



Data-Driven Intervention: A High-School Case Study

U.C.E.A., October 29, 2010

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Climate:

Climate is defined as “a general concept that captures the atmosphere of a school . . . [and] is experienced by teachers and administrators, describes their collective perceptions of routine behavior, and affects their attitudes and behavior in the school” (Hoy, Smith & Sweetland, 2003, p. 38).

Organizational Climate Index:

- ◆ The OCI is a short organizational climate descriptive measure for schools. The index has four dimensions - collegial leadership, professional teacher behavior, achievement press for students to perform academically, and environmental press.

Hoy, Smith & Sweetland, 2002

OCI

Directions: The following are statements about your school, Please indicate the extent to which each statement characterizes your school from rarely occurs to very frequently occurs.

| | Rarely Occurs | Sometimes Occurs | Often Occurs | Very Frequently Occurs |
|---|---------------|------------------|--------------|------------------------|
| 1. The principal explores all sides of topics and admits that other opinions exist. | 1 | 2 | 3 | 4 |
| 2. A few vocal parents can change school policy. | 1 | 2 | 3 | 4 |
| 3. The principal treats all faculty members as his or her equal. | 1 | 2 | 3 | 4 |
| 4. The learning environment is orderly and serious. | 1 | 2 | 3 | 4 |
| 5. The principal is friendly and approachable. | 1 | 2 | 3 | 4 |
| 6. Select citizens groups are influential with the board. | 1 | 2 | 3 | 4 |
| 7. The school sets high standards for academic performance. | 1 | 2 | 3 | 4 |
| 8. Teachers help and support each other. | 1 | 2 | 3 | 4 |
| 9. The principal responds to pressure from parents. | 1 | 2 | 3 | 4 |
| 10. The principal lets faculty know what is expected of them. | 1 | 2 | 3 | 4 |
| 11. Students respect others who get good grades. | 1 | 2 | 3 | 4 |
| 12. Teachers feel pressure from the community. | 1 | 2 | 3 | 4 |
| 13. The principal maintains definite standards of performance. | 1 | 2 | 3 | 4 |
| 14. Teachers in this school believe that their students have the ability to achieve academically. | 1 | 2 | 3 | 4 |
| 15. Students seek extra work so they can get good grades. | 1 | 2 | 3 | 4 |
| 16. Parents exert pressure to maintain high standards. | 1 | 2 | 3 | 4 |
| 17. Students try hard to improve on previous work. | 1 | 2 | 3 | 4 |
| 18. Teachers accomplish their jobs with enthusiasm. | 1 | 2 | 3 | 4 |
| 19. Academic achievement is recognized and acknowledged by the school. | 1 | 2 | 3 | 4 |
| 20. The principal puts suggestions made by the faculty into operation. | 1 | 2 | 3 | 4 |
| 21. Teachers respect the professional competence of their colleagues. | 1 | 2 | 3 | 4 |
| 22. Parents press for school improvement. | 1 | 2 | 3 | 4 |
| 23. The interactions between faculty members are cooperative. | 1 | 2 | 3 | 4 |
| 24. Students in this school can achieve the goals that have been set for them. | 1 | 2 | 3 | 4 |
| 25. Teachers in this school exercise professional judgment. | 1 | 2 | 3 | 4 |
| 26. The school is vulnerable to outside pressures. | 1 | 2 | 3 | 4 |
| 27. The principal is willing to make changes. | 1 | 2 | 3 | 4 |
| 28. Teachers "go the extra mile" with their students. | 1 | 2 | 3 | 4 |
| 29. Teachers provide strong social support for colleagues. | 1 | 2 | 3 | 4 |
| 30. Teachers are committed to their students. | 1 | 2 | 3 | 4 |

Collegial Leadership

“Directed toward both meeting the social needs of the faculty and achieving the goals of the school. The principal treats teachers as professional colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance.”

Hoy, Smith & Sweetland, 2002

Professional Teacher Behavior

"Marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support"

Hoy, Smith & Sweetland, 2002



Achievement Press

"Describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by each other and teachers for their academic success. Parents, teachers, and the principal are exert pressure for high standards and school improvement"

Hoy, Smith & Sweetland, 2002

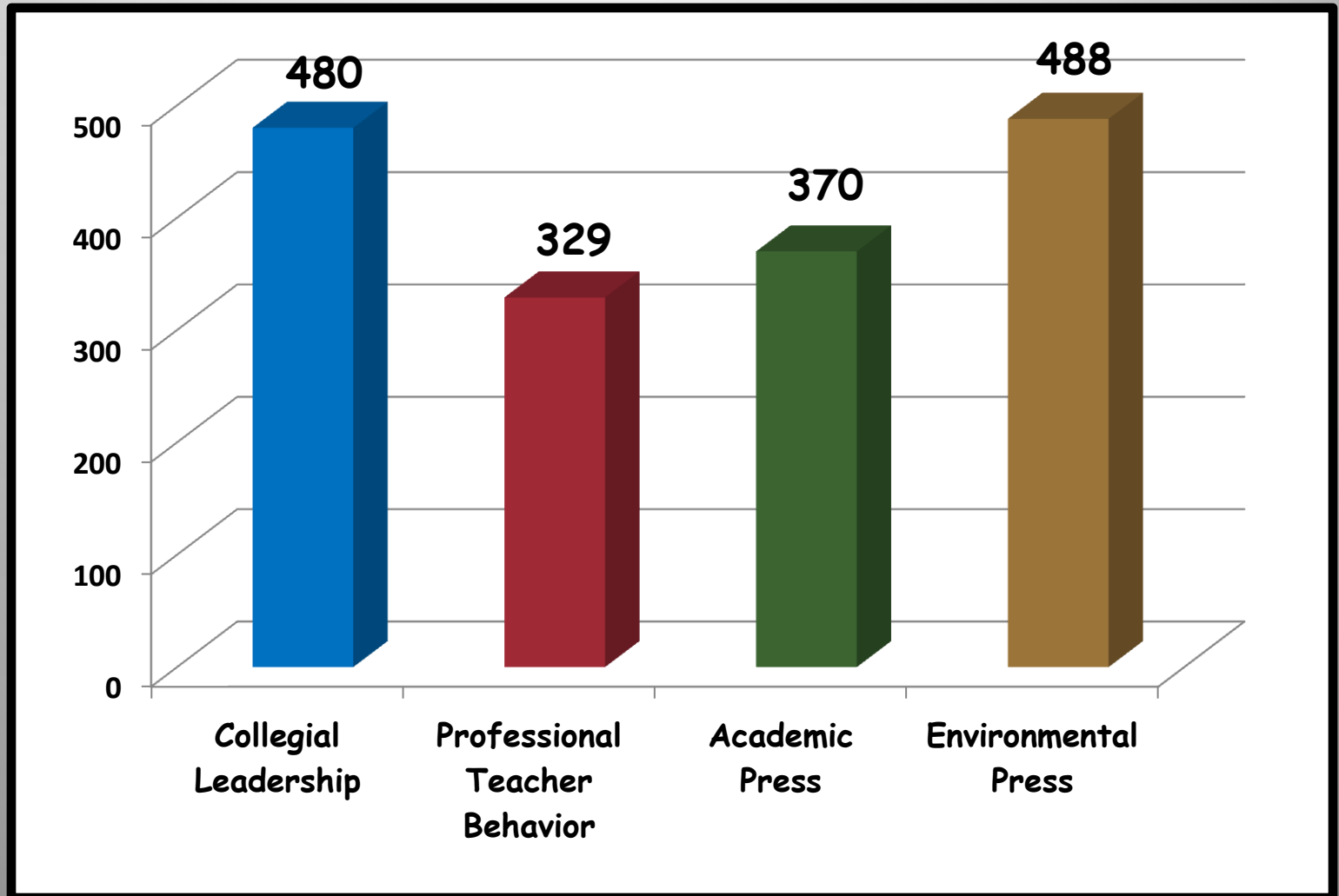
Environmental Press

The extent to which the school is susceptible to a few vocal parents and citizen groups. More pressure from outside forces suggests that both teachers and principals are unprotected and put on the defensive.

Hoy, Smith & Sweetland, 2002

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Clinical Intervention Strategy:

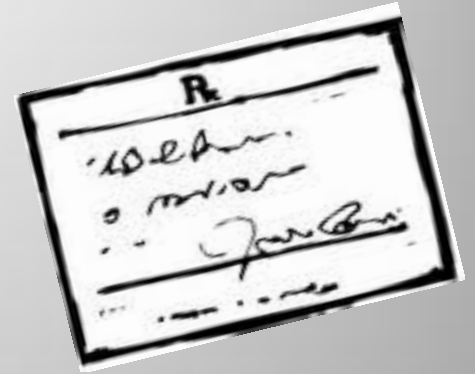
- ◆ **Diagnosis (Rationale)** - review of OCI surveys to assess climate of Southeast High School
 - Low teacher morale
 - High behavior/discipline problems
 - Underachieving students
 - Poor parent/teacher interaction
 - Lack of perceived school spirit



Clinical Intervention Strategy:

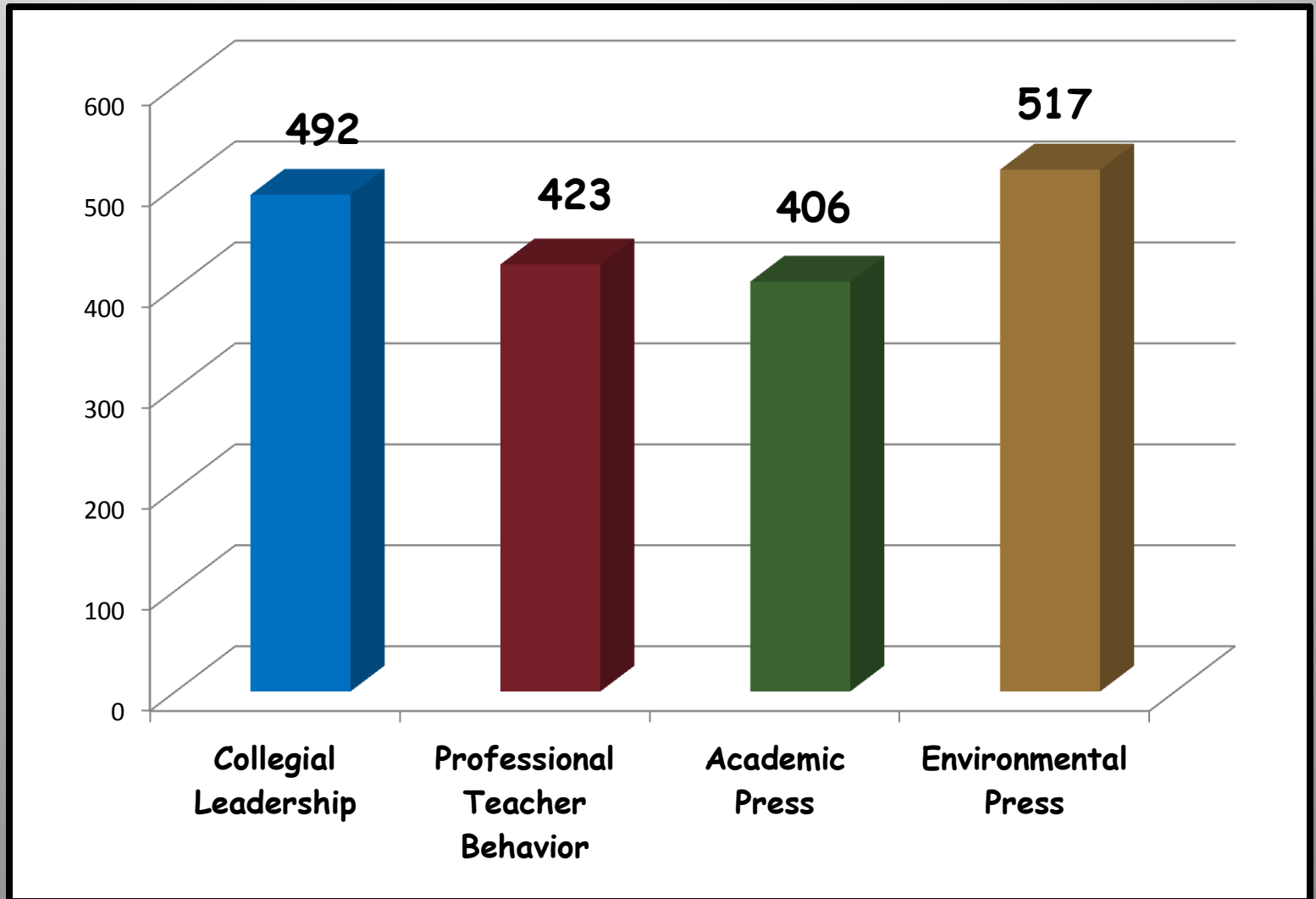
◆ Prescription -

- Establish faculty task force
- Create student task force
- Promote academic programs for students
- Focus staff development on collaboration and improving class performance
- Provide support for struggling students
- Develop peer mediation team



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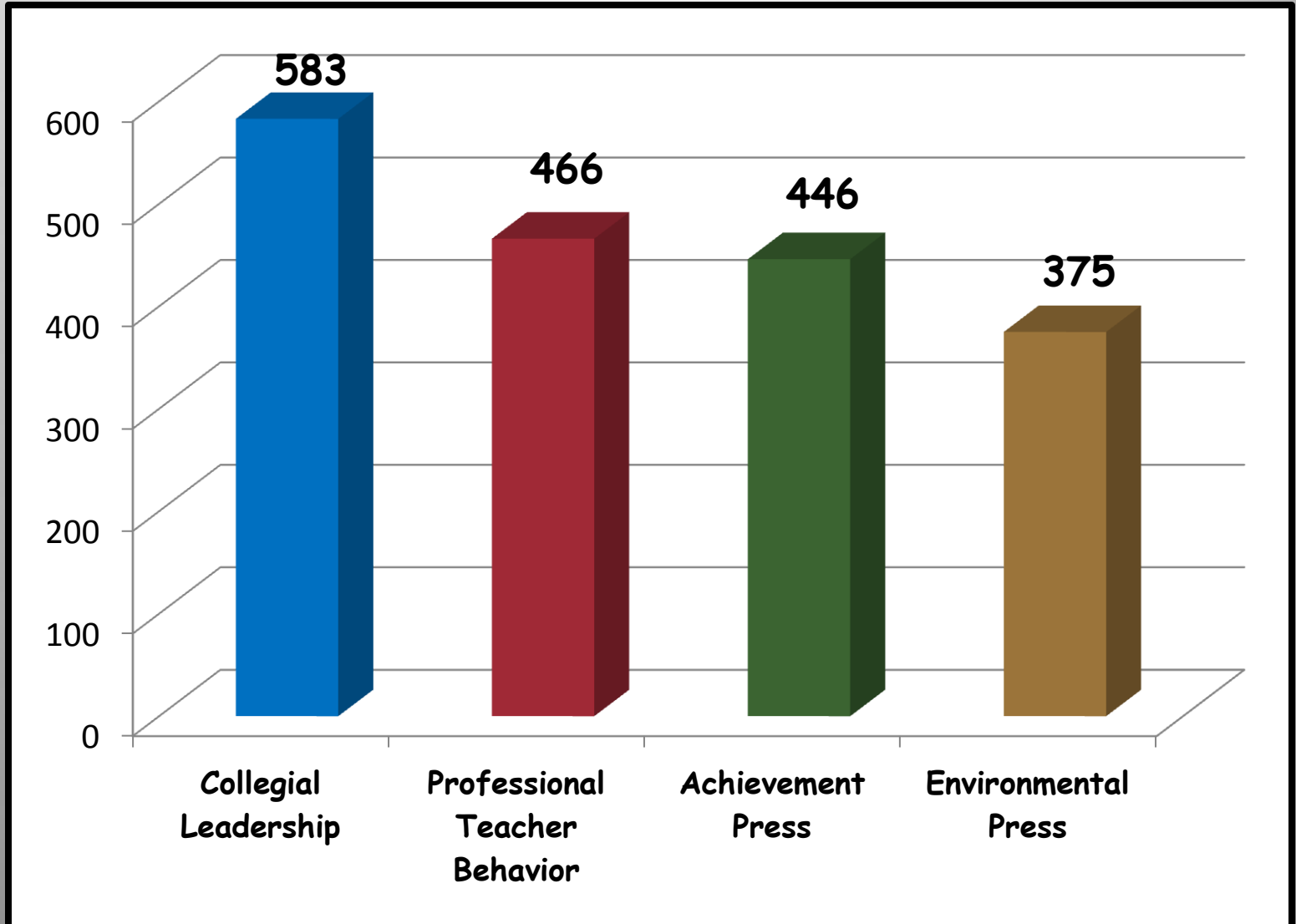
Next Steps in the Plan

- ◆ Commit to continuing strategies
- ◆ Hold a faculty retreat at the beginning of the next school year
- ◆ Conduct a faculty “revival” meeting in the middle of the semester
- ◆ Re-evaluate after a year of implementing the action plan



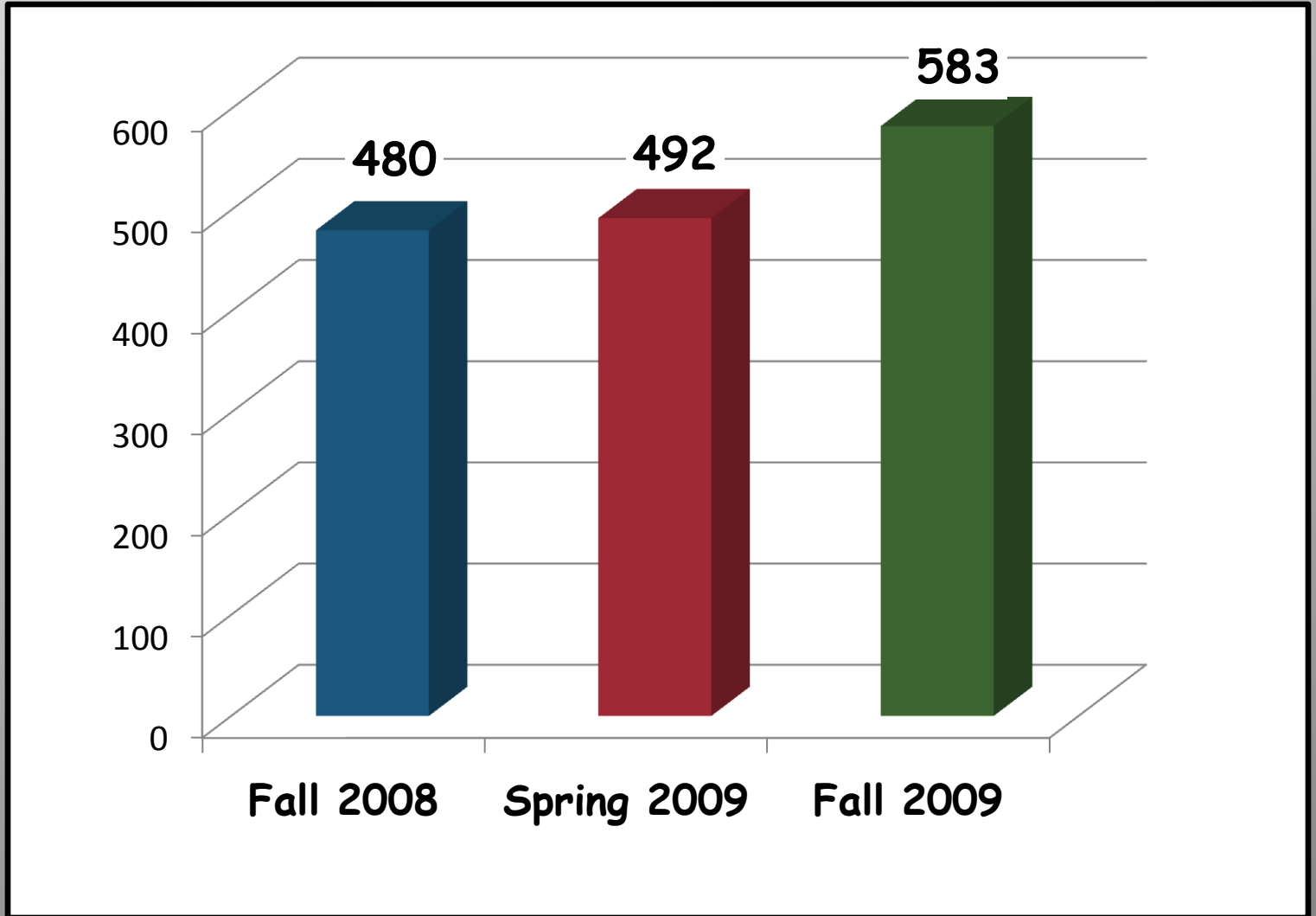
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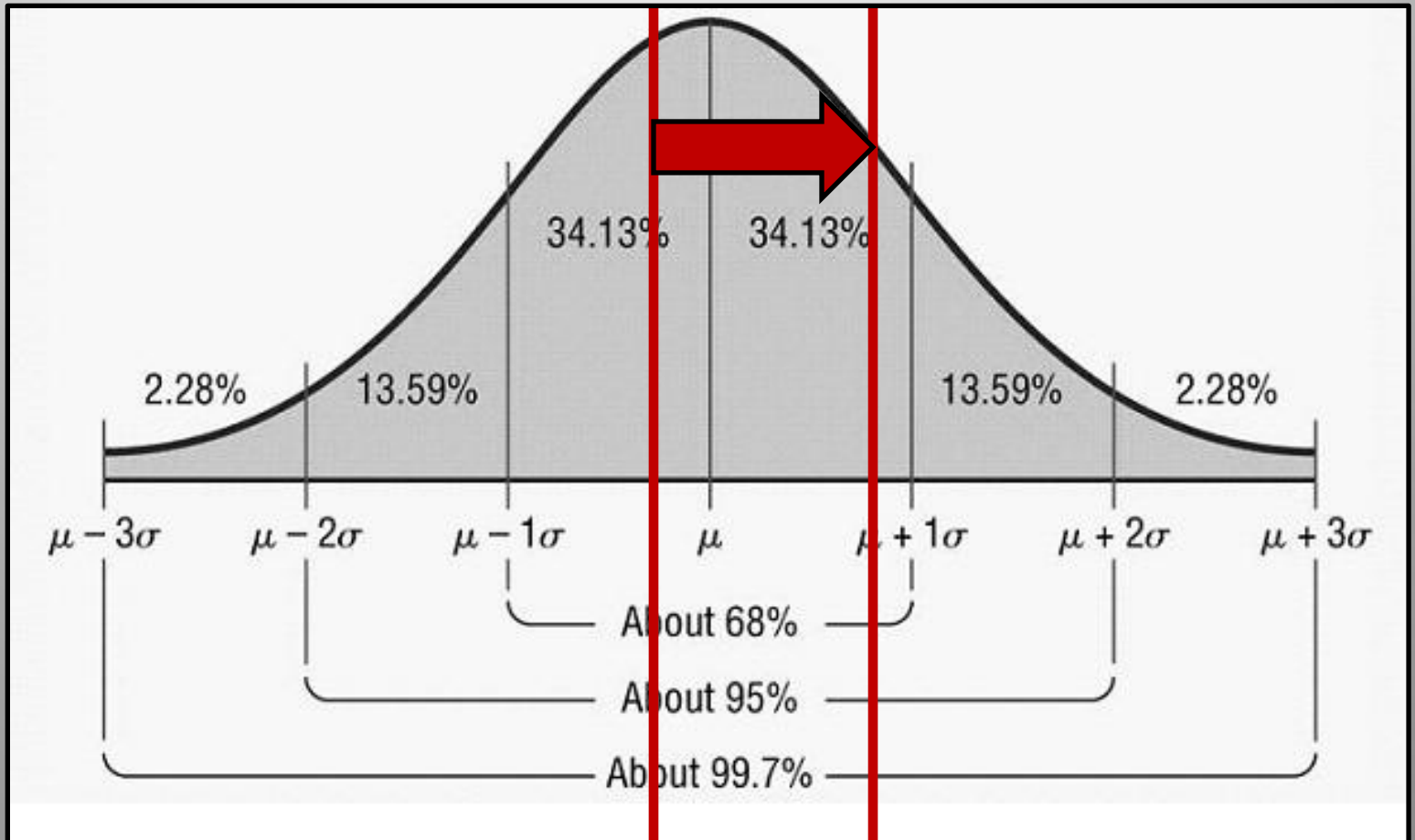
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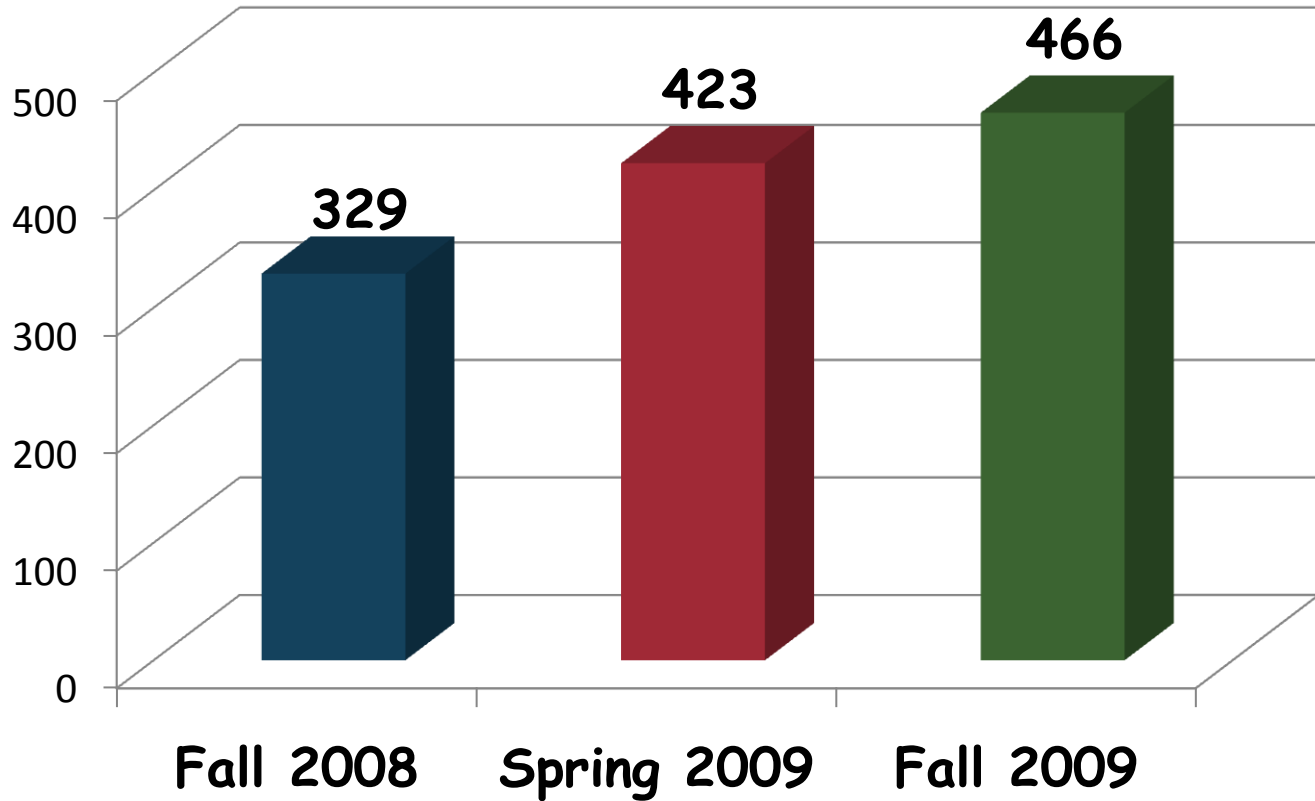
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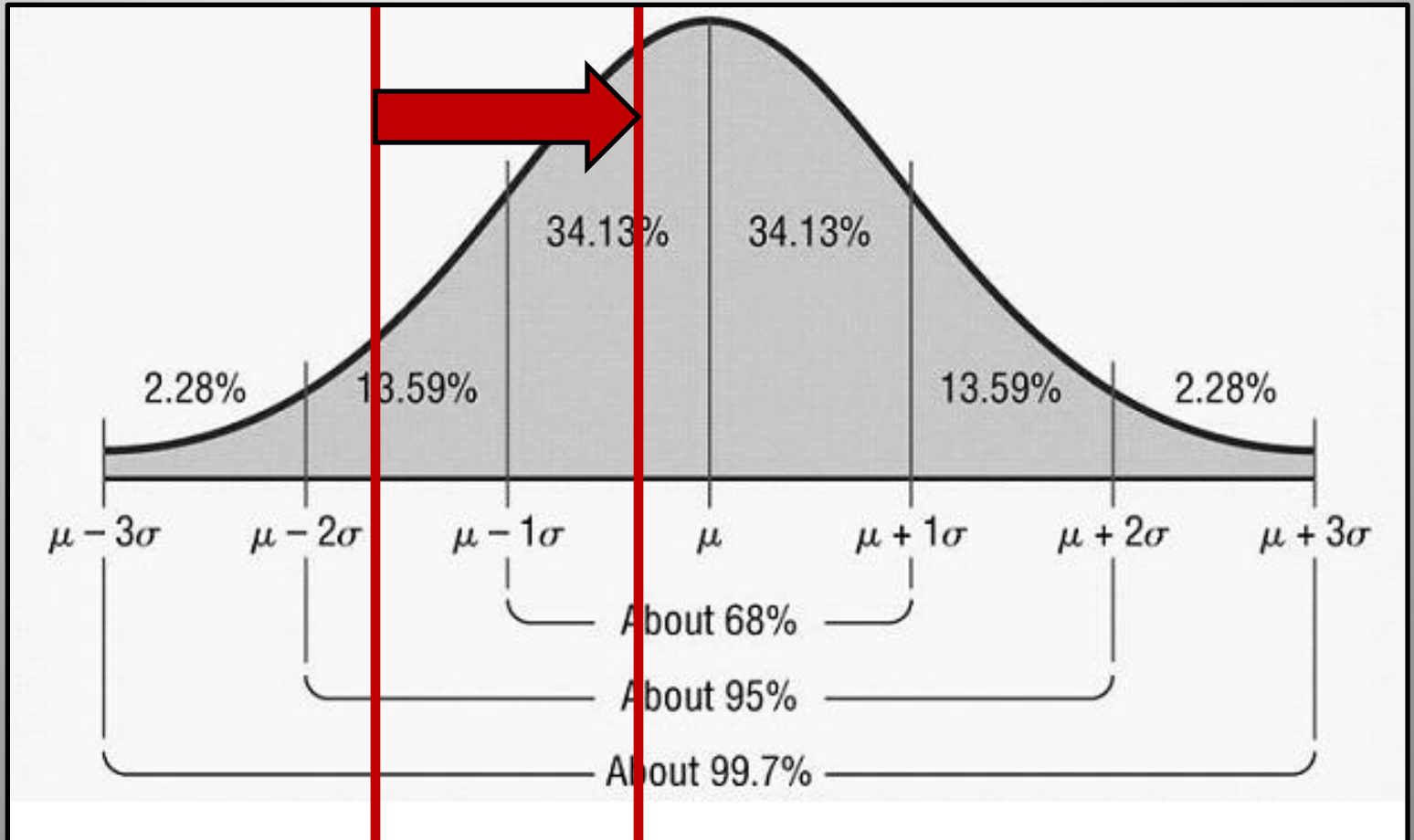


Professional Teacher Behavior

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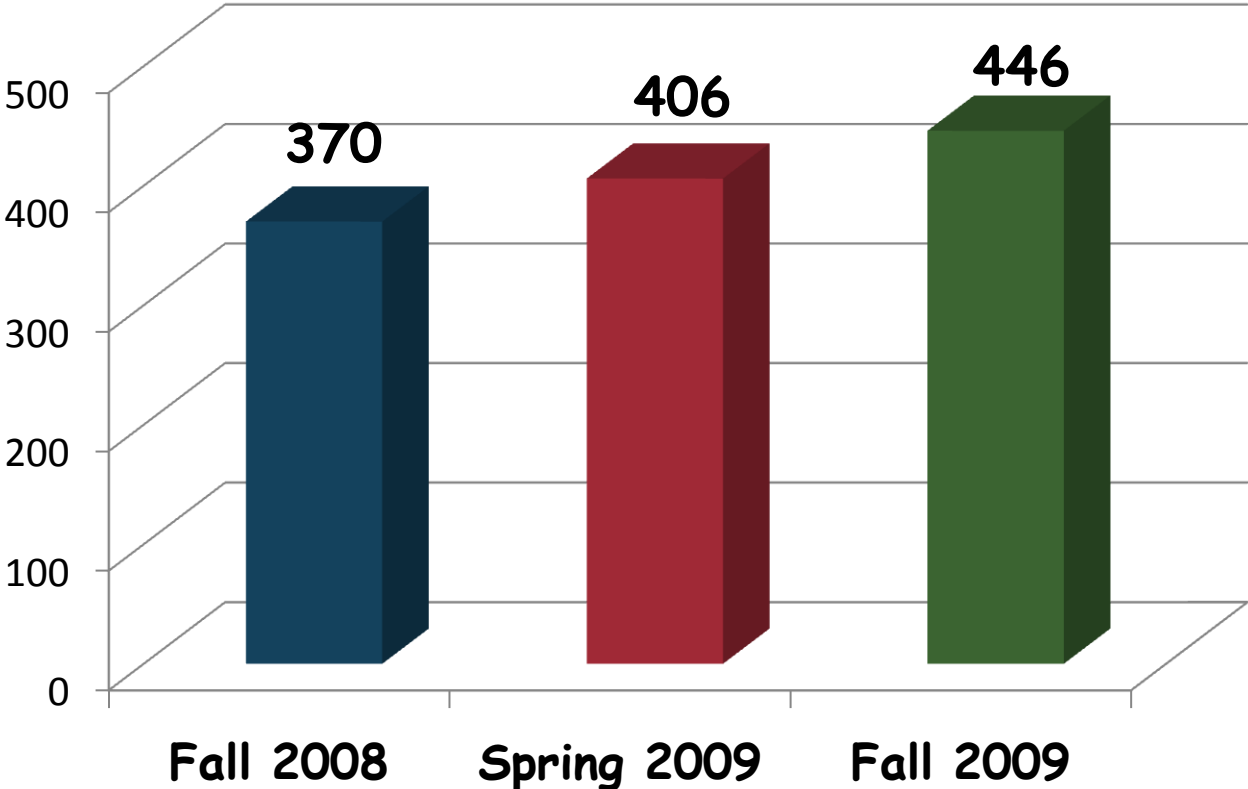


Professional Teacher Behavior



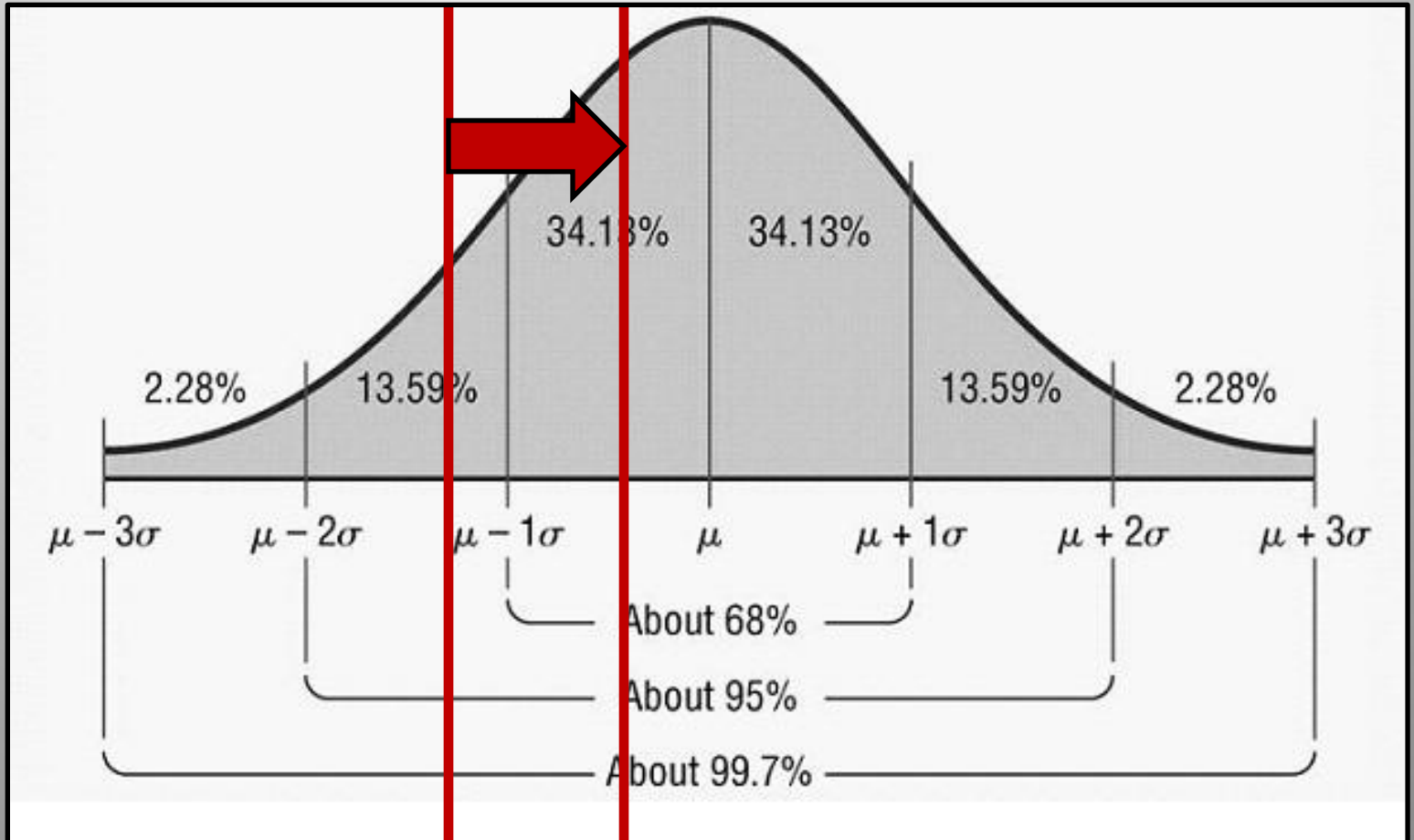
Achievement Press

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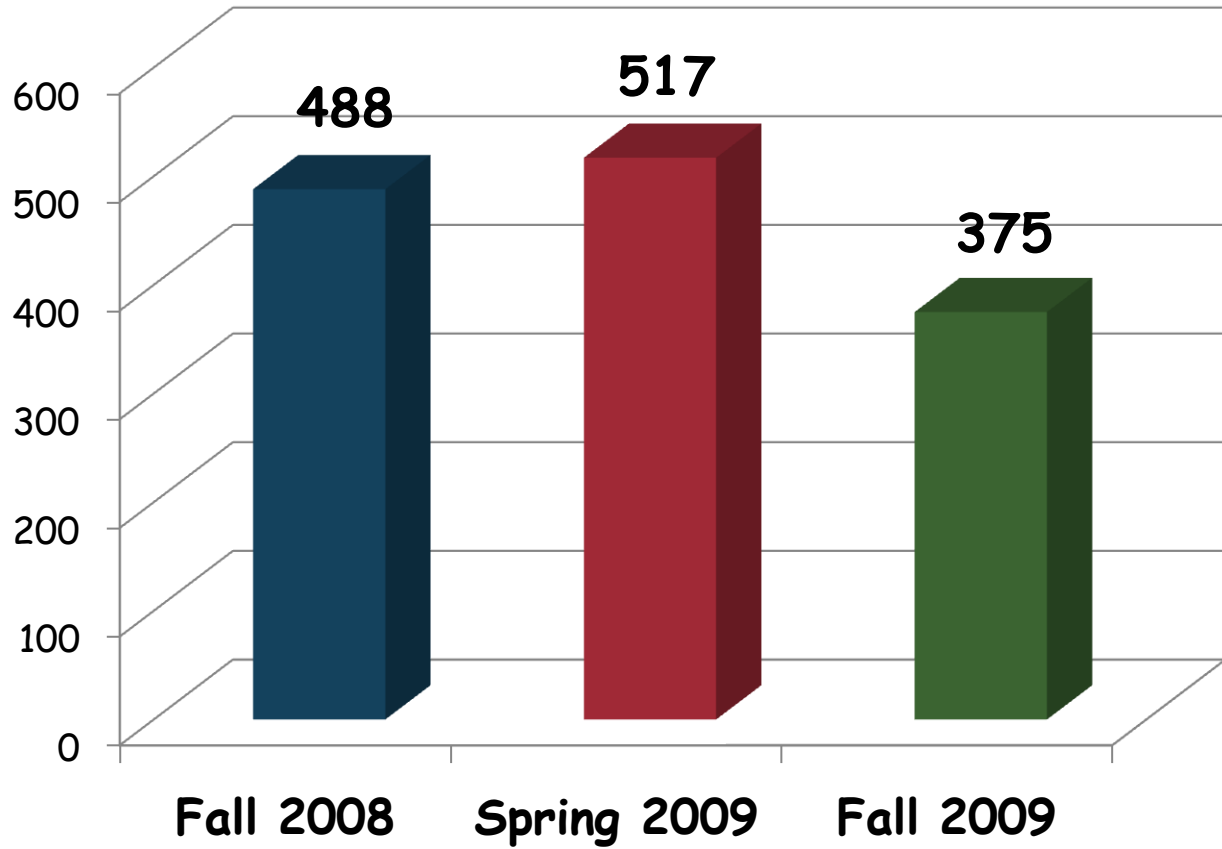
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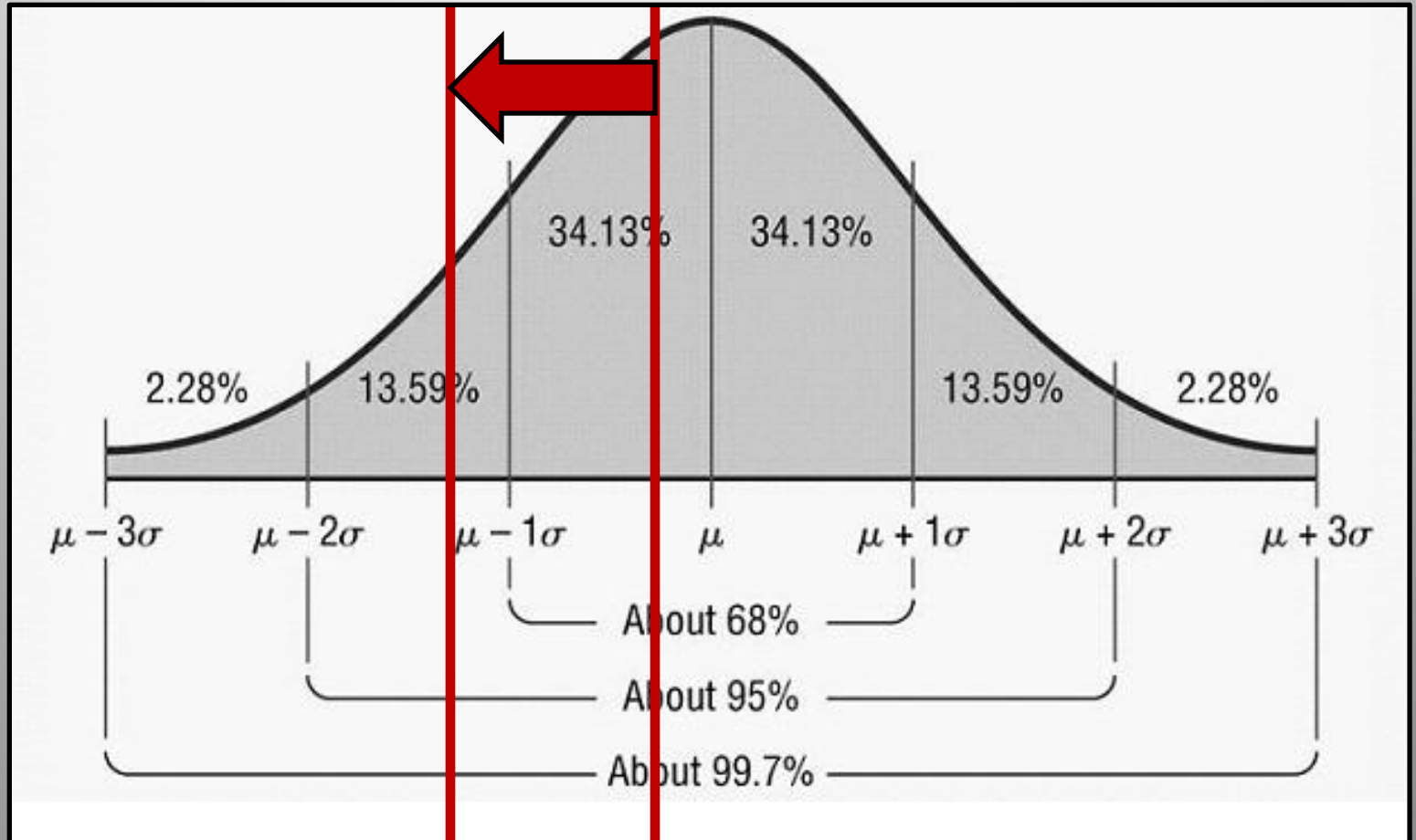


Environmental Press

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Environmental Press



Upon Reflection:

- ◆ **Collegial Leadership** improved dramatically because of opportunities for leadership for faculty members.
- ◆ Faculty spent more time focused on academic goals for students and **Achievement Press** increased.
- ◆ **Professional Teacher Behavior** increased as a result of collaborative, shared decision-making.
- ◆ **Environmental Press** decreased as faculty felt less pressure from outside forces and more confidence in their decision making.

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