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ABSTRACT

This study investigated how the Accelerated Schools Project (ASP) school restructuring model fostered the capacity for teachers to become leaders, noting improvements that happened as a result of teachers becoming leaders. Data came from three rural ASP schools attended by low socioeconomic status PreK-6 students. Interviews with teachers and the principal from each school examined teachers' roles prior to implementation of the ASP and tools the process provided that enabled them to develop leadership skills. Information on student improvement from standardized test scores, student attendance rates, and school performance score were used to compare overall achievement during 1999-00 and 2001-02. Three themes emerged: four embedded leadership components (the ASP training exposing teachers to ASP principles and values, utilization of the inquiry process, expectations for the role of the coach, and cadre membership); action plans developed and implemented by cadres to improve student learning; and improvement of scores on state and national standardized tests and attainment of the growth target on the state's school accountability report card. These tools were the building blocks for creating teacher leadership within the schools. This leadership formed the foundation for transforming classroom teaching. Teachers were considered a major part in making decisions, researching, inquiring, mentoring, developing curriculum, and facilitating professional development. (Contains 24 references.) (SM)

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A School Restructuring Model: A Tool Kit for Building Teacher Leadership

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A School Restructuring Model: A Tool Kit for Building Teacher Leadership

INTRODUCTION

Teachers as leaders have traditionally accepted positions as department chairs, team and grade leaders, curriculum committee chairs, and many others. With the advent of school restructuring efforts, new leadership roles, such as participating in personnel selection, improving instruction, evaluating teacher performance, and mentoring are emerging (Leiberman, 1995; Haberman, 1995; Ovando, 1994; Hubbard & Power, 1999; Katzenmayer & Moller, 2001). The main issue with teachers becoming leaders has its roots in the former image of autonomy and hierarchical authoritarian ladder of the top-down principal versus the more circular conception of faculty or team leadership. In this new leadership role, teachers are considered as key contributors in collaborative activities that require shared power (empowerment) as well as innovators in the creation of curriculum and instruction (Horn, 1997; Glickman, Gordon, & Ross-Gordon, 2001). The resulting goal is for teachers to take on more meaningful roles to improve the entire school community and to make decisions effecting achievement in the classroom.

If this meaningful learning is to take place, teachers need to be empowered in order to make curricular and instructional decisions that will impact the success of the school and students. Major research studies state that in successful schools the organizational reconfiguration consists of administrators and teachers working together with collective action, agreed upon purposes, and the belief that their goals can be attained (Pratzner, 1984; Lieberman, Saxl, & Miles, 1988; Barth,

1990). This more "wide-angle view" provides the administrators and teachers with a broader framework for understanding difficult challenges and complex relationships within the school. Thus, these teachers as leaders are "better equipped to shape the values, beliefs, and attitudes necessary to promote a stable and nurturing learning environment" (Stolp & Smith, 1994; Leithwood, 1992 & Acheson & Gall 2003).

A systematic approach to developing the requisite skills for assuming leadership roles may be helpful. The acquisition of these skills may serve to enhance the school as whole as well as to develop "best practices" in the classroom. Zehr (2002) purports that schools need to be reorganized in order to provide richer opportunities for teachers to be leaders. The results of a study conducted by Cheng (1993) found that teachers experienced greater job satisfaction and increased motivation and enthusiasm in schools that created an environment "with strong organizational ideology, shared participation, charismatic leadership, and intimacy."

One such systematic approach for reorganization has been initiated and sustained through a restructuring model known as the Accelerated Schools Project (ASP). A comprehensive model of school change, ASP is designed to improve schooling for children in "at-risk" situations and is based upon the three basic principals: Unity of purpose among school personnel, teacher empowerment coupled with responsibility, and building on the individual strengths of teachers. The model utilizes "...communities of staff, parents, students, district office representatives, and local community members working together to create the best

schools for *all* children so that every child has the opportunity to succeed as a creative, critical, and productive member of our society" (Hopfenberg, W., Levin, H., & Associates, 1993, p. 17). Accelerated schools communities strive to create learning situations that encompass the best practices of teaching and learning (Levin, 1997).

To accomplish this goal, cadres or committees are created to address the challenge areas of the school with teachers, staff, parents, and students serving as members. Using a systematic problem solving approach called the Inquiry Process, major decisions affecting student and instructional programs are made and implemented. Every teacher at the school becomes actively involved in decision making, with some teachers developing into informal teacher leaders. Teachers involved in this project are empowered to create work environments where they take time for reflective thought and group discussion, use methods of group inquiry, set up school-wide attainable goals based on student needs and teacher abilities, and form collective cadres that work toward the greater good of the whole school (Levin, 1998).

How did this restructuring model, the Accelerated Schools Project, build and foster the capacity for teachers to act as leaders in their schools? What were the kinds of improvements that happened as a result of teachers becoming leaders? These questions were addressed by the researchers at three small, rural southeastern schools implementing the accelerated schools model.

THEORETICAL FRAMEWORK

This paper primarily draws from the perspective of constructivism. The theoretical framework is at the heart of the centrality of teaching and learning (Vygotsky, 1978). Constructivist theory posits that the learner applies new ideas, problems, and experiences to existing knowledge, beliefs, and values in order to create new knowledge. In a constructivist environment, the teacher sets up the learning climate by providing situations for experimentation, problem solving, and hands-on experiences for the learner to discover his or her own knowledge. Because no knowledge comes directly from the teacher to the learner, the learner has a high degree of responsibility for his or her own learning process (Brooks & Brooks, 1993; Marsich & Watkins, 1990). Similar to the constructivist learning environment in the individual classroom, the school environment can be set up so that all faculty members share in the responsibility for the general administration of the school. The philosophy of the accelerated schools model empowers everyone in the school community to share in the opportunities and the responsibilities involved in using his or her own resources and expertise to solve challenges and grow. Constructivist ideas are embedded in very aspect of the accelerated schools philosophy and process (Levin, 1998)

In a learning environment based on constructivist beliefs, the teacher becomes a leader by working with other teachers, designing programs, collaborating on school wide issues and planning and designing activities for the classroom. For the teacher, constructivism may mean that they become more responsible for evaluating teacher performance, mentoring, selecting personnel,

choosing textbooks and instructional materials, determining what they teach, how they teach, and the context in which the learning takes places.

METHODOLOGY

Several strategies were used to discover how the accelerated schools process developed teachers into leaders and the impact of their leadership on school wide improvement. The research design involved a case study methodology (Yin, 1989). Both qualitative and quantitative information were gathered from three rural schools—Thornton, Cypress Cove, and Springhill (pseudonyms)—attended by low socioeconomic families serving grades pre-K through sixth. See Table 1 for school demographics. These schools were involved in the ASP from three to eight years. Formal interviews were conducted with eight teachers and each principal from the three participating schools using an interview protocol (See Appendix A and B). The interview format explored areas such as the roles teachers had prior to the implementation of the ASP and what tools the process provided that enabled them to develop leadership skills. Quantitative data was also collected as one indicator of student improvement. Information was compiled from standardized test scores, student attendance rates, and the School Performance Score (SPS) as a means of comparing overall achievement during the years 1999-2000 and 2001-2002.

FINDINGS

The analysis suggests that three themes emerged from the data. For us, the researchers, these themes became the "tools" in a "tool kit" that allowed teacher leadership to be created or built in each school. Thus these themes or tools

provided the potential for restructuring schooling. The three themes or tools in the tool-kit were: A) Four embedded leadership components, B) the action plans developed and implemented by the cadres to improve student learning, and C) improvement of scores on both the state and national standardized tests and the attainment of the "growth target" on the School Accountability Report Card issued by the state. The skills and knowledge to build and develop leadership skills were derived from the tools.

Emerging from the first theme or tool were four embedded leadership components—the ASP training exposing teachers to the principles and values of the model, utilization of the Inquiry Process, expectations for the role of the coach, and cadre membership. First the ASP training exposed teachers to the principles and values of the model thus inspiring them to work in a selfless and democratic manner for the good of the entire school. The accelerated schools model involves the entire school community in meaningful ways and the school is examined in much greater depth and detail than schools have done in the past. As schools work through the process, they find that it is indeed different from the usual modus operindi and provides a much richer and all-inclusive result.

Thornton Elementary School was in the eighth year of implementing the process at the time the data was collected. The strength of the model continued to be alive and well in the school as one teacher noted, "I feel that we still try to build on strengths. Anytime there is any question or anyone feels that a decision needs to be made, our principal allows us to really help make decisions." A teacher at Springhill expressed her feelings about the principles of the model

when she stated, "One of the best things about this process is bringing out everybody's strengths."

Another Springhill teacher testified to the advantages of the principles and values of the model when she said, "We definitely have unity of purpose—everybody that works here. We have defined what our purpose is. It is clear what our purpose is and we have strived to achieve that goal." In discussing the principles and values of the process with the administrators, the principal of Cypress Cove emphasized, "...every individual in the school community has the empowerment to voice their suggestions, concerns, and ideas." She further stated that these ideas are taken very seriously and utilized in the work of the cadres.

The principal at Springhill observed changing patterns in the areas of curriculum and instruction as the teachers worked through the accelerated schools process. In the case of one particular teacher that had been a "hold out," the principal noted that before ASP, the teacher was "...an old fashioned traditional teacher and she has now really changed. Her classroom now is a living example of powerful learning. It is really truly exciting to see."

The second embedded leadership component that emerged from the first theme or tool was utilization of the Inquiry Process. The Inquiry Process is a systematic method for solving the complex challenges of a school community. After a challenge is fully understood, collaboration, creativity, research, and thoughtfulness are used for the school to construct its own unique solution. Teachers explored the relationship between the present situation in the school and the way the school community would like the school to be.

The data indicated that this systematic process of inquiry proved to be difficult for one school. Cypress Cove teachers admitted that because of the restricted travel imposed by the district office the principal and faculty were not able to attend the network trainings. Thus, the Inquiry Process was not fully understood and in the words of one coach, "...we are still working on that." Teachers in the other two schools felt more comfortable with the Inquiry Process. As a teacher at Springhill, stated, "We have learned what it is and how to use it. And it is fine now. And we do use it in our cadres and in our classrooms."

The response from one teacher at Thornton School indicated that the faculty had gained a deeper understanding of the Inquiry Process when she said, "The cadres have been using the Inquiry Process to solve our problems. We've had some immediate problems that we had to solve quickly." This statement indicates that the teachers in this school understood the difference between using the inquiry approach method to solve minor challenges and the full-scale inquiry approach to address the major challenges that impact teaching and learning.

The principals of the three schools stated that they are also advocates of the Inquiry Process because it provided a way to involve the entire school community in the decision making process effecting student achievement and excitement about learning. The principal of Springhill noted, "...because of the Inquiry Process, teachers now know that they have to go out and do research. And this is one of the hardest things for teachers because they all feel like they know the instant answer. By being forced to go out and look at best practices, to look at

the current research, I think reinforces the Inquiry Process for them and makes it a stronger connection."

The third embedded leadership component emerging from the first theme or tool involved the expectations for the role of the coach. At each school used in this study, teachers accepted the leadership role of coaches. The primary responsibility of an accelerated schools coach is to foster the conditions for a school community that effectively implements the accelerated schools process and reflects on its own development as it moves through the process. The role of the coach within the school is to support and nurture change as well as build support for accelerated schools goals. Coaches focus on people not just information—developing, supporting, and training with true caring (Miedaner, 2000).

As expected, the interviews revealed that the coaches faced both challenges and successes when assuming this leadership role. The coaches had to use courage and tenacity as they worked through the challenges. The principal of Springhill looked upon the challenges as opportunities to train teachers as leaders when she stated that "accelerated schools really developed that leadership quality."

The element of time was a factor that appeared to be one of the greatest challenges for all the coaches interviewed. Due to the large number of teachers on the faculties and diverse schedules, arranging meetings was often difficult. A second issue faced by the coaches in the first stages of the process was getting teachers to serve as facilitators for the cadre meetings. Many teachers felt that

they did not have the experience or the time to carry out the responsibilities of the cadre facilitator.

As one of the coaches at Cypress Cove explained in the first year of implementing the process, everybody would "let us do the work. So making people decide or chose to be a facilitator was a big step." She went on to state "...now it is o.k. The teachers are very good at it. We even have a facilitator that is a paraprofessional and she is really good at it." These challenges served as building blocks enabling the coaches to strengthen their leadership skills and to grow professionally.

Assuming the role of a coach had a positive effect on each of the coaches in the three schools. Accepting this new leadership role enabled all of the seven coaches to grow and "blossom" as they became comfortable with this heightened sense of ownership. Springhill's principal gave evidence to this fact when she stated, "And to see the growth in these people has been astronomical. It is like a metamorphous. They are not even the same people as when they came here." To illustrate the change that occurred with one coach, the Springhill principal recalled that when the selection process for coaches was taking placing, "...I was warned not to take her [one of the teachers suggested to be a coach] because she was a hermit and an isolationist and she is a very, very strong person now."

The working relationship between the coaches and principals was described with different words but all had the same meaning. The Springhill principal reported, "We work very well together. I value my coaches greatly." The Cypress Cove principal agreed and stated, "Very effective. We have the same

goals, work extremely well together, want the same things, talk about the same things." The principal at Thornton admitted that he was "...amazed at the leadership qualities continually shown by the two coaches."

Further evidence that the role of the coach builds leadership skills is confirmed by the fact that each teacher who agreed to be a coach when her school entered the process still maintains the role today. And recall Thornton School has been in a member of ASP for eight years.

The fourth embedded leadership component identified by the first theme or tool was that membership on a cadre provided teachers opportunities to assume leadership roles and build leadership skills. When a cadre is performing successfully, the meetings are organized, teachers are sharing ideas, research is being utilized, and action plans are being developed and pilot tested. When cadres become communities of learners, members utilize skills such as collaboration, reflection, and sharing information. Horn (1997) notes that as the new perception of leadership and the re-thinking of the role of the teacher evolves there must be an avenue for teachers to learn and practice these skills.

After interviewing the teachers and principals of the three schools, evidence emerged to support the concept that change evolves through the leadership of the teachers. Thornton teachers exclaimed, "We have developed roles in the cadres. Teachers accepting these roles have developed leadership skills and are taking an active role in helping lead the cadres forward." The principal of Cypress Cove validated the importance of teacher leadership in the cadres when she expressed, "The cadres are doing an exceptional job because

they are making progress. Things are getting done. They [cadres] are finding solutions to the problems." Thornton's principal noted evidence of teacher leadership when he stated, "People are coming forward and volunteering their services or whatever is needed. And it is not the same individuals coming forward to support." The cadres at these three schools created a democratic work environment that produced enthusiasm, energy, and ideas by identifying challenges and then step-by-step developed action plans through the Inquiry Process of the accelerated schools process.

The first question posed by this study—How did the ASP build the capacity for teachers to become leaders?—was answered by the first theme or tool in the tool kit. The findings indicated that the four embedded leadership components—the ASP training exposing teachers to the principles and values of the model, utilization of the Inquiry Process, expectations for the role of the coach, and cadre membership—built the capacity for teachers to become leaders at the three schools used in the study.

The second theme or tool that emerged from the data was that teachers developed certain leadership skills because of the involvement and training of the accelerated schools process. These skills then enabled the teachers to work within their cadres to develop and implement action plans thus improving student learning. Horn (1997) reinforced these findings when stating "...teachers reported that their knowledge and skills in teaching increased dramatically as a result of their involvement in leadership positions."

With their newly acquired leadership skills, the teachers, working in the cadres, were now able to address the core issues that effect student learning. The work of the cadres is to inquire into the school's priority challenge areas. Therefore, in each of the three schools used in the study, the focus of the cadres moved from issues with little impact on student learning to issues that had a comprehensive effect on student achievement. As the teachers explained, the action plans developed by the cadres focused on academic areas. As a Thornton teacher stated "...all the cadres are working on subject based areas and improving test scores—improving reading comprehension and vocabulary, math problems, and things like that." A coach from Cypress Cove explained "...everyone of our cadres has addressed a specific academic area this year. And they have all worked on some type of project [action plan] that will improve student learning."

The teachers at Thornton Elementary did indeed work within the framework of the accelerated schools model by developing an action plan initiating a program for students who were experiencing difficulty in learning mathematics concepts. Using the Inquiry Process, the administration, faculty, and staff began by completing a data analysis. They compared state and district standards to their students' test scores, portfolios, and report card grades to see how they measured up and determined which students needed innovative assistance in mathematics. Next a Math Cadre was designed to coordinate the process of intervention using a systematic problem solving approach. In the process, every teacher at the school became actively involved in the decision making process and felt committed to its success. Through their efforts as a team

of professionals these teachers then began to address the challenge of students who were not reaching their potential in the area of mathematics.

As a result of the group decision making process that lead to Project Math, the math curriculum was redesigned and students were grouped into more successful learning environments. For the plan to work, a third grade teacher volunteered to become the Project Math teacher. In order to prepare for her role, she attended workshops and worked with the math specialist at the school board district office and the math education professor from a local state university to build a foundation of discipline knowledge in mathematical concepts and innovative pedagogy. She then collaborated with the other teachers in order to develop school wide curriculum for the regular classrooms and for the Project Math classes. This teacher became responsible for providing mathematics instruction to the lower achieving students in grades three and four while their classroom teachers taught the higher achieving students. The smaller number of students in these classes enabled her to use math manipulatives and technology in more innovative ways. She was able to relate instruction to students' real world experiences with mathematics by using individualized instruction and enrichment strategies. The results of the state standardized test given at the end of that school year showed that all of the students who participated in Project Math for two years, both in the third and in the fourth grades, passed the math portion of the test. See Table 2 for test results.

The Writing Cadre at Cypress Cove also compiled a data analysis of the

writing skills of the students. After reviewing the state and national standardized tests the teachers discovered that the poor writing habits of the students was one of the causes of the poor test scores. Utilizing the Inquiry Process the teachers began to hypothesis and research the causes for the lack of proficiency in the area of writing. One of the main reasons discovered was an inconsistency in the teaching of writing skills across the grade levels. Using resources such as state and district standards for language arts, curriculum guides, test criteria, and textbooks the cadre developed an action plan that would unify the teaching of writing in the school. The goal of the action plan was to produce consistent skills across all grades in the area of writing. The plan focused on building skills and strategies for each grade level for writing. Exit skills for each grade level were also defined. Each teacher was provided a copy of the plan and was asked to create a binder for each student. The binder would move with the student from grade to grade providing an on-going record of the student's progress in this pedagogical area.

The examples of the two action plans illustrate the leadership skills acquired by the teachers through their involvement with the ASP. The teachers used their leadership skills to identify problems, brainstorm solutions, and create action plans. Thus teachers were growing as professionals to make effective decisions.

The third theme or tool identified by the data was that the accelerated schools process provided the teachers with leadership skills resulting in effective action plans developed by the cadres that eventually improved test scores. Scores

at each of the three schools used in this study improved on both the state and the national standardized tests and each school attained the goal of the "growth target" on the School Accountability Report Card issued by the state. The second and third theme or tool identified by the data—action plans and improved test scores—addressed the second question asked by this study, What kinds of improvements were the results of the teacher leadership? See Table 3 for results of the School Accountability Report Card.

CONCLUSIONS/IMPLICATIONS

Based on interpretations and analysis of the data from Cypress Cove, Springhill, and Thornton schools three themes or tools emerged—the four embedded leadership components, the action plans developed by the cadres, and improved test scores. Such tools were the building blocks used to create teacher leadership in the three schools. This leadership formed a foundation for a transformation in the kind of teaching in the classrooms—innovative and hands-on. Just as the tools in a carpenter's tool kit provide the means to construct a structure, the tools in the ASP tool kit provided the instruments for creating change and reform in each school. The three schools were ready for a change in their teaching environment and the tools or instruments helped to bring about revitalization in the operations and teachings in the school and in the way teachers were perceived in their profession.

Strong evidence from interviews and test scores indicated that teachers were considered a major part in making decisions, researching, inquiring, mentoring, developing curriculum, and facilitating professional development

activities. Such a change in the role of teachers as leaders provides them with a revitalization in their profession (Horn, 1997). The catalyst then for the teacher leadership was the tools as instruments that built school reform in the three schools.

As we, the researchers, reflected on this case study in its completion, several implications for teachers and administrators became obvious. First, this study suggests that there are certain benchmarks necessary to pave the way for teacher leadership to occur:

A) A school vision needs to be set with clearly defined goals,

B) Administrators must place in the reach of teachers the opportunities for making shared decisions—teachers need to believe that their ideas will be able to be implemented,

C) The perception of the role of the teachers needs to change from that of merely a follower to a facilitator, and

D) Teachers also must know that the administration and the District Office support them in these new roles of coaches and cadre leaders and other leadership roles.

Second, release time needs to be made available for teacher research. During this time teachers conduct meetings to reflect on problems, discuss differences, and make informed decisions on what works best for teachers and students. Flexibility of scheduling is necessary for such release time.

Third, the administration needs to incorporate into the budget funding for

teacher in-services, conferences, visitations to other schools to observe and share ideas, substitute teachers so that teachers can have release time for professional experiences and to attend the trainings and network meetings provided by the Accelerated Schools Project. Merit pay may be considered to encourage teachers to get certified, pursuer higher degrees, and take on additional duties as leaders.

Finally, policies need to be made that correlate to opening up the hierarchy for teachers to want to assume teacher leadership. The success of initiatives to reform schools can take place when the whole school's organization is changing—handbooks, school boards, parent clubs, curriculum and instruction activities. Everyone in the school community needs to know that now the leadership of the school is a shared one. With teachers as leaders, the teaching profession is not in name only but an active and alive entity.

Implications from this study strongly suggest that developing leadership skills in teachers contributes to effective schooling. Each of the three schools used in the study exceeded the two-year "growth target" outlined on the School Accountability Report Card provided by the state. In fact, one of the schools reached the two-year goal at the completion of the first year. The Accelerated Schools Project facilitates teacher leadership in roles as innovators, mentors, coaches, risk-takers, entrepreneurs, and overall change agents. Some teachers were very instrumental as change agents by assuming the role of "the coach" for the process. These coaches were willing to assume the leadership roles for their peers and to take charge of the successful implementation of the process by

motivating other teachers to devise practical and innovative strategies and curricula.

In conclusion, the voices of the teachers need to be heard and space needs to be provided for those voices to make differences for substantial improvement in schooling. Glickman, Gordon, and Ross-Gordon (2001) cite the Accelerated Schools Project as one of the reform movements that helps schools "that differ dramatically from the conventional ones and that are—because of those differences—held up as good examples of profound, powerful, and successful learning for students" (p. 465). Through the tools in the tool kit provided by this reform model, teachers became leaders and created the promise for improved schooling and student achievement.

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TABLE 1

Name of school	Number of students	Grades	Number of faculty and staff	% of students on free/reduced lunch	Number of years in ASP
Cypress Cove	257	K – 6	39	85	4
Springhill	433	Pre-K-6	68	86	5
Thornton	372	3 – 4	43	99	8

TABLE 2

Levels attained by students in Project Math SY 2000-2001

	Number of students	Percentage
Unsatisfactory	3*	14%
Approaching Basic	6	29%
Basic	11	52%
Proficient	1	5%

By 2000-2001, the majority of low achieving students had achieved satisfactory levels of achievement. Three still scored in the "unsatisfactory" category, however, they were new to the school and had only participated in Project Math for one year during the 4th grade.

- -

Math Results from the State Standardized Test for 4th Grade Students

School wide scores showing "unsatisfactory" achievement level in mathematics

School year	# of Regular Ed Students
2000-2001	62
Unsatisfactory	5
Percent of unsatisfactory	.08%
1999-2000	46
Unsatisfactory	8
Percent of unsatisfactory	17%
1998-1999	55
Unsatisfactory	18
Percent of unsatisfactory	33%

TABLE 3

State School Accountability Record

The School Performance Score (SPS) is calculated by taking 60% of state standardized test results, 40% of national standardized test results and 10% the school's attendance rate.

Name of School	School Performance Score (SPS) Base Line Data (1999-2000)	Growth Target Number of points needed to achieve SPS	State Projected SPS for 2000-2001	Actual SPS Achieved by School 2000-2001	Achieved Growth Target by School and Percentage Increase	Growth Label
Springhill	59.0	7.5	66.5	80.0	21.0 36%	**Exemplary Academic Growth** Exceeds growth target by 5 points of more.
Thornton	54.5	8.5	63.0	77.5	23.0 37%	**Exemplary Academic Growth** Exceeds growth target by 5 points of more.
Cypress Cove	81.2	5.0	86.2	95.4	14.2 35%	**Exemplary Academic Growth** Exceeds growth target by 5 points or more.

According to a state formula every school is expected to show growth. In order to achieve the State SPS score, a growth target is established for each school. The Achieved Growth Target was calculated by subtracting 1999-2000 SPS from the Achieved 2000-2001 SPS. Each of the three schools exceeded their growth target set by the state.

APPENDIX A

INTERVIEW PROTOCOL
COACHES/FACILITATOR/TEACHERS

1. How long have you been involved with accelerated schools in this school?
2. What is the biggest challenge for you as a coach/internal facilitator?
3. What works very well for you in your coaching/facilitating role?
4. What would a visitor see here that would tell them that this was an accelerated school?
5. What are the challenges of the model for this school?
6. What evidence of the accelerated schools values and principles do you see in this school? Please provide specific examples.
7. What kinds of professional development have you and the rest of the leadership team provided to your school in the past year?
8. What effects did the professional development have?
9. What evidence of powerful learning do you see in this school?
10. How is the governance structure working in this school?
11. Describe how the cadres are doing with the inquiry process.
12. Are the challenges the cadres are working on likely to improve student learning? Would you provide examples?
13. Name a recent decision that was made and describe the decision-making process.
14. Describe a big wheel that this school has accomplished or is working on.
15. How has this school worked to build leadership capacity?
16. How would you describe the central office support for ASP in the school?
17. What are three strengths of this school?
18. What are the schools' biggest challenges?

APPENDIX B

INTERVIEW PROTOCOL
PRINCIPAL

1. How long have you been involved with accelerated schools in this school?
2. What's the purpose of the accelerated Schools Project in this school?
3. What would a visitor see here that would tell them that this was an accelerated school?
4. What do you like about the model?
5. What is the biggest challenge for you in your role of principal of an accelerated school?
6. How do you, the coach/internal facilitator work together?
7. How effective is the leadership team's work to assist the implementation of the Accelerated Schools Project into the school?
8. What are the biggest changes in your school since affiliating with the Accelerated Schools Project?
9. What evidence of the accelerated schools values and principles do you see in this school? Please provide specific examples.
10. What kinds of professional development have you and the rest of the leadership team provided to your school in the past year?
11. What effects did the professional development have?
12. What evidence of powerful learning do you see in this school?
13. How is the governance structure working in this school?
14. Describe how the cadres are doing with the inquiry process.
15. Are the challenges the cadres are working on likely to improve student learning? Would you provide examples?
16. Name a recent decision that was made and describe the decision-making process.
17. Describe a big wheel that this school has accomplished or is working on.
18. How has this school worked to build leadership capacity within the staff?
19. What evidence of leadership do you see in this school?
20. How would you describe the central office support for ASP in the school?
21. What are three strengths of this school?
22. What are the schools' biggest challenges?

2002 Accelerated Schools Project

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