

Appendix AA. Sample Thematic Charts

(A separate chart is created for each emergent theme.)

<p>THEME 1: CHANGE READINESS</p> <p>Question: To what extent are schools ready to embrace change?</p> <p>Keywords: readiness to embrace change; awareness of need for change.</p>
<p>OVERVIEW</p> <p>XYZ (Systemic Change Process) offered a model of educational excellence, creating the impetus for schools to define success by providing a framework or structure for a way to make changes. <i>Readiness for change</i> and <i>awareness of the need for change</i> are key precursors for any educational change effort. Readiness and awareness engenders buy-in and commitment to the change process.</p> <p>To be effective a change process requires buy-in and ongoing commitment from all stakeholders. XYZ created awareness of the need to change and as such provided both the impetus for change and the resources and support to facilitate change.</p> <p>Paradoxically, those who are least ready for change are often those who need it most. Engendering awareness of the need for change thus becomes an important function of any change effort.</p>
<p>FINDINGS/OUTCOMES</p> <ol style="list-style-type: none">1. In some schools, change was already under way. XYZ invigorated and validated the change process, providing further impetus; change had already begun to take root, and XYZ provided further stimulation to move the change process forward.2. In other schools, XYZ provided the very <i>awareness</i> of the need for change. Awareness is not always associated with <i>readiness</i>, however, and so change was embraced and as such occurred at different rates and in different ways in the schools.3. Those schools that were less “ready” for change took longer to embrace change.4. In many cases, the pace of change could not be anticipated. Change and transformation have been differentially experienced, and this has been an incremental process.
<p>PARTICIPANT PERSPECTIVES</p> <p>“We had begun changing. XYZ provided the needed impetus for moving from the traditional education model of simply being a supplementary education program to the model of creating a true learning environment taken seriously by teachers, students, and parents. It helped garner support among board members that led to increased funding of our program. The model that developed during the process still guides our decision making and is the foundation of our program.” (Education director)</p> <p>“We were already going through a transformation, and the school was changing. This change continued throughout the XYZ process, and became supercharged by XYZ. XYZ provided validation of our direction and change. We are no longer shooting in the dark.” (Education director)</p> <p>“XYZ brought about a huge systemic and culture change, and now it has become the norm. We didn’t start to see the change and benefits until years four and five.” (Education director)</p> <p>“XYZ came into our lives at a time when we were experiencing a lot of change; the community was looking for more rigor in their education, more substance, more thoughtful education. We had parents demanding that.” (Lay leader)</p> <p>“XYZ is focused on bringing excellence in education into the school. We were slow to come to the table in understanding that. XYZ has been very helpful in making us aware of a lot of things that are necessary in our school system.” (Professional leader)</p>

“There were the beginnings of some curricular changes prior to XYZ, but through XYZ we began writing curriculum that was tailored to our own needs. Our education director got guidance and support from XYZ staff. So the process was rejuvenated.” (Teacher)

“We had support for XYZ then that wasn’t present before. We were amending our vision because the community was looking for something new. XYZ was the right thing at the right time. I’m not sure if it would have grabbed hold 10 years earlier.” (Lay leader)

“What we gained through XYZ is that it made us aware of what we needed. Having awareness, however, was not enough to bring about change. We needed help in recognizing the need for change. And we needed to be ready for change.” (Lay leader)

“XYZ offered us goals and a sense of what we could be; something to aim for. We were unhappy with what we had, but we didn’t know what we wanted to be. We needed a model for what a school should and could be like.” (Teacher)

“It was time for the school to mature and change. XYZ helped bring about change in the classroom, and bring the teachers along with all the changes.” (Lay leader)

“There is now more connection and collaboration. It has a lot to do with XYZ. XYZ is all about community. It took time to make changes, but we are making them.” (Principal)

MOVING FROM FINDINGS TO ACTION

Key questions include:

1. What motivates impetus for change?
2. What are the key facilitators and barriers involved in readiness for change?
3. How can *awareness* of need for change be nurtured?
4. What structures need to be in place to nurture the change process as it unfolds?
5. What is the extent of consensus among stakeholders regarding buy-in and commitment to the change process?
6. To what extent can discrepancies among stakeholder perspectives be addressed in the interests of authentic organizational change?
7. How and in what ways can follow-up measures be set in place to ensure that embrace of change is ongoing and long-lasting?
8. Which logistical issues need to be addressed regarding buy-in and commitment to change? Why?

THEME 2: SYSTEMIC IMPACT

Question: To what extent do the components or “parts” speak to and inform one another?

Keywords: interconnection of structures and systems; integrated whole; intentionality of parts; communication; coherence; holistic; vision congruence.

OVERVIEW

XYZ is based on the premise that programs that are integrated into a systemic and aligned whole will create the synergy necessary to facilitate and promote transformational change in a school’s culture.

XYZ approaches change from a systems perspective, viewing the organization as being synergistically interconnected as an “integrated whole.” As such, achieving and sustaining enduring change of necessity requires *systemic alignment*.

XYZ was conceptualized as a holistic and comprehensive change effort, and is generally appreciated as such. XYZ provided tools and support that continue to enable and contribute to multiple changes including integrated curricula, improved pedagogy, and transformed infrastructure of lay and professional leadership, including well-structured committees with high levels of lay leadership involvement.

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FINDINGS/OUTOMES

1. XYZ is viewed as bringing about long-lasting change in school culture. Those who experienced XYZ view their schools as purposeful and goal oriented.
2. Participants understand the systemic and holistic nature of change, and recognize that achieving long-term impact requires that all stakeholders share commitment to the process. XYZ components are for the most part understood as interconnected and necessary, and the full process is viewed as rich and effective.
3. While some stakeholders perceived weaknesses in particular areas, and while some felt that the full complement of components simultaneously applied was exhausting, most felt that all of the XYZ components were essential for schools to receive maximum benefit.
4. Moreover, stakeholders believe that a school's capacity for ongoing change, development, and improvement reflects the systemic nature of the change process itself.

PARTICIPANT PERSPECTIVES

"Through XYZ we learned that change has to be systemic and that all players have to have buy-in and a stake in what we do for the program to be successful. I don't think that any one component was more important than the others. I don't think we would have had success if any component was eliminated." (Education director)

"We wouldn't have been as successful if we hadn't gotten all the pieces. All the pieces together led to systematic growth and development. All the components work well together, and are interconnected." (Education director)

"All the pieces fit together. I cannot conceive of implementing only one part. One needs all the supporting structures to derive the full benefit." (Lay leader)

"I am not really sure that I can think of how we may have turned out if we only had part of XYZ. Everything seemed to be so vital to us." (Lay leader)

"The strength of XYZ is the comprehensiveness. Doing two pieces won't work. I think that from a logical view that would not have been enough. In past we had done that; we had improved only this or that." (Principal)

"XYZ was a systemic change effort and brought about curriculum revisions, board changes and growth, and professional development. These are all components of a system that work together and rely on each other." (Professional leader)

MOVING FROM FINDINGS TO ACTION

Key questions include:

1. What is the extent of consensus and/or discrepancy among stakeholders regarding systemic impact? Why?
2. What are the key facilitators and barriers involved in creating and implementing XYZ as an integrated whole?
3. What structural processes need to be in place to keep the process moving forward as an "integrated whole"?
4. What action needs to be taken to strengthen existing resources?
5. How and in what ways can additional information/experiences/training and/or resources be introduced to enhance ongoing systemic impact?
6. What follow-up measures or methodology can be set in place to encourage and ensure ongoing systemic impact?
7. Which logistical issues need to be addressed? Why?
8. What are the challenges to addressing logistical issues? Why?

THEME 3: ENCULTURATION

Question: To what extent is the culture significantly transformed?

Keywords: commitment; visibility; common language; history; norm; institutional memory; model of excellence; artifacts, espoused beliefs and values; assumptions.

OVERVIEW

Guided by a belief in the centrality of an integrated systems approach, XYZ is based on the premise that only those programs that are integrated into a coherent systemic whole will create the synergy necessary to facilitate and promote transformational change in a school's culture.

Culture is an abstraction, yet the forces that are created in social and organizational situations deriving from culture are powerful. At the surface is the level of artifacts; the visible products of a group, including its language, style, stories, and observable rituals and ceremonies. At deeper levels culture includes espoused beliefs and values and basic underlying assumptions (Schein, 2010).

Even if a "visible entity" is not apparent, cultural assumptions and values must be strong enough to sustain change and ongoing growth. An issue for consideration is whether and to what extent the culture is ingrained in schools, and whether not just the impact but the *process and underlying philosophy* of XYZ are identifiable.

FINDINGS/OUTCOMES

While the systemic impact of XYZ is clearly evident, and while XYZ for the most part is integrated with the schools' history and culture, in most cases XYZ is no longer a "visible" entity in itself.

While a majority of teachers surveyed report that the XYZ approach to teaching and learning is still strongly felt in their school, a lesser number of teachers report that XYZ is still spoken about or discussed in their schools.

While XYZ may have become institutionalized as the "norm," the finding that it is not a term that is widely used or recognized suggests that not in all instances has XYZ been strongly sustained to the degree that it is part of a school's culture and history. Moreover, many point out that XYZ practices are not regularly revisited. This raises a concern regarding sustainability of the change process, which is discussed as Theme 6.

PARTICIPANT PERSPECTIVES

"Things are so ingrained and systematized that we don't talk about 'XYZ' anymore. Many laypeople came in after NESS was in place. The education director has the history, but they (laypeople) don't have the history, so we don't talk about XYZ per se." (Education director)

"Those who went through XYZ understand what it was, and what it set out to achieve. Those who didn't go through XYZ themselves understand what it means to be a XYZ school. We don't use 'XYZ language,' but our actions, behaviors, expectations, the way the school runs as a whole, is 'XYZ' . . . We are so many years out, so we don't talk about 'XYZ,' but it has become who we are; it's the norm." (Education director)

"We don't mention XYZ anymore. A lot of the practices have become part of the school's culture in terms of raising the bar professionally." (Education director)

"I like to think that we have integrated what we have gained through XYZ. We don't look at it as a stand-alone entity any more. My hope is that rather as a 'special program' XYZ becomes an indication of institutional change." (Education director)

"XYZ is not a word anybody would recognize. XYZ is not visible. I'm not sure how much XYZ is still apparent in this school." (Education director)

"Some of us have lived through the initial period of XYZ, and now it is institutionalized; but it isn't something that is talked about." (Lay leader)

"We were very excited about XYZ and that positive things came out of it . . . I would like it to be back in the forefront, and have open discussions and thinking around what XYZ is about." (Principal)

"There is no culture or language that would speak directly to XYZ. They talk about XYZ here, but on the whole I don't see it as part of the ongoing life of the school. As a whole, I don't think it is part of our regular currency." (Teacher)

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MOVING FROM FINDINGS TO ACTION

Key questions include:

1. To what extent are stakeholders aware of XYZ as an ongoing change effort including its philosophy, process, and impact? Why? Why not?
2. What is the extent of consensus and/or discrepancy among stakeholders regarding cultural change in XYZ schools? Why?
3. In what ways can the impact of XYZ become identifiable?
4. How can XYZ as a "brand" (process and philosophy) be identifiable?
5. What structural processes need to be in place to sustain the XYZ culture?
6. What are the key facilitators and barriers involved in sustaining the XYZ culture?

Source: Thematic charts first appeared in Bloomberg, L. D. (2010). *Understanding qualitative inquiry: Content and process* (Part II). Unpublished manuscript.