9 of 9	5 of 6
Respond to needs and concerns	4 of 9	2 of 4	7 of 9	4 of 6
Teachers in grades not implementing being supportive	5 of 9	1 of 4	9 of 9	6 of 6
Changed the way we do business	4 of 9	2 of 4	2 of 9	3 of 6

Table 4.28: Continued.

ADMINISTRATIVE PRACTICES	ORGANIZATIONAL COMPONENTS			
	Hypothesis 5 Not Retained Comm. Responsiveness	Hypothesis 6 Not Retained Transitions for Families	Hypothesis 7 Not Retained Quality Control	Hypothesis 8 Not Retained Profess. Resources
Knowledge and understanding	0 of 2 ^a	0 of 2	1 of 2	2 of 4
Beliefs	2 of 2	1 of 2	1 of 2	2 of 4
Time and effort	2 of 2	2 of 2	1 of 2	3 of 4
Top priority	2 of 2	0 of 2	1 of 2	3 of 4
Training to lead implementation	0 of 2	0 of 2	0 of 2	2 of 4
Expectations for implementation	2 of 2	1 of 2	2 of 2	2 of 4
Talking to parents about DAP	2 of 2	2 of 2	1 of 2	3 of 4
Collaboration with professional	2 of 2	1 of 2	1 of 2	4 of 4
Responsibility for implementation	2 of 2	1 of 2	1 of 2	1 of 4
Leadership	2 of 2	2 of 2	1 of 2	3 of 4
Respond to needs and concerns	2 of 2	2 of 2	2 of 2	2 of 4
Teachers in grades not implementing being supportive	1 of 2	2 of 2	1 of 2	1 of 4
Changed the way we do business	2 of 2	1 of 2	1 of 2	1 of 4

^aIndicates the number of variables with a significant relationship, out of the total number of variables for the particular hypothesis.

School climate for restructuring. Fifty-four percent of the comments were related to the school climate for restructuring component. The most common (10/30) responses were related to having, the need to have, or not having a common philosophy or vision. Division among staff members, differences between grade levels, and outstanding programs were examples cited. The need for preparation received 17% (5/30) of the written responses for this component. The comments emphasized the importance of preparing all staff who were expected to implement. Five comments (17%) were about motivation: how long it takes to implement DAP, and what has motivated staff to implement. Thirteen percent (4/30) of the comments were related to the actions of the bargaining unit; all of the comments were negative.

Organizational and resource features. Three of the four written comments pertaining to organizational and resource features concerned resources. All of them dealt with initial funding, and two related problems associated with not maintaining support. The fourth comment was organizational and dealt with the positive aspect of everyone working together in a team/multiage set-up.

Personnel features. Four comments related to personnel features; three were about professional development. One of the comments concerned hiring practices.

Classroom practices. Two comments were made concerning classroom practices. One related to everyone understanding DAP, but not everyone practicing DAP. The other dealt with consistent and valid assessment.

Involvement of parents. The two comments regarding the involvement of parents component shared the support of parents for DAP.

Community responsiveness. The two comments related to community responsiveness were positive. One addressed support for central office, and the other mentioned that a seven-year commitment from the district had resulted in a fine early childhood curriculum and practices moving up through the junior and senior high.

Transitions for children and families. The one comment regarding transitions for children and families related a problem with a K-2 building implementing DAP and personnel in the 3-5 building in the district not understanding DAP.

Maintaining quality control. Eleven percent (6/54) of the written comments related to maintaining quality control. All of the comments were about student outcomes. Three of the six expressed concerns about state assessment requirements. Two of the six dealt with time for students to master skills. One comment was a reminder that the public needs to see positive results.

Professional resources. One respondents expressed that assistance and support at the initial stage of implementation influenced the successful implementation of DAP.

Administrative practices. Three comments were made regarding administrative practices. Two demonstrated a concern for limiting the implementation to K-2 and teachers who were not implementing not being supportive. The third comment was an affirmation that DAP was a priority for the respondent.

Follow-Up Telephone Interviews

The final phase of the research was a telephone interview. The intention of the interview was to clarify and/or expand on responses to the survey instrument. A follow-up, semi-structured telephone interview was conducted with 17 principals, all of whom indicated a willingness to participate in a follow-up conversation on the survey instrument. Seven of the principals were from the southeast, five were from the southwest, three were from the north, and one was from the Upper Peninsula. The researcher's selection of the principals to include in this phase of the research, from the 32 principals who agreed to participate in a follow-up interview, was based primarily on their survey responses related to four areas:

Indication of an alternative non-special-education program for young children.

A Disagree or Strongly Disagree response to the statement about the support of the bargaining unit.

Teachers in grades not implementing not being supportive of DAP.

An indication of either a very successful implementation or a very unsuccessful implementation in the comment section.

The questions listed below were asked most frequently in the follow-up telephone interviews:

Do you know how the implementation of developmentally appropriate practices was started in your district?

Do you have any major concerns regarding the implementation and sustaining of developmentally appropriate practices in your building?

What do you see happening with developmentally appropriate practices in the next three to five years?

Has the implementation of developmentally appropriate practices influenced other reforms in your building?

The questions asked were dependent on the individual survey instruments that the interviewees had returned.

The telephone conversations lasted from 20 minutes to 1 hour and 30 minutes. The researcher made all of the calls. The calls were made at the times the respondents indicated they wanted to be called, i.e., during office hours or at home in the evenings. All of the principals who were called shared their responses willingly.

Alternative Programs for Young Children

The researcher assumed that schools that had implemented DAP would not have alternative non-special-education programs for young children. However, 33.8% of the respondents' schools had an alternative program (see Table 4.9).

Seven respondents in the telephone follow-up group indicated an alternative program operated in their schools: one from the northern lower peninsula, one from the southeast, and five from the southwest. Responses to the question, "Tell me about the alternative programs your school has for young children," were not consistent. (Appendix E contains the comments related to this question.)

Responses are summarized below:

- One program was provided because of a political situation with the board of education.
- Three alternative programs were provided in order to give options for "younger" children.

- One alternative program was designed with an alternative "kid-centered" curriculum.
- One alternative program was for children "not ready" for regular kindergarten.
- One alternative program was the only program implementing DAP in the district.

Teachers in Grades Not Implementing Developmentally Appropriate Practices Not Supporting the Practices

The researcher anticipated that one of the measures of a successful implementation of DAP would be the support of DAP from the teachers who were in grade levels not formally implementing. The statement on the survey instrument was: "Teachers in grades not implementing developmentally appropriate practices are supportive of the changes." Forty-one percent of the respondents (N = 71) agreed with the statement, 37.1% were undecided, and 15.7% either disagreed or strongly disagreed.

Of the 17 principals in the follow-up group, eight reported on the survey instrument that they had nonsupportive staff in grade levels that were not implementing. Another principal had a K-2 building in which all of the teachers were supportive, and that was indicated on the instrument. However, the respondent indicated in the follow-up telephone conversation that the teachers in the 3-5 building in the district were very critical of the implementation of DAP.

Two questions were asked during the follow-up telephone interviews pertaining to teachers in grades not implementing not being supportive. The first was: "There seems to be a lack of acceptance of DAP in grades not implementing;

why do you think this is so?" The second was: "What could have been done to have more acceptance in grades not implementing?" (Appendix F contains a listing of comments.) Responses to the first question are summarized below:

- Seven respondents focused on the whole system not being involved and not getting information about DAP.
- Great resistance from three to five teachers was mentioned by one respondent.

There were 12 responses to the second question. A summary of those questions follows.

- Five (41%) thought upper grade levels should have been involved in the implementation.
- Teachers retire (n = 1).
- Develop alternative assessment practices (n = 1).
- Board of education policy (n = 1).
- Have a principal who believes in DAP and provides leadership (n = 2).
- Hire teachers with ZA endorsement (n = 1).

Bargaining Unit Support

Another area on which this researcher chose to obtain additional information was the actions of the bargaining unit not being supportive of the implementation of DAP. Thirty-nine percent of the respondents (N = 71) were undecided, and 27% either disagreed (19.7%) or strongly disagreed (7%) (see Table 4.10).

Six respondents in the follow-up group had disagreed with the statement, "The actions of the collective bargaining units support the implementation of DAP." The researcher asked the six principals in the follow-up group, "In what ways has the

bargaining unit not been supportive of the implementation of DAP?" (Appendix F contains the comments for this section.) A summary of the responses follows.

- Not supporting professional development outside of the school day (n = 3).
- Allowing academic freedom (n = 2).
- Bargaining unit not wanting teachers treated differently (n = 1).

Implementation History

The initial data collection for this research involved sending a questionnaire to every public school superintendent in Michigan, asking whether DAP was an educational innovation in their districts. The sample of principals was selected only from districts whose superintendents indicated that DAP was encouraged and that the district had been in the process of implementation for more than two years. The data that the principals supplied did not support what the superintendents reported. One principal said DAP was not being implemented in the district. Another wrote on the survey that DAP was no longer a priority in the district. Two principals indicated they were just beginning to address DAP. Due to this variation in the data, the following question was asked of principals in the follow-up telephone survey: "Do you know how the implementation of developmentally appropriate practices was started in your district?"

Thirteen of the 17 principals in the follow-up survey knew how the implementation of DAP had started. One said there had been no implementation of DAP in the district. The responses are summarized below.

- Restructuring the school or grades within the school (n = 4).
- District committee that researched, visited sites, and attended workshops and conferences (n = 4).
- Small group of teachers (n = 2).
- Vision and leadership of the principal (n = 2).
- Five principals reported that an outside consultant had been beneficial in the initial stages of planning for the implementation.
- Three principals said that the availability of professional development funds was important.

Concerns Regarding Implementation

To examine the status of DAP in the school districts and to determine whether the districts were having difficulty sustaining the implementation, respondents were asked, "Do you have any major concerns regarding the implementation and sustaining of developmentally appropriate practices in your building?" There were 14 responses to this question; they are summarized below. (Appendix F contains a complete list of the comments.)

- No concerns because DAP is institutionalized, "the way the school does business" (n = 3).
- Six responses related to school climate, i.e., mistake not to include more teachers, change is hard, resistance from teachers, and many misunderstandings.
- Classroom practices (n = 2), the need for academic standards, and teachers choosing what practices to use in their classrooms.
- Two responses were in the category of organizational and resource features.
- One respondent was concerned about the turnover of staff (personnel).

Continuation of Developmentally Appropriate Practices

To determine whether there would be a continuation of the implementation of DAP, respondents were asked, "What do you see happening with developmentally appropriate practices in the next three to five years?" Ten responses were obtained regarding the continuation of DAP. Those responses are summarized below. (Appendix F contains a complete list of the responses.)

- Refining of the practices with teachers already implementing (n = 3).
- Expansion to higher grade levels (n = 3).
- Refocusing of the implementation (n = 2).
- Restructuring within the school (n = 2).

Developmentally Appropriate Practices Influencing Other Reforms

Twelve of the 17 principals who took part in the follow-up telephone conversations stated that the implementation of DAP had influenced other reforms in the building. A summary of those reforms is as follows:

- Multiage grouping (n = 4).
- Quality schools, Integrated Thematic Instruction, and Brain Research (n = 3).
- Transformation of the total school (n = 2).
- Alternative assessment practices (n = 1).
- Whole language and cooperative learning (n = 2).

Summary

In this chapter, data were presented on characteristics of the principals in the survey sample, including years of educational experience, levels of educational experience, and years in the school represented in the survey. The schools represented in the sample were described in terms of student enrollment, per pupil expenditures, and grade configuration. The sample was also described in terms of the implementation of DAP: what grade levels were implementing and the number of years the building had been involved in the implementation.

In addition, data for each of the following three research questions were reported:

1. What is the status of organizational components related to the sustaining of developmentally appropriate practices reported by elementary principals who have been implementing DAP for at least two years?

2. Are there relationships between the organizational factors and administrative practices related to the implementation and continuation of developmentally appropriate practices that are reported to be in evidence by elementary principals who have been implementing DAP?

3. What are the comments and/or concerns elementary principals express regarding the implementation and continuation of developmentally appropriate practices in their elementary schools?

In Chapter V, an analysis, the summary, major findings, and the researcher's conclusions and recommendations are reported.

CHAPTER V

ANALYSIS, SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

Introduction

This chapter contains a brief summary of the study purpose, conclusions drawn from the findings, and a discussion of the implications of this study. Recommendations based on the data and suggestions for further study also are offered.

Summary

Purpose

The researcher's purpose in this study was to explore systemic change and the sustaining and continuation of educational reform by examining the status of organizational components and administrative practices related to the implementation and continuation of developmentally appropriate practices. The researcher chose to examine the implementation of DAP in Michigan because it was a nationally recognized reform, and the literature has reported that districts are struggling to achieve actual implementation. A review of the literature was focused on three areas: developmentally appropriate practices, the change process, and the

role of the principal as a change facilitator. The following research questions were addressed in this study:

1. What is the status of organizational components related to the sustaining of developmentally appropriate practices reported by elementary principals who have been implementing DAP for at least two years?

2. Are there relationships between the organizational components and administrative practices related to the implementation and continuation of developmentally appropriate practices that are reported to be in evidence by elementary principals who have been implementing DAP?

Eight null hypotheses were tested to determine whether there was a statistically significant relationship between the status of organizational components related to the implementation of DAP and the status of the 13 administrative practices related to the principal's role as a change facilitator.

3. What are the comments and/or concerns elementary principals express regarding the implementation and continuation of developmentally appropriate practices in their elementary schools?

Comments and concerns written on the survey instrument, as well as responses from a follow-up telephone interview with selected principals, were analyzed. Trends were reported.

The Study Population

The population for this study consisted of a stratified random sample of 162 principals from 86 school districts in Michigan that were reported to be implementing

DAP. The principals were identified and selected using the *Michigan Education Directory* for 1995.

Measures

The survey instrument, which was developed for this study, was a four-part questionnaire. The first section of the questionnaire dealt with nine critical organizational components related to DAP: school climate for restructuring, organizational and resource features, personnel features, classroom practices, involvement of parents, community responsiveness, transitions for children and families, maintaining quality control, and professional resources. The second section measured the status of administrative practices related to the principal's role as a change facilitator. The 13 statements were related to five categories reported in the literature on the role of the principal in facilitating change in schools: leadership, beliefs and values, knowledge and training, priorities, and success of implementation. To determine the status of each variable, the respondent answered each statement using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. Eight statements in sections A and B required a yes or no response. The third section of the instrument was for written comments and/or concerns related to the implementation of DAP and requested an open-ended written response. The fourth section included demographic items concerning the principals and their elementary schools. The school was described in terms of enrollment and grade configuration, per pupil expenditures, grade levels implementing DAP, the number of years the school had been implementing DAP,

and the existence of alternative programs for young children. The sample was described in terms of years of teaching and administrative experience, levels of educational experience, and number of years in the current building as a principal.

The second source of data for this study was a follow-up telephone interview with 17 principals. The intention of the interview was to clarify and/or expand on responses to the survey instrument.

Data Collection

Data collection consisted of mailing a survey instrument to a stratified random sample of 162 elementary principals in Michigan who were currently implementing DAP, and a follow-up telephone interview with 17 elementary principals selected from those who returned survey instruments. The mailing of the numbered survey instruments included a stamped, return-addressed envelope for the return of the survey. A reminder postcard was sent to those persons who had not returned the survey instrument within two weeks. The first phase of the data collection was completed in about seven weeks. The second phase, a follow-up telephone interview, took place during the five months after the first phase of the data collection.

Major Findings of the Study

In this study it was found that DAP, in schools that had a policy or strongly encouraged the practices, had taken five to eight years to be implemented, primarily in kindergarten through second grades. The critical organizational components were

in evidence in 60% of the schools. Systemic issues related to the continuation of DAP were of more concern to elementary principals currently implementing DAP than were classroom practices. The data in this study also indicated that the role of the building principal is significant in the implementation of DAP. The findings from the research and related conclusions are presented in this section. Three major questions were formulated to serve the purposes of this study. In the following pages, each question is addressed by referring to the nine organizational components identified in the literature as being important and sometimes critical to the continuation of DAP in public schools.

Demographic Data

Although no specific research question was posed for this section, the basic premise was to determine whether there were demographic characteristics that influenced the status of organizational components and administrative practices related to the implementation of DAP. The important findings regarding the demographic data were as follows:

1. The status of the implementation of DAP was not related to region of the state. DAP, according to a local definition of the term, was being implemented in a variety of settings across the state.
2. Student enrollment of the district or school did not influence the status of the continuation of the implementation of DAP.
3. Per pupil expenditures did not influence the status of the continuation of the implementation of DAP.

4. There were more alternative non-special-education programs for young children in the southwestern part of Michigan.

5. There was not consistency between the superintendents' reporting the number of years implementing DAP and the responses of principals in the respective districts. Fourteen (20%) of the principals reported they had been implementing DAP for fewer than two years. The discrepancies in the data may have been due to interpretation of the definition of DAP or the number of years the principal had been in the building.

Summary and conclusions: The status of DAP in elementary schools in Michigan was not influenced by demographics. Grade configuration of buildings positively influenced the status of DAP in districts in which a particular grouping of students was put together, i.e., kindergarten center, early childhood center, K-2 programs. Concerns about the implementation of DAP were not related to demographics.

There is a wide interpretation and application of DAP across the state. Developmentally appropriate practices are inclusive; that is, the implementation is not with a particular type of district or population of students.

Organizational Components

School climate for restructuring. The culture of a school can be very influential in the change process (Corbett et al., 1988). This factor, school climate for restructuring, addressed systemic variables related to the initiation and implementation of DAP. Fostering school readiness and developing a common

implementation of DAP. Fostering school readiness and developing a common philosophy and vision are of high importance to the maintenance of an innovation. Overall, the principals in the sample reported most of the important issues related to school climate to be in evidence in their schools. The statements listed below reflect important issues identified in this component.

1. Seventy-five percent of the respondents reported that in their schools the staff were motivated to make changes, had a common philosophy/vision, had a willingness to take risks, and collaborated with other staff. It was also reported that collaboration among staff members was common (84.4%), and most district policies supported the implementation of DAP (78.8%).

2. Ninety-four percent of the respondents said consideration was given to DAP in the development of their school improvement plans.

3. The principal's knowledge and understanding of DAP, beliefs about DAP, and training in DAP had minimal influence on school climate.

4. The administrative practices related to time and effort, implementation being a priority, talking to parents about DAP, being responsible for the implementation of DAP, having a leadership role, and responding to the needs and concerns of staff had a significant relationship (at the .01 level) with parents being involved in the development and planning for the implementation of DAP.

5. Three variables received higher percentages of responses in the Disagree and Strongly Disagree columns than the other six variables: parents involved in the development and planning for implementing DAP (56.3%), staff

having a choice as to whether or not they participate in the implementation of DAP (46.5%), and the actions of the collective bargaining unit supporting DAP (66.1%).

6. Fifty-nine percent of the comments made on the survey instrument were related to school climate. Principals wrote about the importance of a common philosophy and division among staff members; one principal wrote about teachers with "power" blocking the implementation.

7. Support for a common philosophy, building a strong foundation, and the need for systemic change were evident in the follow-up telephone conversations. The following statements are samples of comments supporting the need for systemic change: "When the whole system isn't involved, there are many problems." "Teachers are critical of others' practices if they don't understand them." "Have a board policy so teachers know they do not have a choice."

8. Teachers attending professional development activities outside of the school day was identified as the primary area of nonsupport from the bargaining unit.

Summary and conclusions: Principals implementing DAP identified critical and important variables related to school climate for restructuring as being in evidence in their schools. However, there were systemic issues that were influencing the successful implementation of DAP: staff preparation for the implementing of DAP, staff having a choice as to whether or not they participate in the implementation, and bargaining units not being supportive. Principals influenced the climate of the school through their leadership, time and effort, and ability to respond to the needs and concerns of teachers.

The implementation of DAP has influenced school climate, and school climate has influenced DAP. Both the personal and the organizational sides of the change process must be addressed when looking at the importance of school climate and its influence on the sustaining of change. Schools cannot afford not to address the role of the parents in the initial stages of planning for change. The entire school community, parents, bargaining unit representatives, and individuals from other grade levels, need to be included in the planning and implementation of major educational reforms in order for the entire school culture to support the reform. The principal's background and experience with a particular innovation is not as important as his or her visible commitment to the innovation in influencing the acceptance of the innovation into the school's culture. The data collected on school climate for restructuring supported the previous research on the influence of the school culture in bringing about change.

Organizational and resource features. The factor, organizational and resource features, addressed the availability of funds for the initial implementation as well as the continuation of DAP. The variables for this component required a yes or no response; therefore, no statistical analysis was done to determine whether there was a significant relationship between this factor and administrative practices. This factor could also include the grouping and scheduling of children. In this study, organizational information was obtained from the demographics section. Important results from organizational and resource features are stated below.

1. The majority of schools in the study were organized in a K-5 or K-6 configuration, with DAP being implemented K-2. Restructuring the grade configuration of the school (i.e., kindergarten centers, early childhood centers, multiage grouping) was a common means of implementing DAP in a district.

2. One principal enclosed a copy of a statement on "looping" (teachers following students to the next grade level), and one principal commented on the success of a teaming/multiage setup.

3. Thirty-four percent of the principals responding said that their schools had an alternative program for young children. According to the principals who participated in the follow-up telephone survey, the alternative programs were seen as an appropriate option for children and parents in most of the districts that had them. One principal in the follow-up telephone survey indicated that the program was a political issue and that the program was a contradiction in practices.

4. Funds were allocated specifically for implementation in 63% of the buildings. These funds, according to principals in the follow-up telephone survey, were primarily for professional development.

5. Funds were allocated annually for the continuation of DAP in 59% of the buildings.

6. The lack of funding was not a critical issue for a majority of the districts. Three respondents commented on the survey that financial support was a problem for the implementation, and as a result, DAP had not been sustained or was having difficulty.

7. Funding for ongoing professional development in areas of curriculum and instruction that support DAP was of high importance to principals.

Summary and conclusions: The grade configuration of the building influenced the status of classroom practices if the implementation of DAP was part of the development of a particular configuration, i.e., kindergarten centers, early childhood centers. The configuration of the school did not affect teachers not implementing being supportive of DAP. Funding was influential in reflecting the status of the implementation. The lack of funds or the withdrawal of funds in the early stages of implementation negatively influenced the continuation of the implementation of DAP. The availability of funds for professional development was influential in the implementation of DAP.

The allocation of funds for professional development must be part of the implementation and continuation planning. These funds need to be available over a five- to eight-year period, perhaps longer.

Personnel features. The factor, personnel features, addressed the following variables: professional development, scheduling (opportunities for staff to plan together), staff empowerment and decision making, and teachers sharing their expertise and opportunities to share experiences and expertise outside of their schools. The variables in this component, according to Corbett et al. (1984) in *School Context and School Change, Implications for Effective Planning*, help or hinder the extent to which an innovation is maintained beyond its initial period of implementation.

1. Seventy percent or more of the respondents agreed or strongly agreed that the variables on the survey instrument for personnel features were evident in their schools.

2. Ongoing staff development had a significant relationship (at the .01 level) with the following administrative practices: principal's beliefs supporting DAP, time and effort devoted to implementation, training in DAP, expectation for implementation, talking to parents, collaborating with other professionals, responding to needs, and changing the way the school does business.

3. The principal's knowledge and understanding of DAP had a significant relationship with teachers establishing their own professional goals (at the .01 level), and teachers sharing their knowledge and experiences outside of their schools (at the .05 level).

4. Written comments indicated that evidence for some of the variables had taken five to eight years to implement.

5. Principals in the follow-up telephone survey reported that actions of the collective bargaining unit were having a negative effect on personnel features, primarily in the area of professional development.

6. Principals in the follow-up telephone survey reported that the hiring of teachers with a ZA (early childhood) endorsement influenced the status of these components.

Summary and conclusions: Statistically, the status of personnel features was positive. Principals reported that funds and support throughout the system were

necessary in order to have the personnel features in place. The administrative practices of the principal influenced the status of staff development. Based on the concerns of the elementary principals in the follow-up telephone interviews, the survey instrument could be expanded in this section to include statements about performance evaluation and the teacher assignment process. Individual rather than systemic change processes seemed to have a greater influence on the importance of the status of this component.

The principal's understanding and commitment to the innovation influences the amount of staff development provided to teachers. Time for professional development is a factor that should be identified when planning for change, and it should be a part of the process that is agreed upon by the entire school community. Although there is evidence that turnover of staff can be a problem with sustaining change, in some situations it can be positive because the new staff have the background and training and are employed knowing the expectations for implementation.

Classroom practices. The factor, classroom practices, lies at the heart of the early childhood restructuring process. The variables in this component addressed the ways in which children and adults interact in schools. The literature review identified the difficulty of determining what administrative practices influence classroom practices. Classroom practices in grade levels that have been specifically identified to implement DAP for the most part reflect DAP. In collapsing the responses in the Strongly Agree and Agree columns, all nine of the variables

received 80% or more of the responses. There were no Strongly Disagree responses, and the Undecided or Disagree responses were all less than 10%. Important points from this section are listed below.

1. Developmentally appropriate practices are guiding changes in the curriculum, and these changes are altering the way the school does business.

2. There were significant relationships between classroom practices and administrative practices related to teachers being expected to implement (eight out of nine variables), talking to parents about DAP (nine out of nine variables), knowledge and understanding of DAP (six out of nine variables), leadership (eight out of nine variables), and teachers not implementing being supportive (nine out of nine variables).

3. There were no significant relationships between classroom practices and whether or not the principal collaborated with other professionals about DAP. Only two of the nine variables of classroom practices identified on the survey had a significant relationship to the principal's training, the principal being responsible for the implementation, and the implementation of DAP changing the way the school does business.

4. There were two written comments about classroom practices. One was "Not all of the teachers were regular practitioners of DAP." The other dealt with consistent and valid assessment of children.

5. Concerns expressed by the principals in the follow-up telephone interviews did not focus on the classroom practices of the teachers that were identified as being part of the formal implementation process.

Summary and conclusions: Most teachers in classrooms that have been specifically designated to implement DAP have classroom practices in place that support DAP. Specific administrative practices were identified as having a significant relationship to classroom practices. However, these changes in practice, for the most part, had not influenced classrooms not included in the implementation. The acceptance of the practices with individual teachers and in grade levels not implementing was a concern of principals. One principal actually responded to the survey instrument in two different colors of ink, one to reflect the kindergarten teachers and one to reflect all the other teachers in the building. There was a marked degree of difference in the responses.

The classroom practices related to DAP, as stated on the survey instrument, were being implemented in classrooms. The administrative practices of the principals had a significant influence on classroom practices, especially the expectation that teachers would implement, and talking to parents about DAP. The evidence of classroom practice can also influence the acceptance of the practices in grade levels not implementing. The more evidence there is of the implementation, the more teachers in grade levels not implementing are supportive of the practices. The component of classroom practices may have received its high percentage of

Strongly Agree and Agree responses because the variables were generic in nature, and varying definitions could be interpreted.

Involvement of parents. Family involvement and support is recognized as a critical factor in the school-related success of children. In the NWREL study, parent and family involvement was identified as an area of high importance, high difficulty, and high immediacy. School improvement policies in Michigan require evidence of parent involvement. This factor addressed the involvement of parents in the classroom and the status of parent education and representation in areas dealing with the implementation and continuation of DAP. Parent involvement received a wide range of responses.

1. Ninety percent of the principals in the sample reported that parents were informed about classroom practices and recruited to work in the classrooms.
2. Responses regarding parent training for supporting children's activities in the classroom were equally divided between strongly agree/agree (48.5%) and undecided/disagree (50%).
3. Principals (77.9%) agreed that parents were supportive of the implementation of DAP. One principal commented that parent surveys reflected support for DAP.
4. Forty percent of the principals were either undecided or disagreed with the statement that parent education is an ongoing component of the implementation.
5. A majority of the schools (76.4%) had procedures in place to achieve parent input.

6. There were significant relationships between parent involvement and all of the variables identified under administrative practices. Leadership, time and effort, expectation for implementation, talking to parents, and priority for the principal had a significant relationship with five of the six parent-involvement variables. Ongoing parent input was significant (at the .05 level) in the areas of principal's priorities, principal being responsible for implementation, teachers not implementing being supportive of DAP, and changing the way the school does business.

7. The only concern expressed about parents in the follow-up telephone survey was, "Parents don't seem to be aware of anything they should be doing to get their kids ready for school." This statement was made in defense of alternative programs for young children.

8. Principals did not have any concerns related to parent involvement.

Summary and conclusions: The status of parent involvement in the classrooms of teachers implementing DAP was positive. According to data collected in another section of the survey instrument, at least 40% of the schools did not involve parents in the development and planning for the implementation of DAP. It would appear that schools are not formally using the involvement of parents in the classroom as a vehicle for educating parents about DAP. There were significant relationships between the involvement of parents and the administrative practices of the principal. Parent involvement was not a concern of principals.

Parent volunteers in classrooms is a common form of parent involvement in traditional as well as DAP classrooms. Parent involvement is influenced by the

administrative practices of the principal. Not involving parents in the initial and ongoing planning for the implementation of DAP, and not educating parents on DAP, could affect the implementation of DAP at other grade levels. Either the importance of parent involvement is not well communicated, or principals are not familiar with models that are successful for including parents.

Community responsiveness. The factor, community responsiveness, addressed the implication that community involvement and support are critical components of successful implementation of school reforms. The research reviewed for this study addressed this component only minimally. There were two variables on the survey instrument.

1. Less than half of the principals (41.2%) indicated the community was involved in planning for the district to adopt a DAP philosophy.

2. A majority of the principals (86.8%) agreed or strongly agreed that the board of education supported their implementation of DAP.

3. There were significant relationships between 11 of the 13 administrative practices related to the implementation of DAP, and the community being involved in planning. The two areas that did not have a significant relationship were the principal's training in DAP and the principal's knowledge and understanding of DAP.

4. There were significant relationships between 10 of the 13 administrative practices related to the implementation of DAP and the belief that the board of education supported DAP. The three areas that did not have a significant

relationship were principal's training in DAP, principal's knowledge and understanding of DAP, and teachers not implementing being supportive.

5. There was one written comment related to community responsiveness: "Having support of central office and the board is best."

6. Three references were made to boards of education in the follow-up telephone interviews. One was a reference to the influence the board had in continuing an alternative program even though there was no evidence to support that it was making an impact on children. The other two were related to the importance of formalizing the implementation by going to the board of education and having a policy regarding the implementation so that teachers would know they did not have a choice.

Summary and conclusions: The status of community responsiveness is not clear from the data collected in this study. At least half of the districts did not involve the community in their initial planning for the implementation of DAP. Involving the community in the planning and support from boards of education is influenced by the role of the principal in the implementation, and influences systemic change. Current literature suggests that involvement of the community from the initial stages of development and planning is critical to the success of the implementation.

The support of the community and the board of education influences the administrative practices of the principal related to assuming a leadership role in the implementation of an innovation. Districts need to identify ways in which to include community members in the planning for and implementation of change.

Transitions for children and families. Transition processes that facilitate the progress of children and families from one level or type of schooling to another and foster continuity from the family's point of view are the variables identified in this component. Evidence related to the status of this component is listed below.

1. Sixty-three percent of the principals agreed or strongly agreed that information covering a variety of topics related to DAP was available to the community.

2. A majority of the principals (76.5%) agreed or strongly agreed that support was available to parents to facilitate transitions. The status of this variable could be influenced by the kindergarten centers, early childhood centers, and/or the alternative programs for young children.

3. Six of the 13 administrative practices related to the implementation of DAP—principal's beliefs, time and effort devoted to the implementation, talking to parents, leadership, responding to needs, and teachers not implementing being supportive—had a significant relationship to support being available to facilitate transitions.

4. A concern about transitions for families was expressed by two principals in the follow-up telephone interview. The concern was that parents are not familiar with the expectations of schools and they are not doing things with their children to prepare them for entering school.

5. The concern that did not show up under this component on the survey instrument was the transition from a grade or teacher that is implementing to a grade

or teacher that is not implementing DAP. Written comments reflective of this concern were: "We have taken a lot of flack." "Question is difficult to answer because there is division among staff members." "Individual teachers have implemented DAP; others have not." "Our staff is divided on the issue. Changing paradigms is a heart-wrenching experience for many of my staff."

Summary and conclusions: The status of transitions for children and families, as reported on the survey instrument, was positive. However, responses to the survey instrument did not provide evidence of what those practices might actually be. Without identifying specific practices that are being implemented to support transitions for children and parents, it is difficult to draw conclusions about the status of this component. It does appear as though a means for reaching out to and educating parents before their children enter school, and then maintaining some form of communication and education, is needed.

Maintaining quality control. Researchers have suggested that innovation must be coupled with assessment in which programs monitor and refine practice based on careful assessment of outcomes. School-related factors that help or hinder the extent to which an innovation is maintained beyond its initial period of implementation have been identified (Corbett et al., 1988). Three postimplementation events were identified that had direct effects on whether or not teachers maintained new classroom practices: incentives and interaction opportunities, altering procedures—curriculum revision as a source of continuation, and assessments of effectiveness. This component of the study, maintaining quality

control, deals with the assessment of effectiveness. Until recently, practitioners have paid little attention to evaluating the implementation phase of a change/improvement process (Huling et al., 1983). The two variables on the survey instrument for maintaining quality control addressed the status of the evaluation of student outcomes to determine the effectiveness of DAP, and the conducting of a formal evaluation to determine the status of the implementation. A summary of the findings is listed below.

1. Principals strongly agreed (16.9%) or agreed (56.3%) that teachers in their buildings were self-evaluating in order to monitor and refine their practices. Three administrative practices—expectation for implementation, responding to needs, and teachers not implementing being supportive—had a significant relationship to teachers self-evaluating.

2. Principals also strongly agreed (11.4%) or agreed (65.7%) that student outcomes were used to determine effectiveness of DAP. All but one of the 13 administrative practices, training in DAP, had a significant relationship to the use of student outcomes to measure the effectiveness of DAP.

3. The results on the survey instrument were equally divided when principals were asked whether or not there was a formal evaluation in place for monitoring student outcomes.

4. Less than 30% of the respondents answered yes to the statement, "A formal evaluation has been conducted to determine the status of the implementation of DAP."

5. Written comments related to maintaining quality control were more focused on student outcomes. The most frequent concern (n = 3 of 5) related to maintaining quality control was about the Michigan Educational Assessment Program (MEAP). A comment that summarizes the concerns was:

I am greatly concerned about an eroding of appropriate practice because of MEAP pressure. DAP recognizes that all children can learn, but not necessarily by the fourth week of fourth grade. Unfortunately, we are caught in the trap of trying to force them to be ready whether they are or not. The state's heavy emphasis on MEAP takes preference and negatively impacts DAP.

6. There were no written comments or stated concerns about the evaluation of the implementation process of DAP.

7. There were data to support the notion that even after five to eight years, schools were still struggling with the implementation process from an organizational perspective.

Summary and conclusions: The status of quality control as it relates to individual teachers and classroom practices was positive. The status of quality control as it relates to evaluation of the implementation process, i.e., systemic evaluation, was not a common practice.

Formal evaluation to determine the effectiveness of an innovation at the student or organizational level was not a part of the implementation of DAP in most school districts. One could conclude that if the implementation was limited to a center program, or one or two grade levels in a school, without there being a formal adoption process or policy at the board of education level, an evaluation of the implementation would not be a priority. Program evaluation, from an organizational

perspective, is expensive, time consuming, and not a common practice. A means and a model for evaluating the implementation/change process needs to be available to school districts.

Professional resources. The factor, professional resources, addressed the support available to the principal in the role of change facilitator. The identification of a secondary change facilitator, support from central administration, availability of consultant services, and an individual other than the principal having implementation responsibilities in the district were the variables addressed in this component. The status of professional resources is summarized below.

1. Forty-five percent of the principals strongly agreed that there were individuals with expertise in DAP in their buildings. The administrative practices of the principal strongly influenced this variable.

2. Support was available from central administration for the implementation of DAP in almost 80% of the buildings represented.

3. Almost 20% of the respondents were undecided about consultation from the ISD, university, and/or private sector, and another 13% disagreed with the statement. In the follow-up telephone interviews, when the question was asked about the history of DAP and how it was initially implemented, 5 of the 17 principals mentioned that a consultant from the outside was a major influence.

4. Sixty-five percent of the respondents reported that someone other than themselves assisted with the implementation of DAP. Three administrative practices--principal having an expectation for teachers to implement, collaborating

with other professionals, and DAP changing the way the school does business--were significantly related to having a secondary change facilitator.

5. Less than 30% of the respondents answered yes to the statement that there was an individual at the district level with the specific responsibility for implementing DAP.

6. The only significant relationship between professional resources and teachers not implementing being supportive was support from central administration.

7. One written comment about professional resources tells a complete story: "We had a great deal of assistance and support as we moved into implementation; now we have a highly trained staff that just does business in a developmentally appropriate manner and not as much district support is there, nor needed."

8. There were no concerns related to professional resources when the principals in the follow-up telephone interview were asked what concerns they had about the implementation of DAP.

Summary and conclusions: The status of professional resources varied across the sample. Sixty-five percent of the principals had someone else assisting them with the implementation of DAP. Initial support in terms of consultation and professional development was identified as a critical component of the implementation process. The importance of a secondary change facilitator was supported in this study. Principals did not perceive that lack of human resource support was a detriment to the implementation of DAP.

Identifying and training secondary change facilitators should be a deliberate activity of the elementary principal when implementing new practices. Other individuals sharing the leadership responsibilities, and involvement from central office staff, affect the success of an implementation. Teachers need to see evidence that the innovation is supported and acknowledged.

Administrative Practices

Restructuring is most successful in an environment that provides contextual support. Administrative practices were identified in the research at the Northwest Regional Educational Lab as having high importance and high immediacy in the successful implementation of DAP in public schools. This section of the survey instrument was designed to collect data that would reflect the status of the principals' role in facilitating DAP.

1. Ninety-four percent of the principals in the sample agreed or strongly agreed that they had a leadership role in the implementation of DAP, and 78.9% reported that they were responsible for the successful implementation. Sixty-two percent reported that they had received training to implement DAP.

2. A majority of the principals implementing DAP (87%) agreed that the implementation of DAP takes time and effort on their part, and that the implementation was one of their top five priorities (78%).

3. In responding to the survey instrument, 37.1% of the principals were undecided about teachers in grades not implementing DAP being supportive of the changes. Eleven percent disagreed with the statement that teachers in grades not

implementing were supportive. Eleven out of 29 written comments under school climate were related to teachers not implementing DAP not being supportive.

4. One principal wrote a comment related to administrative practices: "DAP is a very high priority for me." Leadership, the principal having the expectation that teachers will implement DAP, and talking to parents about DAP were the administrative practices identified in the study as having the greatest number of significant relationships with the 39 variables identified within the nine organizational components.

5. When principals were asked in the follow-up telephone interviews, "What could have been done to have more acceptance of the implementation of DAP in grades that were not implementing?" 7 of the 12 responses related to administrative practices. The following represents the nature of these responses: "Have a principal that believes in DAP and provides the leadership and support to sustain the momentum." Another principal stated, "Have leadership from the principal. Combine DAP with other practices that we know are good for kids. . . . Keep pointing out what schools should be doing for kids."

Summary and conclusions: Principals implementing DAP are providing leadership, and teachers in their buildings know that they are expected to implement DAP. Principals in the study were willing to and did devote time and effort to the implementation of DAP. Talking to parents about DAP was an important role for the principal. Teachers not implementing DAP not being supportive of the changes was

a concern to principals, and the solutions that were suggested were systemic in nature.

The data collected in this study support the research on the principal as a transformational leader--focusing on leading changes in the school based on a vision and shared values and beliefs. The principal's knowledge and understanding, training, being responsible for the implementation, and collaborating with other professionals were not as critical to the implementation of the innovation as were leadership, devoting time and effort, having an expectation for teachers to implement, and talking to parents about the innovation. Principals can and do influence the implementation of educational reforms by leading as well as managing the change.

Other Findings

History of Implementation

Data on the history of the implementation of DAP were obtained from the follow-up telephone interviews for two reasons: first, to address the discrepancy in the responses of the superintendents and the principals, and second, to look more closely at the innovation phase to determine whether there were trends that supported a more successful implementation. Thirteen of the 17 principals in the follow-up telephone survey knew the history of the implementation of DAP. The trends are reported in the following statements.

1. Building a foundation by establishing a committee to conduct research, visit sites implementing DAP, and attending workshops and conferences were used

in four of the districts represented by the 17 principals in the follow-up telephone survey. The work of these committees concluded with approval from their boards of education to proceed with the implementation of DAP. The four principals commented that this was an important aspect of the successful implementation of DAP, at least at the grade levels for which it was intended.

2. A second means of implementation was the establishment of a center program for a particular grouping of children, i.e., early childhood centers for preschool through kindergarten, kindergarten centers, or K-2 schools. Although this form of restructuring seemed to influence individual teachers in making changes, it had not influenced the acceptance or movement of the practices into higher grade levels. This form of implementation was more dependent on the leadership of the principal.

3. An outside consultant with expertise in DAP was an important component for developing the innovation. There were three experts in early childhood education from around the state, mentioned most frequently.

4. District-level support seemed to be most important at the innovation stage, except in the area of professional development, and the need for that support was ongoing.

5. Not having a clear definition of DAP was a concern expressed by principals regarding why some superintendents would report that DAP were encouraged in their districts, whereas principals reported that they were not.

Conclusion: The implementation of DAP has been a deliberate and concentrated effort primarily at the building level. According to the demographic data from the survey instrument, most districts (43%) had implemented at the K-2 levels. The availability of an outside consultant was a valuable resource during the initial planning.

The implementation of DAP is a major change in practice for educating young children in most school districts. Districts have invested time and resources to assist with the implementation of these practices at the classroom level. There was not evidence to support that there was a plan for the organizational/systemic changes that would need to be made in order to actually reform the educational system. Developing a solid foundation, the existence of a policy, and planning for change at the organizational and personal levels appeared to be critical factors in the sustaining and continuation of DAP.

Continuation of Developmentally Appropriate Practices

Refining and refocusing an innovation are parts of the implementation process. To gather additional information about the status of the implementation of DAP, principals in the follow-up telephone survey were asked, "What do you see happening with the DAP in the next three to five years?" The responses are summarized below.

1. DAP will be continued and expanded to higher grade levels.
2. DAP will be refined, and new research will be integrated into what teachers are already doing. Multiage classrooms, integrated thematic instruction, brain research, and learner-centered education are examples of such refinements.
3. There was concern about academics and standardized testing, but only 2 of the 17 principals thought their districts would do major refocusing to address the concern.

Conclusion: DAP will continue to be refined in classrooms that are currently implementing, and in schools where a common vision and philosophy exists or is developed, DAP will be expanded to other grade levels. Restructuring within the schools will be part of the continuation of the implementation. Schools will refine DAP in order to integrate new research and practices into the curriculum. Principals and teachers will need the support of the organizational system in order to sustain the practices.

Summary of Findings

There were three questions for this study that examined the implementation phase of the change process from an organizational and administrative perspective: (a) the status of the innovation as perceived by principals currently implementing, (b) the relationship between the status of organizational components related to sustaining an innovation, and (c) implementation concerns expressed by principals. The findings related to the three areas are summarized below.

Status of Developmentally Appropriate Practices

Of the nine organizational components measured on the survey instrument, 60% or more of the principals reported all of the variables in each of the following components to be in evidence in their schools: personnel features, classroom practices, transitions for children and families, and professional resources.

Three of the ten variables under school climate were not in evidence in 60% or more of the schools that were represented in the sample: parents involved in development and planning, staff having a choice as to whether or not to participate, and the actions of the collective bargaining unit not being supportive. Funds supporting the ongoing implementation for DAP were reported to be available for 58.8% of the schools. Nearly half (48.5%) of the principals reported that parents were trained to support classroom activities and that parent education was an ongoing component of the implementation. Fifty-eight percent of the principals reported that the community had not been involved in the planning for the implementation of DAP. A majority of the schools represented (67.6%) had not conducted a formal evaluation of the implementation process.

Relationship Between Organizational Components and Administrative Practices

There were significant relationships between the organizational components and administrative practices. None of the null hypotheses was retained. The leadership of the principal, the teachers knowing the principal expected them to implement, and the principal talking to parents about DAP had a significant

relationship with 78% or more of the 38 variables identified in the organizational components.

The knowledge and understanding the principal had of DAP, the principal being responsible for the implementation, and the principal receiving training for implementing DAP had a significant relationship with 40% or less of the 38 variables identified for the organizational components.

Concerns Related to the Implementation of Developmentally Appropriate Practices

The concerns identified by the principals focused on school climate, classroom practices, and maintaining quality control. Principals were concerned about teachers not implementing having difficulty with changing their practices and/or not being supportive of DAP, assessment practices related to student outcomes, and moving DAP into other grade levels.

Discussion

The researcher examined the status of DAP in elementary schools in Michigan in order to explore a means to operationalize the study of the implementation phase of planned systemic change. The focus was on organizational components and administrative practices because writers have reported that in order to sustain fundamental change, systemic change in the organization must take place.

The results of the study suggest that for a majority of schools currently implementing DAP, systemic change has occurred at the levels for which it was

intended. Those changes were supported, for the most part, at the organizational and administrative levels. The contextual condition or culture of the school has influenced the effect of the innovation at individual schools. The study findings also confirmed that "success is always under construction." Time and effort for the successful implementation of DAP is ongoing. The study findings indicated that the status of DAP from a systemic perspective is experiencing difficulty in the following areas: lack of support from the bargaining unit, lack of support from teachers not implementing DAP, and the lack of involvement of parents and the community in the planning and implementation process.

Two organizational issues were identified that would support principals in sustaining DAP and possibly moving it into higher grade levels: (a) official support of boards of education through the adoption of formal policy, and (b) training in the change process so that the implementation of an innovation would be formally planned and monitored. A principal representing a district with a formal policy made the following comment when asked about major concerns: "None; it is institutionalized in my building. We have embraced it as a district. We are hoping for K-12." On the other hand, a principal in a district with a well-established program K-2, wanting to move to other grade levels and no policy, said, "It was a mistake not to include more teachers initially and not going to the board of education to formalize the implementation." Formal policy possibly would help to improve the status of two school climate variables: staff having a choice and bargaining unit support.

Phillips (1992) studied the effect of board policy on changing classroom practices at the kindergarten level in Pontiac, Michigan. In this study, 60% of the principals perceived policy to be related to their role as facilitator. It also reinforced the need for the principal to receive support and professional development to lead an innovation.

The data from the survey instrument indicated that more than 60% of the principals had received training in the implementation of DAP. However, only 30% of the principals reported that a formal evaluation of the implementation of DAP had taken place in their schools. Eighty percent of the principals reported that DAP had changed business in their schools, yet 50% of the respondents were either undecided about or disagreed with the statement that teachers not implementing were supportive of DAP. The variance in these data may be due to principals responding from the viewpoint of just the grades that were implementing, and receiving training related specifically to DAP, but not in the change process.

The comments from principals indicating a desire to have DAP move into higher grade levels are very promising. The accomplishments of Central Park East School in New York are an example of how this has been accomplished (Meier, 1995). In developing the elementary school and later the high school, the faculty committed themselves to being different. A major part of that difference was keeping alive the ideas and spirit of good early childhood education. Deborah Meier, the leader of renowned Central Park East School, remarked that the spirit of early childhood education is fundamental to all good education: "Wouldn't it be wonderful,

after all, if high school students were as deeply absorbed in their 'work' as five-year-olds are in their 'play'?" (p. 47).

Current researchers on change in schools are focusing on changing the basic theory of schooling, which means changing how we think and what we believe. This kind of change in schools is a fundamental reform that transforms and permanently alters the existing structure of schooling. This kind of change requires a rethinking of the most common, entrenched, and fundamental educational beliefs, structures, practices, and behaviors. This fundamental change can occur, according to Sergiovanni (1994), using a theory of community. Building a purposeful school community requires each school to define who they are, what they hope to become for the students they serve, and how they will decide, organize, teach, learn, and live together (Sergiovanni, 1994). It is this kind of community building that could move the "spirit" of early childhood education up through the grade levels.

Throughout the different sources of data, there were comments indicating that a movement to this effect is beginning in Michigan. A superintendent wrote, "Isn't this [DAP] just good teaching practices, and shouldn't it be in every classroom?" Another superintendent wrote, "All students should be taught in a developmentally appropriate manner; anything short of that is malpractice."

Principals suggested that the terminology needs to change because DAP has become a "buzz" word, or is only associated with early childhood. Approaching DAP from a systemic/community perspective would involve the entire school community addressing their values and beliefs about how children learn and what children

should learn. The approach could lead to a restructuring of the entire school system and could be addressed as teachers, parents, and administrators work together to provide a continuum of developmental educational experiences to students.

Determining the status of organizational components and administrative practices related to the implementation phase of DAP appears to be relevant to the study of the change process. Addressing the systemic issues related to an innovation during the implementation phase could serve as a means to evaluate the process and make modifications and adjustments to ensure the continuation of the implementation and the sustaining of the innovation.

Recommendations

Based on the results of this study, the following recommendations are made:

1. When an innovation is introduced with the intention of restructuring or transforming a school, a formal plan of implementation should be developed that has the support of the entire school community.
2. Identification of organizational changes and administrative practices that are needed to support the implementation should be a part of the planning process.
3. Districts currently implementing DAP need to identify models and begin discussion on creating a framework for applying the values and beliefs of early childhood education throughout the system.

4. Dialogue needs to begin between principals, teachers, and leaders of bargaining units to work out differences and gain support for practices that sustain quality teaching and learning.

5. An innovation that affects the entire school system must have a common and understood working definition within the school system and throughout the community.

6. Systemic change should be implemented horizontally as well as vertically. Open up the implementation of good teaching practices to everyone by including all teachers in the readings, workshops, and conferences related to the innovation.

Suggestions for Further Research

1. Compare and contrast the status of districts with a written policy for the implementation of DAP to those with an informal or unwritten policy.

2. Continue to refine and develop a model for an instrument that would assist districts with a means to evaluate the implementation phase of an innovation.

3. More information is needed on the effect of administrative practices on the change process, especially in light of current thinking about the role of the principal, to develop purposeful learning communities.

4. Investigate how different policies influence teaching and learning in the classroom.

5. Compare the effect of different grouping practices on the achievement of children and the sustaining of DAP.

6. Additional and current research is needed on the relevance of school culture to sustaining the change process. A longitudinal study of schools within a district or similar schools in more than one district could be examined.
7. Study the role of recognition of teachers in sustaining an innovation.

APPENDICES

APPENDIX A

THE SURVEY INSTRUMENT

A. ORGANIZATIONAL COMPONENTS

Nine organizational components affecting the sustaining of developmentally appropriate practices are listed below. Please answer the statements by putting an ✓ in the box most descriptive of your opinion. (SA) strongly agree, (A) agree, (U) undecided, (D) disagree, (SD) strongly disagree.

School Climate for Restructuring

<i>In this school:</i>	SA	A	U	D	SD
1. the staff was motivated to make the desired changes toward implementing developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. the staff was prepared for implementing developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. there is a common philosophy and vision in the school that supports developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. parents were involved in the development and planning for implementing developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. the staff takes risks related to the implementation of developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. collaboration between staff is common.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. staff have the choice as to whether or not they participate in the implementation of developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. most district policies support our implementation of developmentally appropriate practices, (e.g. allocation of funds, class size, retention).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. the actions of collective bargaining units support the implementation of developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. consideration is given to developmentally appropriate practices in the development of our school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organizational and Resource Features***In this school:***

11. funds were specifically allocated for the initial implementation of developmentally appropriate practices. ☐ yes ☐ no
12. annually funds are specifically designated for the ongoing implementation of developmentally appropriate practices. ☐ yes ☐ no

Personnel Features***In this school:***

14. staff development is ongoing for the implementation of developmentally appropriate practices. ☐ ☐ ☐ ☐ ☐
15. staff have a designated time to plan together. ☐ ☐ ☐ ☐ ☐
16. instructional staff establish their own professional goals. ☐ ☐ ☐ ☐ ☐
17. teachers are involved in sharing their knowledge and experiences outside of our school. ☐ ☐ ☐ ☐ ☐

Classroom Practices***In this school:***

18. developmentally appropriate practices guide the decisions made for changes in the curriculum. ☐ ☐ ☐ ☐ ☐
19. curriculum is delivered with a variety of materials including multi-sensory , and open-ended manipulatives. ☐ ☐ ☐ ☐ ☐
20. children are provided opportunities to explore, manipulate, investigate and discover with materials in the classroom. ☐ ☐ ☐ ☐ ☐
21. children are encouraged to take risks. ☐ ☐ ☐ ☐ ☐
22. classroom instruction includes whole group, small group and individual instruction. ☐ ☐ ☐ ☐ ☐
23. discipline practices reflect an emphasis on children's development of self control. ☐ ☐ ☐ ☐ ☐
24. a variety of teaching strategies are used in implementing the curriculum, (e.g. teacher directed, teacher facilitated, and free choice). ☐ ☐ ☐ ☐ ☐
25. diverse, mixed ability groups are common. ☐ ☐ ☐ ☐ ☐
26. assessment practices beyond standardized testing are used for evaluating students. ☐ ☐ ☐ ☐ ☐

Involvement of Parents***In this school:***

		SA	A	U	D	SD
27.	information about classroom practices is shared with parents in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	parents are recruited to support children's activities in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	parents are trained to support children's activities in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	parents are supportive of our implementation of developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	parent education is an ongoing component of our implementation of developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	procedures are in place to achieve parent input (e.g. representation on SIP committees, Dialogue meetings, Advisory groups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Community Responsiveness***In this school:***

33.	the community was involved in the planning for our district to adopt a developmentally appropriate philosophy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	we believe the Board of Education supports the implementation of developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transitions for Children and Families***In this school:***

35.	information covering a variety of topics related to developmentally appropriate practices is available to the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	there is support available for parents to facilitate transitions from preschool to kindergarten, kindergarten to first, etc..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Maintaining Quality Control***In this school:***

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 37. | teachers are self evaluating in order to monitor and refine their practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | student outcomes are used to determine effectiveness of developmentally appropriate practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Maintaining Quality Control con't.***In this district:***

- | | | |
|-----|--|--|
| 39. | there is a formal evaluation in place for the monitoring of student outcomes other than a statewide assessment tool. | <input type="checkbox"/> yes <input type="checkbox"/> no |
| 40. | a formal evaluation has been conducted to determine the status of the implementation of developmentally appropriate practices. | <input type="checkbox"/> yes <input type="checkbox"/> no |

Professional Resources***In this school:***

- | | | | | | | |
|-----|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 41. | there are individuals with expertise in developmentally appropriate practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. | support is available from central administration for the implementation of developmentally appropriate practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. | consultation from the ISD, University, and/or private sector is accessible for supporting our implementation of developmentally appropriate practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. | an individual other than myself assists with the implementation of developmentally appropriate practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. | There is a position at the district level with specific responsibility for implementing developmentally appropriate practices. | <input type="checkbox"/> yes <input type="checkbox"/> no | | | | |

B. ADMINISTRATIVE PRACTICES

This sections deals with the principals' role and practices pertaining to the implementation of developmentally appropriate practices. Please answer the statements by putting a ✓ in the box that best describes your opinion (SA) strongly agree, (A) agree, (U) undecided, (D) disagree, or (SD) strongly disagree.

		SA	A	U	D	SD
1.	My level of knowledge and understanding of developmentally appropriate practices is adequate for me to lead the implementation in my building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	My beliefs about how young children learn are consistent with developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The implementation of developmentally appropriate practices has required time and effort on my part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Implementing developmentally appropriate practices is one of my top 5 priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I have received training to lead the implementation of developmentally appropriate practices in my building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The teachers in my building know that I expect them to be implementing developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I talk to individual and small groups of parents about developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Over the past year I have collaborated with professional colleagues regarding the implementation of developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I have attended a workshop or conference on developmentally appropriate practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I am responsible for the successful implementation of developmentally appropriate practices in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I have a leadership role in the implementation of developmentally appropriate practices in my building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. | I am able to respond to the needs and concerns of the staff related to the implementation of developmentally appropriate practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Teachers in grades not implementing developmentally appropriate practices are supportive of the changes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The implementation of developmentally appropriate practices has changed the way we do business in this school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. COMMENTS OR CONCERNS

Any comments you might have regarding the implementation and/or the sustaining and continuation of developmentally appropriate practices in your school would be appreciated. Please use this space provided and additional paper if needed.

D. DEMOGRAPHICS

Please fill in the boxes or check the boxes that apply to your school district.

1. What is the approximate enrollment of your district? _____
2. How many students are in your school? _____
3. What grades are represented in your school? _____
4. Do your per pupil expenditures exceed State Aid? ☐ yes ☐ no
5. How many years have you been an elementary principal? _____
6. How many years were you employed as a professional educator prior to becoming a principal? _____
7. At what levels have you had teaching or administrative experience? Check all that apply
☐ K-2 ☐ 3-5 ☐ 6-8 ☐ 9-12
8. How many years have you been in your current building as an administrator? _____
9. At what grade levels are you currently implementing DAP? _____
10. How many years have you been implementing DAP? _____
11. Do you currently have alternative non-special education programs for young children, (e.g. Developmental K, Transitional First). ☐ yes ☐ no
 If yes, are children tested to be enrolled in these alternative programs? ☐ yes ☐ no
12. Would you be willing to participate in a follow up phone conversation and/or personal interview regarding your responses on this survey? ☐ yes ☐ no thank you

If yes, please indicate your name, phone number, and a convenient time to reach you.

name _____ phone ☐ wk. ☐ hm. () _____

☐ during office hours ☐ evenings ☐ Sat./ Sun.

APPENDIX B

LETTER AND SURVEY SENT TO DISTRICT SUPERINTENDENTS



ROCHESTER COMMUNITY SCHOOLS
ADMINISTRATION CENTER

April 3, 1995

Dear Superintendent:

As you are aware, the success of reform efforts associated with improving the teaching and learning process is a major concern in public education. The ingredients of success, however, are still somewhat elusive. This letter is being sent to all superintendents in Michigan to collect information for a research project that I am doing as part of a doctoral study in educational administration at Michigan State University. This project has the support of Dr. Gerald Keidel, Executive Director of M.A.S.A., and my superintendent, Dr. John M. Schultz.

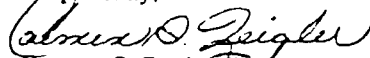
The focus of my research is on the sustaining and continuation of an educational reform. The reform I am collecting data on is **Developmentally Appropriate Practices**. Developmentally appropriate practices are defined as: *taking into account what is known about how children learn and matching that to the content and strategies used in schools*. In the late 1980's developmentally appropriate practices for young children was highly publicized as a promising school reform.

Please find the enclosed brief questionnaire asking you to identify whether or not your district is involved in implementing developmentally appropriate practices. If your district is involved, with your approval, the district will be included in the population from which the sample districts for my research are selected. If identified in the sample, all of your elementary principals will be asked to complete a questionnaire.

My study will focus on the status of building level organizational components and the administrative practices reflected in the literature as being critical to the sustaining of an educational innovation. The information obtained from the study should prove helpful to schools involved in implementing new practices for improvements in the teaching and learning process.

Although coding devices for clerical purposes will be used, please be assured that all districts and respondents will remain anonymous. If there is someone more knowledgeable about the information being requested, please do not hesitate to pass the questionnaire on to them. Thank you very much for supporting this research project. Your cooperation is appreciated.

Respectfully,


Carmen S. Zeigler, Principal
Hampton School K-5

enclosure

DATA GATHERING INSTRUMENT
FOR

**DETERMINING THE SCHOOL DISTRICTS IN MICHIGAN
THAT ARE CURRENTLY INVOLVED IN THE
IMPLEMENTATION OF DEVELOPMENTALLY APPROPRIATE PRACTICES
AT THE ELEMENTARY LEVEL**

- A.** Please indicate the present situation in your district as it pertains to the implementation of developmentally appropriate practices (DAP).

Developmentally appropriate practices are those aspects of teaching and learning that change with the age and experience of the learner.

1. Is there a written policy for DAP in your school district? ☐ yes ☐ no
2. Are all elementary schools encouraged to implement DAP? ☐ yes ☐ no
3. How many years have you been involved in the implementation of DAP at the elementary level?

- B.** Please indicate your permission to have your elementary principals included in the sample.

I am granting permission to Carmen S. Zeigler to include elementary principals from this district in a sample of principals from the state of Michigan, for the purpose of collecting data on the status of organizational components and administrative practices believed to be critical to the sustaining of educational innovations.

Signed: _____ Date: _____
Title: _____ School District: _____

- ☐ Please send me a summary of the results when the study is completed.
☐ The district does not want to be in the population from which a sample is selected for this study.

- C.** Please call Carmen S. Zeigler (810) 853-9305 during the school day with questions.
Please return this questionnaire in the envelope provided by April 11, 1995 to:

Carmen S. Zeigler, Principal
530 Hampton Circle
Rochester Hills, Mi. 48307

Thank you for taking the time to complete this information.

APPENDIX C

LETTER OF TRANSMITTAL

May 9, 1995

Dear Colleague,

This letter is being written to ask you take approximately twenty minutes to complete the enclosed survey about the implementation of **developmentally appropriate practices (DAP)** in your building.

Your Superintendent responded to a survey that I sent out last month, indicating that your district has been implementing DAP at the elementary level and gave approval for you to participate in this study. Superintendents throughout Michigan have expressed interest in the outcome of this study.

This survey is part of my doctoral dissertation at Michigan State University focusing on the sustaining and continuing educational reforms. The Michigan Elementary and Middle School Principals Association endorses this research and is interested in the findings.

This survey is designed to identify your perceptions of

- the status of organizational components related to DAP, and
- your role and responsibilities related to the implementation of DAP.

In addition, there is an opportunity for you to comment about any concerns you have regarding the implementation of developmentally appropriate practices, and a demographics section.

The information available on the sustaining of an educational innovation is very limited. However, the literature does report that for any 'real change' to happen, systemic change in the organization must also take place. This research will focus on looking at the organizational components related to DAP, in order to determine if existence or non existence does impact the implementation. Your participation in this study is important in order to identify whether or not even highly publicized reforms are being sustained through systemic change.

I hope that you will show your interest in and support of this research by completing the survey and returning it in the self-addressed envelope to Carmen S. Zeigler at Hampton School by **May 25, 1995**. Please call me (510) 853-9305, during the school day with any questions. Please be assured that you and your district will have anonymity and all identifiable information will be confidential. However, I do want to talk to you about your experiences with implementation, and an opportunity for you to identify yourself is provided on the survey.

Thank you for your support of my research.

Sincerely yours

Carmen S. Zeigler, Principal
Hampton School

APPENDIX D

FOLLOW-UP POSTCARD



Dear

This postcard is being sent to remind you about a survey that I sent you earlier this month. The survey is a critical piece of my research at MSU on the status of developmentally appropriate practices in the State of Michigan. I know this is a busy time of year, but I would really appreciate it if you would take just a few minutes to complete and return the survey. If you have returned the survey in the past few days please accept my sincere appreciation. If you have misplaced the survey and need another copy, please call (810)853-9305.

**Thank you.
Carmen S. Zeigler, Principal
Hampton School**

APPENDIX E

WRITTEN COMMENTS FROM THE SURVEY INSTRUMENT

Written Comments From the Survey InstrumentSchool Climate for Restructuring

- I certainly agree with the premise that systemic change must accompany real organizational change. Systemic change has been possible in our kindergarten program, which in many ways is a smaller, separate, easier-to-influence organization than out 1-6. I believe this is why we have been able to create change in kindergarten and have been much less successful with 1-6 grades.
- Teachers in grades K-2 have had considerable training in High Scope.
- Questions are difficult to answer because there is division among staff members.
- There is unrest because we no longer offer a Young 5's program.
- Our kindergarten teachers initiated DAP and did the research, attended workshops, etc., without pressure from above. This hasn't been the case with grades 1 & 2, and therefore those grade levels have not successfully implemented the practices across the board.
- Union officials have expressed some opposition.
- Our first grades are not DAP, and most 2 & 3 are trying to move in that direction.
- A common philosophy is essential.
- A staff willing to take risks and supported in doing so is essential.
- Our kindergarten program (12 sections all in my building) is totally "DAP." It is an incredibly talented, creative, and experienced staff. Our first-grade program ranges from some rooms very much DAP to not at all.
- It is difficult for teachers to let go of past practices.
- Work on foundations longer. Can be very hard for traditional staff members to change.
- We wrote it into our Mission Statement.

- It did take the better part of eight years at K-Center to learn and put DAP into practice.
- Teachers, once told we were creating an Early Childhood Center, became more upbeat about the transition.
- Teachers through the last three years have been one common focused group.
- New practices cannot be implemented in this school because two teachers have "power" over the others and challenge every move they make—even working against the administrators, building and central office. My staff is divided.
- This is our second year of developing appropriate practices for students. All staff is aware of expectations, have received training, attended workshops, read support materials, and have participated in developing the focus area in our school improvement plan. Approximately 70% of the staff is "on board," with the remaining staff sorting out their priorities.
- Individual teachers have implemented DAP. Others have not.
- We have an outstanding program for young children (K-2 building).
- We will begin a new pilot program of looping in our building this fall. There are six interested teachers willing to begin this idea. It's exciting.
- Our sister school is DAP; however, some self-contained classrooms are off on their own tangent.
- Our current bargaining unit makes it very difficult and is very inflexible when trying to change or expand programs. Past practices or precedent sets so many expensive/one-sided pay scales.
- MEA/LEA is a stumbling block.
- Our school is just beginning to articulate a philosophy around DAP—it is a long, slow struggle in a very traditional staff and community. We have a long way to go, and I think some beliefs are not being truthfully shared at this time. Much fear to conquer!
- Actions of bargaining unit not supportive.

- Teachers were initially reluctant as they had little background/information in DAP. The few teachers who had the knowledge and served on the district committee were very positive. Had the foundation taken place first, transition would have been easier. Now that teachers have had much more training and support, implementation is going well. They are much more comfortable and confident.
- Not really a priority in our district. Early elementary committee was recently dissolved.
- Our staff is divided on the issue. Changing paradigms is a heart-wrenching experience for many of our staff.
- Our building has a strong developmentally appropriate component K-1. When we get to second grade, the staff has resisted and still try to call children lagging behind "special education." We continue to work with them on this issue.

Organization and Resource Features

- Start-up costs can be a problem.
- An initiative was started in our district, but support was not maintained, leaving continued work at the building level in a state of confusion.
- The district began a thrust for developmentally appropriate education in K-1, hoping to do 2-3 soon after and 4-5 to follow. It stopped at K-1. Money and other initiatives got in the way.

Personnel Features

- Several of our teachers are presenters at the Wayne County Early Childhood Conference. Teachers attend the High Scope Registry.
- DAP is a long-term, probably ongoing process.
- All kindergarten teachers have a ZA endorsement. I only hire those with early childhood background.
- We expect the implementation to take another 3+ years to get where we'd like to be.

- Our building is a teaming/multiage setup. I feel it is much easier to implement DAP when everyone is working together in four-person teams versus self-contained classrooms.

Classroom Practices

- I believe all teachers in my building are in agreement conceptually with DAP, but not all are regular practitioners of DAP.
- I am finding the most difficult piece is consistent and valid assessment. We are getting a portfolio started for our building, but being sure it's age authentic and developmentally appropriate is difficult.

Involvement of Parents

- Most parents, according to parent surveys, are supportive.
- Parents have been extremely supportive and very active on a daily basis.

Community Responsiveness

- Having support of central office and the board is best.
- [The district] made a commitment to DAP in the past seven years, and have a fine early childhood curriculum as a result. The successful practices . . . are more and more evident in upper elementary, and even junior and senior high now!

Transitions for Children and Families

- Our building is K-2, and the 3-5 building does not really understand DAP.

Maintaining Quality Control

- Delay looking for mastery; don't assess too early.
- There seem to be some concerns as to appropriate time allocations for skills to be mastered.

- We have been caught in the struggle between improving MEAP scores and DAP.
- I am greatly concerned about an eroding of appropriate practice because of MEAP pressure. DAP recognizes that all children can learn, but not necessarily by the fourth week of fourth grade. Unfortunately, we are caught in the trap of trying to force them to be ready whether they are or not. The state's heavy emphasis on MEAP takes preference and negatively impacts DAP.
- A key to DAP acceptance is being able to show the public positive results.
- We are in the dilemma that many LEA's are—Do we push down the Michigan Essential Skills in math, reading, writing and science, or do we allow kids to grow at their own pace?

Professional Resources

- We have a great deal of assistance and support as we moved into implementation. Now we have a highly trained staff that just "does business" in a developmentally appropriate manner, and not as much district support is there, nor needed.

Administrative Practices

- DAP has been a very high priority for me.
- Upper-grade teachers not supportive.
- It should have been a K-5 implementation and training. The concepts and practices are good for all, not just K-2.

APPENDIX F

RESPONSES TO THE FOLLOW-UP TELEPHONE INTERVIEWS

Responses to the Follow-Up Telephone InterviewsAlternative Programs

The program is a "political hot potato." It is a "Transition First" class that was only supposed to continue for one year after the implementation of DAP. However, the Board of Education supports the program and it is going to continue.

The alternative classroom is a contradiction in practices. Students going into the program tend to be low social-economic boys or students that later qualify for special education.

"My district pioneered DK in the 70's and we feel we are very successful." Another principal commented, "There has to be some options because of the state law that allows children to come to school if five by December 1." Further comment was made that the district has a Board policy that encourages children to stay at home if born after June 30.

DK is totally conceptual, not structured around the curriculum; instead, it is kid centered. We are pleased with it and are not ready to give it up. "DAP has moved us into looking at what is good for kids." "It has been wonderful to see the transformation in the building."

The alternative program was needed because students are coming to school with no skills, and there has been a total breakdown of the family. "Parents don't seem to be aware of anything they should be doing to get their kids ready for school."

"This building would really like to have a full-day Transition First because we have students with parents that want and need a full-day program their second year of school, and therefore parents will not agree to have their child placed in a DK program." Subsequently, the respondent stated, "There are many retentions in the first grade." "If a child is young, they will be young forever; we give them a growth year."

There is not an implementation of DAP in the district, and the only program the superintendent could have been thinking of would have been the Developmental K program for young five year olds.

Teachers Not Supporting**Responses to Question 1:**

Differences in the amount of training, preservice as well as inservice that teachers at different levels receive. When the whole system isn't involved, there are many problems.

Upper grades have a much more teacher-directed format, and they are getting students that don't fit the mold.

Much harder sell at upper grades. DAP wasn't talked about for all levels.

It is easy to blame DAP; staff morale is not good. Grades 3-5 have not been brought into DAP.

Teachers are critical of others' practices if they don't understand them. Teachers with more than 20 years of teaching experience do not want to change. Many misunderstandings. A lot of blame is being placed on the kids.

Not enough information to everybody. Nonsupportive teachers have been fierce. Cruel things have been said.

Moving to 3-5 grades is meeting with great resistance.

The unknown philosophy of DAP, and different child development expectations.

Responses to Question 2:

Encourage multiage grouping at the upper levels.

Have some teachers retire.

Train teachers in alternative assessment practices.

Share more of the outcomes; give upper grades the opportunity to learn more about the philosophy. Teach upper grades how to be more flexible.

Don't limit who can participate. Make everything interactive and open to everybody.

Adopt a curriculum and train teachers to implement it in a developmentally appropriate manner across all grade levels.

Have a principal that believes in DAP and provides the leadership and support to sustain the momentum from the teachers.

Have a Board of Education policy so teachers know they do not have a choice.

Leadership of the principal. Combine DAP with other practices that we know are good for kids, like Quality Schools, Integrated Thematic Instruction, brain-compatible classrooms. Keep pointing out what schools should be doing for kids.

Improve the manner in which information is transferred from a committee of a few to the entire district.

Hire teachers with a ZA (early childhood) endorsement.

Have K-3 meetings to share the literature and clear up some of the confusion.

Bargaining Unit Support

We have taken a lot of flack. Leadership in the union is from the secondary level. Teachers get heat because they plan on their own time, or implement something and don't get extra pay. If you do something good, somebody else may have to do it. Negative union mentality.

We can't find the time to train teachers on school time. Some disagreement with the curriculum content.

Academic freedom is part of the contract; therefore, you can't require a certain approach to teaching.

They have done nothing to support professional development.

Not supporting smaller class size. Doesn't like to have a group of teachers treated differently. Therefore, did not support a four-day, full-day kindergarten with a day for planning and parent visits. Does not want anyone forced to do something they don't want to do.

Our teachers are told not to attend any professional development outside of the school day.

Concerns Regarding Implementation

Are we confusing DAP with not having high enough academic standards?
We need to look at balance--what should children have?

Other priorities; new superintendent may change everything.

Turnover in staff is a problem.

Many misunderstandings. Much confusion about the term (n = 2).

Teachers thinking they are self-employed and can choose what practices they use in their classrooms.

It was a mistake not to include more teachers initially and not going to the Board of Education to formalize the implementation.

None. It is institutionalized in my building. We have embraced it as a district. We are hoping for K-12 (n = 3).

Change is really hard. Moving to 3-5 is meeting with great resistance.

Lack of funds.

Parents don't seem to be aware of anything they should be doing to get their kids ready for school.

Teachers will get comfortable with something and not really change. There is a push to be more academic.

Principals See the Following Changes Happening in DAP in the Next Three to Five Years

New research will be integrated into what teachers are currently doing.

Hopefully, we will push it up through the grades with school improvement.

More work in assessment practices (n = 2).

K-5 implementation.

We will probably go back to being a little more academic.

Looking at nongraded programs.

There will be a variety of schools, and parents will be given a choice. Some will be traditional; others will be very developmentally appropriate—outcome will be what the community wants.

We will try not to use the DAP term anymore because it is a buzz word and people can shoot at it.

All-day kindergarten, looking at extended year.

DAP for all grade levels.

APPENDIX G

APPROVAL LETTER FROM UCRIHS

**MICHIGAN STATE
UNIVERSITY**

May 3, 1995

TO: Carmen S. Zeigler
35675 Pound Rd.
Richmond, Mi. 48062

RE: IRB#: 95-205
TITLE: A STUDY OF THE RELATIONSHIP BETWEEN THE STATUS
OF CRITICAL COMPONENTS AND THE BUILDING
PRINCIPAL'S PERCEPTIONS OF THEIR ROLE AS A
CHANGE FACILITATOR IN THE SUSTAINING OF
EDUCATIONAL INNOVATIONS

REVISION REQUESTED: N/A
CATEGORY: 1-A, C
APPROVAL DATE: 05/03/95

The University Committee on Research Involving Human Subjects' (UCRHS) review of this project is complete. I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the UCRHS approved this project and any revision listed above.

RENEWAL: UCRHS approval is valid for one calendar year, beginning with the approval date shown above. Investigators planning to continue a project beyond one year must use the green renewal form (enclosed with the original approval letter or when a project is renewed) to seek updated certification. There is a maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for complete review.

REVISIONS: UCRHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRHS Chair, requesting revised approval and referencing the project's IRB # and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.

**PROBLEMS/
CHANGES:**

Should either of the following arise during the course of the work, investigators must notify UCRHS promptly: (1) problems (unexpected side effects, complaints, etc.) involving human subjects or (2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.

If we can be of any future help, please do not hesitate to contact us at (517)355-2180 or FAX (517)356-1171.

Sincerely,

David E. Wright
David E. Wright, Ph.D.
UCRHS Chair

DEW:pjm

cc: Samuel Moore



**OFFICE OF
RESEARCH
AND
GRADUATE
STUDIES**

University Committee on
Research Involving
Human Subjects
(UCRHS)

Michigan State University
232 Administration Building
East Lansing, Michigan
48824-1046

517/355-2180
FAX: 517/432-1171

The Michigan State University
PLA is continuing to develop
enclosed in A101

MSU is a state-owned
educational institution

REFERENCES

REFERENCES

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