

A STUDY OF TEACHERS' ATTITUDES TOWARD CHANGE: SEPARATING
NEGATIVITY FROM RESISTANCE

By

By

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Submitted to the graduate degree program in Educational Leadership and Policy Studies and the
Graduate Faculty of the University of Kansas in partial fulfillment of the requirement for the
degree of Doctor of Education.

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Abstract

The purpose of this study is to explore the attitudes of teachers toward change. When attempts to change fail because they are ineffective, unattainable, or ceremonial, those held accountable for implementing the change can develop negative attitudes toward leadership directing the change or the change itself. However, the presences of negative feelings or cynicism for change, does not mean teachers are resistant to change, a concept that has been conflated by those seeking to explain why reforms in education are repeatedly unsuccessful. Teachers responded to survey questions about change in general and participated in structured interview. Interviews elicited responses relevant to the study's research questions. The research questions were:

1. How does change viewed by teachers as being unattainable, unfeasible or ceremonial affect their attitudes toward change?
2. How do teachers' negative attitudes toward change generate cynicism or resistance to change?
3. How are teachers' negative attitudes impacted by the removal of barriers effecting attainability or feasibility of change?

Responses were used to determine if teachers viewing the principle for change as genuine and potential barriers removed, would negativity toward change possibly change; thus, uncoupling negative attitudes toward change from resistance to change.

Findings of this study found teachers attitudes toward change to be more positive and welcoming of change than expected. Negativity or cynicism toward change occurred when teachers believe change was ceremonial, transitional or was not student centered. It was determined the presence of negative feelings or cynicism toward change resistance to change

was absent. This finding is contrary to the belief that negative feelings or cynicism toward change means there is resistance to change. This vision has been held by those looking to explain why educational reforms fails. Future research might investigate the effect of removing barriers often present in educational research. Also worthy of exploration is the possibility of a school districts effecting change using both top-down and bottom-up organizational models.

Dedication

For my father. Thank you for holding high expectations for me, demonstrating the importance of perseverance, and instilling in me the determination to achieve success in each endeavor I pursue.

Acknowledgements

As a journey ends, new adventures await. I am filled with feelings of appreciation, thanks for newly developed friendships and an abundance of love for my family. I entered this journey August 2015 removing myself from the comfort of a career I enjoyed and took pride in for more than twenty years. Finding my first step on my doctoral path to be a misstep, in May 2016, I was graciously received into the Department of Educational Leadership and Policy Study. Somewhat broken and lost, I will always remember the encouragement offered to me by Dr. Deborah Perbeck. I do not know if she was aware of what I had been through the year preceding our meeting, but I am indebted to her for helping me find my purpose.

Along the way, I been exposed to many different perspectives and approaches to understanding the world of education. Dr. Rice's gentile manner of accepting all perspectives as possibilities was in great contrast to Dr. Imber's request for one's opinion of which he would quickly refute. Dr. DeLuca's response of "it depends" heightened one's awareness of the contextual nature of events. The passion and infinite wisdom Dr. Skrtic has amassed over decades devoted to understanding institutional and organization policy, social reform and special education practices were inspiring in every lecture.. Dr. Perbeck's pragmatic approach to learning and working in the field of education as well as her availability to guide, support and encourage the weary and doubtful was always welcomed. Finally, there is Dr. Saatcioglu. His "I do not like people" disclaimer was heard occasionally during lectures full of passion and challenges to question the inequality in the governance and policy in education. This statement, although it brought a few chuckles, was contradicted by the individual attention he would give students as they struggled to start their dissertations.

There have been moments of contemplation, debate, agreements to agree to disagree, enlightenment and through it all, the ability and need to laugh. New friendships were forged which would have never come to being. Friendships that will hopefully last the passage of time and be reignited by a simple text, email or call to say hello, vent, or seek advice from a respected professional.

Reaching this milestone would not have been possible without my family. I have been blessed with a loving and supportive family. My parents and I have always held a strong bond. This bond has provided me a support system which has carried me through numerous challenges. The seeking of this degree was no exception. When I first told my parents about returning to school to get my doctorate, my father smiled and told me he had always hoped one day he would be able to see me earn my doctorate. While in the program, there were times I questioned why I was doing “this.” At the root of why, lies my dad’s dream of seeing me earn my doctorate. Encouraging your child to succeed is a parental responsibility but what is the responsibility of a spouse. My husband’s contribution to my success is seen through the happiness of our children, their needs being met, nights of single parenting, words of encouragement offered as I drifted off to sleep and calls made to me to make sure I was staying awake on the drive home from Lawrence in the middle of the night. He has given me more grace than I deserve. As for my children, I hope the missed moments with them will fade from their memories and be replaced by their witnessing of what can be accomplished with determination, hard work, and commitment.

I entered the University of Kansas an ardent supporter of the University of Missouri, a product of my upbringing. I leave the University of Kansas with a newfound understanding of who I am, how experiences of the past, good and not so good, have led me to this point, and

clarity of my purpose. I am a child of God, daughter, wife, mother, educator, leader and champion for all students.

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Chapter 1: Introduction

The introduction of this paper serves to present two foundational theories each of which hold key roles in development of negative or cynical feelings people may have for change that is either unattainable or ceremonial at best. The theoretical framework of which the research will be based upon includes the Theory of Self-Efficacy and Organizational Change Cynicism (OCC). Beginning with background information on the two theories, the purpose for the research, its significance on educators, and the field of education will be presented in detail, along with intended research questions.

The process of unpacking the theoretical framework of which this paper is premised will be done in a top down fashion. The first theory which has a role in the effect of change on attitude is Organizational Change Cynicism (OCC). At the root of OCC is the concept of cynicism. Cynicism has been defined as “a dislike for and distrust of others” (Cook & Medley, 1959; Andersson & Bateman, 1997). Wanous and Reichers (2004) define cynicism, specific to organizational cynicism, as having two parts, negativity or doubt about the feat of forthcoming organizational changes and the belief that the leaders of failed change attempts are “unmotivated, incompetent or both.” Furthermore, Abraham (2000), states cynicism is the result of the erosion of trust, sincerity, and fairness in organizations as leaders begin to operate with personal agendas, ulterior motives and false pretenses. She continues to present the five forms of organizational cynicism which are personality cynicism, societal/institutional cynicism, employee cynicism, organizational change cynicism, and work cynicism. The only natural form, meaning people are born with it, is personality cynicism. This type of cynicism presents itself as an unconstructive sensitivity towards activities of individuals. When a contract for reciprocity is assumed, failure to deliver reciprocity by one party generates cynicism (Rousseau, 1989;

Abraham, 2000) An example of understood reciprocity or contract between individuals of society and an institution is the promise of “the American Dream”(Abraham, 2000). This was an understood promise prompting generations of immigrants to leave their homelands for a better life in America. This promise of employment, education, and a strong economy is an example of a social contract between the government and its people, a contract of which has been broken permanently (Peterson, 1994; Abraham, 2000). Another form of cynicism, employee cynicism is based on the assumption that a person will be treated fairly, without partiality, and just, lies between an employee and their employer.. An example of employee cynicism might be a factory cutting its operational budget by laying off workers without trying to find other ways to cut expenses such as pay cuts for organizational management. Another form of cynicism is work cynicism which is found in many service professions such as doctors and first responders. Work cynicism is created when those providing the service encounter people who are unappreciative, demanding, and indignant. These types of interactions with the public can negatively impact the ability of service professionals to perform their duties to the level of competence they strive for and can lead to job dissatisfaction (Abraham, 2000; Cherniss, 1980; Harrison, 1983). The final form of cynicism Abraham (2000) presents is organizational change cynicism. Organizational change cynicism, OCC, incorporates various characteristics and definitions of cynicism. OCC is engendered by the failure of change initiatives furthering negative reactions to the attempts to change. When change or reforms continually fail, employees begin to view those in leadership roles as apathetic and lacking the skills to effect change. As these points of view become rooted in an organization, employees become negative toward change. Feelings of distrust and disappointment associated with change initiatives make employees, who are responsible for implementing change, impervious to change. In Choi’s article (2011), it is stated that although

the exact success rate of change initiatives is not officially kept, the work of Beer & Nohria (2000) and Burke and Biggart (2004) allude to the rate of failure for change programs to be about two out of every three attempts. As previously mentioned, employees begin to become negative about change due to repeated failings. If they view the organization to which they serve as “generally insincere and duplicitous” toward change, then employee attitudes toward change may continue to deteriorate. Thus, assuring the failure of any change projects (Dean, Brandes & Dharwadkar, 1998).

Accompanying OCC in this conceptual framework is Self-Efficacy Theory (SET). SET holds a stronger position with respect to impact on attitudes toward change. The reason for this is due to principle of SET; the individual’s self-assessment of the skill set they possess and determining if they believe their skills will help them be successful. SET is one of four constructs found under the umbrella of Social Cognitive Theory (Bandura, 1986). As change occurs the response of those most impacted by it begin to personally assess their ability or capability to perform the change induced tasks. This assessment of one’s capacity to implement anticipated tasks involves self-efficacy which is people’s confidence in their ability to accomplish specific performance tasks (Bandura, 1977, 1986, 1997). The confidence one possesses concerning their ability to perform set tasks in turn influences the effort they direct toward the task, their motivation for participating, behavior toward the task, and the amount of control they feel they will have over the situation. In 1986, Bandura expressed the importance and uniqueness of self-reflection to people as they are able to reflect on their abilities and determine their compatibility with producing successful outcomes (Pajares, 1996). Through this reflective process, people draw from previous experiences, indirect social parallels and persuasion ((Bandura, 1986). If one’s self-efficacy is strong, the probability of follow through

on the task is greater. Likewise, stronger self-efficacy bolsters the extent of which effort and utilization of coping skills are applied for successful task completion. The term, success, to this point has been used to imply one's ability to produce an outcome correctly or accurately. However, in the literature, success around self-efficacy does not always mean the outcome of a task or event is successful. Another perspective of self-efficacy is that of independent performance. When performing a task, one's self-efficacy can be strengthened even if the outcome is termed unsuccessful. Self—efficacy from independent performance, irrespective of the outcome, can be strengthened in at least three ways (Bandura, 1977). According to Bandura (1977), one's independent self-efficacy can be strengthened by providing additional exposure to antagonistic situations. This allows the individual to learn how to lower emotional responses, increase coping skills and eventually develop competency.

Bandura (1986) looks critically at the work of Kirsch, specifically at Kirsch's views on fear and skill pertaining to self-efficacy. Kirsch contends behavior is an avoidance of certain activities linked to expected fear rather than skill. He concludes that the actions or lack thereof of people is due to their fears and not their self-efficacy. Bandura counters this argument stating that self-efficacy is dependent upon one's belief in their ability to perform and the presence of fear and anxiety are actually byproducts of one's inefficacy(Bandura, 1986). In opposition to Kirsh's concept of self-efficacy as "an unalterable reflection of a fixed skill," Bandura defends the self-efficacy as a skill held by humans and "is a generative capability requiring variable utilization of multiple subskills, not a fixed entity" (Bandura, 1986).

Another important component of self-efficacy is control. A person's choice to engage in or refrain from an activity is the essence of control. One's self-efficacy can determine the amount of control they have over a situation. The concept of control also applies to expected

outcomes or response-outcomes. In his article, Bandura (1986) discusses the work of Maier and Seligman in 1976. Their work with the "Theory of Learned Helplessness" illustrates the effects of loss of control on outcomes. In their study, Maier & Seligman found that when exposed to unfavorable situations of which they had no control, once the subjects realized their abilities or actions had no effect on attaining the desired outcome or counting the negative situation, they quit trying. They became helpless as the lack of control created a deficiency in their self-efficacy (Bandura, n.d.).

The theoretical framework of which this dissertation is founded draws from the theories of Organizational Change Cynicism and Self-Efficacy. The combination of these theories will be used to explain how attitude toward change that is unattainable or ceremonial, can be negative or cynical.

In the field of education directives for change are constant. Systemic change in education is less evident than change in schools. Schools are seen to continually alter the structures involved in the delivery of education, struggling to meet the demands brought upon them by external elements. These elements comprise of policymakers, parents, community stakeholders and organized groups, i.e., teacher unions. Each external influence has its own reason for wanting schools to change. For most groups, motivation for change centers on students and what is best for them as learners and future citizens. For others, their push for change is simply ceremonial or a means to an end. Change is difficult for most people. Change in schools that is ceremonial, unattainable or unfeasible is grueling and defeatist to teachers. For schools to successfully implement change that is authentic there are barriers needing to be removed.

Barriers hindering positive changes in schools are limited capacity/limited resources, lack of professional respect for teachers as shown through the usage of the term, "semi-professional,"

work structures in teaching, and limited influence teachers have over student achievement. When change is ceremonial, unattainable or unfeasible and is accompanied with these barriers, teachers can develop negative attitudes or cynicism toward change. However, negativity or cynicism toward change does not mean resistance to change. Feelings of negativity cynicism about change have been conflated for many years which is not necessarily accurate. Being negative about a change does not automatically mean as one is resistant to change; thus, refusing to participate in change efforts. One can be negative about change and still participate in the effort for change.

Statement of the Problem

As demonstrated by numerous reforms pushed through institutions of learning, change is routine in education. Although society outside the field of education view public institutions of learning as never changing, schools are constantly in a state of change. Systemic change is slow, thus giving the appearance of no change. However, with society's demand for change and with each proposed reform movement, teachers are bombarded with change. Teachers operate at the foundation of education and are expected to implement change regardless of whether the desired outcomes are unattainable, unfeasible or ceremonial. Faced with these realizations, teachers can develop negative attitudes toward change. This study seeks to differentiate between teachers' negative attitudes or cynicism toward change and resistance to change.

Purpose of the Study

The purpose of this study is to show that negative feelings held by teachers regarding change does not mean there is a resistance to change. Negative attitudes toward change held by teachers occur from the constant demand for change. The demands posited on public schools by outside sources are often placed directly teachers, with

expectations for expeditious implementation and immediate results. Often the society demands and proposed changes are unattainable, unfeasible or present for ceremonial reasons for a variety of reasons. Under these circumstances negative feelings or cynicism may manifest themselves among teachers.

Significance of the Study

The research focus of this study is significant because it holds the potential for breaking the conflation of negative attitudes toward change with resistance to change. Resistance is a thought those outside of schools often believe teachers hold in relation to calls for reform. Teachers are not necessarily resistant to change. They merely caught in the continual expectation of change in schools and bear witness to numerous failings of change initiatives.

Understanding the implications of forced change upon institutions through reform movements or society's demands for schools, in theory, could differentiate between teachers' negative attitudes toward change and resistance to change. Furthermore, this study could induce a paradigm shift pertaining to how educational reforms are organized. Ratifying the structure of reform movements, making them attainable and feasible in addition to including teachers in the process of creation, delivery and outcomes could lessen and perhaps shift teachers' negative attitudes of change toward the positive.

Research Questions:

The research questions that will guide this study are as follows:

1. How does change viewed by teachers as being unattainable, unfeasible or ceremonial effect their attitudes toward change?
2. How do teachers' negative attitudes toward change generate cynicism or resistance to change?

3. How are teachers' negative attitudes impacted by the removal of barriers effecting attainability or feasibility of change?

Chapter 2: Literature Review

Historical Context

Public education has been a part of our nation's history since the establishment of the first public school in the city of Boston, Massachusetts, in 1635

As the nation continued to grow and become more diverse, issues surrounding schooling for its people, began to surface. Prior to the 1900's the federal government's participation in education was minimal. As instituted by the United States Constitution, the powers over education were left to state and local government (Superfine, 2005). However, with arrival of the 1900's, the federal government's involvement in education becomes more noticeable. The increased involvement in education from the federal government is evidenced by the numerous court cases from *Brown v. Board of Education* (1954), Title IX (1972), *Lau v. Nichols* (1974) and Education for All Handicapped Children Act (EAHCA) (1975) which has been reauthorized numerous times and most recently in 2004 as EAHCA was renamed Individuals with Disabilities Act (IDEA).

The nation's recognition of the changing needs of society marked the beginning of the Educational Reform Movement. In the 1950's two historical events served as catalysts for educational reforms which would appear to be implemented in cyclical pattern of every ten years. The Civil Rights Movements and the launching of Sputnik caught the attention of the nation. The Civil Rights Movement dealt with the desegregation of schools and seeking the right to equal education for all students regardless of skin color. This movement as we know continued into the 1960's and beyond.

With the launch of Sputnik, the federal government once again made its presence in education known as Congress passed the National Defense Education Act, NDEA. This was

perhaps the first piece of legislation involving the federal government calling for change in education (Superfine, 2005). NDEA allocated federal funds to schools for stimulating change in the educational system, more specifically for advancement in science instruction and foreign languages.

In the 1980's under President Reagan's administration, a report on the state of the nation's education system was released. The report was made by the National Commission on Excellence in Education. The Commission presented the report to the Secretary of Education in at the United States Department of Education, April 1983 (U.S. Department of Education). This report, "A Nation at Risk," caught the attention of the nation and once again there was an outcry for change. In *Making American Education: Making It Work* (1988), William Bennett stated forty percent of the individuals entering the military and were high school graduates were reading at or below the ninth-grade reading level. Bennett continues to present evidence of an educational system not doing well by making comparisons between the United States and some of the higher performing educational systems in the world. The following excerpt taken from "A Nation at Risk," clearly sets the tone for concern relating to the state of the nation's educational system.

"Part of what is at risk is the promise first made on this continent: All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of

society itself” (U.S. Dept. of Ed., 1983b).

The “A Nation at Risk” report became the impetus for the nation’s next reform in education. It would be the first systemic educational reform and start a path toward Outcomes-Based Education, OBE. Systemic reforms create the potential for the federal government’s encroachment upon state educational agencies, SEAs and local educational agencies, LEAs, constitutionally identified rights of power over education.

In 1989, President George H. Bush and a committee of governors created six educational goals for the nation’s schools (Heise, 1994). Emerging from this work was the National Education Goals Panel, NEGP, a separate entity within the executive branch of the federal government. NEGP’s tasks were to generate national support for the intended goals, delegate responsibilities across the three levels of government, review and collect data for reporting to a council and construct standards and assessments of the highest quality for the school systems (NEGP, 2002

In 1993, new president, President Bill Clinton, established the Education Act and created the advisory council, National Council for Education Standards and Testing, NCEST. The council’s purpose was to offer guidance to NEGP, Congress and the Secretary of Education for establishment of national goals and assessments. Bipartisan support in Congress passed legislation addressing the creation of national goals and assessments called Goals 2000.

Goals 2000 federalized and potentially created the legalization of education (Heise, 1994). The term, legalization, stems from the anticipated involvement of the United States Judicial System concerning the making of educational policies. With its standards-based vision and hope for intra-and perhaps, interstate curricula, Goals 2000 was arguably the first step toward our nation’s educational system beginning to focus on outcomes.

Five years after being signed into legislation, Goals 2000, our nation's first systemic educational reform ended. The next systemic reform would focus on Outcome-Based Education, OBE, followed by the educational reform implemented by President George W. Bush, No Child Left Behind, NCLB. NCLB continued the focus of student learning outcomes but its concentration shifted away from standards-based to performance-based accountability. This movement emphasis was on testing and testing solely. The use of standardized testing heightened as these tests were easy to administer, inexpensive, and generated results quickly and clearly. However, the flaw of this reform movement was its reliance on test outcomes for indicating student learning. According to Elmore (2004) the swing to this reform was quite ceremonial as the talk surrounding this educational focus was political. The people behind this movement held little knowledge of how to hold institutions accountable nor did they understand how to cultivate better instructional practices.

As a reform movement, NCLB was meant to promote equity across schools nationwide using Common Core Standards, CCS. This program hoped to establish a national curriculum so all students regardless of their demographic profile are taught using the same curriculum, promoting educational equity through the adoption of better educational standards. However, the misalignment between existing curriculum standards, textbooks and curriculum resources became pronounced issue. Moreover, as stated by Porter, McMaken, Hwang and Yang (2011), "the focal point of this program was on what students are expected to learn and not on the instructional methods used to help with student learning."

The most recent noted reform in the field of education is Every Student Succeeds Act, ESSA, signed into legislation by President Barrack Obama. The basic premise of this movement is not a huge step away from NCLB. However, it does return to holding school systems

accountable for specific areas such as testing, academic standards, achievement standards, helping students at risk for either dropping out or with learning concerns including dyslexia and instructional practices advancing personalized learning, and transparency with stakeholders of educational results and spending. Additionally, in comparison to NCLB, ESSA specifically addresses parent involvement and does not stop states from opting out of these laws (Understood, 2019). Having been signed into legislation in 2015, this latest reform in education is too new to determine its impact on schools.

Measures of Success for Reforms

Schwartz & Robinson (2000) reminds readers of the basic principle for systemic reform:

"to ensure equitable educational opportunities and high levels of educational achievement for all students."

According to Tyack and Cuban (1995), for an educational reform to be measured as a success it must have fidelity, be effective, and last for a period and/or have a clear end.

Fidelity when referring to educational reform is not the same as fidelity regarding a research study. Fidelity in this context questions if the reform occurred. It has nothing to do with the goals of a reform being met. Referencing issues of accountability, using Goals 2000 as an example, it can be argued that accountability did not take place. Accountability under Goals 2000 could not be reinforced or managed effectively. The task of holding participating schools accountable or reinforce compliance became so enormous task, the U.S. Department of Education essentially gave up trying.

The term, effectiveness, suggests questioning if what was proposed was delivered. In other words, was the reform effective? Did the reform create a cohesive national education

system complete with standards and assessments for student learning? Did student achievement increase? When the answers to these questions are no, then it is said to not be effective.

Duration insinuates there is beginning and an end to a reform. Again, referencing Goals 2000, the reform was signed into legislation in March 1994 but within five years, with its inability to reinforce compliance and accountability and lack of Congressional support, the reform faded away.

The original intent of each of these reforms may have been to improve our nation's educational system, however, along the way, their vision was lost. Many reforms ceremonially spawn from rhetoric focused on doom and desperation in hopes to gain support for launching the next reform (Tyack & Cuban, 1999). This approach to reform does not sustain its existence or effectiveness. Asserting that the effectiveness of school programming includes solutions to problems from Michael Imber's article (1982), the likelihood of a reform being successful would also center around the offering of a solution to the problem. Anyone can point out the flaws or problems associated with reform. It is the offering solutions, instead of more oration of the known, which allow a greater chance of impacting change.

According to David Tyack, Michael Kirst and Elisabeth Hansot (1979) (Imber, 1982), reforms able to survive time are easily supervised and are designed to be implemented effortlessly into a natural environment. The inability to carry out the expectations and ensure accountability falls out of line with Tyack, et al's (1979; Imber, 1982) basic principle for the survival of reform. David Hampson's (1975; Imber, 1979) explanation for the failings of various curriculum reforms dating back to the 1960's was two-fold. First, he states that unsuccessful reforms did not originate from the field of education but from "government agencies or special interest groups." Second, in the development of the reform, teachers were not involved. Tyack

and Cuban (1999) also place an emphasis on the importance of involving educators in the process of developing educational reform. Neither Hampson nor Tyack and Cuban's observations of what is needed for reform success were part of previous reforms.

In addition to the literature previously mentioned regarding the lack of success with past reforms, there is additional literature available offering more speculations as to why reforms of the past have not been successful. Much of this literature reasons the inability of learning institutions to change is due to a disconnect between policy and instructional practices, limitations on the capacity to change and resistance to change. Elmore (2004) stated,

“the basic lesson of nearly fifty years of policymaking in education at both the federal and state levels is that there is not necessarily a relationship between what policymakers say will happen and what does happen because of policy.”

Educational reformists and policymakers' approach to reform is managerial in nature (Clarke, 2001) and view schools as subordinate entities that will simply follow all directives they are given to improve. The reality is that those making change policies for schools lack the knowledge of how teachers instruct and classrooms function (Cuban, 2013). Author Michael Fullan (2000) continues the discussion of the disconnect between policy and practice and the fragmented nature of reform between schools and the legislature. He speaks to the importance of reform working from both the top/down and bottom/up simultaneously. When this occurs, schools can receive the support they need for change from outside structures. This outside or top/down structuring for reform can help schools sustain their ability to develop as needed toward the desired outcomes of external organizations. Unfortunately, the history of educational

reform and through the literature, systemic or large-scale reforms are depicted as incumbered, splintered crusades that increase frustration between schools and their stakeholders at all levels.

The frustration experienced by those involved with educational reform can lead to negative attitudes toward change. Calls for educational reform, alluded to earlier, have proven to be ceremonial, unattainable and infeasible triggering negativity or cynicism toward change.

State of the Current Circumstances

Politics imposes itself upon many occupations. The profession of education is no different (i.e. educational reform). With educational reforms being market-based, the political presence can become overbearing. Being market-driven dictates those in the field of education, researchers and society to be cognizant of the demands of the market system and continually balance them with the purpose and desired outcomes of education (Labaree, 2006). Consumer needs and the quality of services are the primary elements which determine the success of the market system. Applying this concept to education, the consumers are the parents and the quality of the services provided would be the effectiveness or academic achievement of schools (Downey, von Hippel, & Hughes, 2008). The process for determining school requires stakeholders to have accurate information as stated by Ladd (2002) (Downey et al., 2008)

The current trend in educational reform focuses on student achievement effectively making the evaluation process of school to focus on achievement. Downey and colleagues (2008), concerned with the accuracy of which achievement is determined, discuss the importance of understanding the difference between achievement and learning. Student achievement is measured using an achievement scale approved and prescribed by external sources. The instruments used to measure achievement are often bias against race, gender, socio-economic status and culture. Downey et al. (2008) offer an alternative to the use of achievement for

evaluating schools. They propose “learning” to be the most advantageous measure for school effectiveness and evaluation because learning does not focus on the achievement level of students at the beginning of the school year. Instead, growth of student learning is assessed longitudinally. Measuring the growth of learning of students over time will hopefully decrease the habit of mislabeling schools as failing or ineffective due to the accuracy of actual learning can be determined.

Understanding the current circumstances and lack luster history of educational reform, it is evident that reform in education is slow and arduous. The size, complexity, and complicated nature of the organizational system of education makes systemic reform problematic and extremely difficult.

Policymakers often ceremoniously push for reform. Tyack and Cuban (1995) took the following position: “Educational reforms are intrinsically political in origin. Groups organize and contest with other groups in the politics of education to express their values and to secure their interests in the public school” (Duke, 2012). They understand their constituents are calling for improvements to schools, so they propose reform or rally behind an initiative calling for changes to schools. Often this is either the extent of their involvement in reform or they mandate changes to be made. They do not concern themselves with the “organization for ongoing policy” (Elmore & McLaughlin, 1988; Honig & Hatch, 2004) Mandates for change are delegated to state and local educational institutions but a plan for how to implement change is often absent. Schools and teachers are left to figure out the details of how to execute the changes. Teachers finding themselves at the epicenter of reform implementation without clear direction for how to implement change can develop negative or cynical feelings toward change. Four areas of concern contributing to negative or cynical feelings toward change are the lack of resources or

limited capacity to change, the lack of professional respect demonstrated by the absence of educator input regarding instructional practices or curriculum focus, challenging work structures within schools and limited influences on student achievement. These areas of concern are not situated in silos but interact with and impact one another.

Limited Capacity; Lack of Resources

In the field of education, capacity refers to the skills, abilities, and knowledge thought to be held by those involved with carrying out specific tasks including improvement plans and instructional practices. The capacity of schools to accomplish set tasks is not limitless. Many reform measures have presented themselves as giving schools choice in how they choose to implement change but schools have found this not to be the case as the pressure to abide by the predetermined goals of the reform actually allow schools little choice or minimum control (Clarke, 2001) In their effort to meet these predetermined external goals, schools rely on internal resources to achieve set goals. However, when directives from external sources such as policy are received, the strain on internal resources impact the ability of the schools to meet these demands (Holme & Rangel, 2012) Lack of resources often plagued urban schools. Resources in education include, but are not limited to, people, time and money. Ironically, these schools are the schools who are under the most scrutiny or pressure to change. Under NCLB, schools labeled as ‘failing’ are urban schools with predominantly non-white student populations and high levels of poverty. Additionally, once identified and placed on a plan for improvement, these types of schools struggle to meet expectations for improvement, thus, unable to rid themselves from improvement status (Hoffer, Hedberg, Brown, Halverson, & Reid-Brossard, 2011; Stecher et al., 2010; Holme & Rangel, 2012).

Semi-Profession: Lack of Professional Respect

The profession of teaching is driven by the development of meaningful relationships between teachers and their students as they discover, generate and apply learning. One article speaks to character of a teacher as being a “caring, person-centered professional”(Clarke, 2001). Teachers’ classrooms are their domain and the curriculum their guide for facilitating the learning of their students. They pride themselves on knowing the curriculum and meeting the needs of students. Teachers are motivated largely by internal values as opposed to external values (Cuban, 2013). When conducting a study comparing the teaching profession to non-teaching professions, Grenville-Cleave and Boniwell, (2012) learned teachers placed relations with others at a higher level than other professions. Non-teaching professions retained objectivity and independence with greater worth. In the publication, *Work, Employment & Society*, Sharon Bolton and Daniel Muzio (2008) discuss progression of women entering the workplace. In the article they mention teaching having been considered a semi-profession (Etzioni, 1969) primarily because the position of teaching, in comparison to professions, has less autonomy, “weaker forms of professional association and governance” , receive little praise, and is viewed as holding lower social status (MacDonald, 1995) Additionally, non-teaching professions proved to have better abilities to handle change than teachers. Regarding handling change, this result is both unexpected and understandable. Teachers are constantly being asked to change or react to changes taking place in their classrooms. However, having to constantly deal with change could offer one explanation for teachers, according to the Grenville-Cleave and Boniwell’s (2012) study, were not shown to be as prepared for change. Emphasizing the changes that have occurred in teaching profession, Grenville-Cleave & Boniwell, (2012) offer the following quote:

“...the scale, complexity and intensity of pressures on [teachers] in the postmodern world are unprecedented. (Galton & MacBeath, 2008)

The primary source for the “complexity” and “intensity” on teachers can be linked to educational reform movements. Revisiting the idea of the disconnect between policymakers and practitioners, David Labaree (2010), highlighted in Larry Cuban’s article (2012), points to several differences between policymakers and implementers of reform. One comparison being educators highly valuing professional autonomy or adaptability whereas policymakers want uniformity in system practices and outcomes

Policymakers often appear dismissive of teacher expertise when handing down reform measures. Cuban (2012) states the practice of overlooking, ignoring or neglecting the perspectives of teachers creates credibility issues with teachers, negatively impacting the level of support for policymaker’s reform initiatives. One teacher in a study conducted by (Olsen & Sexton, 2009), described the process of her school’s adoption of the reform initiative, small, learning communities, SLCs, as “steamrolled through” meaning it was an administration decision only and left teachers feeling the action taken was deceitful. In the same article, Olsen & Sexton (2009), state,

“All the teachers mentioned how demoralizing it is to have to follow education mandates created by nonteaching educators, people who have not taught in decades, and/or politicians outside the education field.”

As mentioned previously many reforms in their infancy appear to offer choice to schools for how goals are to be met. This implicative practice applies to teachers. With new ‘approaches’ or movements in education, teachers problem solve how to meet the learning needs of students and the demands of change from external sources. However, circumstances of which

teachers find themselves become problematic as they realize they are not the agents of change they thought they were to be but instead find themselves in problematic situation often imposing practices contradictory to their expertise and experience. They find themselves in a situation for which they did not create but must navigate (Clarke, 2001) Clark (2001) maintains the illusion of choice or power given to schools and teachers generates “ambiguous” feelings toward change as the mandates for change are continually shifting. The continual shifting breeds disruption and cognitive disequilibrium in teacher abilities to teach effectively.

The practice of forcing change from external entities, i.e. federal or state governments, upon local schools, is indicative of the assumption for decisions pertaining to curriculum and teaching to be unassailable, they cannot be entrusted to teachers (Darling-Hammond, 1993). Darling-Hammond (1993) posits the manner of which policy is administered, ‘top down’, “is indicative of the belief that “educational treatments” can be imposed on teachers without them possessing the skills necessary for execution of the directives. This approach to reform adheres to the tenet of policymakers that proper, effective implementation is attained through their control and conformity (standardization), not through empowering teachers. Cuban (2013) points to the uniformity and control policymakers command over educational reform demonstrates the error they make in not being able to decipher “teacher quality” and “the quality of teaching.” Operationalizing this thought, reform work done by policymakers assumes change will automatically improve teaching and teachers innately know how to implement prescribed changes.

The disconnect between policy and practice, the lack of knowledge held by policymakers regarding the needs teacher have for effecting change, reveals absence of respect for the

profession of teachers. The potential impact of this, described in Clark (2001), leads to alienation, lack of concern for each other as people and loss of any sense of sustainable self..

“This seriousness (the change in the field of education causing promoting accountability with fear as the incentive and the fragmented nature to which education has become) is eroding the identity of the teachers as a caring professional and replacing it with a functional technician.

(Clarke 2001)

Work Structures

In her article, *Reframing the School Reform Agenda: Developing Capacity School Transformation*, Darling-Hammond (1993) describes the conditions of which American educators find themselves trying to teach. She raises the challenges of large class sizes or many sections of large classes and the absence of time desired for collaborative work, planning, curriculum development or conferencing with students and/or parents. In addition to teaching center activities, teachers are expected to support activities outside of their teaching and classroom responsibilities, compounding the limits of time. Although the article does not specify how teachers allocate their time, Darling-Hammond (1993), generalizes the contrast of time usage understood to be that of American teachers with time usage of teachers outside the United States. According to her work, teachers outside the United States have been found to spend more time working or conferencing with individual students and parents and less time teaching large student groups.

The work structure for teachers is solitary. Teachers work within their classrooms. Referring to previous descriptor about teachers, teacher’s domains are their classrooms. Darling-Hammond (1993) discovered the teaching practices outside the United States to be based on

working collegially. She states, “that collegial work is the basis for instructional decisions and actions rather than an individual assembly line workers process "products" passing by on a conveyor belt.” (Darling-Hammond, 1993) Collegiality in education can generate a support system for teachers, promoting better instructional practices and prevent some feelings of alienation often felt by teachers. Although some reform measures like professional learning communities, PLCs, or staff professional development programs are collegial based once the teacher returns to the classroom, teaching is once again solitary in its structure. Schools in recognition of the demanding work structures on teachers, have recognized the importance of collegiality, staff development programs and investing in the supports teachers need to stimulate change. However, schools and teachers are noticing funding for these programs is being reallocated toward curriculum and its control (Darling-Hammond, 1993)

Educators teaching in some of the more difficult environments must learn how to work student from extreme poverty, sometimes compounded by unparalleled cultural and language differences. The instability of families and surrounding communities can also contribute to strain in classroom and schools. These situations can be barriers for student achievement and for teachers. The challenge for students is understood but for teachers these situations are even more taxing as many teachers are not properly trained or prepared for the intensity and influence these factors can have on their ability to teach successfully (Elmore, 2004) In a study by Grossman, Smagorinsky, & Valencia, in 1994 (Fairbanks, Duffy, Faircloth, He, Levin, Rohr, & Stein, 2010,) the work environments within schools find teachers having to navigate through sub systems involving but not limited to, cultural, political, economic, and professional challenges. The impact of having to traverse through the school system, attempting to meet the demands of the embedded sub systems, teachers were found unable to be introspective about their teaching

practice which readies them to adapt to current situations and improve the effectiveness of their teaching. Fairbanks et al. (2010) cite Lave's (1996) determination that curriculum-based teaching is being replaced with teaching students to master learning targets.

One last concern regarding the work structures surrounding teaching is the evaluation process for teachers. The evaluation process for teachers has evolved over time. One component of teacher evaluations was being observed by an administrator. For this observation, many teachers would create an elaborate lesson plan and activity to impress administration. Typically, teachers designed lessons highlight their teaching strengths, student engagement, classroom management skills and creativity for delivering the lesson or promoting learning. In recent years teacher evaluations have become less about pedagogical practices of teacher and more about learning targets. The standardization of teaching and prescriptive practice of reform policies, relating to teacher evaluations, have been found to hinder teachers' abilities to teach both responsibly and effectively (Darling-Hammond, 1993) Fairbanks et al (2010) observing the current trend in teaching, voice concern for the determined focus on being progressive and moving away from student centered teaching practices.

Reviewing the various structures found today that are impeding the work of teachers Clarke (2001) warns that the scarcity of time teachers have to be thoughtful about their practice, the limited opportunities to collaborate with others in the presence of change, and the prescribed, packaged, fragmented reforms expected to be delivered by teachers and regurgitated by students so achievement can be measured, may cause the principles and values of which education was originally founded to shift. In another study focusing on organizational change and attitudes toward change, the authors contemplate the effects of not having the skills and knowledge to accomplish change teachers may experience dissonance among their values and preserving their

personal identity(Avidov-Ungar & Magen-Nagar, 2014) Emphasizing the toll these structures place on teachers striving to enact change, Clarke (2001) describes that the identities teachers hold for themselves as “eroding” away..

Limited Influence on Student Achievement

“Fix the broken educator and you will fix the broken child” (Cuban & Usdan, 2003)

This statement found in Cuban & Usdan (2003) illustrates deficit in understanding student achievement and the countless factors acting upon them; factors of which can interfere with the efforts made by teachers for students’ success. Many theories have been postulated about how to improve schools. Some ideas have included creating lower student teacher ratios, longer school years or year-round schools. These ‘fixes’ merely change the structures of school. They do not address the need to change teaching practices to better address the external cries for school improvement.

The reality is schools and teachers have a limited impact on student achievement. Herbert Wahlberg (1984) calculated the amount of time students spent in school during an academic year compared to a calendar year (Honig & Hatch, 2004) Table 1.

Table 1: *Proportion of Waking Hours that Children Spend in School*

	From Birth to Age 18	One Calendar Year	One Academic Year
Hours in school per day	-	7	7
School days attended per year	-	180	180
Hours awake each day	-	14	14
Hours in school per year	-	1,260	1,260

Hours awake per year	-	14 hours per day x 365 days = 5,110	14 hours per day x 285 days = 3,990
Proportion of waking hours in school	.13	1,260 hours per year/ 5,110 hours per year = .25	1,260 hours per year/ 3,990 hours per year = .32

Source	Walberg (1984)	Authors' calculations	Authors' calculations
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Note: Wahlberg, 1984; Honig and Hatch, 2004.

His findings illustrate over the course of a calendar year, students spend more time outside of school. Using these calculations, schools and teachers have a limited capacity to improve student achievement since there is less contact time with students. Simply put by Downey et al (2008) the best way to understand the limited control teachers have on student achievement is to remember students spend more time outside the context of school during an academic year. The most influential factors are parents as enabler and the community. Honig and Hatch (2004) discuss that the demands on schools and teachers from external sources, i.e. parents, community organizations teachers' unions, policymakers can negatively impact their ability to improve schools by creating ambiguity in how to implement change; thus limiting their ability to influence student achievement (Honig, Kahne, & McLaughlin, 2001; Knapp et al., 1998; Malen, Ogawa, & Kranz, 1990). As teachers, particularly in schools perceived to be failing, face calls for change the likelihood of preferred outcomes is limited. Elmore (2004) speaks of caution with regards to policy. He cautions policies created to address failing schools often operate with stereotypical assumptions about why the schools are failing. These assumptions can cause an "opposite effect" on failing schools causing the failing schools to remain unchanged or possibly prevent them from improving.

Socio-economic status, SES, is another external influence on student achievement. Schools with high poverty rates historically have low student achievement. Kraus' article (2008) highlights the work of Roscigno, Tomaskovic, & Crowley, (2006) Roscigno and colleagues discovered students from lower socio-economic environments were not afforded the "resources and investments" from schools and family that would benefit academic achievement. Moreover, research has confirmed that a family's SES is a contributing factor within the early stages of cognitive development of their children. Parents of lower SES students may not be involved with schools as they would like due to work demands or may not be able to provide educational experiences for their children like going to the library or museum. Furthermore, impoverished schools receive less funding than schools that are not impoverished (Larson 1997). Less funding limits educational opportunities, experiences and supports schools can offer its students.

In Kraus (2008), Rothstein (2004) identifies other factors impacting student academic achievement and out of teachers' abilities are health factors i.e. poor vision, poor nutrition, and less medical care. One final factor tied to lower SES students which impacts their achievement and beyond the control of schools and teachers is peer related. Students in schools with a larger population of lower SES students often have many classmates performing below grade level and at risk for dropping out. This presents situations lacking in peer modeling of academic success.

In review of all the external influences on schools and the potential interference they can cause with teachers' abilities to bolster academic achievement, especially in schools branded as failing, it is clear there is a limit to the ability of teachers to impact student achievement.

Summary of the Review of the Literature:

Looking through the extensive history of educational reform it is obvious the field of education has been thoroughly scrutinized and subjected to countless attempts to find the 'magic

pill' to fix the system. The literature covering educational reform paints a fragmented picture where policy and practitioners are disconnected. Christina & Louis (2007) communicate Fullan's commentary (1993) of the need for a "shared vision" held by policymakers and those held accountable for implementing change if reform is to be successful.

Several pieces of literature referred to teachers' wanting to implement what was being asked of them but found it difficult because they needed more direction on how to implement and employ the correct instructional practices needed. Teachers have found themselves in situations they did not create generating feelings of negativity toward change.

Many reform measures fail to recognize the effort needed for change to be realized are limited because the ultimate goals may not be effective. The literature did not present teachers as resistant or unwilling to change but as having limited capacities to change.

Left to implement change of which no opportunities to offer professional insight, no guidance for how to implement, no increase in resources promoting the capacity to change and no instruction given to teachers for how to teach for change, teachers can develop negative attitudes toward change. Predominant views found in the literature suggest if teachers had more support and resources more readily available, they may hold more positive attitudes toward change. It is the gap in research that does not address the obstacles precluding teachers from enacting change. The existence of these obstacles and the extent to which they impact teachers' attitudes toward change have been ignored.

The argument of this dissertation is that negative attitude toward change in the teacher profession does not necessarily mean resistance to change. If teachers become cynical or negative toward change it doesn't mean they are resistant to change. In circumstances where change is attainable, feasible and not ceremonial, negativity towards change may not develop.

However as addressed previously, reforms in education have been found to be unattainable, unfeasible and ceremonial.

This dissertation will address the fundamental reasons why teachers may have negative attitudes toward change. The capacity or resources schools can employ for change is limited. The lack of professional respect for teachers complicates change. The work structures impacting teachers' work is challenging to change. Another reason, perhaps most misunderstood, for teachers developing negative attitudes toward change is the limited influence they have on student achievement. Parents and communities are most influential factors on students, not teachers. A question to be answered in this study is if the afore mentioned barriers against change were removed, what would be the impact on their negative feelings toward change.

Chapter 3: Methodology

Introduction

The purpose of this study was to show that negative feelings held by teachers regarding change does not mean there is a resistance to change. Negative feelings toward change have been misconstrued for resistance to change. Through the administration of a generalized survey dovetailed with structured interviews, this study seeks to uncouple these two responses to change. This chapter will present the research questions for this study. Then the methodology situated in this study will be explained through the unfolding of the theoretical framework upon which this study is placed. The researcher will provide the reasoning for the theoretical framework created for this study. Once the theoretical foundation has been presented, the plan for the research will be posed. The means of how the research will be conducted and the cognitive process surrounding the research's design will be addressed. Details related to participating school districts will also be given. Finally, the chapter will close with the description of how data will be collected, analyzed and shared.

Research Design

Attempting to define the qualitative researcher, labels such as field- worker, social critic, jazz musician and quilt maker emerge (Denzin & Lincoln, 2008). Most vivid of the definitions for a qualitative researcher are jazz musician and quilt maker. These two descriptors present images of taking unrelated raw material and piecing it together to form an unabridged tapestry allowing for interpretation of a greater meaning. Pulling from a variety of materials, offering a heuristic approach to research, the qualitative researcher's work is situated in humanity. Striving to comprehend and interpret events, behaviors, and perceptions pertaining to the area studied, the qualitative researcher seeks to attach meaning and connectivity between the studied and reality

of its presence. To gain meaning and potentially the ability to interpret the workings of the world, qualitative researchers use interviews, case studies, field notes, recordings, personal experiences and sometimes introspection (Denzin & Lincoln, 2008). Joseph Maxwell (1996) speaks to qualitative research as seeking to understand through experiences; experiences of self and of others. According to Janice Morse and Peggy Anne Field (1996), the work of researchers around the ‘constructing of a theory’ from experiences or events is qualitative work; whereas quantitative researchers are merely interested in ‘testing’ a theory.

It was the intent of the researcher to create an opposing argument to the conflation of negative feelings toward change and resistance to change. Seeking to understand teachers’ feelings toward change and attempting to promote the thought that negative feelings toward change does not mean resistance to change is the essence of this qualitative research. At the onset of the study, the researcher believed the work was aligned with Grounded Theory. However, delving further into the constructs of Grounded Theory, one being the theoretical sampling of data, it was determined by the researcher the qualitative method of a case study was best suited for this work. As defined by Merriam & Tisdell (2016), “a case study is an in-depth description and analysis of a bounded system” The study’s inquiry into attitudes toward change held by teachers, teachers being a set group, fit the concept of a bounded system. Creswell’s (2013, p. 97) definition of case study research stated, “a case study research is a qualitative approach in which the investigator explores a bounded system (a case) . . .through detailed, in-depth data collection involving multiple sources of information (e.g. observations, interviews).” More evidence supporting the use of a qualitative case study with this work was offered through Yin’s (2014) perspective that this type of design, case study, fits very well with circumstances

where the separation of “the phenomenon’s variables from their context,” is difficult or unachievable (Merriam & Tisdell, 2016).

Throughout the process of gathering data, the researcher drew from the ideology of Guba and Lincoln (1981) and Merriam (2002), “the researcher as the primary instrument in qualitative interview studies” to ensure authenticity of the data in relation to the intent of the study and relevance to the research questions.

Initial data collection was done using a survey expressly developed as a generalizable measure to capture the basic feelings of individuals toward change and change as related to the organization of work. The initial results were reviewed for commonalities and a distribution analysis was conducted to find statistical significance within the data. From the analysis, four pockets within the data were identified for locating potential respondents. Ten respondents from each pocket randomly selected to participate in structured interviews. Each interview followed a scripted protocol (Appendix D) created by the researcher. Usage of the same interview protocol for each interview ensured sameness of questions while permitting differences among responses to be revealed which contributes to the richness of the results. The protocol for the interviews was intentionally designed to move between the theoretical framework comprised of OCC and SET. OCC is more applicable to issues addressing systemic, large scale change, whereas SET is more personal and directly impacts the individual expected to implement change. At the onset of the interview, questions were broad and aligned with OCC. Toward the middle of each interview session, questions guided the interview away from systemic level to the personal level. This progression of questioning directs the interviewee to reflect on change at the personal level. The final bank of questions specifically addressed the research questions for this study. The intent of the research questions was to determine if teachers felt the principle for change was

genuine and the barriers prohibiting successful change were removed, negativity toward change would change; thus, uncoupling negative attitudes toward change from resistance to change.

Context of the Study

This study span time from May 2019 through January 2020. During this time District A was adjusting to new leadership that recently took office in October 2018. Since Spring of 2019, District leadership has been asserting copious changes at a rapid pace.

Participants

The participating school districts for this study were selected by the researcher with the intent to triangulate data (Flick, 2000, p. 182). Gathering data across levels of education, elementary, middle and high schools, and location, rural, suburban and urban, permitted the researcher to elicit interview responses and perspectives gaining further insight into their relation to one another and possible intersectionality. Two of the three school districts had research authorization procedures of which district personnel reviewed the researcher's proposal for conducting research in the district and granted their permission. A comparison of the three participating school districts' demographic information can be found in Table 2, page 38.

Urban School District (District A)-

The urban school district involved in this study was situated approximately five miles northwest of a metropolitan area of about 450,000 residents (United States Census Bureau, 2019). The population of the community surrounding this district was approximately 153,000 people (United States Census Bureau, 2017). The school district had thirty elementary schools, seven middle schools, and five high schools. It also had four learning programs available to students needing alternative learning environments outside the traditional classroom. All schools

in District A are Title I schools with Title I services at each building being programming schoolwide.

The survey, as with the other two participating school districts, was distributed electronically to all educators. The average enrollment across the thirty elementary schools is 364 students. The elementary schools vary in their grade level structure. Some elementary schools serve grades Prekindergarten through fifth grade while others serve Kindergarten through fifth grade. The average percentage for elementary students receiving free and reduced priced lunch was 77%. The ethnic makeup of the elementary schools, reported in average percentages is forty eight percent Hispanic, twenty-seven percent Black, thirteen percent White, seven percent Asian, three percent for each American Indian/Alaskan Native and Native Hawaiian/ Pacific Islander. Students enrolled at the elementary level as having two or more races was four percent. (NCES, 2018-2019).

Average student enrollment for the middle school level was 647 students. All middle schools in District A housed grades six through eight. The Hispanic population was found to make up fifty-one percent of the middle school student ethnicity. The second largest ethnicity present in middle schools was Black at twenty-eight percent. Eleven percent of this population recognized themselves as White. Of the remaining ethnicities represented in middle schools, five percent were Asian, five percent were self-identified as representing two or more races. The presence of the ethnic groups of American Indian/Alaskan Native and Native Hawaiian/Pacific Islander were calculated as less than one percent. The percentage of students receiving free or reduced priced lunches at this school level was averaged to be 73%. (NCES, 2018-2019).

The demographic information averaged for the five participating high schools was like averages found with grades Prekindergarten through eight. Of the five participating high

schools, four have the traditional grades nine through twelve while the fifth school is considered a magnet school and has student in grades eight through twelve. The average enrollment for the five high schools was 1,206 students. Free and reduced priced lunch percentage of recipients was 78%. Fifty percent of the high school population were representative of Hispanic ethnicity. The next largest ethnic group attending high schools was Black at 31%. White ethnicity at the high school was averaged to be 10%. Seven percent of high schoolers in District A were of Asian ethnicity. Both ethnic groups, American Indian/Native Alaskan and Native Hawaiian/Pacific Islander- represented less than one percent of those enrolled in District A's high schools. Identifying themselves as being two or more races, students held two percent of the high school population (NCES, 2018-2019).

Suburban School District (District B) -

The second rural school district is located approximately thirty-five miles southwest of a metropolitan area of about 450,000 residents (United States Census Bureau, 2019). The population of the community surrounding this district is roughly 13,717 people (NCES, 2018-2019). The school district has six physical buildings and two online programs, one program for students, grades Kindergarten through sixth, the other if for grades seventh through twelfth. Both programs offer alternative learning opportunities for students struggling to learn within a traditional classroom environment (NCES, 2018-2019)

The first elementary school has a student enrollment of 391, grades Pre-Kindergarten through five, taught by twenty-seven teachers. The student to teacher ratio is 14.1 Less than three percent elementary students receive free lunch or have reduced price lunches. The population by gender is 198 males, 193 females. Ethnicity within the school is ninety-one

percent White, three percent Asian, three percent Hispanic and two percent Black. Students representing two or more races is two percent (NCES, 2018-2019).

The second elementary school's student enrollment is 555, grades Pre-Kindergarten through five, taught by forty-one teachers. The student to teacher ratio is 13:4. Thirty-two percent of the students receive free lunch or have price reduced lunches. The population by gender is 285 males, 270 females. Ethnicity within the school is eighty-nine percent White, four percent Hispanic, two percent Black and less than one percent American Indian/Alaska Native and Asian. Students recognized as representing two or more races is three percent (NCES, 2018-2019).

The third elementary school's student enrollment is 291, grades Kindergarten through five, taught by nineteen teachers. The student to teacher ratio is 15:3. Eight percent of the students receive free lunch or have price reduced lunches. The population by gender is 152 males, 139 females. Ethnicity within the school is eighty-seven percent White, five percent Hispanic, four percent Asian and one percent Black. Students recognized as representing two or more races is two percent (NCES, 2018-2019).

The fourth elementary school's student enrollment is 419, grades Pre-Kindergarten through five, taught by twenty-six teachers. The student to teacher ratio is 15:7. Ten percent of the students receive free lunch or have price reduced lunches. The population by gender is 230 males, 189 females. Ethnicity within the school is ninety-four percent White, two percent Black one percent Hispanic and less than one percent American Indian/Alaska Native and Asian. Students recognized as representing two or more races is three percent (NCES, 2018-2019).

The middle school in this school district serves grades six, seven and eight. The school's enrollment is 719 students and forty-three teachers. The student to teacher ratio is 16:6. The

percent of students receiving free lunch or reduced priced lunch is seventeen percent. The middle school has Title I status but not school wide. The population by gender is 359 males, 360 females. Ethnicity within the school is eighty-eight percent White, six percent Hispanic, two percent Black and two percent of the students representing each of the ethnicities of American Indian/Alaska Native, Asian, and Native Hawaiian/Pacific Islander. Three percent of students represent two or races (NCES, 2018-2019).

The high school in this school district serves grades nine through twelve. The high school serves 779 students with fifty-six teachers. The number of students to teachers is 13.9. Twenty percent of students receive free lunch or reduced-price lunch. The high school is also Title I. The population by gender is 397 males, 382 females. Ethnicity within the school is eighty-seven percent White, eight percent Hispanic, one percent Black and less than one percent American Indian/Alaska Native or Asian. Ethnicities of two or more races three percent (NCES, 2018-2019)

Rural School District (District C)-

This school district is located approximately thirty-five miles southeast of a metropolitan area of about 450,000 residents (United States Census Bureau, 2019). The population of the community surrounding this district is roughly 3,495 people (United States Census Bureau, 2017). There are two school buildings in this district of 681 students. There elementary school serves 334 students, Pre-Kindergarten through fifth grade. Teachers employed in the elementary school is about twenty-one, making the student teacher ratio 15:1. Twenty-two percent of the elementary population receives free or reduced-price lunches. The elementary school is a Title I School but not a school wide program. The population by gender is 171 males, 133 females Ethnicity within the school is ninety-four percent White, four percent Hispanic, one percent

Black, less than one percent American Indian/Alaskan Native or Asian. Students representing two or more races is less than one percent (National Center for Education Statistics, NCES, 2018-2019).

The high school in this school district serves grades six through twelve. The student population is approximately 347 with twenty-eight teachers. The ratio of students to teacher is 12:1. The percent of students receiving free or reduced lunch prices is twenty-seven percent. The high school is also a Title I but not school wide. The population by gender is 182 males, 165 females. Ethnicity within the school is ninety-two percent White, three percent Hispanic, two percent Black, one percent Asian and two percent of students representing two or races is one percent (NCES, 2018-2019).

Table 2- *District Participant Demographics*

District Statistics*	District A	District B	District C
Number of Schools	47 Schools <ul style="list-style-type: none"> • Elementary-30 • Middle- 7 • High- 5 • Alternative programs-4 	8 Schools <ul style="list-style-type: none"> • Elementary-4 • Middle- 1 • High- 1 • Alternative programs- 2 	2 Schools <ul style="list-style-type: none"> • Elementary- • Middle/High No reported Alternative programs
Total Students	23,2922	4,311	681
Total Teachers	1,649.06	254.5	50.33
Student: Teacher ratio	14;1	17:1	14:1
Ethnicity	31% White 27% Black 33% Hispanic or Latino 5% Asian 3% 2 or more races	86% White 2% Black 9% Hispanic or Latino 1% Asian 2% Nat. Amer./Alaskan Nat. 1% 2 or more races	90% White 4% Black 2% Hispanic or Latino 4% 2 or more races
ELL Students	7,627	43	0
Students with IEPs	3,474	725	67
District Community Statistics			
Total Population	118,353	13,717	3,495
Median Household Income	\$36,627	\$87,327	\$83,047
Total No. of Households	43,393	4,675	1,328
District Leadership in place	In 2 nd year	15 years	Interim Superintendent since 2018—2019 school year

Note: Data source: National Center for Educational Statistics, 2018-2019 School Year

Instrumentation

For this work, a metric developed by Dunham, Grube, Gardner, Cummings, and Pierce (1989) will be utilized. These authors created the Attitude Toward Change Instrument to attempt to measure the attitudes of those involved with change implementation. Through their review of literature pertaining to organizational change, they found an abundance of material offering hypotheticals for how and why people involved in systemic change respond, either in support of or resistant to change (Beer & Walton, 1987; Connor & Lake, 1988; Kanter, 1985; Sashkin & Burke, 1987). The literature also stressed the importance of a person's attitude in the decision making process of either supporting or resisting change (Patchen, 1965; Kirton & Mulligan, 1973). Twenty-four years prior to instrument of Dunham, et.al., (1989), Patchen made this observation:

“ . . . From the standpoint of individual well-being, general resistance to change may also be important in that it may indicate that the person feels threatened by the change in some way. It seems desirable therefore to be able to assess the extent to which employees react favorably or unfavorably to changes in the job situation.”

It is with this knowledge Dunham, et. al., (1989) set out to create a general instrument to measure attitudes toward change. Through their extensive review of literature surrounding organizational change and attitudes to support or resist, Dunham, et. al., (1989) found Kazlow's (1977) perspective on change in addition to the cognitive, affective and behavioral aspects of attitudes to be helpful in constructing an initial framework for their metric on attitudes toward change. The groundwork for the attitude survey was

“Attitude toward change in general consists of a person's cognitions about change, affective reactions to change, and behavioral tendency toward change. Attitude

toward a specific change consists of a person's cognitions about that change, affective reaction to change and behavioral tendency toward that change' (Dunham, et. al, 1989).

Once permission to conduct research in these school districts was given, the researcher distributed the Attitudes Toward Change instrument (Appendix C) electronically through each building's administration. The survey was reformatted to create a ranking system for responses. Responses were ranked on a scale of one to five; one being strongly disagree and five being strongly agree. Additionally, a question was added to the survey asking teachers completing the survey to indicate their willing to participate in follow up interviews on change. Participants were given two weeks to complete and return to the researcher.

Procedures

For the study to begin, a detailed proposal of the research was provided to the University of Kansas Institutional Review Board (IRB). The IRB ensures that all research conducted in affiliation with the university is kept confidential and in a secure location for no less than three years. Once three years has passed the data will be destroyed and discarded in a secure manner. A letter, Research Study Request to Participate Letter (Appendix A) was created for the purpose to explain the study to potential participants. Additionally, IRB requires all participants be provided an Informed Consent form explaining their rights and things to be aware of as participants in a research study (Appendix B) A copy of the Interview Protocol was also provided for review (Appendix E)

Once IRB approval to conduct research was granted, the researcher distributed a letter of introduction and explanation of the research to be conducted to the three districts for further approval. The design of the research started with the fifty-two-statement survey and moved into

structured interviews. Before participants received the survey, consent to participate in research was signed and returned to the researcher. The survey was electronically distributed to approximately 2,000 educators across three different school districts. After completion of the survey, participants willing to be interviewed were contacted and interviews were scheduled.

The structured interview questions (see Appendix A) initially asked teachers about their years of experience, why they became teachers, and what kinds of change had they seen throughout their career. Participants' professional background information can be found in Table 3. The rest of the questions asked of participants were open ended which allowed for more discussion or elaboration which allowed the interview to be fluid and have natural flow. The intended design of interviews was to ask questions moving from a theoretical framework comprised of OCC and SET to questions centered around the individual's experiences and feelings with change. Responses linked to OCC would express frustration with change or a general distrust in those calling for change. If OCC was present it would indicate by statements of lack of fairness, previous and repeated failings of attempted change or disdain for organizational change for those compelled to rally for and mandate change. Purposefully shifting away from the organization toward the individuals responsible for implementing change, teased out the presence of SET. Teacher responses disclosing feelings of inadequacy, lack of confidence in their ability to perform tasks, feelings of helplessness or lack of control in their work environment presented signs for the existence of SET. Once the questions focusing on the presence and potential impact of OCC and SET were asked, teachers interviewed were asked to respond and elaborate on their own experiences and feelings toward change. This portion of the interviews linked to the research questions. One anticipated outcome of the interview was to substantiate the presence of OCC and SET in systemic change within education and their effect

on teachers. Additionally, the potential reversal of negative attitudes toward change was discovered. When teachers felt the principle for change was genuine and the interference of barriers removed, the conflation of negative or cynical attitudes and resistance to change were uncoupled.

Table 3- Interviewee Professional Background Information

Interviewee	1 st or 2 nd Career	Years in District	Professional Role
1	2 nd	13; Has since left district	Special Education Teacher
2	1 st	19	Elementary School Teacher
3	1 st	17	High School Teacher
4	2 nd	11	Elementary School Teacher
5	2 nd	2	Middle School Teacher
6	1 st	20	Elementary School Teacher
7	2 nd	20	Special Education Teacher
8	1 st	22	High School Teacher
9	1 st	11	Elementary School Teacher
10	1 st	14	Elementary School Librarian
11	1 st	5	Special Education Teacher
12	1 st	26	Teacher
13	2 nd	17	Middle School Math Intervention Teacher
14	1 st	8	High School Teacher
15	2 nd	11	High School Teacher
16	1 st	28	Early Childhood Speech and Language Pathologist
17	1 st	12	Special Education Teacher
18	1 st	17	Middle School Administrator
19	2 nd	15	Elementary School Teacher
20	2 nd	15	Elementary School Teacher
21	2 nd	11	Special Education Teacher Leader

Data Collection, Coding and Analysis

All data collected during the study was confidential. The first phase of the study, attitude survey, was sent to teachers via their administration. Returned responses were stored in web-based program and only accessible by researcher. Phase two of the study was the structured interview. Each interview was conducted using the same structure, i.e. questions, format,

recording method (voice recorder), and transcription process. During the transcription portion of the study, the researcher typed every word spoken by respondent. Transcripts were checked for accuracy by researcher's repeated listening of recording. Once each transcript was complete, a member-check was conducted. The researcher provided a copy of the transcript to respondent for verification of accuracy and clarity.

After member-checks have been completed, the researcher began coding each transcript. The researcher examined each transcript, continuously looking for similarities and differences within the data, preliminary codes began to emerge. These initial codes are considered tentative and temporary (Saldaña, 2015). The investigator organized the initial codes into broader categories. This organization process is referred to as "axial coding." The purpose of axial coding is to remove redundant codes, clearing the way for selecting the best codes that are representative of the data (Boeije, 2010). Similarly, coded data from the initial coding phase was grouped, resulting in a reduced number of codes "while sorting and relabeling codes into conceptual categories" (Saldaña, 2015, p. 218).

Analytic memo writing was the next step of data analysis. The purpose of analytic memo writing was to document and reflect on emergent patterns and offer interpretations of noted patterns, possibility leading toward theory (Saldaña, 2015). The project's researcher wrote analytic memos for own interpretations and the emergent ideas found within axial code. Once clarity and specificity of memos were tied to the data, the memos were filed as part of the data analysis process. All codes, analytical memos, themes and researcher reflections were organized in an Excel document which made it easier for the researcher to review and look for further thematic development. Concluding the data analysis process, the researcher reviewed the data

again, looking for any additional information, regardless of subtlety, to supplement the summarization and explanation of findings.

Validity and Credibility

Validity of a quantitative study is non-negotiable. The authenticity of a study or validity (Ambert, Adler, Adler, & Detzner, 1995) is critical to the acceptance of the study itself. Analyzing quantifiable data to determine its validity is distinctively more straightforward process in comparison to determining the validity of a qualitative study. As a matter of fact, Robson (2002) suggests when the term, validity, is raised pertaining to qualitative studies, contemporary qualitative researchers prefer to use the term, credible. Data gathered through qualitative means, e.g., field notes, observations, memos, interviews, is grounded in one's beliefs and experiences; the one being either the participant or the researcher (Ambert, et. al, 1995)

In their article, "Determining Validity in Qualitative Inquiry," Creswell and Miller (2000) speak of quantitative research drawing conclusions from calculable metrics whereas qualitative research is done through three "lens." The three lenses being the researcher's personal lens, the lens used by a study's participants, and the lens of those outside of the actual study but possessing knowledge or understanding the field of study. They continue to educate the reader on the three "paradigm assumptions,"- postpositivist, constructivist and critical, which operate within qualitative inquiry. Furthermore, Creswell & Miller (2000) illustrate the alignment of the lens with each paradigm of which aids in the determination of validity or credibility of qualitative research in the Table 4 below.

Table 4: *Validity Procedures Within Qualitative Lens and Paradigm Assumptions*

Paradigm Assumption/Lens	Postpositivist or Systematic Paradigm	Constructivist Paradigm	Critical Paradigm
Lens of the Researcher	Triangulation	Disconfirming evidence	Researcher reflexivity
Lens of Study Participants	Member checking	Prolonged engagement in the field	Collaboration
Lens of People External to the Study (Reviewers, Readers)	The audit trail	Thick, rich description	Peer debriefing

Note: Creswell and Miller, 2009

To ensure this work is valid or credible, the researcher worked between the postpositivist and critical paradigm. The lens utilized and procedures to espouse credibility were the lens of the researcher when triangulation of gathered data occurred and researcher reflexivity of which meant the study’s findings were examined and the acknowledgement of contribution to the study by the researcher.

Ethical Considerations Concerning Trustworthiness and Confidentiality

Qualitative research has been scrutinized for a long time. Positivist researchers have been skeptical qualitative research because of the different way qualitative research is deemed credible. As mentioned previously the process of qualitative research is not referred to as being valid or reliable but instead it is termed, credible. This is the main reason positivist researchers question qualitative research. Each methodology approaches “naturalistic work” in different ways (Shenton, 2004). Lincoln’s (1995) rationale for the skepticism around field of qualitative research was that it was “still emerging and being defined (Shenton, 2004).” Countering the uncertainty with the trustworthiness of qualitative research, E. G. Guba (1981) fabricated four criteria which over time have been accepted by positivist researchers, aligning the concepts of

validity, generalizability reliability, and objectivity of quantitative research with qualitative inquiry concepts of credibility, transferability, dependability and confirmability (Table 5)

Table 5: *Criteria for Trustworthiness Linking Qualitative and Quantitative Methodologies*

Qualitative Terminology	Quantitative Terminology
Credibility	Internal Validity
Transferability	External validity/Generalizability
Dependability	Reliability
Confirmability	Objectivity

Note: Guba's (1981)

Lincoln and Guba (1985) underscore the importance of certifying credibility of a qualitative study to form trustworthiness. Of the fourteen provisions of credibility, the researcher employed ten (Shenton, 2004). The following table presents the ten research practices used in this study (Table 6).

Table 6. *Credibility Practices to Establish Trustworthiness*

Practice	Example of Usage in Study
Adoption of well-established research methods	<ul style="list-style-type: none"> • Confidential surveying of participants with instrument measuring general feelings toward change • Structured Interview with protocol
Development of early familiarity with culture of participating organization	<ul style="list-style-type: none"> • One of the three school districts the researcher has been employed • One district the researcher has interviewed for employment opportunities • One district is located near researcher and is familiar with its basic structure • Researcher has consulted NCES.gov to gain insight as to each district's community size, number of facilities, student enrollment, ethnicity, and free and reduced lunch

Triangulation	<ul style="list-style-type: none"> • Researcher compared results of initial survey and structured interviews to identify commonalities and themes within the data • Researcher also look for statistical differences and trends in data collected across all sites.
Tactics to help ensure honesty in informants	<ul style="list-style-type: none"> • During both phases of data collection (general survey and structured interviews) researcher explicitly stated that data gathered was confidential and the only other person with access to the data would be the researcher's advisor.
Iterative questioning	<ul style="list-style-type: none"> • Researcher asked for clarification or probed for more elaboration from respondent • During analysis and summarization of findings, researcher shared when further questioning was done for gaining more information from respondent
Frequent debriefing session	<ul style="list-style-type: none"> • Researcher discussed progress of study, data collection, noticeable trends, and asked for feedback/guidance from advisor
Peer scrutiny of the research project	<ul style="list-style-type: none"> • Researcher discussed progress of study, data collection, noticeable trends, and asked for feedback/guidance from advisor, instructors and panel from dissertation proposal
Researcher's reflective commentary	<ul style="list-style-type: none"> • Researcher shared reflections throughout the study regarding its progress, initial impressions, change in perspectives in the results section of the project's report
Background, qualifications and experience of the investigator	<ul style="list-style-type: none"> • Researcher has twenty-five year of teaching experience across elementary and middle school levels, general education and special education. • Researcher has conducted research prior as was project coordinator of IES research project for three years
Member Check	<ul style="list-style-type: none"> • Structured interviews were recorded and transcribed. Finished transcripts were reviewed by participants to ensure authenticity of words scribed.

Note: Shenton, 2004;

Transferability in qualitative research refers to the level a study's results can be used in other settings. The findings of this study can be applied to further studies about the impact of change on teachers, their students, the classroom, the building, the district and possibly community relations. The results can help leadership better understand the viewpoints of

teachers and how to work through feelings of negativity toward required change. The term, dependability, in qualitative research pertains to the ability of another researcher to replicate the study and receive data that reflects the parent study's data. Shenton (2004) stresses the importance of providing detailed reports for all processes and results associated with study, making its replication a stronger possibility for another researcher. Two of the three components helpful for establishing a dependable study involve detailed information explaining the design of the research, how the research was implemented and how data was collected. The final component of a dependable study involves detailed critique from the researcher on the effectiveness of the utilized methodology.

Confirmability in qualitative inquiries entails the degree of which the researcher discloses any biases held toward the study or results. One method of determining biases in a qualitative study discussed in Shenton (2004) was an "audit trail." This practice allows someone outside the research to track every decision a researcher made concerning the processes and procedures in the study. This practice can uncover any biases present in the study (Shenton, 2004).

Confidentiality also contributes to trustworthiness of a study. All data collected was stored on researcher's personal computer. The responses to the Attitudes Toward Change survey was collected and stored on a web-based program only accessible to the researcher. Participants were informed of the researcher's plans for ensuring confidentiality which helped establish trust between participant and researcher.

Potential Contributions of the Research

A healthy amount of research has been conducted around negative attitudes in the workplace, ways to get people on board with organizational change, and effective leadership. However, the aim of this study was to present the idea that negative attitudes about change do

not mean resistance to change. Filtering teachers' reactions to change through the theories of OCC and SET, the need for more research related to negative attitudes toward change not conflated with resistance to change, is significant. In addition to contributing to collection of literature that is lacking, this qualitative case study has the potential for fueling more discussion on unyoking negative attitudes toward change from resistance to change. will contribute to the existing literature

Summary

The purpose of this qualitative case study was to explore the attitudes of teachers toward change. The primary impetus impacting teacher's attitudes toward change or reform is an amalgamate of two theoretical frameworks. The larger, systemic framework is Occupational Change Cynicism, OCC. Delving into OCC, cynicism or negativity is found. The negativity generated by organizational or systemic change is the result of failed attempts at change. When attempts to change fail because they are ineffective, unattainable, or ceremonial, those held accountable for implementing the change develop negative attitudes toward leadership directing the change and the change itself. The leadership or party responsible for dictating change become viewed to be lacking the skill set and knowledge critical for making effective change. Beyond the belief in the lack of ability to effect change, feelings of distrust, beliefs that ulterior motives are in play, and the presence of insincerity from leadership embitter those encumbered with making change happen (Abraham, 2000).

The second of the two theoretical frameworks influencing teachers' behaviors toward change is the Self-Efficacy Theory, SET. This theory is more personal of the two. At the heart of SET is the belief in one's ability to assess themselves, determining if they possess the skills needed to be successful with specific tasks. This dovetails into control. Self-assessment of the

presence of skills needed to be successful becomes the governing factor of whether one decides to participate in a task. Ascertaining the extent of engagement in an activity is exemplar of control. Expectations for implementing change of which they have no voice renders teachers feeling helpless leading to a deficiency in their self-efficacy.

The design of the research flows from the fifty-two-statement survey to a structured interview beginning with questions related to the macro theory pertaining to change, OCC, to questions centered around the individual's feelings on change and the theory, SET. The intentionality of the interviews will be to move between the theoretical framework comprised of OCC and SET. OCC is applicable to issues addressing systemic, large scale change, whereas SET directly impacts the individual meant to implement change. It is anticipated that responses to initial questions will reflect what has been discovered in the literature review. Responses linked to OCC may express frustration with change or a general distrust in those calling for change. If OCC is present it may be shown through statements of lack of fairness, previous and repeated failings of attempted change or disdain for organizational change for those compelled to rally for and mandate change. Directing the interviews away from systemic level to the personal level, questions posed to the interviewee will promote self-reflection and realization. Purposefully shifting away from the organization toward the individuals responsible for implementing change, will hopefully tease out the presence of SET. Teacher responses disclosing feelings of inadequacy, lack of confidence in their ability to perform tasks, feelings of helplessness or lack of control in their work environment are indicative of the existence of SET. Once the questions focusing on the presence and potential impact of OCC and SET have been asked, the teachers involved with the interview will be asked to respond to and elaborate on the research questions. One anticipated outcome of the interview is to substantiate the presence of

OCC and SET in systemic change within education and their effect on teachers. Additionally, the potential reversal of negative attitudes toward change may be discovered if teachers feel the principle for change is genuine and the interference of barriers removed. When this happens, the conflation of negative or cynical attitudes and resistance to change will be uncoupled.

Chapter 4: Findings

The purpose of this study is to investigate negative feelings or cynicism held by teachers regarding change does not mean there is a resistance to change. This study explored potential barriers contributing to negative or cynical feelings toward change. These potential barriers were the lack of resources or limited capacity to change, the lack of professional respect (semi-profession) demonstrated by the absence of educator input regarding instructional practices or curriculum focus, challenging work structures within schools and limited influences on student achievement. As stated in Chapter One and shown in the data, these areas are not present in isolation but appear in association with one another. This study was designed to disclose feelings of negativity or cynicism of teachers toward change based on individual teacher experiences and perceptions.

These findings resulted from an analysis of data centered on the following questions:

1. How does change viewed by teachers as being unattainable, unfeasible or ceremonial effect their attitudes toward change?
2. How do teachers' negative attitudes toward change generate cynicism or resistance to change?
3. How are teachers' negative attitudes impacted by the removal of barriers effecting attainability or feasibility of change?

The findings within this research support teachers' attitudes toward change being impacted by the purpose for ordered change and barriers in the way of implementing change. Teachers are open to change and value the positives which can accompany change. They accept change as inevitable and constant. Many teachers spoke of change as a part of their daily experiences in the classroom. Several of the interviewees shared they daily assess the

effectiveness of their teaching and evaluate the learning of students; noting changes needing to be made to make the greatest impact on student learning. Many interviewed welcomed changes. They expressed the continuous changes and needs of society. They asserted, if the primary objective in education is to prepare young learners for success in society, change is absolute. Several offered caution about the dangers of becoming static and the appeal of learning new things. Some mentioned change in the form of instructional practice as unnecessary. Knowing how to instruct is fundamental but change in curriculum, behavioral processes, or technological usage and devices, were appreciated.

Speaking for themselves, some educators placed great importance on knowing the rationale or reasoning behind mandated change. They value knowing why things are changing, the intentionality of the change and the thought process behind change. Change was viewed as positive by all interviewed when it is done in the best interest of students. Negativity or cynicism toward change, they admitted, appears when change is ceremonial, transitional, or not centered on students.

Three hundred-sixty respondents, approximately eighteen percent of the 2,000 educators who received the survey, completed the survey. District A produced three hundred thirty surveys accounting for 91.67% of the total number of submitted surveys. District B's return of surveys was twenty-seven or 7.50% of total of surveys completed. District C's completed surveys equaled three, contributing 0.83% of the surveys collected. Before running the data through Statistical Analysis Software, SAS, fourteen of the fifty-two survey statements were reverse coded due to the phrasing of the statements being mismatched to the scale's terminology. The statements needing reversed were items three, four, five, seven, nine, ten, fourteen, fifteen, nineteen, twenty-one, twenty-two, twenty-six, twenty-seven, twenty-nine, thirty-five, thirty-six,

thirty-eight, forty-two, forty-three, forty-four, forty-five and fifty-two. The mean for the responses given by all three hundred sixty was 3.11 with a Standard Deviation of 0.21 (Appendix D) With a mean of 3.11, respondents were found to be neutral in their attitude toward change in general. Upon completion of converting the data into Z scores, looking at the distribution of the data, respondents were identified in the -1.5, -1.0, 1.0 and 1.5 deviations from the mean. Ninety-four survey participants were situated in these sectors. Participant responses in sector -1.5 possessed more negative attitudes toward change, than those in the other three sectors. Those found in section 1.5 indicated the most positive attitudes toward change in general. Of these ninety-four, thirty-one surveyed indicated they were not interested in participating in a follow up interview. Of the remaining sixty-three, forty of the respondents identified as willing participants for structured interviews were from District A. All forty survey participants were contacted for interviews with twenty-one completing the structured interviews. The interviewed participants represented each identified pocket across designated deviations (Table 7)

Table 7: *Structured Interview Participants*

Sector	Participant	Gender	Career	Years of Experience in Education	Years with District A
-1.5	1	M	1 st	13	13
	2	F	1 st	19	19
	3	F	1 st	17	17
	4	F	2 nd	15	15
	5	F	1 st	2	2
-1.0	6	F	1 st	20	20
	7	F	2 nd	20	20
	8	M	1 st	22	22
	9	F	1 st	11	11
	10	F	1 st	30	14
1.0	11	F	1 st	3	3
	12	F	1 st	26	26
	13	F	2 nd	17	17
	14	F	1 st	8	8

1.5	15	M	2 nd	16	5
	16	F	1 st	28	28
	17	F	2 nd	14	12
	18	F	1 st	17	17
	19	F	2 nd	20	15
	20	M	2 nd	19	15
	21	F	2 nd	10	10

Note: Data is taken from structured interviews conducted one-on-one with researcher.

Once all twenty-one interviews were completed, each interview was transcribed onto a spreadsheet for organization purpose and then recorded into individual files using NVivo 12. Initial coding nodes were created by researcher based on the four barriers to suspected of implementing successful change, impacting teachers' perspectives of change. The four barriers as stated in the Review of Literature are limited capacity of resources, lack of professional respect for teachers as shown through the usage of the term, semi-professional, work structures in teaching, and limited influence teachers have over student achievement. While coding files additional nodes were created (Appendix F) These nodes were:

Autonomy and Control	Change as negative	Change as positive	Change done to me or Collaboratively designed
Change is necessary	Characteristics of change	Data in education	Needs for change to be better received
Negativity toward change	Reasons for change	Relationships	Teacher input

While coding the data comparisons were made across the group and among the individual responses. As a group the nodes surfacing in the data pertaining to teachers' reactions to change the most were Reasons for Change and Relationships. Each category was referenced forty-five times with the next most frequently code found being Autonomy and Control. Reviewing the data by individual responses, interviewee responses indicated in order of appearance, Reasons

for Change, needs for change to be better received and Lack of Professional Respect to be the three highest impact factors affecting teachers' perspectives and reactions to change.

Next, using NVivo 12 nodes were paired with each of the barriers and a comparison was drawn based on the coding of individual responses to the structured interview. The findings are reported in percentages of connected responses over total responses. (Table 8)

Table 8: *Nodes in Relation to the Four Barriers*

Nodes	Limited Capacity/Lack of Resources	Lack of Professional Respect	Work Structures	Limited Influence on Student Achievement
Autonomy and Control	55%	45%	42%	16%
Change done to me or Collaboratively designed	50%	39%	38%	13%
Change as necessary	41%	47%	19%	7%
Change as negative	33%	38%	19%	15%
Change as positive	67%	53%	43%	25%
Characteristics of Change	35%	33%	14%	6%
Data in education	19%	31%	17%	11%
Needs for change to be better received	50%	47%	39%	17%
Negativity toward change	44%	50%	20%	8%
Relationships	44%	50%	31%	13%
Reasons for change	50%	47%	39%	17%
Teacher Input	44%	31%	29%	8%

Note: Data is taken from structured interviews conducted one-on-one with researcher.

Table 8 above shows participant responses in relationship to the four barriers of which this study queried. Each node was counted, and a percentage found for its representation associated with each barrier. To explain, the node, Autonomy and Control, was reflected in the data to be impacted by the barrier, Limited Capacity/Lack of Resources, 55% percent of the coding for Autonomy and Control. For the remaining barriers, Lack of Professional Respect, Work Structures, and Limited Influence over Student Achievement, the percent of links were 45%, 42%, and 16%. Coding pertaining to the node, Change as Positive, responses stated change as positive when capacity and resources are no longer limited, when teachers are treated as professionals, when work structures such as time to plan, collaboration among staff, and curriculum development are provided and the realization of teacher influence on student achievement, given all the extraneous factors impacting student learning, is acknowledged as not being as great as once thought.

Table 9- *Barrier relations to Another Barriers*

Barriers	Limited Capacity/Lack of Resources	Lack of Professional Respect	Work Structures	Limited Influence on Student Achievement
Limited Capacity/Lack of Resources	-	7%	58%	15%
Lack of Professionalism	47%	-	42%	18%
Work Structures	58%	42%	-	25%
Limited Influence on Student Achievement	15%	18%	25%	-

Note: Data is taken from structured interviews conducted one-on-one with researcher.

The findings in Table 9 represent the percentage of nodes connecting one barrier to another. Each potential barrier associated with change, presented in the review of literature and

appearing in interviews, was coded. This table shows, for example, Limited Capacities/Resources were more linked in interviews when discussing Work Structures, 58%, than with Lack of Professional Respect, 7%, or Limited Influence on Student Achievement, 15%.

The data above shows connectivity between nodes and the four barriers. Focusing on the research question addressing the removal of barriers effecting the attainability of change, fifteen of the twenty-one interviewed participants, 71%, specifically addressed the barrier or barriers they believed impeded positive change or positive. If the barriers were removed, participants' responses stated change would possibly be more effective and reception of imposed change would be more positive. The barriers each of the fifteen stated as interfering with effective change are shown on the table below. (Table 10) Additionally, more illustrations showing the connections between the coded interview data and the four barriers to effective changes can be found in the Appendix (Appendix J)

Table 10: *Participant Responses Associated with Barriers Against Change.*

Sector	Participant	Work Structures	Lack of Professional Respect	Limited Capacity; Lack of Resources	Limited Influence on Student Achievement
-1.5	1	x	x	x	
	2	x	x	x	x
	3	x	x	x	
	4			x	
	5	x		x	x
-1.0	6				
	7	x	x	x	
	8				
	9			x	
	10		x		x
1.0	11				
	12				
	13		x	x	
	14		x		

1.5	15			x	
	16				
	17		x		x
	18				
	19		x		
	20	x			x
	21	x	x		x
Totals	15	7	10	12	3

Note: Data is taken from structured interviews conducted one-on-one with researcher.

Although teachers were surprisingly open to change, they discussed the presence of obstacles interfering with effective implementation of change. The obstacles mentioned in the interviews were: lack of capacity/lack of resources, lack of time to implement change properly, lack of time given for the impact of change to realized, change being made unnecessarily or being ceremonial. It is these barriers which undermine the implementation of effective change. For the purpose of this study these barriers have been identified as Lack of Capacity/Lack of Resources; Lack of Professionalism; Work Structures; and Limited Influence on Student Achievement.

Limited Capacity; Limited Resources

The term capacity. in the field of education, it embodies the skills, abilities and knowledge associated with specific tasks in the educational environment, including but not limited to improvement plans and instructional practices. With any reform measures in educational settings possessing the necessary capacity to implement change requires resources. Resources require monetary support; however, in education, resources also include time, needed for the process of change to occur, materials needed for instruction and learning, teachers to deliver instruction, which leads to the need to provide of benefits and salaries for the retention of teachers. At the onset of the research, concern for combining limited capacity and limited resources were held. However, during the initial few interviews it was evident participants often

referred to capacity and resources collectively. Having found this pattern, it was decided to reference the two concepts as one category both during the remaining interviews, coding, and data analysis. This barrier to change, Limited Capacity; Limited Resources, was referenced the most in the data from the twenty-one interviews. Twelve of the fifteen respondents specifically coupled lack of capacity and limited resources as perceived obstacles to change.

After coding all twenty-one interviews, searching for possible links between the nodes and the barriers in the way of change, fifteen of the twenty-one interviews surfaced as showing probable connections. Of the fifteen interviews, ten addressed limited capacity, limited resources as negatively shadowing their attitudes toward change. Interviewee Twenty-one set the tone for limited capacity by evaluating the current changes taking place in District A as the “knowledge of reform elements is missing.” Other comments regarding change and the frustration being felt brought the level of confusion that can be experienced during change when capacity is limited. Interviewee Three, who was born into a family of educators and being in education for over seventeen years, all in District A, shared she would leave education completely if it were not for the love she holds for her students. She expressed the decisions of which are made have very little if any “understanding as to the impact change has on teachers.” Interviewee Twenty-One, shared her observation of change in District A as “no apparent looking had been done into what needed to be changed” before changes were directed. Other interviewees spoke to the confusion involved pertaining to the direction of which the district was trying to move. Comments about the “disconnect between what the district wants to be and what we are,” or “lack of clarity of change’s focus,” present the perplexities associated with the lack of understanding or capacity of desired change and all of the factors of which must be considered. Interviewee comments continued to illustrate negativity about imposed changes,

discussing the difficulty of knowing what to expect on any given day or “forever shooting at a constantly shifting target.” One participant talked about ‘each week there seemed to be something different teachers are expected to do and how it always made her feel she was doing things incorrectly.’ With the change in district leadership in District A, several participants during the interviews mentioned the large number of personnel, teachers and district level employees, had or were continuing to leave. Several of the participants expressing how the apparent lack of a transition plan, demonstrating the lack of understanding as to the impact change has on those affected by it, has created a void in teacher’s abilities to get clarity on ‘how things should look’ related to expected change. Teachers wanting feedback to determine if they are meeting the expectations no longer know whom to contact and therefore find “we don’t get feedback.” Referencing limited capacity, one educator voiced she felt the changes in District A were “repeated changes without understood meaning or any meaning. It appears to be arbitrary.” She continued to share ‘the district demands change and then steps away leaving teachers to figure things for themselves.’ Perhaps a perfect illustration of limited capacity, was an incident shared by Interviewee Nine:

“On the second day of school (this year), my instructional coach stopped by my class in the morning before school and said “you’ve got everything you need in your room except I don’t see any do now work on the board” (mind you, it was the literal second day of school). I said “I don’t have it because I don’t know what it is. I’ve never heard of it before yesterday when you sent it in an email.” She said, “I don’t know anything about it either, but you need to do it.”

Previously mentioned many personnel at both building and district level had left the district, interrupting the ability of teachers to receive constructive feedback involving

performance expectations because those involved with providing the feedback were no longer with the district. The impact of not knowing who to contact for clarification of expectations or instructional practices addresses a lack of resources for teachers. One teacher stated, “Who do we ask when we need something? Navigating through change is a concern; especially challenging in our situation with so many changes in personnel at CO; those who may have known where to get resources are gone. I feel like we as teachers don’t know where to get the resources needed for the changes.” The previous teacher’s comments were focused on resources involving curriculum and training. With change, the resource of money is absolute. Money is needed to purchase new curriculum, equipment, provide training, and sometime hire more personnel to facilitate change. A special education teacher interviewed stated ‘without the necessary resources and training successful transitions needed to implement change within the field of special education are not successful.’ Sometimes with change there is a need to make minor adjustments. Once adjustments are made some changes can become successful. However, in the instance an adjustment is needed, and financial resources are lacking, the adjustment is not made, potentially impacting the success of the change in a negative manner. Interviewee Thirteen, discussing the various changes she has seen while in District A, mentioned there have been situations involving district implemented change that “if something needs tweaking,” the response from the district has been, “sorry, no money to tweak.” She speaks to the irritation this causes teachers who have tried to implement change required by the district but when a problem is found that might be fixable, potentially allowing the change to be successful, the message from the district shows a lack of understanding and preparedness on their part. During the introduction portion of the interview the opportunity is offered to share trends or changes witnessed while in the field of education. When discussing past change implementations

while teaching in District A, Interviewee Twenty shared a program the district had required be used by all buildings. He mentioned the program was very poor and could only speculate as to why the district continued to use the program when the data showed it was not effective and district officials knew it was a bad program. Two of the three assumptions he offered to explain why the district waited so long before removing the program were ‘test scores were low anyway and the parents did not speak out.’ The third assumption he made was based on the financial resources of the district. He stated District A is a ‘poorer district, less money for moving to a new curriculum.’ He had hoped the lack of monetary resources was the real reason the district “stuck with the program so long.” Another resource short in supply for teachers is time. Several interview participants mentioned the resource of time as lacking. With change, the resource of time is a valued commodity. Time is needed for change to occur, for results to be realized and for solutions to be found when adjusting implemented change. As defined previously, time is also a work structure construct. Teachers need time to plan, collaborate and in many cases, receive training to implement change. Often, teachers need to create new curriculum to align with instituted change. One interviewee whom is a proponent for change when done in the best interest of students, shared “successful change requires a lot of time, thought, energy, and follow up,” . . . “ there is a gap between good ideas and the time and energy it takes to implement them (change) .” She also expressed ‘there is not enough time to fix or create a solution,’ acknowledging the importance of having time for change. She discussed when lack of understanding of why change is being called for and without resources, like time, her feelings about change become negative. Her feelings become negative because demanded change without capacity or necessary resources are not in the best interest of students and they are “arbitrary.”

Semi-Profession: Lack of Professional Respect

Of the original twenty-one interviews, twelve of the fifteen interviews linking the four barriers to successful change specifically referenced a lack of professional respect within their experiences as educators. This probable category of hindering effective change was found to be the second largest category of reference in the interview data. When coding interviews for Lack of Professional Respect nodes such as ‘Change is done to Me or Collaboratively Designed,’ ‘Teacher Input’, or ‘Relationships,’ were included. Inclusion of these nodes increased the number of interviews containing a reference to concerns about professional respect to twenty out of twenty-one. As stated in the review of literature, teachers’ classrooms are their domain and the curriculum their guide for facilitating the learning of their students. They pride themselves on knowing the curriculum, meeting the needs of and establishing relationships with their students. Furthermore, teachers, as found by Grenville-Cleave and Boniwell (2012), placed relations with others at a higher level than other professions. Educators interviewed for this research project spoke of the importance of relationships not only with coworkers but with building and district leadership. Comments illustrating belief in relationships were, ‘I think relationships from the superintendent down are important,’ ‘I can trust my building administration and they trust me,’ and ‘Relationships are important when dealing with change.’ Throughout the interviews it became evident, however, educators from District A, whose current superintendent is finishing his second year in the district, do not feel a connection or relationship with district leadership as they may have experienced with previous district administration, causing many of them to question their worth as professionals. Educator, Interviewee One, stated, “it doesn’t feel like he cares relationships are important; the current culture is one of fear.” Other interviewees reflected on their feelings toward their current situation stating,

“district tears down what teachers have built; don’t respect teachers,” or “I can’t do anything right.” One interviewee’s comment illustrated this concern vividly by saying, “Do you talk to your employees? Don’t ask for ‘how are we doing or what we are doing?’”

District A’s teachers, as shown through the interviews, have been through and continue to experience change. Earlier, statements from a couple of teachers referenced the lack of understanding or missing elements for reform to occur. Another made a statement alluding to the superintendent entering his position without getting to know the district, its culture, or its areas of success. “There appears to be a lack of understanding of teachers’ roles, appreciation of what teachers are doing, or understanding the impact of a change on teachers.” Several comments like the following three are peppered amongst the interview transcripts suggesting a lack of professionalism held for educators who are also under duress from change, “It is more like ‘you dummies, why did you do that, that is not how we do it’; no accountability at Central Office, CO,” “(CO) Doesn’t appear to respect what teachers have been working on,” or “most of the changes made assume that the teachers are failing in every way and are beginning, novice teachers, and when we get introduced to change, we are spoken to and treated like we don’t have any inherent or learned expertise. Further accounts of the educators interviewed, state, “CO doesn’t trust us to get the work done,” and “Today’s district leadership micromanages; there is zero professional respect; lack of being treated as a professional; The focus is on numbers and outcomes,”

When asked to elaborate on the trust, micromanagement, and lack of professionalism issues, it was noticeable that teachers hold the opportunity to offer their input, insight or professional experience as a gauge of professional respect. Their responses reflect they are wanting to help with reforms in the best interest for their students but feel silenced, which

demonstrates to them a disregard for their professional opinions, thus lack of professional respect. “Am I really a valued stakeholder? Is my knowledge and professionalism valued? Semi-profession-- district not asking for teacher input,” this is one of the responses offered during an interview from a veteran teacher of District A. Other responses surrounding the topic of teacher input for change sounded like:

“Sometimes I feel like our district doesn't want to hear its teachers, doesn't listen and look to teachers; I understand a little that I don't see the whole picture in terms of state and district, but I think we could more effectively implement change if we were unified; Teachers are professionals; we have clear pictures of the needs our students but the district does not want to hear us.”

“They (mandated reforms or changes) are pushed out as being collaboratively designed, and there is always an ask for input, but this is frustrating because it's all done under the guise of input, when really, things are already decided for us.”

“No voice you get woe is me feeling-resent and resist change.”

“No one ever asks teachers, “What do you think about (blank)?”

“Our hands are tied; negative attitudes toward change come from not asking but dictating.”

These comments support Cuban's (2012) findings of the frequent practice policymakers to dismiss, overlook, ignore or neglect the perspectives of teachers when pushing for reform creates credibility issues with teachers, negatively impacting the level of support for policymaker's reform initiatives. According to the data presented in the research, thirty-nine percent of the responses connected with the node, “Change being done to me or collaboratively designed,” was linked to the barrier against change, “Lack of Professional Respect.” Some

responses from those who were interviewed conveyed they hoped “changes coming from above and that are told to you,” were collaboratively designed by district level department leaders which would mean various input was elicited, albeit at the district level, before being implemented. “I hope that the changes being presented to us from higher up have been collaboratively designed and discussed before being rolled out. I am hoping it has been done.” This expression of hope for collaborative decision make with respect to imposed change was rare in interview data. Most responses to imposed change reveal feelings of “Change is done to me 110%.,” “(Change is) Done to us; No collaboration; no input; no choice; more number push,” or there was the occasional admission that building level collaboration occurs in some settings but in relation to district lead collaboration affecting change, “. . . input into change is not allowed or contribute- we have no voice; Change in our district is top down.” One interviewee, respondent Thirteen, paused briefly before giving her response, and with a chuckle, framed her response to whether she feels change is done to her or is collaboratively designed, stated, “(Change is) Collaboratively designed by those above me to be done to me.”

Voiced concerns about the absence of being asked for input were associated with the lack of relationship building and professional consideration given to them by District A’s forced changes. Other examples were shared about not being treated professionally by district and sometimes building leadership. In reference to informing educators about the ‘whys’ for change one teacher remarked, “I don't think they give us credit for taking information and understanding why. They don't give us the why. We aren't given credit for being professional or maybe that we aren't educated enough to know. We must read between the lines. They fully expect us to explain our rationale for providing an intervention with students. It would be very appropriate if CO would do the same for us. (and maybe some building admin.). This is what is happening, and

therefore.” There were stories shared about educators from one department that was housed in CO showing up one day to CO only to find they were locked out. They were told they were no longer considered CO personnel and needed to find other work and training spaces. Another instructor mentioned a partnership she and some fellow classroom teachers had with an area college to have student teachers in their rooms. For their participation, the college paid them a stipend. District policy regarding stipends from outside the district to be send to district office and then the funds would be distributed. The educator reported that every year the teachers involved with the student teacher program must ask for their money from the district and when received find it to be a lesser amount. When asked why the smaller stipend, the district states stipend amounts are limited to a specific amount and when a stipend exceeds the amount, the district retains the excess. The educator sharing this incident posed the question, “in what other profession would this practice be found?” Another educator discussed her feelings of never being good enough when trying to implement required changes from the district. She shared, “If I have not implemented change fully or I haven't immediately gotten it down, I get in trouble; I doubt my ability; my Learning Coach, LC, will call me out on it in front of the children; My ability to teach is impacted when I am feeling insecure.” Her feelings of negativity toward change vividly reflected in her words, “We are the peons, the soldiers told what to do. We are just moved around and not really given the opportunity to make movement ourselves. A pawn cannot move without someone moving it-- we are pawns; the district's thumb is on us. We are manipulated by CO.” Two veteran teachers of District A, each admittedly holding negative or cynical attitudes toward change, both admitting to doing as they are directed concerning the implementation of change, offered strong, and sad statements as to their views of the lack of professional respect given to teachers.

“They (district and building leadership) make you want to leave education. I have feelings of anger, frustration, sadness.”

"American Culture- capitalism, competition, money and what makes us look good; In the 1900's, people believed in education; everyone has a right to- Now it about qualification for a salary; Teachers must produce certain kinds of students or as a teacher you are a failure. Attitudes about teachers have changed; teachers used to be respected. Today people have forgotten about the role of teachers. I think when people have gone through school, they feel they know what schools are like- they know what school is, so now they figure they can do it. Society's perspective of education changed then the attitudes toward teachers changed. Teachers are not seen as professional. As a profession we are constantly doing different things so we can get respect (we are desperate to look good); It is not a profession with expertise; If our performance is good people will respect us and we become willing to try new things. It's cyclical. However, our (educators) good intentions get derailed because we want respect.”

When working on the literature review, research conducted by (Olsen & Sexton, 2009), in reference to the teachers within the study, Olsen stated,

“All the teachers mentioned how demoralizing it is to have to follow education mandates created by nonteaching educators, people who have not taught in decades, and/or politicians outside the education field.”

Although the word, demoralized, was not explicitly stated in the data, the intonation presented in many of the interviews could imply their feeling demoralized.

Another node created while coding data was Autonomy and Control. Although this node appeared in fifty-five percent of the data under the barrier of Limited Capacity; Limited

Resources, the second highest percentage, forty-five percent of appearance in the data was under the barrier of Lack of Professional Respect. Having autonomy and control are two components of which the term, profession, is defined (Bolton & Muzio, 2008; MacDonald, 1995). The lessening or absence of these components places the career of teaching as a semi-profession (Bolton & Muzio, 2008; MacDonald, 1995). The importance of autonomy and control held by educators or practitioners, is supported by Larry Cuban's article (2012) comparing policymakers and practitioners. In his article, Cuban (2012) asserts educators as highly valuing professional autonomy or adaptability whereas policymakers want uniformity in system practices and outcomes. Several veteran instructors articulated the autonomy and control they enjoyed earlier in their careers has changed. They also expressed the expectation of "With change (leadership), my autonomy/control can be reduced." A few interviewees revealed the beginning of their career they were able to teach 'their way' and with more creativity. Veteran educators openly discussed witnessing a change in the autonomy and control they once held. Policymakers associated with District A have sent, "horribly mixed messages of autonomy and uniformity, and then recently, any sense of autonomy has been rendered obsolete; ways of uniformity demanded upon us from the district complete strip out individuality." Feelings of being "constricted," "insecurities about my ability to perform well or execute (self-efficacy) as intended," and feeling "less effective" were found in the data. Two interviewees' comments coupled well in echoing Larry Cuban's (2012) assertion concerning the value teachers place on autonomy and Olsen's (2009) statement of the demoralization educators may feel when subjected to mandated change by nonteaching educators:

"I think we have been given autonomy to do what they are requesting but they keep changing what it is they are asking for-- they (CO) don't seem to know what they want it

to look like; Shifting sands . . . I get frustrated by moving target; "what do you want me to do?" but CO doesn't know.”

“People making decisions about things being used in classrooms causes problems.”

Numerous statements have been presented to show the error often made by policymakers; the inability to differentiate between teacher quality and quality of teaching. This error was first raised by Cuban’s work in 2013. He declared policymakers’ reform work often neglects to consider whether teachers innately understand how to carry out mandated. Policymakers assume reforms will automatically improve teaching. Advancing the problem with policymakers dictating change not only signifies a disregard for the needs of those expected to implement change, the teachers, but according to Clark (2001) demonstrates a lack of respect for the profession of teachers. He cautions, as mentioned in the review of literature, that this lack of concern for the needs of teachers in the situations of change lead to ‘eroding the identity of the teachers as a caring professional and replacing it with a functional technician.”

Work Structures

Reverting to the work structures addressed in the review of literature, work structures may include but are not limited to class size, working in solidarity, time for collaboration with co-workers, time for lesson planning, conferencing with parents, and curriculum development. This is the third of the four barriers to successful change. Seven of the fifteen interviewees responses linked to Work Structures to impeding positive change. During the process of conducting and coding interviews there were no statements referencing class size or conferencing with parents as impeding work structures. Most of the interviewees situated work structures hindering change around time, curriculum, additional roles and responsibilities, lack of training, disappearance of collaborative environment, teach evaluation expectations, and

bureaucratic practices of the district's leadership. Discussing the structure of the district's leadership and the impact it had on the work structures of those outside of district office, one participant spoke to the previous leadership's allowance for full autonomy across the district. With this practice, each building was able to create its own culture and workspace. He shared that the district became very comfortable place. He continued and mentioned the negative impact of full autonomy across the district as being the lack of consistency. Each building had different schedules and different curriculum. These work structures adversely impacted teachers' abilities to collaborate across the district with others of the same grade level and complicated the ability of the district to hold district wide professional development. With each building having its own curriculum collaboration between buildings was not possible nor was it possible for the district's curriculum to be aligned across the district at the various levels of education. Interviewee One expressed the consequence of allowing each building to have its own curriculum was the inadvertent loss of collaboration among grade level teachers across the district. Today's district leadership does not encourage collaboration, according to this interviewee, but it is not because of total autonomy being allowed. He describes the culture of the current situation as one of fear. Teachers who used to be helpful and enjoyed being able to exchange ideas and lend support to one another are now silent. From the work of Darling-Hammond (1993) it is learned that "Collegiality in education can generate a support system for teachers, promoting better instructional practices and prevent some feelings of alienation often felt by teachers." Several responses have given rise to feelings of being isolated or without others to collaborate or of whom they can seek support.

Concerning curriculum as a work structure, several comments were shared relating to situations involving curriculum that had become a frustration and was continuing to build to the

point of cynicism or negativity. As district leadership continues to force change, there is a “lack of clarity in the change’s focus,” and the “tools needed aren’t always in place.” More said about the work structure of curriculum and subsequent change includes feelings the focus for the district’s leadership is “not on engaging or asking if students are learning.” The focus appears to be on standardized testing, Interims, pacing calendars and pacing guides. According to one interviewee, “(the district) seems more concerned about completing checklist or checking of boxes.” Interviewee Two’s commentary resonates with annoyance for the district’s use of multiple sources created for guiding instruction and the rate of which material is to be covered. District A has implemented both a pacing guide and pacing calendar to ensure instructional material is covered. It is also to help educators with planning the allotted time necessary to cover instructional units. However, after being confronted by an IC about her being behind instructionally, Interviewee Two discovered the pacing guide and pacing calendar are not aligned.

“Things are changed midstream to cover themselves and have an agenda and puts us at a disadvantage. I feel like I can't do anything. Teachers are constantly being challenged and unprepared because the expectations are unknown and not what they used to be; moving target that teachers can't hit.”

Speaking to unknown or unclear expectations, Interviewee Three, a veteran teacher of seventeen years, all years with District A, disclosed how the district has “evolved to a large/huge organization; layers and layers of bureaucracy.” The layers and layers of which have been built under new district leadership lends itself to lack of understanding of expectations. The concept of time is raised by the interviewed educators when addressing all the changes and “new roles teachers have that were once the principals' responsibility.” Teachers express their willingness to

comply with district expectations but are at a loss in terms of having the time to learn ‘new expectations’. Expressions of anxiety with trying to keep up with district mandated change and perform their jobs well; anxiety that is compounded by the lack of training provided to assist with changes. Adding the mounting anxiety is the knowledge the evaluation process currently in place for educators. In years past, as stated in the review of literature, typical teacher evaluations seek to identify teachers’ strength, student engagement and classroom management. More recently, however, teacher evaluations are less about instructional practices and more about learning targets. Cynicism toward the afore mentioned work structures, including teacher evaluations, had been made abundantly clear through teacher interviews as they continually report lack of clarity with the expectations held for them by the district and how they (teachers) are to successfully deliver and meet these expectations, especially expectations that are “moving targets.”

Limited Influence on Student Achievement

“It is hard to show growth in education.”

Interviewee Twenty-one

Cuban and Usdan’s (2003) work illustrates a lack of capacity for understanding why in the wake of all educational reform is student achievement not improving. Many reforms for education have been casted into the field of education with returns of minimal impact. Some of the postulated ‘fixes’ for improving student achievement include creating lower student teacher ratios, longer school years or year-round schools. These proposals only impact the work structures within schools. The deficiency in understanding student achievement and the countless factors acting upon them; factors of which can interfere with the efforts made by teachers for students’ success. Many theories have been postulated about how to improve schools. Some ideas have included. These ‘fixes’ merely change the structures of school. They

do not address the real need for improving student achievement, a change in teaching practices to better attend the external factors impacting student achievement. Teachers are aware, “scores should be higher and since they are not it is the teachers' fault. The district does not stand up and say ‘we agree the scores should be higher but let's look at all of the factors impacting test scores; the answer for why scores are not higher is not simple. We need to isolate what can be controlled, what can we do about it. When I expressed this sentiment, I was asked, can we change it? I said no. The returned response was ‘then we need to move passed it.’ I was left thinking, their (students) lives are a huge factor in their performance.”

Educational systems, not just teachers, need to learn how to teach learners across a variety of economic, social, cultural and language differences. Standardized instructional practices and assessments do not reach across these differences. Teachers are required to spend hours analyzing standardized test scores, looking for ways to improve results.

“We are encouraged to believe that our sole measure as educators is determined by a standardized test score, and countless hours are spent analyzing data from all of the interims and practice tests, time that could be utilized in far more effective ways.” Another interviewed educator reported, “We are focusing on instruction for those students on the bubble of scoring better on tests. District is using an assessment to determine student growth that is not aligned with things teachers are doing.” She continues to state, “the ideas behind change do not meet the needs of our students. We continue to ignore the reality of our children's lives at home.”

According to Downey et.al, (2008) teachers have limited control on student achievement because student spend more outside of school during an academic school year. The instability of families and surrounding communities can contribute to strain in classroom and schools as well. One factor of instability is socio-economic status, SES. Research has confirmed SES is a

contributing factor within the early stages of cognitive development of their children. Students from families of lower SES are often unable to experience educational experiences such as visits to the local library or museum because parents are needing to work to provide for their family or their ability to travel to a library or museum are fiscally hampered. “We are expected to teach to the highest level of the standard and yet some of our students are there yet. We are told that we must increase the rigor of the instruction to the point where success is unattainable for many students, and then we are held personally responsible when students do not get passing grades.

Two other factors researched and found to be associated with lower student achievement in impoverished school systems. One of them is less money to spend on educational opportunities, experiences and supports to offer their students. The other factor of which teachers do not have any control over is the lack of peer modeling of success as many students of many impoverished school districts are found to perform below grade level and are at risk for dropping out. The offerings of the interviewees regarding their limited ability to influence student achievement and the research presented in the review of literature broach several external factors which impede teachers’ abilities to improve academic achievement of students.

To this point, evidence has been presented to support the presence of four barriers within the educational system of which can impede movements for change. Data has been presented through comparison tables showing potential connections between coded responses and stated barriers. Comparison tables showing potential relationships between the stated barriers themselves which supports the statement in the review of literature concerning the barriers interacting with one another and not simply as silos. Findings in the data from the initial survey combined with the structured interview substantiate the existence of the barriers.

When coding interviews, nodes in addition to the four barriers were created as concepts presented themselves. These nodes, mentioned previously in this chapter, were: (Appendix F)

Autonomy and Control	Change as negative	Change as positive	Change done to me or Collaboratively designed
Change is necessary	Characteristics of change	Data in education	Needs for change to be better received
Negativity toward change	Reasons for change	Relationships	Teacher input

Several of these nodes used to demonstrate the presence of barriers against successful change are pertinent to answering the research questions. Applicable nodes used to answer and support the finding of research questions were: “Change is negative, Change is positive, Change is necessary, needs for change to be better received, Negativity toward change and Reasons for change.” As shown below, the percentage of each specific nodes’ presence, aligning with the four barriers proven to exist as obstacles to successful change in educational setting, were higher in the barriers, Limited Capacity/Lack of Resources and Lack of Professional Respect (Table 11).

Table 11: *Percentage Each Node in Data indicating Connection with two Barriers.*

Nodes	Limited Capacity/Lack of Resources	Lack of Professional Respect
Change as necessary	41%	47%
Change as negative	33%	38%
Change as positive	67%	53%
Needs for change to be better received	50%	47%
Negativity toward change	44%	50%
Reasons for change	50%	47%

Note: Data is taken from structured interviews conducted one-on-one with researcher.

Using the data from the table and interviews, answers to the research questions were found.

Research Question 1-

How does change viewed by teachers as being unattainable, unfeasible or ceremonial effect their attitudes toward change?

Interviews uncovered teachers' opinions toward change that is unattainable, unfeasible or ceremonial as not only negative but penchant for cynicism. During interviews, any resistance to change voiced was directly related to the purpose for change. Change done in the best interest of students was supported by all who were interviewed. However, if respondents felt mandated change was unattainable or ceremonial, they were adamantly opposed to the change. With many responses, educators did not hesitate to express their displeasure for change done for reasons other than what is best for students. Hints of both barriers, Limited Capacity; Limited Resources and Lack of Professional Respect, were imparted. The barrier of Limited Capacity; Limited Resources was represented by comments about implemented change not taking into consideration the needs of students. Lack of Professional Respect was implied by statements directed specifically toward CO and the absence of acknowledgment of other educators in the district. Comments using the terms, "new sheriff in town . . .," ' . . .making their mark . . .,' or " . . .Put it out there so we can say we did it," flaunt CO and overshadow teachers. Many replies showed a savviness one would anticipate of veteran educators whom have experienced multiple directed changes in their careers. One statement related to unattainable change was, "it feels like the primary goal is to get our district to look better "on paper" – so that we will not rank so low in terms of how many kids are meeting the "proficient" level on the state test." Although the data exhibited multiple recounts of ordered change being unattainable or unfeasible, a preponderance

of educators' comments allied to ceremonious change, i.e. "if it is about documentation, or cosmetic, or ceremonial change, it is about fluff." Explicit admittances of not supporting change for change sake were present in the interview dialogues. The tone of many retorts was cynical toward current leadership at the district level for District A.

"I am not for change for change sake (this should not be occurring); right now, it is "there is a new sheriff in town; going to be different."

"Change for change does occur at times, sometimes just so someone can say they changed something"

"Everyone wants to make their mark and not grasp the idea of staying longer. You should stick with something longer to make things happen"

"Ulterior motives for current district leadership; with the current district leadership, they are the ones benefitting from change."

"If a change makes sense, if it is being implemented in response to a problem with the current system, then I am all for looking for ways to improve. If a change seems arbitrary, reactionary, or unnecessary, I am decidedly less enthusiastic about it"

"This change is going to make us 'look good'- wrong approach, bottom line; bottom dollars; Put it out the sake of saying we did it"

"Change for accolades; Change for being the first to do something; CO wants to be viewed as trendsetters."

Research Question 2-

How do teachers' negative attitudes toward change generate cynicism or resistance to change?

Previously reported, teachers were amenable to change. However, negative feelings toward change became present with change was ritualistic, transitional or not student centered. Numerous feelings of negativity bled into cynicism. Ironically, despite the strength of the negativity or cynicism, no educators interviewed for this project said they were resistant to or refused to implement a district directed change. Responses under this question suggested the existence of lack of professional respect in terms of the delivery of imposed change; the doing of change to others. There were sentiments of wariness, concerns for student learning, and exasperation for the lack of understanding for the stress caused from no preparation, no time, and brevity of which implemented change remains in effect.

“I also have a wariness – a feeling of, “how long will THIS last?” “Is this worth the effort of implementing, or is something else going to replace it before we get it going?”

“rapid change just thrown at them (teachers); no prep from people without understanding of what it is like to be a teacher; negative attitudes toward change come from not asking but dictating; directives without understanding.”

“So, when I hear that the district will be making changes I usually interpret it as high stress work for no reason that we won’t do for more than a year”

“Since changes often come suddenly and without adequate explanation, I would say it affects me in a negative way.”

Research Question 3-

How are teachers’ negative attitudes impacted by the removal of barriers effecting attainability or feasibility of change?

Within the correct context, responses from educators in reference to decreed change, were unquestionably positive.

“Change keeps things fresh, forces you to think of things in new ways.”

“Change gives me opportunities to grow or stretch. I can change and I can learn from change”

“Change brings a learning curve.”

“Change is positive, quitting is not.”

“Without change you stagnate.”

“When change happens, and it works- people are excited.”

The context of which their positivity for change must embrace what is good for all students, understanding the ultimate outcome for learners to enter society prepared and capable of being successful, and for teachers, the chance to learn something new.

“Changes can be good if they have a real-world implication. Teaching kids how to get along in a changing world is necessary – new technology can help them prepare for life after high school.”

“Education will always need to change with the changing world.”

Each of these components are inhibited by the barriers of Limited Capacity: Limited Resources, Lack of Professional Respect, Work Structures and Limited Influence on Student Achievement. The removal of one, two, three or all the barriers positively effects the attainability of change. Recalling statements involving “Teacher Input” and research explaining the value teachers place on their knowledge, skills, and being asked for input, the following statements expounds to the Lack of Professional Respect teachers of District A feel. They speak of lack of explanation or rationale for change, lack of consistency, lack of communication and the manner of which change is implemented or “rolled out.”

“People need to know why the change, the thinking behind it, buy-in; give people are reason to want to do it; give them time to implement change; time to implement”

“In order for change to be successful there has to be some consistency.”

“Teachers are not necessarily upset about a change. They are upset about the manner or delivery of how change is rolled out.”

“Changes would go a little better if there was more explanation.”

“You are always going to have people resistant to change; go through the cycle of change- observe, data, work with stakeholders to develop a plan, you get people to help with change; need to get buy-in to help with change; It comes back to relationships.”

“Change isn't really the issue; it's where it (change) is leading.”

“I am not opposed to functional, methodical, intentional change, that has a clear direction and a feasible means of attainment.”

“Change takes three to five years. You need to let it go and let it play out. Sometimes it gets worse before it gets better and when it gets better it is going to be really good”

The evidentiary verbalisms above depict the acceptance of change from educators as a norm and in a positive light. Teachers' voices confirm the presence of barriers antagonize efforts to effect change. These barriers generate attitudes of negativity and cynicism. The disclosed statements suggest removal of the barriers, more specifically the barriers of Limited Capacity: Limited Resources and Lack of Professional Respect, would alleviate some of the negativism situated around required change. With the lessening or removal of negative thoughts or cynicism for change, resistance to change may no longer be a concern.

Chapter 5- Discussion

The intention of this study, applying both quantitative and qualitative research, was to raise the issue of negativity and cynicism toward change leading to resistance of change. The conflation of negativity and cynicism leading to resistance has been held for years. Also, presented in this study was the identification of barriers teachers found to impede successful change. This chapter includes an interpretation of the findings, implications for practice, limitations of the study and possible areas for further investigation.

Interpretation

The objective of this research was to identify teachers' feelings toward change to disprove the belief of negativity or cynicism toward change results in resistance. Reform movements intended for the educational system are marred by its size, complexity and complicated nature of its organization. These characteristics make reform problematic and extremely difficult. Teachers are the foundation of education as they are deliverer of the curriculum and provide the instruction for learners. As reform initiative is imposed upon a school system, teachers are held accountable for its effective implementation. However, with the presence of the barriers presented in this study, teachers' feelings toward change are assumed to be negative or cynical and therefore, resistant to change. To untangle the intertwining of negativity or cynicism with resistance to change, a survey on general change was administered and followed up with structured interviews containing questions designed to move from the perceptions and experiences with organizational or systemic change to the perceptions and experiences of change on the individual educator. Two theories were utilized for developing a conceptual framework to assist with determining the initial foundation for teachers' feelings toward change.

The first theory was Organization Change Cynicism, OCC. This theory has been the subject of several researchers' interests and dealt with systemic change. One definition of cynicism within the context of organizational or systemic change was offered by Wanous and Reichers (2004) as having two parts, negativity or doubt about the feat of forthcoming organizational changes and the belief that the leaders of failed change attempts are "unmotivated, incompetent or both." Furthermore, in her article, Abraham (2000), states cynicism is the result of the erosion of trust, sincerity, and fairness in organizations as leaders begin to operate with personal agendas, ulterior motives and false pretenses.

The second theory presents a stronger position with respect to the impact on the individual's attitude toward change. The theory is Self-Efficacy Theory, SET. Some of Bandura's work (1977, 1986, 1997) focused on self-efficacy and presented it as a person's confidence in their ability to accomplish specific performance tasks. If one's self-efficacy is strong, the probability of follow through on the task is greater. Likewise, stronger self-efficacy bolsters the extent of which effort and utilization of coping skills are applied for successful task completion. Countering Kirsh's work (1982) regarding the actions or lack thereof of people is due to their fears and not their self-efficacy. Bandura (1986) concludes people's actions or lack thereof is due to their fears and not their self-efficacy. Bandura continues his argument stating that self-efficacy is dependent upon one's belief in their ability to perform and the presence of fear and anxiety are byproducts of one's inefficacy. The work of Maier and Seligman (1976) found that when exposed to unfavorable situations of which they had no control, once the subjects realized their abilities or actions had no effect on attaining the desired outcome or counting the negative situation, they quit trying, becoming helpless as the lack of control created a deficiency in their self-efficacy (Bandura, n.d.).

Structuring the interviews this way allowed teachers to recall the larger changes they have experienced and reflect on how the change impacted them personally as teachers. This allowed teachers to revisit their experiences and sort through their feelings in terms of how they felt about change. No teacher interviewed expressed they were resistant to change. They admitted to having negative feelings or becoming cynical about change. Some expressed these feelings as “change being done to them,” “here we go again, another superintendent, more changes,” or “someone is checking off boxes for their resume.” Surprisingly, teachers were optimistic about change. Some shared they felt more negative about change involving ‘new’ instructional practices, arguing they know their craft of teaching. They want change to bring new information, new knowledge, and new experiences. Teachers embrace change when it is in the best interest of the students, when the rationale for change is provided, and when there is commitment from those directing the change to see it through to fruition.

The fundamental question of negativity or cynicism toward change leading to resistance has been answered. Teachers can hold these attitudes and still implement change. During interviews teachers identified four barriers affecting their ability to effect change. These barriers were limited capacity/limited resources, lack of professionalism, work structures, and limited influence on student achievement.

The first barrier was limited capacity/limited resources. Prior to the study these concepts were singletons. However, when teachers would speak of one it was often coupled with the other. Capacity is the skills, abilities, and knowledge thought to be held by those carrying out specific tasks including improvement plans and instructional practices. Teacher perspectives of resources extended beyond tangible items like books, desks, and money. Teachers included people and time as resources. They stressed the importance of time; time to learn what is being asked of

them, time to practice, and time to plan. The need for time to implement change effectively made this the largest and most important barrier challenging successful change.

The next and second most cumbersome barrier identified through teachers' commentaries was the lack of professionalism or view of teaching as a semi-profession. Numerous responses shared feelings of not being valued for their professional knowledge and abilities. This was evident to them from the lack of asking for input as for the needs they feel must be addressed. They spoke of decisions being made by those outside of the classroom of which caused more harm than good. Some felt disrespected by the absence of relationship building from district leadership and the negative way in which personnel from outside their building would address them. In some instances, it was not being acknowledged that caused teachers to feel devalued. Many respondents stated their feelings and objectivity toward required change could be positively affected if they were provided the rationale for proposed changes. Teachers want to know why things are being changed. Educators find comfort with change when they understand the purpose for the change, see a plan for executing change, and know the change is what is best for students.

Work structures, according to Darling-Hammond (1993) are the conditions of which American educators find themselves trying to teach. This can include class size, room size, length of school year or culture of the building. For those educators of whom were interviewed, the work structures they most associated with and valued the most were time and being able to collaborate with grade level and building co-workers. Teaching is a solitary practice. Teachers enter their classrooms at the beginning of the day and will leave at the end of the day, often not interacting with any other coworkers. In the presence of change, teachers expressed the importance of collaborating and getting constructive feedback from coworkers to assure them

they are doing things correctly. Several interviewees voiced being able to share ideas with others and asking for guidance was critical for them, especially when the clarity of imposed change is missing.

The final barrier addressed in the research was the limited influence teachers have on student achievement. Cuban & Usdan (2003) highlight the insufficient understanding held by society in respect to student achievement. Many have believed if class size was reduced or having longer school years will increase student achievement. These suggestions address work structures, not achievement. The dynamics surrounding student achievement, especially in impoverished school district, are numerous. The majority of which lie beyond the bounds of school. One factor on student achievement is the amount of time teachers have with students. Work of Walberg (1984), Honig and Hatch (2004) and Downey et al (2008) connect evidence of students spending more time outside the context of school during an academic year with academic achievement. Other factors recognized as impacting student achievement are socio-economic status, SES, health issues associated with nutrition or health care, and lack of positive peer modeling. Teachers interviewed acknowledged several of these factors. Specifically related to SES. They discussed the importance of setting expectations for student achievement, but the expectations set by district leadership were so lofty, they were unattainable. Many students these teachers work with have had limited exposure to learning and are behind from the first day of school. One teacher wondered how she was going to be able to get her students to reach the expectations when they are nowhere near the starting point

This study, through a survey and multiple interviews, has demonstrated teachers can have negative feelings or develop a cynical lens toward change without being resistance to change. Unexpectedly, quite the opposite was found. Teachers, generally, speaking view change

positively when it is student centered, authentic, and has the support and commitment of those who lead.

Implications

Evidence opposing the assumption of negativity or cynicism leading to resistance and the identification of barriers hindering productive change could promote new conversations about how to approach change in schools. Conversations held during interviews clearly revealed District A's model for sanctioning change was top down. Within organizations, there are people who innovate, others who adopt and those who direct change. In the case of District A, District leadership took on the roles of all positions. The stance District A took toward implementing change is called Top-Down (Daft, 1998). This approach to effecting change, as in the case of District A, is not desired by its teachers. As one teacher stated, "People making decisions about things being used in classrooms causes problems." Teachers want the opportunity to share their knowledge and offer input. Just as parents, students and the surrounding community are stakeholders in District A, so are its teachers. Teachers seek a collaborative process sought when change takes place. In Richard Daft's article (1978), he proposes organizations should operate within the "Dual-Core" model. In the context of education, the basic concept of the Dual-Core model allows for the innovation of new ideas or solutions to originate from either administration or teacher. Daft acknowledges the different perspectives held by administrators and teachers. Administrators are the leaders of the organization. Therefore, they are charged with initiating change into the organization. Administration operates from a global perspective envisioning the needs for an entire organization whereas teachers assess the need for change from the perspective of a building, a classroom or students. It is Daft's (1978) belief ideas should be allowed to originate from the source with which is seeing a need for change or innovation. A Dual Core

model would have administration working within its core, implementing change for the organization from the top down. Simultaneously, innovation develops bottom up as the expertise of teachers enables them to recognize the need for change and identify barriers obstructing proposed change. This model allows each group to use their expertise to effect change within the context their role. Daft's work (1978) shows "marked division of labor" within organizations can utilize different processes for improvement.

The data supports the ideals of Daft's Dual-Core model (1978). Teachers would like to collaborate with district leadership or asked for input, offering suggestions for change based on their expertise and experiences. The need to understand the complexity of teachers' work is imperative. Also needed, is an awareness of the barriers which impact teachers' effectiveness in implementing change.

Limitations

Findings of this study have provided information to advance conversations about feelings toward change and potential obstacles hindering successful change. This was an investigative study to show negative feelings or cynicism toward change does not mean resistance to change. Potential barriers linked to these feelings toward change were also discussed. However, there were limitations to this study. The sample size for the research was small. Small sample size affects the ability to accurately project generalizations for an entire population. For a more accurate representation of a population a larger sample size needs to be acquired. Another limitation to this study was the focus on one district. Although four school districts were initially contacted to participate in this study, only three gave permission for their teachers to participate. Internal struggles within one school district created an environment of which containment was sought, leading to a denial of access to school personnel. Of the three participating school

districts, only participants from one district were situated in targeted ranges of the data and were willing to participate in the structured interviews. Although the perceptions of the teachers of one district supported the research questions of the study, any trends or patterns found in the data, cannot be generalized for the population. The original research design was to gather data from the three school districts so comparisons of teachers' attitudes toward change could be triangulated, allowing for additional discussions regarding similarities and differences between the districts could be held. One final limitation of this study was the qualitative design of data collection from interviews. The qualitative researcher seeks to attach meaning and connectivity between the studied and reality. Being situated in humanity and the ability to attach meaning to what is experienced and what is known is limited to the knowledge, experiences and understanding held by the qualitative researcher.

Further Investigation

This study identified barriers hindering effective change in relation to teacher attitudes. During teacher interviews, it was implied that the removal of these barriers would change teachers' attitudes toward change. However, the study did not test the effect of removing the barriers. Before testing the removal of identified barriers, further clarification is needed to understand how teachers define the barriers, i.e. what is their definition of resources. Future studies investigating the absence of these barriers and teachers' reactions to change could advance the thought that negative or cynical attitudes could diminish and the concern for resistance to change negated. It is possible, if removal of the barriers is tested, teachers may still hold negative or cynical attitudes toward change.

The findings of this study provided evidence that teachers can view change done in the best interest of students, with transparency and sincerity as positive. Results showed teachers

can have negative attitudes or be cynical toward change without being resistant. Teachers identified potential barriers that can hamper effective change. One barrier recognized by teachers as a hinderance for change involved the lack of consideration given them for their professional knowledge and expertise. Interview data demonstrated district leadership effecting change using a top-down model, a model where innovation, adoption, and directives for implementation originate with district leadership. The findings of this study are presented with the intent they will initiate future conversations about the impact of change on others and lead to innovative ways to successfully implement desired change.

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Appendix A

Research Study Request to Participate Letter

Study Title: “Teachers’ Attitudes Toward Change: Separating Negativity from Resistance”

Dear _____ ,

My name is Kristin Dunlap. I am a doctoral student in the Educational Leadership and Policy Studies program at the University of Kansas. I am contacting you to invite you to participate in the study I am conducting on teacher attitudes toward change.

The purpose of this study is to explore the attitudes of teachers toward change. Data collected from two sources: a survey on change in a general context and interviews, will be used to determine if the presence of negative feelings or cynicism for change, means teachers are resistant to change. Interviews will elicit responses relevant to the study’s research questions

If you decide to participate in this study, please complete the consent form accompanying this letter and return it in the stamped envelope provided. Once your signed consent is received, I will send a link to the survey to the email you have indicated on the consent form.

If you are selected for an interview, I will contact you to schedule an interview. I will contact you through the preferred method you indicate on the consent form. You may also select your preference of being interviewed face to face or over the phone. The estimated length of time for the interview may be a minimum of 45 minutes but not to exceed 90 minutes. For the purpose of clarification, I may request permission to contact you for a follow up interview.

Your participation will be kept in confidence. Any identifying information disclosed during the interview will not be revealed. I will request permission to record the interview for the purpose of analysis. I will use the recording to transcribe the interview for later analysis. Upon completion of analysis, the recording will be deleted.

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Your participation is completely voluntary. You can choose to withdraw at any point in the study. You will not be subject to any negative repercussions for withdrawing from the study.

If you have any questions about the study, please contact me at kdunlap@ku.edu or (816) 810-3398.

Thank you in advance for your time and consideration.

Sincerely,

Kristin Dunlap
232 SE Citadel Drive
Lee’s Summit, MO 64063
(816) 810-3398
kdunlap@ku.edu

Appendix B

Informed Consent

Study Title: “Teachers’ Attitudes Toward Change: Separating Negativity from Resistance”

INTRODUCTION

The Department of Educational Leadership and Policy Studies at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Kansas.

PURPOSE OF THE STUDY

The purpose of this study is to explore the attitudes of teachers toward change. Data collected from two sources: a survey on change in a general context and interviews, will be used to determine if the presence of negative feelings or cynicism for change, means teachers are resistant to change. Interviews will elicit responses relevant to the study’s research questions

PROCEDURES

As a participant you will first be asked to complete a survey on change in general. The survey has fifty-two questions and will be sent to you through email. Once completed, you may be selected, to participate in an interview. The length of the interview may be a minimum of 45 minutes but not to exceed 90 minutes. The interview will be recorded for the purpose of transcribing the data for analysis. During the interview you may stop the recording at any time. Once the data has been transcribed the recording will be deleted. I will be the only person with access to the data that is collected.

RISKS

There are no foreseeable significant risks to participating in this study. The investigator will attempt to minimize discomfort by ensuring participant to not feel pressured to disclose information that may cause discomfort.

BENEFITS

Potential benefits of being part of this project may include a safe space where you can freely express your feelings about change as it impacts you. You may also benefit from being able to process and self-reflect on the changes around you. The participant may indirectly benefit from participating in the study knowing it has the potential to advance conversation about how change can be more effectively implemented.

PAYMENT TO PARTICIPANTS

You will not receive any payment or other compensation for participation in this study. There is also no cost to you for participation.

PARTICIPANT CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. I will not use your name in any of the information I get from this study or in any of the research reports.

Information that can identify you individually will not be released to anyone outside the study unless (a) it is required by law or university policy, or (b) you give written information. I will, however, use the information collected in my dissertation and other publications. I may use any information that I get from this study in any way I think is best for publication or education. Any information used for publication will not identify you individually.

Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form, you give permission for the use and disclosure of your information for purposes of this study at any time in the future."

INSTITUTIONAL DISCLAIMER STATEMENT

In the event of injury, the Kansas Tort Claims Act provides for compensation if it can be demonstrated that the injury was caused by the negligent or wrongful act or omission of a state employee acting within the scope of his/her employment."

REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or to participate in any programs or events of the University of Kansas. However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to: Kristin Dunlap, University of Kansas, Joseph R. Pearson Hall, 1122 West Campus Road, Room 407, Lawrence, KS, 66045.

If you cancel permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

QUESTIONS ABOUT PARTICIPATION

Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 864-7429 or (785) 864-7385, write the Human Research Protection Program (HRPP), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email irb@ku.edu.

I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

Type/Print Participant's Name	Date
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Participant's Signature

Preferred method of contact: _____ email
_____ phone

Preference of interview: _____ in person
_____ by phone

Email address: _____

Phone number: _____

Appendix C

Attitudes Toward Change in General-Initial Instrument

1. I look forward to changes at work.
2. Change pays off.
3. I usually resist new ideas.
4. Other people think that I resist change.
5. Most people adapt poorly to change.
6. Most employees benefit from change.
7. Change scares me.
8. I am inclined to try new ideas.
9. I dislike change because management usually fails to support it.
10. Change is risky.
11. Change usually benefits the organization.
12. I usually support new ideas.
13. Most of my co-workers benefit from change.
14. I don't like change.
15. Most changes are bad ideas.
16. Other people think I am a risk-taker.
17. My job would be less interesting if change did not occur.
18. Change is necessary.
19. Change frustrates me.
20. I actively defend changes that I think will work.
21. I adapt poorly to change.
22. I try to prevent changes that won't work.
23. I enjoy change.
24. Society would be better off if we could more easily adapt to change.
25. Changes tend to stimulate me.
26. I intend to do whatever possible to resist change.
27. I try to prevent "fixes" of non-existent problems.
28. I am usually indifferent to change.
29. Most changes at work are irritating.
30. It is fun to change.
31. Others view me as a source of change ideas.
32. Ideas usually improve over time.
33. I often suggest new approaches to things.
34. Change often helps me perform better.
35. I often feel less secure after changes in my job.
36. I will go along with a change only when everyone else does.
37. I like change because management usually supports it.
38. Change is painful.
39. I intend to do whatever possible to support change.
40. I like people who support change.
41. Other people think that I support change.
42. I usually hesitate to try new ideas.

43. I tend to use my power to resist change.
44. I am committed to the status quo.
45. Change usually reduces my ability to control what goes on at work.
46. I am usually given information showing that change will help me perform my job.
47. Change usually helps improve unsatisfactory situation at work.
48. I find most changes pleasing.
49. I try to stay aware of new ideas in areas related to my job.
50. I like change.
51. I usually benefit from change.
52. Change usually benefits those who introduce it.

Appendix D

Data Report from Attitudes Toward Change Survey Statistical Analysis Software, SAS

Description of Sample

The FREQ Procedure

District				
District	Frequency	Percent	Cumulative Frequency	Cumulative Percent
District A	330	91.67	330	91.67
District B	27	7.50	357	99.17
District C	3	0.83	360	100.00

Level				
Level	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Pre-K and Headstart	21	5.83	21	5.83
Elementary	173	48.06	194	53.89
Secondary	159	44.17	353	98.06
Other	7	1.94	360	100.00

Participant Roles				
role	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Gen Ed Teacher	276	76.67	276	76.67
SPED Teacher	27	7.50	303	84.17
Other (e.g, Admin,Office)	57	15.83	360	100.00

Descriptive statistics for Attitude Composite Scores (n = 52)

The UNIVARIATE Procedure
Variable: Attitude

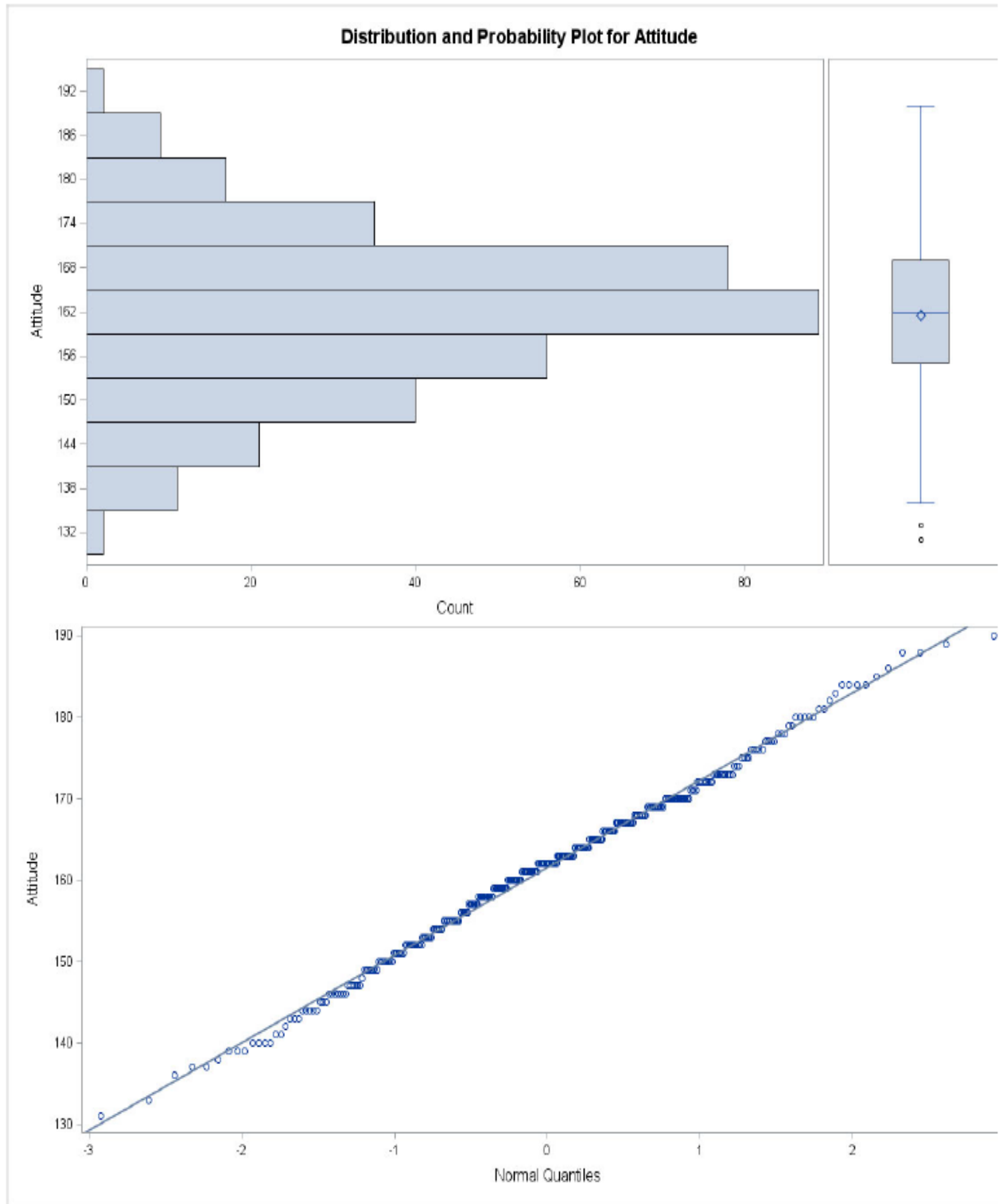
Moments			
N	360	Sum Weights	360
Mean	161.538889	Sum Observations	58154
Std Deviation	10.7459205	Variance	115.474807
Skewness	-0.0808167	Kurtosis	-0.0185069
Uncorrected SS	9435588	Corrected SS	41455.4556
Coeff Variation	6.65221888	Std Error Mean	0.56635974

Basic Statistical Measures			
Location		Variability	
Mean	161.5389	Std Deviation	10.74592
Median	162.0000	Variance	115.47481
Mode	162.0000	Range	59.00000
		Interquartile Range	14.00000

Tests for Location: Mu0=0				
Test		Statistic	p Value	
Student's t	t	285.2231	Pr > t	<.0001
Sign	M	180	Pr >= M	<.0001
Signed Rank	S	32490	Pr >= S	<.0001

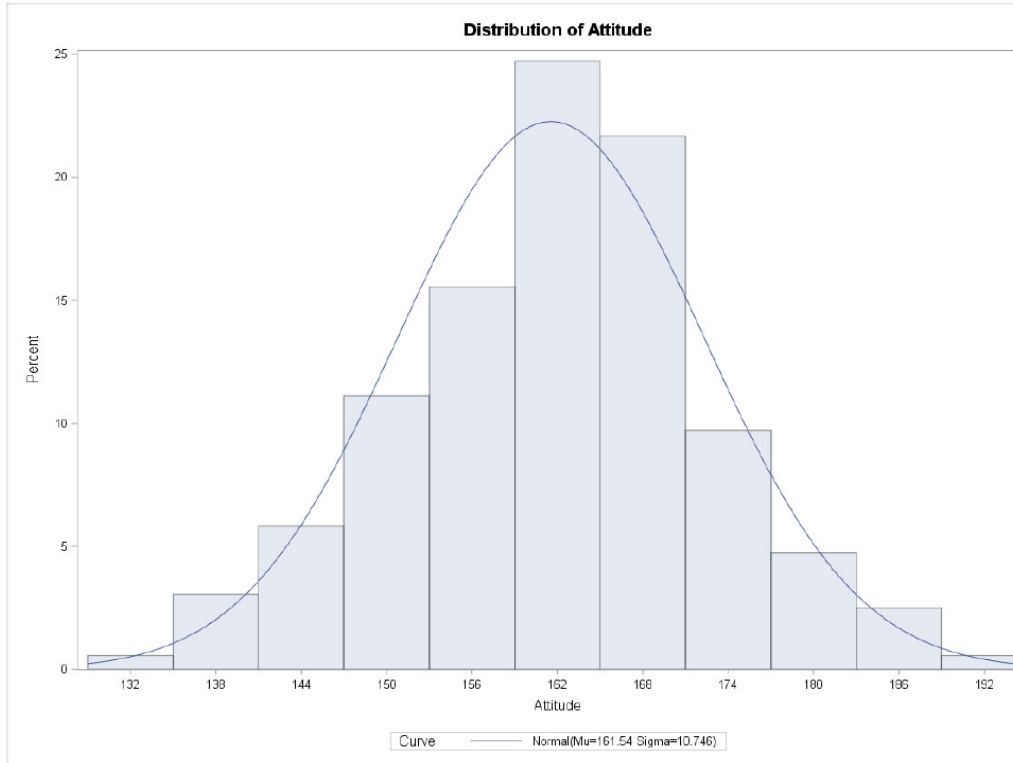
Quantiles (Definition 5)	
Level	Quantile
100% Max	190
99%	188
95%	180
90%	175
75% Q3	169
50% Median	162
25% Q1	155
10%	147
5%	143
1%	137
0% Min	131

Extreme Observations			
Lowest		Highest	
Value	Obs	Value	Obs
131	163	186	193
133	4	188	162
136	87	188	277
137	294	189	17
137	137	190	344



Descriptive statistics for Attitude Composite Scores (n = 52)

The UNIVARIATE Procedure



Descriptive statistics for Attitude Composite Scores (n = 52)

The UNIVARIATE Procedure
Fitted Normal Distribution for Attitude

Parameters for Normal Distribution

Parameter	Symbol	Estimate
Mean	Mu	161.5389
Std Dev	Sigma	10.74592

Goodness-of-Fit Tests for Normal Distribution

Test	Statistic		p Value	
Kolmogorov-Smirnov	D	0.04666880	Pr > D	0.055
Cramer-von Mises	W-Sq	0.09850513	Pr > W-Sq	0.121
Anderson-Darling	A-Sq	0.54768904	Pr > A-Sq	0.163

Quantiles for Normal Distribution

Percent	Quantile	
	Observed	Estimated
1.0	137.000	136.540
5.0	143.000	143.863
10.0	147.000	147.767
25.0	155.000	154.291
50.0	162.000	161.539
75.0	169.000	168.787
90.0	175.000	175.310
95.0	180.000	179.214
99.0	188.000	186.538

Item_46	360	2.80000	1.17968	1008	1.00000	5.00000	Item 46
Item_47	360	3.28333	1.00292	1182	1.00000	5.00000	Item 47
Item_48	360	3.23333	0.82509	1164	1.00000	5.00000	Item 48
Item_49	360	3.94167	1.04997	1419	1.00000	5.00000	Item 49
Item_50	360	3.47222	0.92583	1250	1.00000	5.00000	Item 50
Item_51	360	3.63889	0.76310	1310	1.00000	5.00000	Item 51
Item_52	360	3.52500	0.85718	1269	1.00000	5.00000	Item 52

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.630801
Standardized	0.660116

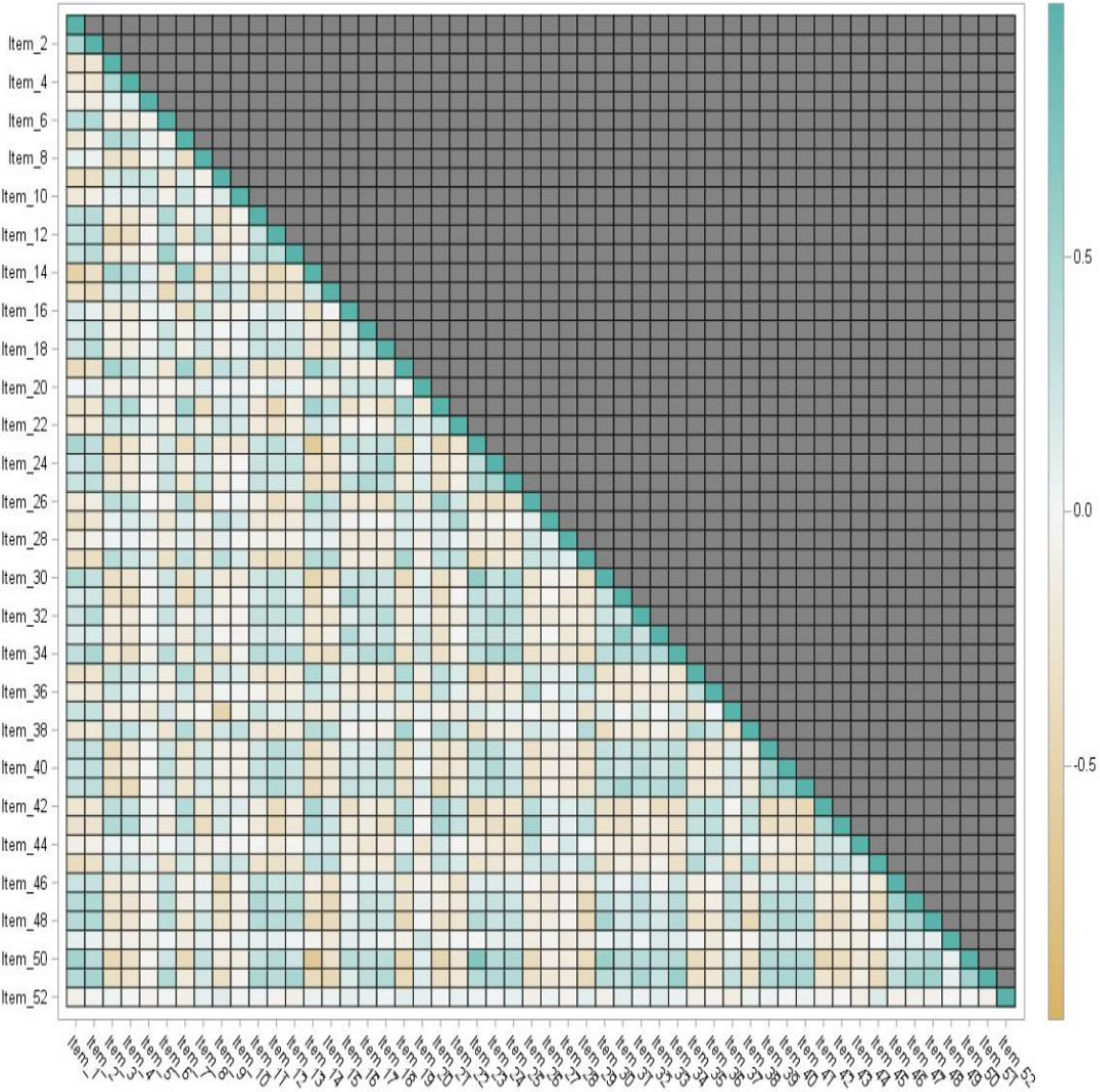
Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Item_1	0.135411	0.626652	0.212585	0.652181	Item 1
Item_2	0.300474	0.617117	0.371558	0.642394	Item 2
Item_3	-.013293	0.636053	-.092233	0.670249	Item 3
Item_4	0.024647	0.635604	-.034578	0.666901	Item 4
Item_5	0.089214	0.629768	0.061501	0.661250	Item 5
Item_6	0.290248	0.617089	0.347774	0.643874	Item 6
Item_7	0.155529	0.625493	0.097206	0.659127	Item 7
Item_8	0.016094	0.633168	0.064264	0.661086	Item 8
Item_9	-.008345	0.639374	-.059279	0.668339	Item 9
Item_10	0.175516	0.623859	0.127201	0.657334	Item 10
Item_11	0.287147	0.617418	0.348766	0.643813	Item 11
Item_12	0.127826	0.627298	0.195643	0.653210	Item 12
Item_13	0.275942	0.618159	0.334197	0.644717	Item 13
Item_14	-.049543	0.641106	-.132969	0.672595	Item 14
Item_15	-.132381	0.643721	-.193293	0.676041	Item 15
Item_16	0.170966	0.624065	0.212456	0.652189	Item 16
Item_17	0.365507	0.606920	0.397419	0.640778	Item 17
Item_18	0.335294	0.616492	0.382434	0.641715	Item 18
Item_19	0.099610	0.629614	0.012856	0.664122	Item 19
Item_20	0.170951	0.624517	0.175400	0.654434	Item 20
Item_21	0.057224	0.631083	-.031537	0.666724	Item 21
Item_22	0.118848	0.628440	0.064004	0.661102	Item 22
Item_23	0.163171	0.624859	0.246194	0.650133	Item 23
Item_24	0.319596	0.615615	0.374252	0.642226	Item 24
Item_25	0.342335	0.613617	0.387567	0.641394	Item 25
Item_26	0.035638	0.631718	-.030618	0.666670	Item 26
Item_27	0.076123	0.631223	0.021157	0.663634	Item 27
Item_28	-.088553	0.641411	-.108338	0.671179	Item 28
Item_29	-.042599	0.639843	-.120372	0.671872	Item 29
Item_30	0.201544	0.622306	0.272345	0.648532	Item 30
Item_31	0.231428	0.619873	0.286444	0.647666	Item 31
Item_32	0.372395	0.613277	0.429439	0.638767	Item 32
Item_33	0.302452	0.616165	0.340486	0.644327	Item 33
Item_34	0.386925	0.611465	0.459652	0.636860	Item 34
Item_35	0.039838	0.634507	-.029643	0.666613	Item 35
Item_36	-.010708	0.635777	-.050422	0.667824	Item 36

Item_37	0.102220	0.628964	0.160811	0.655315	Item 37
Item_38	0.130335	0.627292	0.056381	0.661554	Item 38
Item_39	0.230758	0.621028	0.296398	0.647053	Item 39
Item_40	0.322135	0.616590	0.381354	0.641782	Item 40
Item_41	0.281606	0.617930	0.348130	0.643852	Item 41
Item_42	-0.000328	0.635336	-0.068223	0.668859	Item 42
Item_43	0.010665	0.633766	-0.065624	0.668708	Item 43
Item_44	-0.057402	0.638341	-0.073069	0.669140	Item 44
Item_45	-0.018121	0.638384	-0.084799	0.669819	Item 45
Item_46	0.161633	0.624883	0.219007	0.651791	Item 46
Item_47	0.301189	0.614318	0.371281	0.642411	Item 47
Item_48	0.232028	0.620771	0.311821	0.646102	Item 48
Item_49	0.077624	0.631245	0.090134	0.659549	Item 49
Item_50	0.242402	0.619312	0.331590	0.644879	Item 50
Item_51	0.364168	0.613714	0.445489	0.637755	Item 51
Item_52	0.094261	0.629233	0.083670	0.659934	Item 52

	Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7	Item_8	Item_9	Item_10	Item_11	Item_12	Item_13	Item_14
Item_1	1.00000	0.48297	-0.25852	-0.19672	-0.07654	0.34886	-0.22234	0.10520	-0.34153	-0.17898	0.36433	0.29643	0.28980	-0.51294
Item 1	<.0001	<.0001	0.0002	0.1473	<.0001	<.0001	0.0461	<.0001	0.0006	<.0001	<.0001	<.0001	<.0001	<.0001
Item_2	0.48297	1.00000	-0.23448	-0.23493	-0.13869	0.44000	-0.08777	0.06273	-0.33081	-0.07719	0.38022	0.33742	0.39339	-0.30534
Item 2	<.0001	<.0001	<.0001	<.0001	0.0084	<.0001	0.0964	0.2351	<.0001	0.1438	<.0001	<.0001	<.0001	<.0001
Item_3	-0.25852	-0.23448	1.00000	0.44695	0.10635	-0.14377	0.44881	-0.28845	0.20849	0.11089	-0.19636	-0.42287	-0.22327	0.50019
Item 3	<.0001	<.0001		<.0001	0.0437	0.0063	<.0001	<.0001	<.0001	0.0355	0.0002	<.0001	<.0001	<.0001
Item_4	-0.19672	-0.23493	0.44695	1.00000	0.16899	-0.14295	0.37200	-0.27602	0.28627	0.11850	-0.23777	-0.32788	-0.14252	0.40772
Item 4	0.0002	<.0001	<.0001		0.0013	0.0066	<.0001	<.0001	<.0001	0.0246	<.0001	<.0001	0.0068	<.0001
Item_5	-0.07654	-0.13869	0.10635	0.16899	1.00000	-0.05564	0.09164	-0.07290	0.25817	0.18497	-0.06407	-0.01800	-0.05711	0.10842
Item 5	0.1473	0.0084	0.0437	0.0013		0.2924	0.0825	0.1675	<.0001	0.0004	0.2253	0.7336	0.2798	0.0398
Item_6	0.34886	0.44000	-0.14377	-0.14295	-0.05564	1.00000	-0.06234	0.15622	-0.22548	-0.06209	0.43342	0.25770	0.53923	-0.21270
Item 6	<.0001	<.0001	0.0063	0.0066	0.2924		0.2380	0.0030	<.0001	0.2400	<.0001	<.0001	<.0001	<.0001
Item_7	-0.22234	-0.08777	0.44881	0.37200	0.09164	-0.06234	1.00000	-0.32488	0.18848	0.27479	-0.12905	-0.25923	-0.06135	0.58082
Item 7	<.0001	0.0964	<.0001	<.0001	0.0825	0.2380		<.0001	0.0003	<.0001	0.0143	<.0001	0.2456	<.0001
Item_8	0.10520	0.06273	-0.28845	-0.27602	-0.07290	0.15622	-0.32488	1.00000	-0.06157	-0.03050	0.15638	0.37798	0.06426	-0.35109
Item 8	0.0461	0.2351	<.0001	<.0001	0.1675	0.0030	<.0001		0.2439	0.5641	0.0029	<.0001	0.2239	<.0001
Item_9	-0.34153	-0.33081	0.20849	0.28627	0.25817	-0.22548	0.18848	-0.06157	1.00000	0.17347	-0.29821	-0.20303	-0.21961	0.23592
Item 9	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	0.0003	0.2439		0.0009	<.0001	0.0001	<.0001	<.0001
Item_10	-0.17898	-0.07719	0.11089	0.11850	0.18497	-0.06209	0.27479	-0.03050	0.17347	1.00000	-0.05559	-0.13455	-0.00612	0.19029
Item 10	0.0006	0.1438	0.0355	0.0246	0.0004	0.2400	<.0001	0.5641	0.0009		0.2928	0.0106	0.9078	0.0003
Item_11	0.36433	0.38022	-0.19636	-0.23777	-0.06407	0.43342	-0.12905	0.15638	-0.29821	-0.05559	1.00000	0.26077	0.41307	-0.22708
Item 11	<.0001	<.0001	0.0002	<.0001	0.2253	<.0001	0.0143	0.0029	<.0001	0.2928		<.0001	<.0001	<.0001
Item_12	0.29643	0.33742	-0.42287	-0.32788	-0.01800	0.25770	-0.25923	0.37798	-0.20303	-0.13455	0.26077	1.00000	0.35811	-0.40684
Item 12	<.0001	<.0001	<.0001	<.0001	0.7336	<.0001	<.0001	<.0001	0.0001	0.0106	<.0001	<.0001	<.0001	<.0001
Item_13	0.28980	0.39339	-0.22327	-0.14252	-0.05711	0.53923	-0.06135	0.06426	-0.21961	-0.00612	0.41307	-0.05559	0.35811	1.00000
Item 13	<.0001	<.0001	<.0001	0.0068	0.2798	<.0001	0.2456	0.2239	<.0001	0.9078	<.0001	<.0001	<.0001	<.0001
Item_14	-0.51294	-0.30534	0.50019	0.40772	0.10842	-0.21270	0.58082	-0.35109	0.23592	0.19029	-0.22708	-0.22708	-0.40684	-0.21428
Item 14	<.0001	<.0001	<.0001	<.0001	0.0398	<.0001	<.0001	<.0001	<.0001	0.0003	<.0001	<.0001	<.0001	<.0001
Item_15	-0.30213	-0.35872	0.19690	0.21579	0.09764	-0.39018	0.23395	-0.19807	0.31434	0.18477	-0.38403	-0.28272	-0.31924	0.24729
Item 15	<.0001	<.0001	0.0002	<.0001	0.0642	<.0001	<.0001	0.0002	<.0001	0.0004	<.0001	<.0001	<.0001	<.0001
Item_16	0.20195	0.09554	-0.19588	-0.19884	0.05439	0.05996	-0.32116	0.28570	-0.11751	-0.08068	0.09478	0.23635	0.06896	-0.31617
Item 16	0.0001	0.0702	0.0002	0.0001	0.3034	0.2665	<.0001	<.0001	0.0258	0.1265	0.0725	<.0001	0.1917	<.0001
Item_17	0.18327	0.29698	-0.08224	-0.09724	-0.00375	0.27405	-0.07470	0.17385	-0.00917	0.06105	0.26659	0.13802	0.22521	-0.13870
Item 17	0.0005	<.0001	0.1193	0.0653	0.9434	<.0001	0.1573	0.0009	0.8624	0.2479	<.0001	0.0087	<.0001	0.0084
Item_18	0.24889	0.39496	-0.17452	-0.14399	0.05698	0.24148	-0.08724	0.25631	-0.11771	0.07666	0.27269	0.30007	0.29201	-0.26689
Item 18	<.0001	<.0001	<.0001	0.0062	0.2809	<.0001	0.0984	<.0001	0.0255	0.1466	<.0001	<.0001	<.0001	<.0001
Item_19	-0.39380	-0.28309	0.51723	0.36125	0.12167	-0.20405	0.53493	-0.28519	0.33530	0.25474	-0.24840	-0.29844	-0.18008	0.55894
Item 19	<.0001	<.0001	<.0001	<.0001	0.0209	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	0.0006	<.0001
Item_20	0.03796	0.10392	-0.09651	-0.04893	-0.06772	-0.01814	-0.07874	0.13365	0.04432	0.05653	0.02481	0.15623	0.09278	-0.08967

Item 20	0.4728	0.0488	0.0674	0.3546	0.1999	0.7316	0.1359	0.0111	0.4018	0.2847	0.6389	0.0030	0.0787	0.0893
Item_21	-0.25379	-0.23982	0.36544	0.41466	0.04330	-0.11980	0.50555	-0.32841	0.17374	0.15988	-0.19450	-0.41377	-0.12581	0.51368
Item 21	<.0001	<.0001	<.0001	<.0001	0.4127	0.0230	<.0001	<.0001	0.0009	0.0023	0.0002	<.0001	0.0169	<.0001
Item_22	-0.20215	-0.19824	0.27259	0.18587	0.11352	-0.10100	0.27486	-0.12673	0.25747	0.19737	-0.17120	-0.28910	-0.15824	0.26209
Item 22	0.0001	0.0002	<.0001	0.0004	0.0313	0.0556	<.0001	0.0161	<.0001	0.0002	0.0011	<.0001	0.0026	<.0001
Item_23	0.47890	0.35260	-0.34144	-0.23025	-0.06884	0.22104	-0.35243	0.28918	-0.20152	-0.22258	0.26098	0.36534	0.18563	-0.61805
Item 23	<.0001	<.0001	<.0001	<.0001	0.1925	<.0001	<.0001	<.0001	0.0001	<.0001	<.0001	<.0001	0.0004	<.0001
Item_24	0.23964	0.36029	-0.28159	-0.16631	0.06662	0.26699	-0.11552	0.20190	-0.06609	-0.01019	0.27748	0.26890	0.30495	-0.25862
Item 24	<.0001	<.0001	<.0001	0.0015	0.2073	<.0001	0.0284	0.0001	0.2109	0.8472	<.0001	<.0001	<.0001	<.0001
Item_25	0.28052	0.33478	-0.21888	-0.16692	-0.00080	0.27708	-0.23435	0.28395	-0.10953	0.01071	0.28296	0.24443	0.18853	-0.35784
Item 25	<.0001	<.0001	<.0001	0.0015	0.9880	<.0001	<.0001	<.0001	0.0378	0.8396	<.0001	<.0001	0.0003	<.0001
Item_26	-0.20010	-0.12849	0.36927	0.32883	0.01190	-0.08645	0.37168	-0.34110	0.01761	0.06682	-0.13116	-0.33548	-0.18768	0.41518
Item 26	0.0001	0.0147	<.0001	<.0001	0.8219	0.1015	<.0001	<.0001	0.7392	0.2059	0.0127	<.0001	0.0003	<.0001
Item_27	-0.31429	-0.21749	0.09137	0.17855	0.11716	-0.21609	0.16344	-0.08964	0.31235	0.20504	-0.20205	-0.19843	-0.18020	0.20344
Item 27	<.0001	<.0001	0.0834	0.0007	0.0262	<.0001	0.0019	0.1874	<.0001	<.0001	0.0001	0.0002	0.0006	0.0001
Item_28	-0.15296	-0.06793	0.05126	0.07287	-0.02114	-0.11423	0.12708	-0.17768	0.10960	-0.01375	-0.04903	-0.08301	-0.06375	0.11391
Item 28	0.0036	0.1985	0.3321	0.1677	0.6893	0.0302	0.0159	0.0007	0.0377	0.7949	0.3536	0.1159	0.2276	0.0307
Item_29	-0.32784	-0.33156	0.37789	0.25028	0.13017	-0.27840	0.31248	-0.24720	0.35546	0.18236	-0.28940	-0.35480	-0.31799	0.39881
Item 29	<.0001	<.0001	<.0001	<.0001	0.0134	<.0001	<.0001	<.0001	<.0001	0.0005	<.0001	<.0001	<.0001	<.0001
Item_30	0.41109	0.31398	-0.30579	-0.23323	-0.03517	0.25171	-0.30787	0.20976	-0.19876	-0.16717	0.24329	0.31994	0.19382	-0.46210
Item 30	<.0001	<.0001	<.0001	<.0001	0.5059	<.0001	<.0001	<.0001	0.0001	0.0015	<.0001	<.0001	0.0002	<.0001
Item_31	0.19891	0.22697	-0.30103	-0.32547	-0.02390	0.16707	-0.34340	0.26301	-0.10044	-0.04064	0.19003	0.29350	0.16827	-0.33037
Item 31	0.0001	<.0001	<.0001	<.0001	0.6512	0.0015	<.0001	<.0001	0.0569	0.4420	0.0003	<.0001	0.0014	<.0001
Item_32	0.25588	0.40389	-0.15907	-0.17843	0.02473	0.27977	-0.09452	0.17341	-0.07945	-0.05456	0.31640	0.30308	0.33541	-0.20547
Item 32	<.0001	<.0001	0.0025	0.0007	0.6400	<.0001	0.0733	0.0010	0.1324	0.3019	<.0001	<.0001	<.0001	<.0001
Item_33	0.15390	0.18216	-0.17970	-0.18538	0.01563	0.09687	-0.17832	0.25388	-0.02142	-0.03265	0.18502	0.21751	0.10119	-0.23582
Item 33	0.0034	0.0005	0.0026	0.0004	0.7676	0.0664	0.0008	<.0001	0.6855	0.5368	0.0004	<.0001	0.0551	<.0001
Item_34	0.32690	0.46431	-0.24745	-0.31311	-0.07887	0.37133	-0.16276	0.27111	-0.25548	-0.06059	0.38129	0.34255	0.38334	-0.30001
Item 34	<.0001	<.0001	<.0001	<.0001	0.1353	<.0001	0.0019	<.0001	<.0001	0.2515	<.0001	<.0001	<.0001	<.0001
Item_35	-0.29677	-0.24567	0.31934	0.25310	0.15616	-0.13117	0.40910	-0.26051	0.23173	0.15993	-0.21551	-0.24215	-0.17462	0.44239
Item 35	<.0001	<.0001	<.0001	<.0001	0.0030	0.0127	<.0001	<.0001	<.0001	0.0023	<.0001	<.0001	0.0009	<.0001
Item_36	-0.16348	-0.20200	0.26613	0.14363	-0.05127	-0.10715	0.22835	-0.21657	0.04306	0.02554	-0.03003	-0.21287	-0.12043	0.26519
Item 36	0.0019	0.0001	<.0001	0.0063	0.3320	0.0422	<.0001	<.0001	0.4153	0.6291	0.5700	<.0001	0.0223	<.0001
Item_37	0.28085	0.30340	-0.15797	-0.12504	-0.20382	0.22761	-0.10358	0.00781	-0.48287	-0.07659	0.28825	0.14714	0.22071	-0.19317
Item 37	<.0001	<.0001	0.0026	0.0176	<.0001	<.0001	0.0496	0.8826	<.0001	0.1470	<.0001	0.0052	<.0001	0.0002
Item_38	-0.21854	-0.17705	0.30482	0.29734	0.08995	-0.21542	0.40909	-0.22208	0.23209	0.31446	-0.18527	-0.24927	-0.17624	0.39177
Item 38	<.0001	0.0007	<.0001	<.0001	0.0884	<.0001	<.0001	<.0001	<.0001	<.0001	0.0004	<.0001	0.0008	<.0001
Item_39	0.31168	0.30962	-0.36639	-0.18649	0.00335	0.26250	-0.25561	0.21249	-0.10192	-0.08844	0.22365	0.39035	0.29254	-0.32437
Item 39	<.0001	<.0001	<.0001	0.0004	0.9495	<.0001	<.0001	<.0001	0.0533	0.0938	<.0001	<.0001	<.0001	<.0001
Item_40	0.29220	0.33799	-0.29466	-0.15971	0.01236	0.32136	-0.17371	0.23843	-0.11786	-0.10003	0.29753	0.36625	0.27175	-0.30119
Item 40	<.0001	<.0001	<.0001	0.0024	0.8152	<.0001	0.0009	<.0001	0.0253	0.0579	<.0001	<.0001	<.0001	<.0001
Item_41	0.30871	0.34271	-0.35251	-0.37113	-0.02500	0.21648	-0.23247	0.20487	-0.14845	-0.06253	0.28292	0.41852	0.29814	-0.37357
Item 41	<.0001	<.0001	<.0001	<.0001	0.6364	<.0001	<.0001	<.0001	0.0048	0.2367	<.0001	<.0001	<.0001	<.0001
Item_42	-0.23776	-0.21311	0.36619	0.28690	0.06046	-0.04822	0.40361	-0.23881	0.17693	0.15478	-0.12632	-0.34839	-0.13774	0.47689
Item 42	<.0001	<.0001	<.0001	<.0001	0.2526	0.3616	<.0001	<.0001	0.0007	0.0032	0.0165	<.0001	0.0089	<.0001
Item_43	-0.27384	-0.25036	0.43008	0.40779	0.06994	-0.17984	0.36583	-0.35453	0.21239	0.02442	-0.17010	-0.37498	-0.20205	0.42007
Item 43	<.0001	<.0001	<.0001	<.0001	0.1855	0.0006	<.0001	<.0001	<.0001	0.6442	0.0012	<.0001	0.0001	<.0001
Item_44	-0.08767	-0.06269	0.06433	0.06265	-0.07023	0.03308	0.15481	-0.14313	-0.03256	-0.00811	-0.00063	-0.15443	-0.02104	0.14422
Item 44	0.0967	0.2354	0.2234	0.2358	0.1837	0.5315	0.0032	0.0065	0.5380	0.8781	0.9905	0.0033	0.6907	0.0061
Item_45	-0.36957	-0.29580	0.20637	0.23360	0.09829	-0.25157	0.22484	-0.15994	0.26766	0.25650	-0.26847	-0.30973	-0.22819	0.33331
Item 45	<.0001	<.0001	<.0001	<.0001	0.0625	<.0001	<.0001	0.0023	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001
Item_46	0.27673	0.28617	-0.20808	-0.14695	-0.07437	0.28092	-0.10580	0.06796	-0.37388	-0.07046	0.34397	0.26718	0.26893	-0.13531
Item 46	<.0001	<.0001	<.0001	0.0052	0.1591	<.0001	0.0448	0.1983	<.0001	0.1822	<.0001	<.0001	<.0001	0.0102
Item_47	0.38514	0.44306	-0.26489	-0.23619	-0.09702	0.35685	-0.13711	0.12462	-0.28314	-0.10851	0.44848	0.33033	0.39880	-0.25651
Item 47	<.0001	<.0001	<.0001	<.0001	0.0659	<.0001	0.0092	0.0180	<.0001	0.0396	<.0001	<.0001	<.0001	<.0001
Item_48	0.38924	0.42396	-0.31210	-0.21882	-0.05744	0.35769	-0.24063	0.22504	-0.27159	-0.09944	0.39667	0.37981	0.37416	-0.42655
Item 48	<.0001	<.0001	<.0001	<.0001	0.2771	<.0001	<.0001	<.0001	<.0001	0.0595	<.0001	<.0001	<.0001	<.0001
Item_49	0.10476	0.07526	-0.12560	-0.06846	-0.07659	0.03334	-0.14065	0.12147	-0.04602	0.07668	0.08525	0.10973	0.05401	-0.04103
Item 49	0.0470	0.1541	0.0168	0.1950	0.1470	0.5283	0.0075	0.0212	0.3840	0.1465	0.1063	0.0374	0.3068	0.4377
Item_50	0.52257	0.37426	-0.41149	-0.29030	-0.02269	0.25500	-0.39871	0.31350	-0.16200	-0.13584	0.31128	0.41634	0.25454	-0.64060
Item 50	<.0001	<.0001	<.0001	<.0001	0.6679	<.0001	<.0001	<.0001	0.0020	0.0099	<.0001	<.0001	<.0001	<.0001
Item_51	0.41102	0.49685	-0.32682	-0.26794	-0.03678	0.41392	-0.16403	0.21929	-0.30375	-0.03505	0.45918	0.37112	0.49880	-0.38300

Corr matrix of Attitude scores (N = 52)



Item_51	<.0001	<.0001	<.0001	<.0001	0.4867	<.0001	0.0018	<.0001	<.0001	0.5074	<.0001	<.0001	<.0001	<.0001
Item_52	-0.07792	0.02191	0.02694	0.00465	-0.02382	0.01513	-0.06076	0.09474	0.12553	0.01511	0.03384	-0.03900	-0.07810	0.04762
Item_52	0.1401	0.6798	0.6104	0.9299	0.6524	0.7748	0.2502	0.0726	0.0172	0.7751	0.5221	0.4723	0.1392	0.3676

Appendix E

Interview protocol

Structure of Interview:

1. Number of participants from each education level is between five and ten.
2. Each participant is selected based on statistical range found in the results from the initial attitude survey (Teachers from the high, middle and low range of the statistical differences)
3. Interview will take thirty minutes to an hour. The interview will be recorded, and researcher will be taking notes during interview.
4. Interviewee will be made aware of the purpose of the study, the researcher's role.
5. Interviewee will be reminded of their rights according to IRB guidelines
6. Researcher will ask if interviewee has any question before beginning

Researcher Script to initiating the interview:

"Hi. I would like to start by thanking you for participating in this study. The purpose of this study is to investigate teachers' attitude toward change. The questions I am going to ask you are designed to be open ended, allowing for the elaboration of your response if you so choose. Also, the questions do not have a right or wrong answer. As a reminder, your participation and responses involved with this study are confidential. I will be the only person with access to your identity and responses. Please use this safe space to be honest and frank with your answers.

With your permission I will be recording and taking notes during our conversation. Please do not let this make you self-conscious. Once I have transcribed the interview, I will send you a copy to review for the accuracy of your responses. After you have reviewed the transcript, I ask that you provide me feedback as to the accuracy of the content of the document.

What questions do you have before we begin?

Questions for establishing rapport with interviewee and background information

Tell me about your career as a teacher-

- a. When did you discover you wanted to be an educator? (Why? If not mentioned)
- b. How long have you been teaching?
- c. What have been some highlights of your career thus far? Challenges?
- d. What changes have you noticed pertaining to education, teaching, leadership, etc. since you first started teaching?

Questions relevant to OCC-

1. What are your thoughts about leadership and its support of change?
2. Who benefits the most from change?
3. What are the benefits of change for district, school, classroom, teacher, and student?
4. How would you rate the ideas behind some of the changes you have seen?
5. How necessary is change for the field of education?

Questions relevant to SET-

1. In a word, how would you describe your typical response to change at work? Please explain. (Example openminded, irritated, relieved, frustrated, overwhelmed, excited, defeated, pleased)
2. Would you classify yourself as a proponent or opponent to change? Why?
3. How would your co-workers describe your response to change?
4. When change occurs within the scope of your job, how does it impact the security you feel about your ability to perform your job?
5. On a scale of 1 to 5, with 1 being none and 5 being total, how would you rate the autonomy and control you have over your job?
6. When change occurs, how does it impact the autonomy and control you have as a teacher?
7. When expected to implement change, how would you describe the level of support provided to you successfully effect change?
8. Would you describe most changes being implemented as 'being done to you' or 'collaboratively designed'?
9. What are the positives and negatives of change for teachers?

Research Questions

1. How does change viewed by teachers as being unattainable, unfeasible or ceremonial effect their attitudes toward change?
2. How do teachers' negative attitudes toward change generate cynicism or resistance to change?
3. How are teachers' negative attitudes impacted by the removal of barriers effecting attainability or feasibility of change?

Appendix F

Coding Nodes and Descriptions used for Interview Data

Name	Description
Autonomy and Control	Teachers' control over their job and confidence in their skills in to perform their jobs
Change as negative	Interviewee state change a negative
Change as positive	Interviewee state change a positive
Change done to me or collaborative designed	Interviewee responded to change as either being done to them or being collaboratively designed, meaning change involved collaborative decision making
Change is necessary	Interviewee stated change is necessary; different perspective of how change should take place, frequency and duration of change, and purposes for change were express by individual interviewees
Characteristics of change	Takes a long time, need give it time, change when you know it is not working, must be consistent, can get worse before better
Data in education	Reference to data usage in education; push for data; movement in data . . .
Lack of Professional Respect	Feelings, perspectives, actions indicating person or people are viewed less than professional; lack of respect; semi-profession
Limited Capacity/Lack of Resources	Limited skills, abilities and knowledge needed for mandated change; Lack of materials, funding, etc. for delivering mandated change
Limited Influence on Student Achievement	Reference to teachers not having the ability to increase student achievement
Needs for change to be better received	Interviewee expressed ideas for how change could be better received if designed or delivered differently.

Name	Description
Negativity toward change	Interviewee expressed negativity to change for various reasons, either speaking for self or in speculation for reasons others may be negative toward change
Reasons for change	Change for change sake; best intentions, . . .
Relationships	Reference to lack of or importance of relationships
Teacher input	Comments about teach input being asked for, ignored or not asked for
Work Structures	The environment, spaces, configuration of workplace effecting ability to work

Appendix G

Coded Responses per Participant per Interview's Structure

Deviation found	Participant	Responses to Introduction (Career, Experience, Changes seen)
-1.5	1	<p>Teaching since 2005; love working with SPED pop.; never taught gen ed- no desire to teach gen ed; 13 years of teaching; no longer with District A (left August 2019)</p> <p>Old guard -out but kinder, gentler, more about problem solving; New guard- in--policy procedures, data, fast track (not in one place very long and/or little experience moving up); Money is the bottom line; not kids; lying to parents, to kids, to teachers-- not best for students, best for budgets; Lack of integrity; All about the leaders themselves- not kids; It appears that things are not about kids but about careers and budgets</p>
	2	<p>19 years with District A; primarily 4th and 5th grade. Got masters and moved to another school with a higher ESL population in the district. I didn't want to be too comfortable. I wanted to be on my toes. My first school was not growing as I wanted. I started to have some issues with some of the things I was seeing (ethically) such as getting in the face of students, etc.</p> <p>Used to be a cookie cutter approach. Now understanding the whole child. They all learn differently. Unfortunately, I feel and see under our new district leadership that we are going back to cookie cutter- not diversification; children are test scores; not taking into consideration all the factors that impact our students and their needs. We are focusing on instruction for those students on the bubble of scoring better on tests. District is using an assessment to determine student growth that is not aligned with things teachers are doing- Pacing guide and Pacing calendar- they are not aligned. I feel like we are constantly having roadblocks throw in our direction. Things are changed midstream to cover themselves and have an agenda and puts us at a disadvantage. I feel like I can't do anything. Teachers are constantly being challenged and unprepared because the expectations are unknown and not what they used to be; moving target that teachers can't hit. We ask for what things should look like, but we don't get feedback. We are expected to teach to the highest level of the standard and yet some of our students are there yet.</p>
	3	<p>First; 17 years; family of educators; first taste of teaching was a grad. teaching assistant</p> <p>Biggest change- level of autonomy; beginning of career- you are told you are teaching a subject and go for it; not required to use a specific curriculum; topic coverage TODAY- micro management; ZERO professional respect; lack of being treated as a professional; feels like education is a business; run in this manner; focus on numbers and outcomes</p>
	4	<p>Second- originally worked in corporate; decided that I did not like working with adults as much as I like to work with children; 11 years in District A- substitute and home bound; last 4 years full time teacher; When I first started- I was in elementary more; I have seen people come and go (nothing new especially in our district particularly at CO and offices: I have been through 3 superintendents; I have been through several due to the district practice of moving principals to turn schools around (6 years ago, they cleaned house; they did not fire principals but tried to place them in position more suited for them) Change had always been for making something better</p>
	5	<p>Becoming a teacher is something I had been considering since childhood. I always enjoyed going to school and had several teachers I admired. My sisters and I used to play "school" for fun. I even had notebooks in which I would create lesson plans, seating charts, homework assignments, and report cards for imaginary students. In middle school I chose "teacher" as a career to explore on career day; in high school, I</p>

		<p>had the opportunity to shadow a fourth-grade teacher for a day as a part of career week. When I attended college at UMKC, I majored in English, with an emphasis in creative writing. At that time, I was not planning on a career path because my intention was to be a stay-at-home mother (I married young, after high school). I wound up joining the work force a few years later following a divorce, choosing jobs at the public library and later a high school library because its hours better aligned with my children’s school schedules. When my job was eliminated, I was transferred to a middle school where I became a para for children with behavioral and emotional disorders. I really enjoyed working with the kids and being in a school environment, but the pay was very low. I made the decision to go back to school and become a certified teacher. I chose PSU. because they offered a Master of Arts in secondary teaching program that could be done mostly online, a must as I was working full-time and taking care of my four children. I learned that I could become an English teacher at a middle or high school once I had completed the program, so I set that as my new goal. I began my first teaching job when I was hired at Arrowhead Middle School in October 2018. I’d had a hard time finding employment over the summer, so I was working as a substitute teacher in another district School District for the first few weeks of the school year. When I was hired I took over a class in which the teacher had quit suddenly, and they had a long-term sub in place. The highlights of my career have included getting to know my wonderful co-workers and meeting some fun students. I feel like I have learned a lot in a short time when it comes to things like time management, planning, and creating lessons. At this point, I would say the challenges have overshadowed the benefits. I have had to deal with a lot of behavior problems, a lack of resources (especially when it comes to curriculum), and a lot of changes in routine that have been confusing and frustrating. This school year has been full of changes to the point that I feel like I am forever shooting at a constantly shifting target. It seems like every week there is something different we, as teacher, are supposed to be doing and I always feel like I am doing it incorrectly. One week we are told that we absolutely must have “Learning Targets” clearly written on the board each day. The next week it is, “Never mind. We are not to use the words ‘Learning Targets’ ever again, and instead we will concentrate on ‘Standards.’” We are told that we MUST increase the rigor of the instruction to the point where success is unattainable for many students, and then we are held personally responsible when students do not get passing grades. There has been increased focus on the State Assessment in such a way that other, more important aspects of education are being sorely neglected. The degree to which we’ve been instructed to “teach to the test” is frankly disgusting. We are encouraged to believe that our sole measure as educators is determined by a standardized test score, and countless hours are spent analyzing data from all the intermits and practice tests, time that could be utilized in far more effective ways. The special education system has changed, without the necessary resources and training to make such a transition successful. Students with severe special needs have been deposited into classrooms that are incapable of meeting said needs, and the results have been unfair to everyone involved. I have been told I am not allowed to issue failing grades to any of my special education students, regardless of their performance or efforts, which makes me feel ingenuine. Our superintendent has been micromanaging our school since his daughter is a student in the building. He has personally insisted upon many changes in procedures, such as eliminating independent reading time after lunch (even though research supports how beneficial this practice is to education) and eliminating recreation time on Wednesdays (another practice that is beneficial to children).</p>
-1.0	6	<p>First career; ESU, Always wanted to be a teacher; Para and substitute teaching; Catholic school in District A (8 years, 1st gr.) Became a reading specialist at catholic school but at District A pay; Move to District A district full time, ESL teacher; New director I did not like the direction she was going so I went back into the classroom; preschool position; two groups teaching session a day with preschoolers (hard); 20 years of teaching have also taught with Migrant Family Literacy program Highlight of</p>

		my career-I really loved teaching in the Migrant Family Literacy Program- really liked getting to know and interacting with families. This program ended with Head Start program; Changes seen- theories of teaching are pendulums; standards based- went away and came back; I have had leadership that let me do my job and leadership that was extremely micromanagement
	7	Second; own children had some struggles in school and didn't feel their needs were being met; became a para educator; found I really enjoyed working with special populations; 20 years in around education; District A since 2003-4; Seen lots of changes, cyclical; education is becoming a lot less fun; very forced; very rigid; all students are to be at same level; moved away from being student driven, now more content driven; Innovation is gone; Not sure all changes are good
	8	22 years in same high school teaching math; subject I was best at in school; Things aren't the same as they used to be which is not always a bad thing; Change can negatively impact our jobs. Things allowed to occur that haven't occurred before; Behavior in my classroom is better; less disruptions; those who want to learn are in the classroom. The kids have changed, they are not disrupting others. Other disruptions from outside the classroom- not all from district office sometimes from the state
	9	My mom is an educator and I used to go to work with her in the summers. She worked at a preschool. I helped around the building with all the kids. Then I started teaching swimming lessons and by the time I got to college, teaching was something I thought I would be good at, so I went for it.? Some highlights have been working with a couple of the same people for many years, and of course meeting so many children from all walks of life- the diversity is amazing; This is my 11th year, all years in District A; So many! There of course have been 2 or 3 superintendent changes, many principle changes and a rotating staff. When I started 11 years ago, there was some pressure to perform on the state assessments, then in got Intense, then it's kind of subsided and now I feel it's on the upswing again. I also felt at the beginning of my career that I was able to teach more of "my way" and be more creative. Now I feel more constricted.
	10	First year of teaching in 1998; history teacher when the history teaching field was male dominated. Master's degree. Overseas to teach in an International School; 14 years in District A; 30 years total in education; I am glad I am no longer in the classroom. Not enough creativity to keep me interested. Being the librarian is not static, constantly changing. Glaring change when I returned to the states after 10 years; Stunned US Education System was now a business model; I was stunned to see it had adopted middle management; administrative heavy; protocol; jargon filled environment. I feel this to be absurd the education is business model; I just sit in meetings; We have gotten so far away from where we used to be. This is all made up terminology; Made up language (jargon)- young teachers and admin using this language and okay with it. Every year there is a new term; phrases; nouns turned into verbs; people who have not left the system do not notice the change because they 'were in the pot as it was warming.' Textbook for ESL was nothing but acronyms; Climate change- everyone in a positive climate---> positive response; Work environment drives climate; it is not generational, it is climate. When a new curriculum was rolled out, there was an assumption that the older staff won't want to do something new-- instead of seeing the point that those who are delivering the change had an entire summer to learn the curriculum and were paid and now the school year is starting, you are piling things on and not giving us time. When people start pointing fingers as to why change is not going well is because of those who have been there previously. I have heard this from admin level and colleague level
1.0	11	First career; 8 years on and off in daycare; SPED experience; 2015 got my bachelor's degree; now currently a full time substitute in another district; Standardized testing has always been important but now it is even bigger; too much; Stopped letting kids be kids; pushing kids too much; not developmentally appropriate; children should be pretending and experiencing; Using standardized test (used in the nation) to determine if students in urban core is on target

	12	First; 26 years; -----
	13	<p>Second career; 1998 Elem. school secretary (5 year); "Grow your own teachers program" (District A); 2003 started teaching full time (until 2011) 4th and 5th grade; became an intervention specialist; Got my masters; Got my middle school math certification (2015) At current school for 4 year now. I have taught math interventions and have also been pulled to teach a gen ed math class where the teacher walked out did that and now back to teaching math interventions;</p> <p>We grow with change; 3 principals in one building, I in one building this is not counting Aps; Going through so many principals are challenging because every principal is different and has different goals for a building. I hate that we must have transition years; I wish things were more seamless. I wish we all had the same idea in terms of best practices. What one principal want is not the same for another. Treatment of staff and focus on what is best for kids is perceived differently by each administrator, even though they are all called administrators. I am struggling with this trying to come to a good place in my mind as to what is best for me and my students; I have experienced so many changes with admin. not because of my movement but because of their movement; I see the admin. leaving because of retirement, another district, wanting to be head principal, or a new building. Only one principal I have experienced as needing to leave the district. I am questioning if I am in the right place for me to grow; I am not the rock in the river that just sits there; I must travel down the river to find something new. I have seen 4 new teachers this year just leave midyear saying I can't do this</p>
	14	<p>First career; When I was growing up, when I was little, I would "play school", and always loved the idea of taking care of people. When I was in high school, I didn't really have a lot of teachers that seemed to care about their jobs, beyond the 8-4 requirement of being there for a paycheck. Being a teacher now, I feel like my assessment was right. It only seemed, to me, that certain kinds of students were worthy of praise and attention and support, and I was most definitely not "that kind" of student. Yet, I was bright and smart, and was college bound. In college, I had dropped out for a little while, because life was tough, and I was dealing with it on my own, but when I came back, my path was clear: I knew that I needed to be a teacher. I knew how challenging my life had been, doing it mostly on my own, and always wondered how different things might have been if I had had an adult who pushed me, who challenged me, and most of all, who cared for me. So, I set out, determined to be the kind of teacher that I knew I needed when I was younger, because my experiences were not unique, but I wanted to help kids have a better self of self and purpose than I did. And that is ultimately how I became a teacher; I started my student teaching in 2012 at Middle School, then continued to intern at high school from 2012-2013. I was hired at high school in May of 2013. So, I am in the middle of my 7th year, 8th overall.</p>
1.5	15	<p>Second Career; 24 year in Army; Chemical officer; nuclear weapons; Pershing II missiles (4 year); preventative medicine safety health; All careers in Army I was teaching- what, how needed to do things; Retired; Became a teacher after subbing full time for a year- High school to Kindergarten; I enjoyed it; Started at another district- ISS and remedial math teaching (pre-algebra; Algebra); got secondary education worked on master's in education and then licensed fully; 5 years of teaching experience; Certification is K-12 (St. Mary's) Student taught 3rd gr. Earth, space, biology, chemistry and physical science (7-12) Everything but physics; 11 years in a teaching role in public schools; 5 years as a full time teacher; Technology has increased; Kids are more comfortable with technology; prefer technology to textbooks; so used to video world; less lecture and more hands on is occurring; less note taking because kids are not good at it; feeling concepts as opposed to "listening" about concepts; See is believing</p>
	16	<p>First; 28 years in District A- Early Childhood- SPED Speech Pathologist; Early Childhood program in District A has become a general education program; this is a positive; EC gen ed teacher, support staff; and EC SPED teacher; I believe this is the</p>

		way EC should be. This year has been one of the most challenging years of teaching because of behaviors, traumas
	17	First; Social Studies teacher- International school in Istanbul; Came back to US no jobs teaching Social Studies, so I got my master's in SPED; taught 12 years of SPED
	18	First; Elem teacher for 7 years; Then I became an IC for 9years; now I am an AP- 1st year. I grew up in District A; I have always wanted to give back what I didn't get. My role now is very heavy-- do many different tasks and levels- students, teachers, parents, safety of everyone; Discipline when I was growing up teachers were savvier; Today I don't feel discipline is not as tight as it was when I was a student. The warm demeanor I experienced as a student is not present today.
	19	Second; 20 years in teaching;(15 in District A) I noticed some needs not being met for my own children's learning, so I decided to take some classes. Became a sub and found things I wanted to change; better fit for me and my family to be a teacher. I was an okay teacher in another district but when I came to District A it was more challenging, so I believe I am a better teacher now. I have taught every grade as a certified teacher K-5 except for 1st grade. Currently I teach 3rd grade; Have seen changes in federally mandated changes; Shift from being reactive to proactive; unpacking standards; shift to looking at student accountability; using scales with students; Common Core. Shifts between superintendents. With every change or shift, the continuity is interrupted; sometimes it is smooth and continuous and sometimes an abrupt stop; this again why did we leave it in the first place; pendulum swings; I notice this at the college level as well
	20	Second; with postal service; degree in psychology; 19 years of teaching; 4 years at a private catholic school, 15 years in District A; Nothing really stands out as a highlight of challenge; I do feel I have made a difference and connections with kids; I take a lot of satisfaction when a student turns a corner academically; New Chelsea (I loved) more diverse, 13 languages; Moved to go to McKinley- smaller, more intimate, knew principal, wanted to prevent my getting stuck
	21	Second Career; Worked for Goodyear Rubber Company (tire builder); organizer for the union. After Goodyear was very difficult to get a job; went to school and got bachelor's in education (Baker, 2009); started graduate program (SPED); initially was not interested in teaching SPED but took advantage of the program being offered. SPED practicum was reverse inclusion and student teaching in one room (1 year); still no desire to teach SPED- scared, didn't feel I had the knowledge, to unpredictable; Applied to District A for a functional classroom teaching position (I thought functional meant they could function independently BUT this was not the case- the students were unable to communicate, they bit, they kicked . . . I was offered a position at another elementary in District A district- Collaborative SPED model (3rd-4th gr SPED in gen. ed classroom)-taught in this environment for 5 years (until 2015); Worked for the SPED Cooperative- provided training on co-teaching; became a co-teaching coach; SPED Teacher leader the past six years (2015- present); State trainer for TASN (KSDE) (co-teaching); 11 years; Each superintendent is different than the one before. 1st superintendent I worked under for District A was a good ole boy; then Superintendent 2 came in- gave admin. autonomy (good and bad)- bad- multiple buildings multiple structures, no consistency, different schedules, different curriculum; as a district we became very comfortable; teachers were happy but kids suffered- relationships under Superintendent 2 were embraced; Superintendent 3- some good things for student growth; although I can't clearly see or say it is for student change. but it doesn't feel like he cares relationships are important; Current culture is one of fear; People used to be helpful and used to be able to go to others to bounce ideas off of or for support; I have had a hard time aligning with Superintendent 3's leadership;

Deviation found	Participant	Responses to Leadership Support
-1.5	1	Leadership needs to understand the power of behavior support and reinforcement; trauma informed care; we need to pay attention to the needs of our students as well as staff. Leadership needs to be mindful of staff needs as much as students; everyone would like to have an Atta boy now and again. Appraisal systems are broken; SMART Goals are a joke Leadership needs to be realistic for our teachers-- professional development and conferences are no longer a priority; denied attendance to a conference that I was going to pay for-- red tape and board policy-- had to remain behind to attend PD that did not pertain to me or my students; very frustrating;
	2	They want their jobs. Our principal has been drinking the Kool-Aid. Admins are afraid for their jobs; they all play the game; they won't stand up. I have been told to draw attention to us; He will hopefully be gone in 2 years; People have changed and are doing things they would have never asked us to do. We all want to stand up and fight, but we are also scared for our jobs. It is sad to see the good ones change negatively. Who do you trust? Now I am wanting to leave.
	3	Lead ship for the district started in the library in downtown District A; has evolved to a large/huge organization; layers and layers of bureaucracy; teachers have more on them-roles that were once the principals' responsibility now is teachers'; It feels like there is a 'gotcha' practice-being caught not having something, checklist, checking boxes; focus is NOT on engaging students or asking if students are learning; Leadership not offering help; I am not opposed to change; change can be awesome. I change things daily by reflecting on my teaching- how did the lesson go, what needs to be changed, did the students grasp what I was teaching, how can improve.
	4	I feel right now that our leadership is handling the change; I don't know if they are happy about the change (my principals) but they are handling; lots of changes at CO; Some of those who have left were our foundation. Sometimes we know people need to leave but I am not sure the timing of their leaving was the best because of all the changes we are going through; we lost our foundation, those most familiar with the existing system. This has hampered our ability to handle some of the changes- not having the strategic people or at least a transition plan
	5	No specific response given
-1.0	6	No specific response given
	7	Local (School level)- mindset- willing to change if kids need it; Positive support for change; Focus of work- adapt to student needs District (possibly state level as well)- change are more punitive instead of supportive; Such a big push for Core- not all bad; we need a way to get what we want for our kids; expectations of change not as supported as hoped; not sure changes are student driven;
	8	Aren't imposing change on me; education in general changes- it evolves; if change is being imposed on me it is because someone else is imposing the change on them (trickle down)
	9	No specific response given
	10	Leaders need to be proactive. Example: big literacy push years ago, district wide push; when they rolled it out the presented it as being going to be hard to convince others to do this; you can't just shrug and it will go away; it is here to stay; 4 to 5 years later the people who said it was going to stay were the very people who were heralding the change and saying way it was needed were the same people who shrugged and it disappeared. Quick results, quick turnaround, quick fix. 14 years- there have been about 4-5 curriculum changes/new directions- 3 year, 3 years, 3 years something every three years; Scale were pushed for 2 years and then gone; People need to commit to failing; Failing allows for tweaking and learning how to relearn something and figure out why something is not working. Change doesn't mean throw

		something out, it should mean tweaking. Change does not mean failure. Classroom teachers constantly assess the effectiveness of their teaching. Why can't the educational system do this? We are our own worst enemy- try something for a couple of years, it fails, then we do something else for two years, and it fails . . . Judging and evaluating effectiveness of change using superficial information (test scores)- wrong; test scores do not give you true information
1.0	11	Initially the leadership I started with District A was greatly supportive; New superintendent- pressure for numbers- administrator left and was replaced by a drill sergeant; very critical; I can't do anything right; District A lost a huge number of teachers last year
	12	Adm to teacher; We need to support teachers; How can I assist you with change and how to get through the change; Can I break things down to help with change; always change; there is going to be change; not stressed out; Do what my district or supervisors are asking me to accomplish
	13	I have always been a good employee, a good listener, and you are my boss so I will do what you say if it is best for kids. There are times I will say I will do it but will not do it because it is not what is best for kids. Currently I feel changes from CO relay to building administration are to be done NOW, NOW; lack of communication; change regardless of need for change; Change for accolades; Change for being the 1st to do something; CO wants to be viewed at Trend setters
	14	No specific response given
1.5	15	At Jr. High- 3 principals in 5 year; B high school 3rd principal in 5 years; in the army I had a new boss every 18 months; In the army, change in leadership is common; in education not so much; there is a continuity in education; used to hear of principals leading buildings for 20 years; not the case currently; Younger people move jobs more frequently than they used to. New people aren't necessarily interested in what the person preceding them did; they want to make an impact, move on the next job and be able to say this is what I did. Everyone wants to make their mark and not grasp the idea of staying longer. You should stick with something longer to make things happen. There is a disregard for what has been done in the past; it's about making a mark and moving. We need to remember where we come from, so we don't make changes that are bad.
	16	No specific response given
	17	Ability to make changes and improvement for teachers; Hard not to develop cynicism- when the district changes for change sake; Arbitrary; Don't appear to respect what teachers have been working on. Change should be up to teachers; Teachers should be asked; District tears down what teachers have built-- don't respect teachers Example- Wall to Wall IB- teachers didn't believe it was good b/c it doesn't fit every student; Admin said No-- We will do Wall to Wall IB; Been trying to do this for two years later, we are not doing Wall to Wall IB b/c it doesn't fit all students . The work of teachers matters; building something that matters; Teachers are always 'on'; when not considered in decision making it is demoting- education runs 100% motivation; teachers feel like that they are building something and not part of the change (input) they feel disrespected; not valued
	18	Change is constant. As a new admin we implemented a lot of changes to strength some of the structures that were already in place; As a leader you need to reflect a lot, examine often, be willing to make things better, elicit input from others (stakeholders), you need to be flexible, somethings work for a while and you need to be ready to adjust and make changes.
	19	It depends on the leader that in the superintendent position the building level, their abilities, the relationships with others; I think relationships from the superintendent

		down are important. There was an understanding that she trusted me, she had expectations for me, she knew me. This is true at the building level-- relationships are important.
	20	Survey was about general change; some change is good, and some is not; Good to be open to change and not resistant. Change will always be there; Need to be open to change because of it always being there; change is inevitable- need to welcome it early b/c you might think it bad when it could be good; A lot of time changes aren't great. Being close minded/negatively, you are possibly sealing its fate to be negative- especially if you have no control over change; attitude has everything to do with change's success or failure. Need to accept it; Approach change with caution-Ex. Math Investigations Program- was put in to place with the best of intentions but it was detrimental to student b/c it kept scores down- program was too conceptual, not concrete; It taught the why and strategies; Teachers would say (among themselves because they were afraid to say anything to DO) this program isn't good practice, prescribed; District kept program for 14 years, said this is what we are going to do. DO didn't want to hear negatives; DO sent out surveys supposedly teachers did express their concerns, but nothing changed. Principals I have had: some would say this is the curriculum, we need to do; others would say this is the expectation or that we need to meet but how you meet the expectation is up to you.-- Speculation for why we stuck with the program so long- poorer district, less \$ for moving to a new curriculum; test scores were low anyway; not outspoken parents; Questioned why the district stayed with a program especially when the district knew it was so bad
	21	Good leaders recognize need for change and initiate change; I'll be a change agent; I don't want the responsibility of initiating change; I'll spread the word, talk about it- I am a teacher leader, it is part of my job to present proposed changes and help my teachers with change; Superintendent 3 just came in and made changes; didn't research what needed to be done; didn't gather information; No apparent look into what needed to be changed. As more top leaders came in- each with their own agendas, not really observing; not very professional; belittling ; Director of SPED left during the year, no sharing of why she left- Superintendent 3 enters role.3 months after Superintendent 3 entered, key cards for CO no longer working ('no longer an employee of district office). SPED teacher leaders and coordinators kicked out of CO- had to find their own workspaces was built and I was here when it was built, it was built to be a community building/location. No longer able to provide trainings for SPED teachers at CO, must find a training space on our own. I am currently housed at Juniper Gardens not even District A district building; Knowledge of reform elements are missing; Our hands are tied; Excited about new person being hired to work with inclusion and compliance- possesses knowledge and is strong but now I see her hands are becoming tied and ability to make change does not appear to be allowed (concerned if she will remain in position because of hinderances). She has been told she can't do this, she can't do that, she is wondering why and what they hired her for; the ride along where she could go with us to our sites have been stopped. She is knowledgeable of reform and elements they are missing. I am nervous for District A, people are leaving; more breaking of contracts than ever before (mid-year), more leaders at CO and building leaders leaving; They demand a level of professionalism in terms of communications about what you wear and no phones during meetings (which is completely fine because we did get too comfortable); it's the manner of which things are communicated and yet I see higher ups in a meeting on their laptop the whole time; It's the manner in which things are communicated; I think it is a matter of when it benefits them. I think if I ever get too comfortable in my position or want to engage is discourse/propose a suggestions/contribute, I get 'yes' let's talk about that or let's problem solve, then the next day I get an email telling me I need to pay attention to the words I use in the emails I send they aren't professional; I am knocked down; don't let us get

		comfortable; Looking over our shoulders; we just want to work with kids. You never know when someone is going to walk in and berate you and do so in front of kids. They address administrators as if they are adolescents. Lacking professional respect, no trust ; complete, opposite of autonomy, micromanagement, dictating; Matrix of safety and accountability- we used to feel very safe not much accountability but now we have no safety and too much accountability; no one feels safe; anxiety; no psychological safety; I do not feel safe; I can have any risk taking; depending upon whom I am in the room with if I voice any lack of confidence in an area or want to learn more, I can't guarantee that I am not going to be embarrassed or punished for speaking up; I keep that to myself now. For me it is an environment of keep quiet; for me psychological safety I think it is a shared believe we this team is safe for discourse, a safe place. It is not necessarily a trust issue. Our profession is always learning; we need to stay fresh and we need to keep learning, but the culture is keeping your mouth shut; sit here and take it, listen about Houston and move on
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Deviation found	Participant	Responses to Who Benefits from Change
-1.5	1	Students (good change) that is strong and relevant; More professional development for teachers can benefit students; If change is a reduction in work force- no one benefits; implementation of a PBIS program, benefits all- students, teachers, administrators . . .
	2	Positive change- everyone; if it is a change that people don't understand, I don't think anyone is benefitting. I don't know of anyone who is glad to see Superintendent 3 and his crew are here. Hard to buy-in to the change. I am not against change; I am usually very welcoming of it but when change is not understood it is not benefitting. We are targeting students who are on the bubble therefore what happens to those not in the target level? Currently the only benefit I see is the weeding out of weak teachers.
	3	It seems the benefits are for CO and mismanagement; 6-digit salaries; things have become worse over the past 10 years.
	4	We are supposed to benefit from change: students, teachers, everybody; When change happens, and it works- people are excited. When it doesn't work, finger pointing takes place; the blame game; loss of focus on who we were supposed to do the change for- the students; kids are kids- it is society and the adults that are changing. Society is changing to adapt to the needs; kids still need to learn and play; Benefit is supposed to be that students are ready for the 21st century and work place and be productive citizens but I don't know if the change ; We do data, we will always do data, I am hopeful we will move toward meeting student needs SE learning etc. I hope we can bring the kids up to speed to be ready for the workplace which is always changing. It is kind of the same situation with the changes in personnel at CO, no transitional plan; people just had to start without any understanding what they are to do. We need to help students' transition. CO personnel changes too much, too soon, too fast-- lack of definition, chaotic, --- if someone would have been there to help transition new people into new roles;
	5	At this point, it is hard to see the benefit of change. For change to be successful there must be some consistency, and so far, that has been lacking at my school. I have heard some positive noise coming from the media regarding how test scores have been going up across the district, which will probably make the superintendent look good, even if the methods by which the improvements are being derived are not ideal. Changes can be good if they have a real-world implication. Teaching kids how to get along in a changing world is necessary – new technology can help them prepare for life after high school.
-1.0	6	Depends on the change- some changes are state driven, some are district (basically things to make us look good)-- if this is the case, then the beneficiaries are the state or district leaders; when it is about teaching better, doing things better- children benefit; if it is about documentation, or cosmetic, or ceremonial change, it is about fluff

	7	We all do. If change is positive, we all benefit for it; we are all going to be happy if we find the change positive; Change can be good or bad; change is not static
	8	You would hope is that benefit is for students; that would be the good answer and the only reason for change to occur
	9	In this district, I don't know that anyone benefits from change very much. A couple of changes that have helped have been the pacing guides, the addition of so many books for classroom libraries a few years back, and some updated curriculums like the word work that we do in elementary now. In these cases, I benefit from having more resources and in turn the kids benefit by having new materials to work with; Some benefits can be more resources, maybe some new learning for teachers if training is provided (which is very rare), it can streamline somethings, like when we started using infinite campus, we can do grades, sit team, attendance, etc. all in one place.
	10	When you have a healthy approach, benefits can be realized; First Thing First program stuck with program until the state said you must teach viable careers (viable according to state).
1.0	11	Benefits-- depends; if change is positive, everyone can benefit, if change is for cognitive development is good for kids; maybe higher numbers but not good for kids; number may be going up but kids aren't learning; teachers are leaving; Kids safe space (their schools) in District A are disappearing because teachers are leaving; I worry a lot about kids
	12	Hopefully it is the students; from the Admin is usually about what we can do about raising test score; Hopefully increasing student knowledge; and also efficiency, general productivity and increase productivity with the funds you have been provided to run the school; run more streamline, more efficient; more productive
	13	Change should be what is best for kids as kids--not a score on a test. This change is going to make us 'look good'- wrong approach, bottom line; bottom dollars; Example-district has gone with STAPLES for bottom dollars and the pencils are the worst and not best for kids. Not thinking about the changes, they are demanding
	14	My personal belief is that the biggest benefit from our changes as a district is the ON PAPER. Our statistics and results "benefit" the most, because it seems like we want to see changes on paper only. The intention, I suppose, if for everyone to benefit from the changes, but things in motion are never at rest, and we can never really assess improvements because we never stop making changes; I would love for our district to be respected and supported, city-wide. So, if positive changes happened, our perception would change, and I believe students would be able to hold a little more pride in their surroundings.
1.5	15	Ideally students should be the beneficiaries of change. A lot of time students are secondary to a change; Budget, resumes, policy; administrator policy and agenda; teacher agendas; Agendas and bias come out with change.
	16	If teachers are implementing the change, they are going be the ones to benefit because they are having to learn and practices are changing for my students; I am coming from a very positive place with change because of the building leadership; outside of my circle (building) it is probably different; I am benefitting right now from the SE focus and Positive Discipline (strong building leadership; positive experiences with change)
	17	Initiator of change often benefit from change; Initiators should sacrifice for the change they propose. Teachers sacrifice for change- subject themselves to thing we believe in; teachers should be asking for things from DO; admin are facilitators; when subjected to change rather than part of change, people resent change that requires them to make change they don't feel is worth
	18	Everyone- all the stakeholders in the learning environment. #1 benefactors should be our students and consequently parents. Specific benefits: building relationships (a building goal) so we created a schedule that would allow teachers to have the time to build relationships; parents benefit because we are hopeful the relationships being built will help with academics. Take care of the children you take care of teachers and parents

	19	I think it is supposed to be the students. But I don't think that is what happens; some teachers think change is something else they are being asked to do--another chore- not something that is good for children; Benefit of change is that things are more streamlined and purposeful and meeting the needs and goals of learning for students; Goal driven
	20	Everyone can benefit from change; everyone has potential to benefit--this is why people should be open to change
	21	Superintendent 3- 'new sheriff in town'; Some changes in the interest of student's growth; although I can't clearly see or say it is for student change. not real clear; Haven't left anything alone long enough to see any change; Recreating what they had in Houston; I do feel like this is a stepping stone for Superintendent 3' vitae beefing up by being a superintendent of a school district the size of District A increasing scores--his grade card. It is hard to show growth in education. Data can be found to support anything; it is manipulative- Problem analysis all staff were supposed to look at and yet the data provided us to do this activity did not give all the information needed to make an effective determination. I see the reports he gives us on growth in test scores but I see myself asking where is that coming from, I don't trust it, I hope it is accurate but I don't believe that once he has enough history of that he is gone, I just don't know how long that is going to take and who will still be around; change for change sake at times; some appears to be good for students; Ulterior motives for current district leadership; with the current district leadership, they are the ones benefitting from change. DO is a completely different place than it was a few years ago.

Deviation found	Participant	Responses to Rate Ideas Behind Change and Necessity of Change
-1.5	1	<p>I haven't seen much change except for staff reductions and stuff like that; in the beginning there was implementation of PBIS that were life changing; Implementing change in schools can be life altering both ways; Toda I feel school district have shifted away from quality instruction-- less about evidence and data; more about who you know (your buddies in leadership). I believe public school should be the way we educate in the US, but we should use research-based practices, research-based assessment, instruction practices- we need to implement these things with fidelity and use the data to guide us (not gut feelings).</p> <p>defining moment where people who are passionate about the way the field is run are looked at as squeaky wheels. There need to be a defining moment where the reigns are passed over to those who are concerned about students NOT about their personal careers--those who are willing to stand up and say No (which is not easy)</p>
	2	<p>Very low; I don't support them; the ideas behind change do not meet the needs of our students. We continue to ignore the reality of our children's lives at home. I was asked- can we change it, I said no; returned response was 'then we need to move passed it. Their lives are a huge factor in their performance</p> <p>Change with time needs to occur as opposed to change in policy. We need to change to keep up with technology. We need to be aware of looking forward-- STEAM, STEM, coding should be huge in our schools;</p>
	3	<p>they make you want to leave education. I have feelings of anger, frustration, sadness; I stay in education because I love my 'kids' and colleagues</p> <p>I don't mind change; I am always looking to improve and learn new techniques for delivering instruction; I am not for change for change sake (this should not be occurring); right now it is "there is a new sheriff in town; going to be different just because.' lots of staff in district have left because of changes</p>
	4	I am all for change; I am okay with change; I am a big Peron for change; Change is a constant. I feel like lack of transition between change makes change harder or more

		<p>difficult. Substitutes used to be transitioned. If transition were in place, change would be easier to deal with</p> <p>Change is necessary. The workforce is changing, the times are changing. Education itself does not appear to be changing quickly in comparison with corporate. Education is perceived as a timeless field. Because of the pace of change in corporate, we must keep up - we must change our way of thinking, our way of doing things to keep up for our students need to be able to enter the community; we must rethink everything in education. I think change is viewed negatively because in our district we have some people who have been around a long time and they have trouble with change. I think we need to assist them with a transition with a change and provide them the training needed to move with the change. Teachers are not necessary upset about a change. They are upset about the manner or delivery of how change is rolled out. I feel like we as teachers don't know where to get the resources needed for the change. Who do we ask when we need something? Navigating through change is a concern; especially challenging in our situation with so many changes in personnel at CO (those who may have known where to get resources are gone)</p>
	5	<p>I understand that our district has a lot of problems. To me, it feels like the primary goal is to get our district to look better “on paper” – so that we will not rank so low in terms of how many kids are meeting the “proficient” level on the state test. I feel there are better measures for success, and we should investigate some of these</p> <p>Education will always need to change with the changing world. As technology grows and societies evolve, we as educators need to help students prepare for the careers and life skills that are being created. I believe there needs to be more of an emphasis on these “real” skills instead of test-taking strategies that will not ultimately be useful in life.</p>
-1.0	6	<p>I am not sure because I am not incredibly informed about the ideas behind some of the changes; We have been pushed to bring up scores at preschool level. It is too much; December we were told our 4-year-old are expected to know all their letters and sounds- not a state standard (well above) it is district implemented. This expectation is developmentally inappropriate. How is it presented? If I don't meet the expectation, it was presented that I wasn't performing. These are children learn at different rates. Also teaching two group sessions a day is developmentally inappropriate. The students need to be playing and exploring with centers.</p> <p>I am not against change. I am all for it if it helps. I know we must try it to see if it will help. Change is necessary; we can't be stagnant. People need to know why the change, the thinking behind it, buy-in; give people are reason to want to do it; five them time to implement change; time to implement</p>
	7	<p>Some changes are positive, some are negative--forcing everyone into the same mold, making everyone learns the same way; valuing and experiencing learning (hands on; learning from the process of doing something) is not as it used to be; not quite there in terms of how we get there for the masses; struggling with the lack of awareness of the individual learner; In the name of high expectations, we seem to think it is a specific curriculum taught a certain way; show learning the same but it just regurgitated; the application, the ability to demonstrate their learning is lost; Not nearly as student driven as what I feel education is for;</p> <p>Daily level- adjusting teaching for student learning; Educational/Philosophical change- change in and of itself for myself is not the end of what I am seeking, I am seeking to find appropriateness. I don't seek out change just for change itself. I want change to be reasonable, supported by data and observable. Change frequency/timing varies; I personally not afraid to say I don't agree with something; I feel like I am willing to try new things if they are logical, sensible, helpful to students; I enjoy learning new things but it needs to be research based,</p>

		<p>balanced, logical, and common sense. Sometimes I feel like our district doesn't want to hear its teachers, doesn't listen and look to teachers; I understand a little that I don't see the whole picture in terms of state and district, but I think we could more effectively implement change if we were unified; Teachers are professionals; we have clear pictures of the needs our students but the district does not want to hear us</p>
	8	<p>Depends on the day of the week you are talking; Change is always there which gets frustrating because someone thinks we need change- test more, test less, . . . I think I have seen more change in the 22 years than someone should be allowed to see. Full circle</p> <p>Change is good to some degree; the world changes- technology changes and we need to change with it. Stuck in a rut is crazy. Changes for these things are fine. Change from other areas- new book, new trend is not good change. Nothing we had done works--Someone deems something isn't working so we change. I have seen 7 administrators and I may not be counting the interim. Some admin does not bother to learn teacher names because they will be gone soon; don't care if given input because it's going to be done. I don't let they're not wanting input to get to me because they will be gone. I do the best I can in my classroom</p>
	9	<p>I generally rate the changes in this district average to below average. When the district implemented scales a few years ago teachers spent HOURS creating them and stressing about them and it was even a part of our evaluations. Then the district gave us premade scales after all the stress and time we already put into it. So, we essentially did a bunch of work for no reason. When the district implemented that we post all of our learning objectives and targets in the classroom-it's an ok idea, but it's so silly to ask kindergarteners "what is your learning objective today?" which is what administrators do when they come in a classroom. This year, the district made us do unit plans, we did the first 4 units, and no one has heard about them since. So...what was the point of it? Some teachers even worked ahead and did all the units and so they did extra work for nothing. So, when I hear that the district will be making changes, I usually interpret it as high stress work for no reason that we won't do for more than a year</p> <p>I think change is necessary for all professions for them to stay current and relevant. However, I'm skeptical of change in this district.</p>
	10	<p>Ideas of late are not student centered; the more they say it is about the kids the less it is really about students; Standards based on test scores. Numbers on a page is not the true story. Meet the kids where they are and raise them up. Our population is being victimized by test scores. We are not serving our kids; we are serving test scores. Our focus is not on students; we are focused too much on us and not on students. How or why has education getting to this point--- "American Culture; capitalism; competition; \$\$\$ and what makes us look good" 1900's- people believed in education; everyone has a right to- Now it about qualification for a salary; Teachers must produce these kinds of students or you are a failure. Attitudes about teacher have changed; teachers used to be respected; now people have forgotten; when people have gone through school, they feel they know what schools are like- they know what school is so now they figure they can do it; Society's perspective of education changed then the attitudes toward teachers changed. Teachers are not seen as professional- constantly doing different things so we can get respect (we are desperate to look good); It is not a profession with expertise; If our performance is good people will respect us and are willing to try new things; cyclical; Good intentions get derailed because we want respect. Scores should be higher and since they are not it is the teachers' fault. The district does not stand up and say we agree the scores should be higher but let's look at all the factors impacting test scores; the answer for why scores are not higher is not simple. We need to isolate what can be controlled, what can we do about it; Change is positive, quitting is not; quit when something does not work sure.</p>

		<p>Yes- change is necessary for keeping up with environmental changes; growing up with our environment. Methodology doesn't have to change-- if it works, it works.</p> <p>Technology is the medium not the content. Acquisitional knowledge is constantly growing. If education does not change with it then the information is obsolete and becomes falsehoods. Good teachers recognize technology as a tool not for its bells and whistles; Admin likes the shiny, new things. Ex. another district got rid of some of their libraries and librarians and hired technology teachers to have maker spaces; Parents did not like it and now trying to hire librarians back; district got burned by this idea</p>
1.0	11	<p>Test scores are ridiculous; We need to prepare our students to be critical thinkers; have social and life skills; another district is also going through some change in terms of teachers not being happy and leaving- low morale, teachers fee undervalued; SM Board did not even discuss contracts with the teachers' union--Board showing they do not care about teachers, trying to get rid of teachers, ??? who knows</p> <p>Change is very necessary particularly with technology; World is changing so we need to educate for the world the children are in not the world we lived in. Small change can huge, depends on target and delivery is positive; We need to: learn technology; teach technology, and be responsive to culture; Focusing on numbers is NOT positive change; Teaching kids how to use technology to their benefit is a positive.</p>
	12	<p>Blooms taxonomy- our district uses Marzano-- don't see a real change-- we are just tweaking the information; what changes are we going to make; pretty much the same thing but it's just about breaking down our teaching so the students can understand my ideas can get across what I am teaching; Even though there are a lot of changes- Not so much of a change but taking ideas and tweaking making things more comprehensive of all the ideas that are needed to have the best instruction in the classroom and not wasting time on frivolous things; as a young teacher I just got in and started doing things; just kind of threw it out there; once you are in the classroom, I feel teachers get better all of the time because of the connections they make with students and knowing their learning; some of these changes aren't just about instruction as much as it is understanding the student, their outside of school life, their values, their community; Values of the students and community for my school are much different than those of another community.</p> <p>Change is important depending on the skills students are going to need in order to be successful in society as we move forward the next 15 years; labor market is changing; blue collar jobs always there but lessening-being able to fall into a factory job with minimal skills is falling by the wayside; change is important because you need to evaluate what skills students are going to need to be successful in society in the next 5, 10, 15 years. The curriculum needs tweaking to look at what our students are going to need in 4 years when they graduate and to be employed; probably would not be bad to have national education association interview or collect information for what our future industry skill needing; this is what we need our employees to need in the future. National standards- states then should adapt to make sure their students can compete with other students; Pay attention to job market/skills being needed by our students; National level standards trickling down to states;</p>
	13	<p>Not a lot of time spend on getting to know the pitfalls of implemented change; not full on thought of process about the impact of proposed change on our students. Group of people thinking about change is about data points not students; I love my students (I am obsessed); Wrong focus--> data points; Data is not about students nor about relationships. Put it out the sake of saying we did it; minimal follow through to see how things are going; If something needs tweaking- sorry no money to tweak; If data doesn't show improvement, doesn't seem to be continued; checked off of checklist; We can never get good at something before it is changed. "I'm never good enough"</p> <p>People rate me in a way that reinforces this feeling; Scales or Marzano scales rank me lower like I am a beginning teacher (beginning, applying demonstrating, etc.); Follow</p>

		<p>through-- should be what can we do to help you, how are we going to get there, what do you need for us, how can we engage parents and the community ; There is a disconnect between what the district wants to be and what we are; District's SMART goals are not smart- they are not measurable, not attainable. Be the best, be the top in the top 10 school districts in country-- I think, 'do you talk to your employees?' Don't ask for 'how are we doing?' how are you doing?' Questioning ourselves (teachers); I don't think the district is screwing up completely. I am here for the kids and often find myself shaking my head at the decisions coming out of CO. I find it annoying that my 6th, 7th, and 8th graders annoy me less than the adults at CO</p> <p>I don't think we need as much as we have. I think we need to change with the times to make sure our students are prepared for global society. I think we need to focus on current events, social events, technology related items; Our focus should be on SE learning, mental health education ; teaching our high schoolers about all the things they can do beside college--all of the options; Change is inevitable; mutual respect between parents. students, and teachers. I think our ROTC program should be expanded because it is a great option for some students; Change for the betterment of society.</p>
	14	<p>I think they are terrible. I think the idea of certain things being uniform is necessary. But in my building, over the last several years, we have received horribly mixed messages of autonomy and uniformity, and then recently, any sense of autonomy has been rendered obsolete. I am not a robot, and my most important quality as a teacher is how human and approachable, I am, and the ways of uniformity demanded upon us from the district complete strip out individuality and make it very hard to keep up</p> <p>Learning is always happening, and changes need to be made, as necessary, to adjust with the times, the histories, the technologies; but we have not stuck with the same thing for more than 2 year for my entire tenure in the district. We must assess HOW we make the changes we need, instead of simply saying, this isn't working, burn it all down. We must highlight where are excelling, and build our changes around a strong, solid foundation of functionality. If that's the intention, how changes were rolled out in my building was an absolute disaster, and it set the stage for what's been my absolute worst year of teaching</p>
1.5	15	<p>Change is vital. At District A the vast majority 85% to 90% of kids reaching high school are nowhere near being on grade level for reading or math. Curriculum used to be very structured; no variation with- time, how, what- this change (no variation) did not help our kids; it should have been addressed or looked at as saying 'hey this isn't working'. teaching was told this is what you need to teach but the how and when was left up to teachers; the no variation change came in next (no allowance for changed) Structure to Absolute structure. Reasoning for non-variation was to help with the transient population- movement of students between schools in district; the problem with this is that education and learning got lost; conformity was more important than learning; and so now we have 85% to 90% of our students in high school unable to read or do math above a 5th gr. level. At Sumner only has 75% of their kids that can read or do math at grade level and WE have the best. Pacing guides, Exactly scripted lessons/curriculum. Another kind of change- at Sumner, was IB program but now is offering Career paths, dual credit; limited labs to 5 or 6 labs a quarter, more hands on; less lecture; some changes are working and giving kids more opportunity. some students finding more options; This is what education is supposed to do. Sumner is now diversifying its offerings; no longer is it IB or nothing; dual credit is becoming available. Diversification has been a good change for students; students are now experiencing success and seeing more opportunities; These changes address what students want; we don't want to become irrelevant; if you only have 12 students participate/take IB programs out of 250 kids; we are not serving all of the student's needs. Normalizing Sumner at a higher level;</p>

	16	<p>In my inner circle, the changes are great; if I go to the umbrella, I would say not so great due to over reliance on testing and the educational inappropriateness of learning goals for EC. My inner circle = great (building); going out to my next circle = okay; going to my umbrella= ugh!! NOT GOOD</p> <p>Absolutely necessary b/c I believe we must keep meeting the needs of our students in lots of way; we need to keep looking at the data; brains are changing with technology; we need to be aware of these things. Example- we need more parent educators because we need to get to the students earlier; it is almost that by the time children are 3 they have missed a lot; If my students are not getting what is being taught; WE HAVE to change to get them to learn; what kind of PD do I need to be a better teacher; We cannot be static- society is not static.</p>
	17	<p>Some things put into effect by the district may be officially gone from the district BUT remain in individual buildings because it is good practice and was teacher built. (reading strategies)</p> <p>Less autonomy, the more cynicism is present; resistance appears with the frequency of change; repeated changes without understood meaning or without any meaning (Arbitrary)</p> <p>Change is super necessary- micro level- teachers (extension, practice, always reflecting on lessons taught, what can be changed to improve student learning; did the students learn what I wanted them to learn) macro level- technology; student learning; tools; processing may look different</p>
	18	<p>The changes we have made have been positive. I have seen some good things come from our changes. Ex- morning intake- we have created assigned places for students to when they arrive. We have all students are getting in and out of school safely and efficiently. We decided to have buses go to the back of the building for pick up leaving the car riders to go out the front--- a lot safer than in years passed as everyone was going out the front</p> <p>Change is necessary because there are different needs to be met; one way does not meet the needs of all students. We need to change the way we interact with students, how we access students; we need to be able to adapt and willing to meet the needs of students</p>
	19	<p>I like the scale idea and unpacked standards. Unpacking standards made it easier to understand and streamlined things; then we had scales we were needing to use with students; Then suddenly, the scales are not spoken of anymore. District walked through the other day and said we aren't doing this anymore; I didn't know that. It would have helped to understand why because I think scales held kids accountable and helped them to see what there were learning. Abrupt stop with no explanation. Thankfully the district person was nice about it. I have witnessed some rudeness from district level and doing so in front of students. I have seen other situations where a teacher was dressed down in front of children. It was justified in terms of correcting BUT not in the manner it was done. I wonder why this teacher on this day when I know there are other teachers who do less and are not the quality of teachers as the one, I am referring to.</p> <p>Change is more necessary now than it used to because of the expectations from the government and each state; how standards have changed. Once the change is established, we should need to continue to reinvent the wheel and keep changing. We need to tweak to kids needs which can occur daily or yearly, but I don't think we need to change district or state level things if done well and allow it to stand some time. I know we are changing things as a national education system because students were not performing and keeping up with the world. But once these changes have occurred,</p>

		they changed again, I don't think they needed to change again so abruptly to change to something else. We should be able to adjust or tweak things. Reform what we have instead of changing completely. As for District A, our district is good about throwing things out the window completely instead of tweaking or adjusting them. We start all over again. We must do the sit and get stuff which takes away from planning, looking at the data and what students need immediately. This slows us down. This type of change bogs things down. Some things we should have kept all along. I don't what teachers were doing was working; I don't think it should have been thrown out, it should have been adjusted. We throw something out and then a while later we bring it better. I think it would be helpful to understand the rationale or logic behind the change and why for our students; We are not given these explanations. I don't think they give us credit for taking information and understanding why. They don't give us the why. We aren't given credit for being professional or maybe that we aren't educated enough to know. We must read between the lines. They fully expect us to explain our rationale for providing an intervention with students. It would be very appropriate if CO would do the same for us. (and maybe some admin.). This is what is happening, and, therefore.
	20	Right intentions- most are good: I don't think DO makes changes just for change sake; 75% of ideas/changes work pretty good for the most part Change is very necessary. Ex. Technology- if resistant to change you might miss the tool of technology and students learning differently in terms of the modality; Technology is a tool; helps student learn faster; access information faster
	21	Change is good. It is necessary. I do not avoid change. Without change you stagnate. It is good but I think you need to base it off data and need--not this is what we did and now we are going to do it here

Deviation found	Participant	Responses to In a Word Describe Your Response to Change, Pro v. Opp for change; Co-workers description
-1.5	1	It depends on the change- reduction of staff, loss of insurance- I am not one that is skeptical. I am willing to try. I want to see the research behind change being proposed. I believe a program should be implemented with fidelity. I'm okay with being participant in research. I will give my opine; I will raise questions about the research. I will go along with a system, not sabotage. If you want support, you must provide support. Give me and/or show me the research. Proponent- I think change moving forward is good; I don't like moving backward. Research is always developing can coming up with things to try and new ways to do things; We should always be implementing new things; we should always be doing what is current and what is the most effective in teaching practices. "Hey, Let's try this"- if research is showing a new, cooler, more effective way to do/teach something we should do it. I am not afraid to go out and do the work if there is research behind it showing it can be effective; you can't have too much data to assess; Constant evaluation is needed
	2	Curious- I want to know why; what would look like; how to implement; and to look at to see; Openly curious. I am always open to learn new things; proponent- typically She is on board. They know I am the go-to;
	3	hesitant (at first) Not usually the first to accept BUT am quick to adapt; usually a proponent but no always the first to accept Resistant; I need to think through at first; get where it fits; I need to process

	4	<p>I am all for change. It is something I can't stop. I have never been a negative any way. I am all for it is just that when change is going to happen, we need a plan for how to execute it; we need a beginning and a follow through, if we would have clear instructions for what they are wanting it would help. However, I am not sure they always know what they are asking for either. If you ask us to do something, you need to have a beginning and a follow through. Building the superintendent 2 as you fly it. Sometimes we get 'well we don't like it (CO)' 'but you didn't give us any direction.' (teachers) You are going to have to take what you get----- standards on the board then they wanted to verbal things on the board, then something else, so much time changing things -- if I had had the beginning and follow through, I could have met their expectations. I think we have been given autonomy to do what they are requesting but they keep changing what it is they are asking for-- they (CO) don't seem to know what they want it to look like. Shifting sands</p> <p>Proponent My co-workers would say I am a proponent</p>
	5	<p>Wary: Until I had this job, I always considered myself a flexible person who was more adaptable to change than most. Now I am not so sure. It is hard to not know what to expect on any given day. I am still pretty openminded and willing to try new things, but I also have a wariness – a feeling of, “how long will THIS last?” “Is this worth the effort of implementing, or is something else going to replace it before we get it going?”</p> <p>I believe it depends on the circumstances. If a change makes sense, if it is being implemented in response to a problem with the current system, then I am all for looking for ways to improve. If a change seems arbitrary, reactionary, or unnecessary, I am decidedly less enthusiastic about it</p> <p>I would say my co-workers are busy enough trying to keep up with the changes in their own routines that they are not overly concerned with me and what I am doing. I hope they see me as someone who can “roll with the punches,” which is how I try to present myself, but I’m sure they can recognize the times when I am frustrated or overwhelmed.</p>
-1.0	6	<p>Excited; I like change, I am not your typical person; Buy in is not hard for me. If I get presented with something that sounds like it will work, I like it. I like learning about ways I can teach my students better; I hope for the best; optimistic.</p> <p>I am for change in general; I am excited about starting something new but when I get into it and find it doesn't work, that is when the letdown occurs. It depends on the change</p> <p>Co-workers- describe my response to change they would say I am willing to try; sometimes they get annoyed when I defend things like the ideas behind something and I am trying to think of the change from multiple sides; I think about things</p>
	7	<p>Thoughtful; want more information about what is being asked of me</p> <p>Proponent- I am a glass 1/2 full person; Change isn't really the issue; it's where it (change) is leading; If something is not working, what can I change; Change can be done for ulterior motives (naive if not aware of the being a possibility).</p> <p>Guarded- I want more information; I do whatever; I want it to have purpose;</p>
	8	<p>Frustration</p> <p>on the fence- it depends on the change; some change is good (no longer teaching like we are in the 50s is good)</p> <p>Thumbs up- in agreement to my frustration</p>

	9	<p>I generally get very irritated and overwhelmed. Change usually means I must do more, high stress work. Also, when change is implemented, we're just told to do it, and no one has any answers about anything because the district doesn't train anyone on anything. For example, the district this year makes us do "do now" work. On the 2nd day of school my instructional coach stopped by my class in the morning before school and said "you've got everything you need in your room except I don't see any do now work on the board" (mind you, it was the literal second day of school). I said "I don't have it because I don't know what it is. I've never heard of it before yesterday when you sent it in an email." She said, "I don't know anything about it either, but you need to do it."</p> <p>It depends on what the change is. New curriculum? Great. Preschool for all would be awesome. That would be an amazing change. But changes that include more work for me isn't ideal and I'm not open to it at all unless something else is taken off my plate (which never happens).</p> <p>I think they would describe me as being easy going about it. I'm not one to complain, I just do what I'm told.</p>
	10	<p>Flexible- to be a good librarian you need to be flexible; Creative- make things work in practicality; Growth comes from 'failing' ; you do not grow if you don't acknowledge something is broken</p> <p>not an opponent to change; Proponent means change has to happen which it isn't necessarily true; proponent of progress- if change occurs in progress then so be it; change is the means for making change happen; District A does one thing after another after another; rats on a sinking ship; rudderless</p> <p>Co-workers see me as reliable as flexible; good sounding board; I am not one that is moaning about change. I speak the truth; if I think something is stupid, I say it. People making decisions about things being used in classrooms causes problems. Example a curriculum that was created to help K-2 students using a database, learning how to research--- and one day it was gone-- the district curriculum team cut the curriculum and when asked why- they said people said it wasn't working BUT they didn't ask teachers or people working with K-2.</p>
1.0	11	<p>Anxious- change is hard</p> <p>Proponent- change is necessary. You need to be responsive and make changes; Every day teachers adjust lesson plans; Have to be accepting of change; you also have to make it work for the children; Embrace it; make it work for you and your students; Change is expected; Change for change does occur at times, sometimes just so someone can say they changed something</p> <p>Mixed response b/c some changes have been difficult for me- makes me anxious; Co-workers see me as struggling with change, anxious, nervous and sometimes they see me embrace it</p>
	12	<p>Expected; I just expect there is going to be change. I don't look at change as negative. Sometimes there is a connotation that change is negative. Just got to roll with it.</p> <p>proponent- in the biggest scope of ALL things that are happening in education; the bigger picture- example how the building is run; operation of cafeteria state funding restructuring to supply schools with funds needed to keep quality teachers; Change is not one dimensional. every aspect that affects a school or any educational process even at the college level.</p> <p>Most teachers are starting to see the bigger picture of things. generally, most teachers though I think teachers view change as something they must do in order to comply</p>

		with regulations their district or building administrators are asking. "uhm! Now I am going to have to do something else." sometimes they see it as a negative. I think they see my response as accepting position and we are going to work together to get through the change; I would hope they would see my response as positive and encouraging
	13	Flexible- I tend to be very flexible toward change; willing proponent - I don't believe in sitting still They would say I am willing. I would probably give my opinion about it, but I will do it. Across the board for me is what is best for kids; I will discuss if something is not a good idea. I will have a discussion with admin asking them to tell me why the change; My current admin will say I know you don't believe in this because you believe it is not what is best for kids. They trust me to take it and make it mine; Don't tell me I have to do this lesson, this page this day, this is the curriculum; Give me the lesson but don't tell me how
	14	Frustrated – most of the changes made assume that the teachers are failing in every way and are beginning, novice teachers, and when we get introduced to change, we are spoken to and treated like we don't have any inherent or learned expertise. There's no differentiation in professional development, and it is insulting, and so there is little buy in to the new changes. First, because it challenges that we might have an already successful way of functioning, and second, we know that it is going to be something different in a year or two. I am neither. I am a self-avowed creature of habit. I am a Virgo, to a T. I love routine, cleanliness, comfort in habit, and rapid success. So, I would not say that I am a proponent of change. However, I am not opposed to functional, methodical, intentional change, that has a clear direction and a feasible means of attainment. They would probably say that I would advocate appropriately against the change, should that be necessary, but I will adjust. Immediately following a change, I have a visible bout of anxiety, and I must personally and individually understand and come to terms with the changes before I can move forward
1.5	15	Why- my word is why because I want to know why it will help students, why is it better, why is what we are doing not working, why is that the answer to the problem. It is my professional career in the Army- I would identify hazard, monitor, evaluate and make recommendations; look at the data behind a decision as to not make change just for change sake. Proponent- I like new ideas and I want to see things get better; however, we do that I want to do that but, in a way, it does not hurt kids They would say I take them kicking and screaming with change as an opposed to sticking with the norm. I am willing to make a change if it means improvement; Not afraid of the unknown
	16	Anxiety- I can curb my anxiety; I get a knot in my stomach. Because I like doing some of the things, I do that work and so the anxiety comes from if something is working then we must change; It is the unknown really; I feel like anxiety with change is typical; Proponent Being more positive and more optimistic in comparison with my co-workers;
	17	Self-initiated, constant, hopeful; external initiator, skeptical

		<p>Proponent v. opponent- Neutral; I believe in change, but it must pass my vetting that includes feasibility and what is best for children</p> <p>Co-workers-- possibly open, possibly skeptical; I try to give things a chance</p>
	18	<p>Quick starter or perhaps the originator of change; pushing change; what do we need to meet the needs. I am ready to address the change-- Bring it on; let's go-- instead of allowing change to hurt us, get ahead of it and seek the benefits of/for change</p> <p>Proponent</p> <p>Go getter; an implementer of change- head on</p>
	19	<p>I have evolved over the years. It used to be very difficult for me because I would be in a routine and a habit of doing things. I would get thrown me off track a little bit with a change. Now I have learned you just have to go with the flow and meet the expectations to the best of your ability</p> <p>if it is what is best for students- proponent. Being given the rationales or why we do things helps to determine that the change is best for kids</p> <p>Co-workers now would say I respond to change very well. My co-workers in the past would say I struggle with change. I am good with change now; It matters how things are rolled out. The admin makes the difference. The admin now says this is what WE need to do, this is how WE will do it; My experience now is more positive, and I find it easier to work with the change</p>
	20	<p>Positive; Cautiously optimistic- if not you can go too far the opposite way;</p> <p>Proponent- take new and keep concept; Kids are different Important for admin to introduce ideas but allow teacher to navigate and help provide resources; teachers should give things a try; All change is not good;</p> <p>People see me as trying, accepting and being positive; Give it a shot. I believe I am very positive about change unless I see it not working; I will try to find ways to make it work; Important for admin to introduce ideas but allow teacher to navigate and help provide resources; teachers should give things a try; All change is not good;</p>
	21	<p>How can I help. I am usually favorable to change. I want to understand why and where we are headed and are, we going to have time. Change takes 3 to 5 years. You need to let it go and let it play out. Sometimes it gets worse before it gets better and when it gets better it is going to be good. If you are consistent and fair. Usually people will come around if they are able to see the benefit and change can play out</p> <p>Proponent</p> <p>My close colleagues will say I am a proponent. I am usually the one in my circle that tries to bring out the positive; glass half full, it doesn't have to be a bad thing</p>

Deviation found	Participant	Responses to Scope of Change, Self-Efficacy/Autonomy (1 to 5); Effect of Change on Autonomy and Control
-1.5	1	<p>Positive change is exciting. There are times when I don't feel I can do my job to the best of my ability or in the case of not having a para I was supposed to have, keep students safe.</p> <p>Changes needs to take place when status quo is not meeting the needs of students or producing desired outcomes; It is hard for teachers to effect systemic change- change in our classrooms is different and doable for teachers.</p> <p>Autonomy- 2Control-3</p>

		When change occurs- don't have the experience to answer
	2	<p>I know I am a very good teacher; I know it will stress me out; I am still going to do a great job. I have the feeling I need to be perfect at my job and need to be good at it but where do I find the time. Stress level increases. Where do I find the time to learn and understand the changes and still be good? Adjustable bites should occur, but they don't; Nothing is delivered in adjustable bites. Our principal does a good job of doing things this way. She says she will take the heat. They change so often without giving us the people in the room who know better a reason for it; The sky is blue- the sky is green; No validation; admittance of we thought this was a good thing and found it wasn't; we are sorry; we found a better way; be transparent with us since you want us to be transparent. It is more like 'you dummies, why did you do that, that is not how we do it'; no accountability at CO; Ability to acknowledge something that is not working is different from what is expected of you (not new to Superintendent 3 leadership) Example one year ENI was the big push and the following year it was gone- not a word was said. You cannot say one thing and then another thing and not expect us intellectual people to question it. We are not dummifying; Changes would go a little better if there was more explanation. I didn't feel my self-efficacy changes with change; I am going to do whatever needs to be done to meet students' needs; It is not how am I going to do this-- I just need to find the path for it</p> <p>District- 1 Principal- 5-- up to this year she has trusted me to do what I need to do to meet the student's needs. She is not a rule follower like me. This year has been a little different because of the things placed upon her from higher up. She shows and says trust; models trust</p> <p>Change does impact my autonomy/control because of the things it forces me to do. Our principal she listens; Our principal is very good about listening and assessing what to act upon and what to just allow teachers to vent. Some will say I get my way a lot, but I don't think it is because I am a favorite, but it is because she trusts us. She knows our strengths and weaknesses</p>
	3	<p>change impacts self; worries- required lesson plans (can I do it; can I do it well; time management for doing everything I am asked to.</p> <p>Currently, the autonomy and control are rated a 2</p> <p>with change- rating is a 1; None; no autonomy or control over my job/teaching</p>
	4	<p>Change impacts my job and the security of which I feel about what I do-- if I don't perform well or execute as intended; I get frustrated by moving target; "what do you want me to do?" but CO doesn't know. I makes me feel less effective, but I am not the kids are still working hard and doing what I am asking of them but me as a person I feel ineffective. I am never quite sure if I am meeting that right now. Last year we had change but not so many changes at once, so I had a better understanding of the expectations</p> <p>4- I feel we have been taught the proper training of Marzano and a sense of what they are asking for but it's they're not knowing what components of what they are looking for in an observation. I personally feel they (CO) are feeling their way through things and the changes they are making. I am giving CO grace--- when they figure out what they want, then I will know what they want. We chose to have new district leadership, so we need to give them time to work things out. The loss of so many people at CO has complicated everything else</p>
	5	<p>I'd say it has a sizeable impact. Changes sometimes lead to my not fully understanding my role and responsibilities, and as a result I'm left wondering if I am doing everything correctly and living up to everyone's constantly changing</p>

		<p>expectations. I've been at Arrowhead for almost a year and a half and there are still days where I feel "new," and very insecure. I don't know what I'm doing, or if I'm doing it in a way that won't get me into trouble. This is a very real concern for me. The only thing that gives me some security is the knowledge that our district is facing a shortage of teachers now, so it's less likely I will get fired for messing up</p> <p>I would say a 2. Somedays I feel like I have a little bit of control, and on other days none</p> <p>Since changes often come suddenly and without adequate explanation, I would say it affects me in a negative way.</p>
-1.0	6	<p>If I have not implemented change fully or I haven't immediately gotten it down, I get in trouble; I doubt my ability; my LC will call me out on it in front of the children; My ability to teach is impacted when I am feeling insecure</p> <p>I don't have any control over my schedule, my room was set up for me some things were thrown away; 0</p> <p>0</p>
	7	<p>Change brings a learning curve. I enjoy learning new things; It's not that I feel threatened by change, I am not afraid to ask for help; Change gives me opportunities to grow or stretch. I can change and I can learn from change</p> <p>2.2</p> <p>With change, my autonomy/control can be reduced; Now later in my career- hands are tied; lack of autonomy and control</p>
	8	<p>Doesn't change; in theory it should change; I often don't let that detour me from what I know is right for me to teach; I know how to do my job; don't need outside influence; confidence is not shaken</p> <p>2.5</p> <p>when change is being implemented remains a 2.5</p>
	9	<p>Oh, it makes me feel so insecure! The district rarely trains us on things but then we get judged on it in our evaluations</p> <p>I'd say a 3. I don't feel ultra-constricted, I still have some choices about how I teach. But I certainly don't feel like I have the freedom to do whatever.</p> <p>I don't feel it affects it too much. But obviously, whenever the district implements something new, a little piece of autonomy gets cut.</p>
	10	<p>No; I have the advantage that I'm confident; I always try to encourage the librarians as a group to not be defensive. You should not be on your back heels every day. We often find ourselves having to justify.</p> <p>Unique to my position- 5; I have total control over my job; it would be different if I were in a different content area. Also, the relationships I have with my supervisors has earned me the autonomy. I try problem solve before asking for something.</p>
1.0	11	<p>Initially change makes me nervous; with change I just must learn it, I know I can learn it. We are in it together as teachers, I can ask for help with my co-workers. If I am open to trying new things and have the support of co-workers, I will be finding. More co-workers as opposed to admin. Admin doesn't do what we do, so co-workers are really my support system</p>

		<p>3- certain expectations you must do but the way in which you meet the expectations can be different or vary</p> <p>2- change occurs typically more requirements; When you have a voice involved with something or exposure to something before others, can increase control.</p>
	12	<p>There is typically some anxiety at the beginning of change; a new process but if I am feeling this way, I go to one of my coworkers (administrators). We are all open to supporting each other; Many times, I feel like that once you get into that new change you might look back at the old way and ask why we didn't do things like this before. Once the initial anxiety, over time security with job restores itself.</p> <p>I think I have become self-aware of myself and surroundings and how others' are feeling, I know when I feel like I am losing a sense of control because of change I don't feel I have lost a sense of direction or become frustrated; I have learned to work through the change without letting it upset me. I feel like I have total control of my job; I have parameters in which I must operate within my job but how I function and do my within those parameters, I have control over; there are things I must do and complete for my job but I have complete control as far as how and when they get completed as long as they get completed. Do I have control over the changes I want to make within my job-- I can make suggestions but in the bigger picture of things; I have control over how I complete the tasks of my job; I can make suggestions to my supervisor and bounce ideas off of them but it comes down to a bottom line of what needs to be complete. where I don't have control of things- I don't let it stress me; I accept the change</p> <p>I feel when there is a change expected of me, I would say I am at a level 4 in terms of support. I personally feel I get the support I need; I do not view myself as a needing person in that sense. From a teacher's perspective, I don't think the majority don't feel supported; I feel support is out there but they get overwhelmed by change; This is where a good leadership team can help teachers but breaking down the change and ease the stresses for them so they will have the time to grasp the new ideas and be more comfortable with the change occurring.</p>
	13	<p>I'm going to do what my students need; Nobody is more important than someone else (CO, building, etc.); everyone deserves to be heard. I will navigate around change to make it work or rally if it is right; I will always do what is best for my students; there is no change that is going to be implemented that is going to make me not a good teacher; If you give me a reason and a solid reason to change, I will be your biggest cheerleader. It is not about my opinion; it is because I know my students and what they need. I think I have become self-aware of myself and surroundings and how others' are feeling, I know when I feel like I am losing a sense of control because of change I don't feel I have lost a sense of direction or become frustrated; I have learned to work through it and make it work</p> <p>5-this year I would say a five. I have total autonomy over my job; I think I have become self-aware of myself and surroundings and how others' are feeling, I know when I feel like I am losing a sense of control because of change I don't feel I have lost a sense of direction or become frustrated; I have learned to work through it and make it work</p> <p>When change occurs, it impacts my autonomy minutely/minimal impact that takes place initially but once I figure it out, I am back at a 5. IF you go in with a mindset you are there for kids, their learning, their social needs and emotional growth you will not fail. You cannot be selfish. I see more and more selfish people.</p>
	14	<p>Depending on what it is, it can severely impact my job. I live with a chronic illness and when there is change, especially in the manner that we have been accustomed to at Harmon, the stress of it manifests through my disease and in my body. I have</p>

		<p>missed A TON of school this year due to complications with my illness and it has felt like, as soon as I am okay, another huge thing happens. So, when I am not here, I can't perform well, and then I get behind, and then I stress about being behind and letting my students down, and it is a vicious cycle</p> <p>4-5 – ultimately, I am continuing to make what I feel are the best decisions for my students, regardless of what the demands may be.</p> <p>Generally, the changes we have been privy to have taken away our autonomy. We have moved to a near scripted curriculum</p>
1.5	15	<p>am very secure in the content; It is the how to and the order of the material to be taught- I was little insecure but it was not long lasting; preparing a lot of material without knowing the evaluation component for assessing their learning; Secure to a little unsure to secure.</p> <p>3- because the curriculum and what I am supposed to teach is dictated; everything is played out; I have had to make some modifications due to lack of materials/supplies; so I need to make necessary changes so I can continue with the activities I have planned.</p>
	16	<p>I feel like ruminate in my head more; self-talk is not as positive, but I still do what I need to do every day with my students; I can control the self-talk in theory but that is hard to change. I recognize some colleague's es can fuel more of the negative, so I try to remove myself from those triggers. I make sure I place myself in more positive places. With a trusted colleague I can express my concerns, but they are a trusted colleague. We try to come around to see what we can do to get things done. Putting myself in position to succeed and be more secure</p> <p>4.5 autonomy- I have a lot of autonomy to do best practices</p> <p>Yes- change can impact my autonomy. If you have new leadership, your autonomy can change very easily</p>
	17	<p>Security of skills with change- SPED- documentation increased and para taken away- ---- discouraged, overwhelmed</p> <p>3 to 4 with constraints; Day to day= 4; Sometimes a 1 when things occur without my input- like PD, added requirements</p> <p>District initiated change- major loss of autonomy; Lessons- total autonomy</p>
	18	<p>I feel confident that I can rise to the occasion to support the change. If there is an area, I don't feel comfortable with or have not had a lot of experience with, I have my colleagues. I feel I can do it and I feel supported. I trust myself to make good decisions that will not harm others. My bottom line for making decisions is what is best for our students</p> <p>5- I have a pretty good team where they trust me to do what I feel is needed</p> <p>Change can impact my self-efficacy depending on what it is. I do not overstep the head administrator. Sometimes, I need to allow the lead principal to make the decision therefore I guess my number would go down to a 3-- but as a team we are able to discuss collaboratively; I support his ultimate decision; if it is something I am in total agreement with, my number is still high (KAP scores and student scheduling)- -- a lot of work, we had to look at which teachers; if it is something like discipline that the district is telling us how we must handle it and my leverage has been taken away, my number will go to a 2.</p>

	19	<p>Depends on the change. How is the change explained; How we can support one another and how the admin is able to support us as to how I am going to feel about the change or how it is going to affect me as a person. If things are positive in their explanation and support, then my security with my job and performance remain intact.</p> <p>3</p> <p>It depends on what the change is; being handed a curriculum and needing to deliver it with fidelity and being scripted does not allow for autonomy or being able to differentiate for student needs. If told this is what you need to teach and given the space to deliver and meet the expectations the best way, we can then we have a lot of autonomy.</p>
	20	<p>Hard at first- might feel a little insecure; hearing others being skeptical- give it a chance; I feel confident in my ability to get something; might not be comfortable at first- might need to try harder, study</p> <p>3- feel I am left to deliver; trusted to deliver</p> <p>At first with change, autonomy and control is impacted. At first, I would rate my autonomy/control a 2- a little less control; Decisions made above me- less control</p>
	21	<p>given time and allow it to play out, my self-efficacy benefits from change; In my position as a teacher leader, I am to be a change agent so regardless if it is something I agree with or not</p> <p>2</p> <p>With change the autonomy/control number has changed. 2 year ago, my number was a 5- I had a lot of autonomy/control over my job. I have other teacher leader colleagues that would ask how to do you know what to do all day. They wanted someone to tell them what to do but I am self-motivated, and I can see lots of things to do; I just need to pick a focus and work on it. 1st semester my calendar and schedule would get changed by Superintendent 3 without me really knowing. I had to do a lot of apologizing to people because of changes to my calendar. This semester is not as bad, but I must share my calendar with many other people. Now the number is a 2 because of change- calendar control, SPED processes that were used-- looking into the reasons for student behavior, analyzing what is going on before moving them into a ED program-this year the process is not being used; students are just moved because Superintendent 3 wants them moved without going through the process. I am one of the coordinators that work with the 14 programs-- we will find out the day before that a student is moved into one of the specialized programs without us knowing. I will not have data to support the move. Superintendent 3 has caused chaos at Bridges. The administration of Bridges will ask me what we are going to do, and I cannot support the decision. These kinds of things lead me to a 2 on autonomy/control because of these actions or decisions; Decisions being made without professional consultation- talk about it, following procedures, let's create a system to support the student, let's create a plan. Example- a student placed on Homebound by Superintendent 3 only getting 2 hours of school a week. No plans in place is typical</p>

Deviation found	Participant	Responses to Level of Support for Successful Change; Change Done to You or Collaboratively Designed
-1.5	1	<p>Zero support; Last 5 years changes have been stated mandated- just do it. No investment or thought of the impact the other aspects of your job from higher up. Here is the mandate- figure it out and deliver (Just Do It)</p> <p>Depends on when-- first 8 to 10 year of teaching probably collaboratively designed- resources were made available; more experienced leadership; Last 5 years- Done to me- dictated; More budget based- like create a curriculum for your class but no money to do it. Fast track- lack of experience in leadership positions; these people play the game; are yes man to CO; don't want to rock the boat and due to lack of experiences, don't know better</p> <p>"I have lost a lot of respect for administrators over the past 5 or 6 years"- those who are not about kids; why are you a principal (those who have not been in the classroom for very long); teaching should be a prerequisite for being an administrator</p>
	2	<p>I feel like I have a lot of support especially with change; It is hard to make a change you do not agree with. Do I play the game or do I buy-in. Right now, I play the game; under the table I do what is right for my students. It seems like the super praises the male dominant positions in the district than us (the experts). We get nothing (the teachers don't get praise). Shirts for custodians-- heroes of students' education--- they are not; we (the teachers). Why are we not acknowledged; Custodians get plaques. ESU pays teachers taking on student teachers higher than other colleges. The district has been receiving the payments- taking out a portion and then giving us the rest. When asked about its CO says we pay you this much. I also must hound them for my payment from ESU. Every year we must track down our money. We don't get respect. This treatment shows the lack of support given to us.</p> <p>Being done to me; I think we used to practice collaborative decision making. We used to have Cadres. But it has all been shut down. We studied, researched and shared our learning and knowledge with others.</p>
	3	<p>No support; none; Support is behind instruction, the provision of time, an understanding of teachers' roles, appreciation of what teachers are doing, understanding the impact of a change on teachers</p> <p>my knowledge is irrelevant; Change is done to us (teachers)- absolutely</p>
	4	<p>This year I don't feel like I am getting the support I need because my IC's are new. At the other building where the IC's are not new, the changes are easier, and I am able to maneuver around things because I have experience and know who to go to. People will help you if you ask them. A new teacher may not feel the support because they don't know the in's and out's or who to ask or even what to ask to get the support</p> <p>I feel it is being done to me because of the way it has been presented. At the beginning of the year I feel it was done to me and I was experiencing a lot of stress in association. I know collaborative designing took place somewhere along the line.</p>
	5	<p>Since changes often come suddenly and without adequate explanation, I would say it affects me in a negative way.</p> <p>I don't feel like I have had a personal say in any changes that have come about this year. This is true for the other teachers as well. Changes come from above, and are told to us</p>
-1.0	6	<p>Looking forward to new curriculum that we have been told for over a year that we are getting, then we are told we aren't getting it. Not much support; I think admin thinks the IC is giving me support;</p>
	7	<p>Differentiate less v child being read for lesson; Gen Ed- good support; SPED- not as good as it could/should be</p>

		<p>Not don't to me but not collaboratively designed. Building level-collaboration; Because input into change is not allowed or contribute- we have no voice; Change in our district is Top Down</p> <p>I want to see supporting students to move forward however that may look for individual growth</p>
	8	None; Change is done to me 100%
	9	<p>The support from the district is like a zero. Level of support from coworkers is like a 10. We usually work together to try to figure out how to do things and of course we can vent to teacher other and empathize with each other.</p> <p>100% being done to me. No one ever asks teachers "What do you think about scales?"</p>
	10	Relationships are important when dealing with change; I will make things work; how administration handles personnel issues makes all the difference; School climate is huge and building leadership sets the climate. The reason for change is what matters;
1.0	11	<p>When expected to implement change, last year, not much or little support, even with new curriculum; our principal completely changed with the new superintendent and the push for numbers-- principal became very unlikable; staff struggled, a lot of us left</p> <p>Done to us; No collaboration; no input; no choice; more number push</p>
	12	<p>Collaboratively designed but typically by a smaller group of individuals but then handed down to the masses in the sense of education; at that point it becomes more of something being done to me; from the teachers' perspectives it is done to us but at the level above or two levels above it is a collaborative group saying these are things needing to be changed in order improve or better things; classroom level they feel it being done to us or making us do this. In my position I think I can see the forest for the trees; From having studied more from the administrative position I feel that staff often misses the big picture and why sometimes it is hard to get change to happen; takes a long time to change; we don't give change enough time to create the effects we are wanting to see. A new program might take 3-5 years to see results but someone new may come in after two years and remove the change. I think this is where some of the frustration comes from in that you always have someone new coming in and says this is how we are going to things and we don't get to see if the change that was in place prior to was effective. We don't get to see the effect of change on outcome because of the brevity in which we move through change. There are expectations of how things in the educational system have been done or operate but when you step back and look at the big picture you can look at things differently. My personality is open to change and looking at things differently at times. Also being in education long enough to see the changes that have occurred over the last 25 year. Ex. 3rd year of Restorative discipline--- 5 years ago students would be suspended more often whereas today with RD teachers are having to work with the students' behaviors within the classroom; not just have students immediately removed. Teachers need to 'deal' with emotional, behavior. issues. More requirements on teachers today. Teachers are needing to recognize the needs of the students based on their behaviors; teachers need to learn how to de-escalate issues in the classroom.</p>
	13	<p>If I need anything, I can get it. I am sure of myself; confident- job wise. I don't feel like it is always realized that I might need support but that is on me. I am extremely sure of myself. I am trusted to do what needs to be done; I speak up when I need to. There are times I should speak up when I need support more. I do my job for the kids; If I were to be let go because I do not do something that is asked of me that I know is not best for my students than I get let go; My conscious is clear and I can get another job.</p> <p>Collaboratively designed by those above me to be done to me. I do what I need to do for kids; My conscious is my guide- I am the textbook example of the statement</p>

	14	<p>Absolutely none</p> <p>They're pushed out as being collaboratively designed, and there is always an ask for input, but this is frustrating because it's all done under the guise of input, when really, things are already decided for us. I really feel like working here this year is like living in the song "Subdivisions" by Rush</p>
1.5	15	<p>My first year I did not have much support; the principal would not speak to me. Once he saw me doing labs (something he had asked the other teachers to do and they wouldn't) he was very supportive of me the second year. He enjoyed my class. My second principal having heard from the previous principal basically telling me whatever you need, we will get it. My current principal is the same way; I want the program to be successful and so does he.</p> <p>Many of changes I have been willing to do and so it is more of a collaboration with my administrators even if my coworkers do not want to collaborate with me. I feel it is a collaborative process with my admin.</p>
	16	No specific response noted
	17	<p>District- demand change and then step away leaving teachers to figure things out for themselves; Lack of time; no resources, technicality is reason for stepping away from demanded change and then there is not enough time to propose fix or create a solution; No exit strategy; no justification; no explanation, Just make this change</p> <p>Done to me (District level) Collaboratively designed (Building level)</p>
	18	<p>I think my team is very supportive of one another. I have great support. We can share our ideas allowing us to think about things from different perspectives. Trust one another</p> <p>collaborative design----> most of the changes we have implemented at the building level have been decided as a team. We have involved the deans, IC, custodians, counselors, social workers, PLC leaders and building leadership team and behavior health team --- by involving others in the decision process we are able to make sure we have thought of as many factors and impacts as possible; when change is coming from the district, at first we feel the change is being done to us but then once it was handed over to us to meet the expectations as we see best for us then we felt we were given autonomy (which allowed us to be collaborative in our approach) to meet the expectations.</p>
	19	<p>At my other school there was not much support for change other than from grade levels, me asking for support or the ICs.</p> <p>Now at my present school I am being asked what I may need for support, how can you and your team support one another, do you anticipate any needs for support. Being asked what you can do and what do you need means a lot.</p> <p>It depends on the environment. Other school- done to me; Current school it is just different; it is explained to us in a way to offer support; the presentation of the newness and the expectations.</p> <p>I am hope that the changes being presented to us from higher up have been collaboratively designed and discussed before being rolled out. I am hoping it has been done</p>
	20	<p>Teachers are like students- if modeling is provided, it is better; more success; Support of change depends on the change-1) sometimes it is - here is what we are doing; Do it!; 2) here are the resources, here are the expectations, meet the expectations the way you want and what is best for students</p> <p>Collaboratively designed with best intentions</p>

		Keep asking "is this working?" Too important to keep doing same; When something isn't working, then work to fix it; Provide 'why'- why change? Transparency, open mindedness-- These are things people delivering change should do or practice
	21	<p>Immediate coordinator/supervisor is very supportive. I feel safe with her. I hear more and more from her that 'it is out of my hands; Superintendent 3 is doing this . . . 'Her autonomy is a ZERO also, therefore support is dissipating. I have been trying to keep up which has me working 4 out of 5 nights at least 4 hours at home every night and 1/4 my weekend. I have 8 new teachers to support and train, all of them on waivers, few with an understanding of education/classroom. I must stop doing all the work beyond the school day. I always have a list of things that need to be done and I can't get it all done. A lot of paras to teachers in program. Reasons for so much work: 1) all the new staff; 2) chaos for control; 3) not knowing/no clarity of expectations so I need to cover all my bases. Any work that needs to get done has to be done when students are not in school. I have had to be very protective of my time. I don't like not helping teachers in the moment. I must ask them to email me and schedule a time to meet. We provide so much support up front including doing three IEPs with them, now I am thinking we are making some of them dependent. After doing 4 to 5 IEPs together, they knew teachers need to do them by themselves, but they aren't.</p> <p>To me</p>

Deviation found	Participant	What are the	
		Positives of Change?	Negatives of Change?
-1.5	1	Change that is research based give us the edge to do what is best for kids	School wide systems-sabotaged by those who won't participate
	2	keeps us growing; keeps us up to date with students and society	Buy in and trust; I don't trust the people making our decisions right now; I don't trust they have our students' best interest in mind. I feel a huge wave of this sentiment among other teachers. Lack of trust is coming from them not being from here; District A has always grown their own; not knowing us. It doesn't seem like he is trying to get to know us. I feel like he is here to build his resume and not trying to get to know us and it shows; even in his cringy video- it is evident that he doesn't understand our kids or us. Incentive videos. He cusses in it and it is bleeped out. Don't come into my home and try to run my home when you are even trying to figure it out. Known moving targets are great. They keep us on our toes and growing. They don't know us District A teachers. They act like we haven't given much, and they are so wrong.

	3	change is positive- learn new ideas, new techniques, new theories can be exciting	Where is the relevancy for change? Ed. theory without being connected to what is to be taught.
	4	I find change positive- if you don't try it you won't know; Kids deal with change very well and it can't be bad for them and therefore it is not bad for me. I must deal with it because I know it is the best thing for my kids. I believe change is done in the interest of kids	unknown; will it work- people don't handle these things to well
	5	The positive would be the fact that if we don't like a new policy or procedure, we can rest comfortably with the knowledge that this, too, shall pass, since nothing seems to stay in place for very long around here	The negatives I feel I have already described.
-1.0	6	Change keeps things fresh, forces you to think of things in new ways	No voice you get woe is me feeling-resent and resist change (generally speaking)
	7	new ideas; new ways of thinking Lack of time; lack of clarity of change's focus;	Am I really a valued stakeholder? Is my knowledge and professionalism valued? Semi-profession-- district not asking for teacher input Feels like we are jumping to one thing to another to another w/o effective change
	8	change is good-don't teach like the 1950's Sometimes change is natural	changing something every 2 year-sometimes this is due to leadership change; sometimes it is a better way thought to try something. Let's try something different; Desired change could probably happen in a 2-year period-sometimes change should start from the ground level up- where the rubber meets the road; Bottom up not top down- start change at the lowest level of education.
	9	Positives: more resources to use.	Negatives: more, stressful work that we won't get trained on, but we will get judged on
	10	improvement made	wrong reasons ulterior motives ceremoniously people are victimized; too many negative forces; change for the sake of trying to prove something to someone; We are going to make changes-implies that everything is broken- change is negative in this instance. without understanding or consideration of others make for a negative change
1.0	11	Depends on the change--technology- students have more freedom, more choice, more access to things; so much you can do with	Change is constant (both + and -); time consuming; hard; change brings on more learning which at

		technology; Project base learning; individuality	first can be overwhelming and time consuming BUT once teachers acclimate to the changes, things improve.
	12	No Specific Response Noted	
	13	It depends-----Change is what you make of it- positive or negative; you have autonomy- you can remain or walk away; there are some things you can change, you can go along with a change; Ex- in our district, female teachers are treated differently when you look at insurance, etc. Change in our district is scary because it happens so fast and without much communication. Our district is not that big that things that CO want to keep from us can't really be kept from us. Everyone finds out anyway the higher ups don't talk to us. We talk with one another; We are the peons, the soldiers told what to do. We are just moved around and not really given the opportunity to make movement ourselves. A pawn cannot move without someone moving it-- we are pawns; the district's thumb is on us. We are manipulated by CO. I trust my admin and they trust me, but CO does not trust their administrators. CO has trust issues; let us try to do things- trust us. CO doesn't trust us to get the work done.	No Negatives Noted
	14	Not Positives Noted	The negatives are the erasures of the experiences that we have built
1.5	15	change means a lot more work; what am I going to do, how am I going to do; what are the kids going to learn, and how do handle something the fails; I have never taught the same class the same way every year; Reflection of what is working/not working; making adjustments constantly is a positive; hour to hour, day to day, year to year	No Negatives Noted
	16	EC program has become a gen ed program- EC gen ed and EC SPED teacher and support staff working together collaboratively to meet the needs of all students (gen ed and SPED)	Educationally appropriate expectations for EC students to know all their letters and sounds before Kindergarten; Reliance on testing- too much testing - pressure, incentives, scores, etc.
	17	we can improve	things take time; effective, successful change requires a lot of time, thought, energy, follow up; Sometimes the effort is not there; Gap between good ideas and the time and energy it takes to implement them.
	18	Change is often to meet the needs of an individual or system that may not be working	Change should be result based.

		or working as effectively as needed. So, change allows us to correct things	Change that harms the learning environment- losing support, losing staff
	19	Once you figure out the why it's kind of gives you the drive to streamline the process to do the work more effectively; You can feel empowerment when you understand the why and are able to streamline the change. If it is your passion it will be a positive	how the work impedes on our personal lives. Change can be very overwhelming and the expectations can kind of take over your life until you figure out things and how to work with students; if you have the perspective of I am just a teacher, it will be negative; acquiescence, giving up; this too shall pass.
	20	Most change is positive for teachers	Curriculum imposed w/o teacher voice or input asked or considered; tools aren't always in place
	21	No Positives Noted	rapid change just thrown at them; no prep from people without understanding of what it is like to be a teacher; negative attitudes toward change come from not asking but dictating; directives without understanding. Teachers feel disconnect CO and teachers. You are always going to have people resistant to change; go through the cycle of change- observe, data, work with stakeholders to develop a plan, you get people to help with change; need to get buy-in to help with change; It comes back to relationships.

Coded Nodes in Interviews and Percentage of Coverage							
Limited Capacities/Resources		Limited Influence on Student Achievement		Needs for change to be better received		Negativity toward change	
Item	Percentage coverage	Item	Percentage coverage	Item	Percentage coverage	Item	Percentage coverage
Files\1	2.70%	Files\10	1.82%	Files\1	2.24%	Files\1	2.26%
Files\13	2.34%	Files\2	5.54%	Files\13	2.91%	Files\10	4.30%
Files\15	5.12%	Files\5	2.46%	Files\15	1.28%	Files\13	8.02%
Files\17	10.03%			Files\19	12.51%	Files\14	3.36%
Files\2	0.88%			Files\2	2.94%	Files\15	4.35%
Files\20	8.72%			Files\20	10.44%	Files\17	17.53%
Files\21	0.78%			Files\21	2.82%	Files\18	3.41%
Files\3	3.42%			Files\4	6.09%	Files\21	0.78%
Files\4	6.27%			Files\5	0.81%	Files\4	4.03%
Files\5	5.30%			Files\6	4.10%	Files\6	1.23%
Files\7	1.18%			Files\8	6.20%	Files\7	13.79%
Files\9	9.32%						
Reasons for Change		Relationships		Teacher Input		Work Structures	
Files\1	1.37%	Files\1	6.32%	Files\11	0.68%	Files\1	2.62%
Files\10	0.50%	Files\10	1.61%	Files\13	1.02%	Files\2	4.66%
Files\11	10.31%	Files\11	1.96%	Files\14	4.41%	Files\20	0.64%
Files\12	4.09%	Files\13	9.09%	Files\17	3.49%	Files\21	1.28%
Files\13	3.50%	Files\16	4.81%	Files\20	9.22%	Files\3	22.02%
Files\14	5.90%	Files\17	2.09%	Files\21	0.78%	Files\5	2.99%
Files\15	12.09%	Files\19	6.17%	Files\5	1.07%	Files\7	1.18%
Files\18	9.67%	Files\2	14.88%	Files\6	2.01%		
Files\19	2.32%	Files\20	0.53%	Files\7	9.31%		
Files\2	4.62%	Files\21	8.79%	Files\8	2.94%		
Files\20	3.37%	Files\3	3.27%	Files\9	1.21%		
Files\21	1.95%	Files\6	5.86%				
Files\3	5.86%	Files\8	5.20%				
Files\4	8.66%	Files\9	9.32%				
Files\5	9.36%						
Files\6	9.66%						
Files\7	3.39%						
Files\8	4.82%						

Appendix I

Representation of Intersectionality of Coded Notes and Barriers to Effective Change

