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EMPLOYEE ENGAGEMENT THROUGH THE INSTRUCTIONAL LEADERSHIP TEAM

Stephen James Juracka

Educational Leadership Doctoral Program

Submitted in partial fulfillment

of the requirements of

Doctor of Education

in the Foster G. McGaw Graduate School

National College of Education

National Louis University

June 2018

A THREE PART DISSERTATION:

EMPLOYEE ENGAGEMENT THROUGH THE INSTRUCTIONAL LEADERSHIP TEAM

IMPROVING PROFESSIONAL LEARNING COMMUNITY STRUCTURES FOR
ENHANCED PROFESSIONAL PRACTICE

PROFESSIONAL LEARNING THROUGH PROFESSIONAL LEARNING COMMUNITIES,
MENTORSHIP, AND SHARED LEADERSHIP

Stephen James Juracka

Educational Leadership Doctoral Program

Approved:



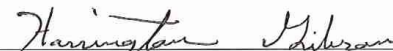
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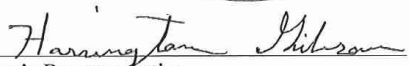
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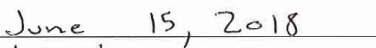
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Date Approved

Dissertation Organization Statement

This document is organized to meet the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the **Program Evaluation** candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership Plan** candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement with a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy Document** candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

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ABSTRACT

The Instructional Leadership Team (ILT) is an organizational structure designed to improve employee engagement, which for this project is defined as employee collaboration, autonomy, ownership and shared purpose, in the curriculum development process (Farris-Berg, 2013). This program evaluation, grounded in organizational theory, self-determination theory, and social exchange theory; it is aimed at validating the importance of creating an organizational structure designed to shape a cultural environment that supports employee ownership and autonomy while creating a social exchange economy that supports employee motivation. The Instructional Leadership Team created and initiated the ILT Engagement Survey to K-5 grade level teachers in the summer of 2015. The survey results validated the ILT, finding it to be an organizational structure increasing teacher collaboration, autonomy, ownership and shared purpose. The ILT Engagement survey also exposed areas that needed improvement, including the need for equal participation among grade level team members, a clarified ILT purpose, and a need for greater leadership training for grade level teacher leaders in order to support stronger grade level teams.

PREFACE

I serve as the Associate Superintendent of Instruction and Personnel in District ABC (pseudonym) which is a small northwest suburban district of Chicago. I was honored with this position in July of 2015. I immediately began to construct what we termed the Instructional Leadership Team (ILT). My initial purpose for creating the ILT was to gather a strong understanding of the district's curricular reality and start developing a team that could share in the leadership of creating a consistent and viable curriculum.

The ILT consisted of informal grade level teacher leaders who were chosen by their principals in the summer of 2015. Teachers served by their own volition and were seemingly motivated by the new structure as it gave them an opportunity to share in the curricular decision-making process and take ownership of the curriculum they were developing.

As the 2015-2016 school year progressed, the ILT members began to see greater employee engagement in the curriculum development process. Teachers were appreciative of the opportunities to work together under shared leadership practices. Informal grade level teacher leaders were beginning to grow in their leadership capabilities and grade level teams were beginning to prosper in their ability to collaborate and develop shared curriculum.

In the Summer of 2015 the ILT surveyed grade level team members utilizing the ILT Engagement Survey, which is described within this program evaluation. The Survey was given to all available grade level teachers in grades K-5 who participated in summer curriculum development work in June of 2015. As a relatively small district we were able to survey approximately 50% of grade level teachers in grade K-5; including 15 teacher participants, excluding ILT members. The ILT Engagement Survey was created by the ILT teacher leaders, therefore, ILT members did not participate in the survey.

The data from the survey proved valuable and found that the ILT, as an organizational structure, was creating a greater sense of autonomy, ownership, collaboration, and shared purpose in the curriculum development process for grade level teachers. The survey also highlighted areas which needed improvement, including greater support for teacher leadership and improvements related to equal teacher contributions.

Ultimately, this Program Evaluation confirmed that to improve organizational culture and increase employee engagement, teachers need to be able to collaborate and share in the curricular decision-making process. Teacher motivation and engagement improve when the organizational culture supports teacher autonomy, collaboration and ownership. The employee to employer relationship is crucial in creating such an environment, and that is what lies at the heart of this work. As the Associate Superintendent of Instruction and Personnel, I want to create and foster an environment that is socially and emotionally beneficial in creating teacher motivation and engagement.

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INTRODUCTION

Purpose

I have long been fascinated by the impact a leader can have on organizational culture. Having been exposed to both effective and ineffective leadership, I have seen how a leader can either foster or damage organizational culture. Leaders have the power to motivate and inspire people to take ownership of their work and propel organizational goals. Additionally, leaders can create organizational structures and management systems that foster employee engagement and effective cultures. The extent of a leader's impact on an organization is seemingly without limits. At the heart of this program evaluation, from a leadership perspective, is the relationship between organizational structures and their impact on employee motivation and engagement within the educational arena.

For a long time, in the world of education we have linked effective student outcomes to effective teaching; yet, we often left teachers without a voice in leadership and curricular decision making. Teachers have had limited power to influence what they teach, how they teach and how they are being held accountable (K, Farris Berg, & Dirkswager, 2012). Today, educational leaders have a great responsibility and ability to change the leadership structure for teachers and include them in the decision-making process and grow their leadership capacities. Teachers who are given the power to make decisions that impact curriculum and instruction are motivated by a sense of autonomy and ownership (Farris-Berg & Dirkswager, 2012). When teachers can experience a sense autonomy and ownership they are more engaged and committed to their role as teachers and leaders (Farris-Berg & Dirkswager, 2012).

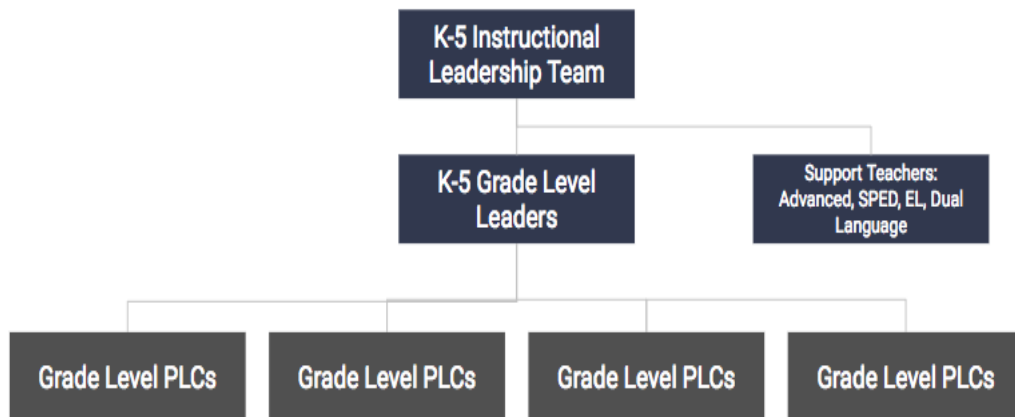
In November of 2015, I attended the Teacher Powered School Conference led by Kim Farris-Berg. Kim Farris-Berg is the lead author of, *“Trusting teachers with school success: what*

happens when teachers call the shots” (Farris-Berg & Dirkswager, 2012). The purpose of the Teacher Powered Schools movement is to create highly effective school cultures. In turn, highly effective school cultures include a level of ownership and autonomy, shared purpose, and collaboration (Farris-Berg & Dirkswager, 2012).

Having worked with both effective and ineffective educational leaders, and being an educational leader myself, my passion is to create an organizational culture which cultivates employee engagement in the form of teacher ownership, autonomy, collaboration and shared purpose.

I created the Instructional Leadership Team (ILT) in District ABC to foster such an organizational culture. The Instructional Leadership Team is an organizational structure which includes grade level teachers and instructional interventionists who work in concert with one another and myself, the Associate Superintendent of Instructional and Personnel Services. The goal of the Instructional Leadership Team is: To foster a culture of shared ownership and collaboration, where teams make curricular decisions in the best interest of their students, leading to high-level outcomes for all students in District ABC.

Figure 1 Instructional Leadership Team Structure



District ABC includes three grade level centers which include a Pre-kindergarten-1st grade building, a 2nd- 4th grade building, and a 5th - 8th grade building. There are approximately five classroom sections and 100 students per grade level. The demographic breakdown of students is : 67% Hispanic, 27% White and 6% Black or Asian. Approximately 65% of the students receive Free/Reduced lunch and there is a direct correlation between those students who are Hispanic and Free/Reduced lunch status. At each K-5 grade level there are two sections devoted to dual language literacy.

The ILT, as previously mentioned, includes one grade level teacher from grades kindergarten through 5th grade. Additionally, there is one reading specialist in grades K through 1, one special education representative from grades 2 through 4, and a middle school English Language Arts (ELA) teacher for vertical articulation. The middle school ELA teacher has been included because a major focus of the 15-16 school year was curriculum development in of ELA.

Although I did not do so initially, I described the ILT as the “educational engine” of the district because of the very important projects that it undertook. I will use the next several paragraphs to describe some of the projects we undertook during the 2015-16 school year, although this will not be an exhaustive description. One of our first projects, when the team came together in August of 2015, was to understand the current reality of curriculum development in the district and chart a course for progress. The ILT began looking at what curricular work needed to be done and how the team would accomplish that work. During the first meeting in August of 2015 we were simply trying to get the team up and running. As a team, we developed set of questions such as: How much time do we need? What should our curriculum look like? What is our comfort level with the Common Core State Standards? After

the initial August 2015 meeting, the grade level leaders went back to their grade level teams and gathered data to begin our planning.

After gathering information from the grade level teams, and through our ILT discussions, we recognized a need to create a clear and consistent curricular template that was easy to use and navigate. We identified the components of Wiggins and McTighe's (2005) *Understanding by Design* model to become part of our district curriculum template. We developed and agreed on a design model that included units of study, content standards, essential questions, essential vocabulary, common assessments, and resources.

After creating our district's curricular template, we developed a curriculum development calendar that determined when each grade level would meet to develop their grade level ELA curriculum. Our primary curricular focus for the 15-16 SY was to work toward developing a consistent curricular scope and sequence for the English Language Arts in grades K-5. Grade levels teams were charged with working together to develop ELA curriculum roadmaps that could be shared and reworked as necessary. Because the ILT was new, these were our first steps as a team and this started our ELA curricular work.

The first two ILT meetings started our progress forward. After we developed some initial movement and momentum as a team, we began to work on other items, such as developing and refining our 5 year curricular cycle, developing our balanced literacy framework, identifying district-wide resources to be used for ELA, and identifying our professional development needs.

Two other significant undertakings of the ILT during the 2015-16 school year were the development of the district's social studies curriculum map and the development of Student Target Portfolios. The release of the Illinois Social Studies Standards in June of 2015 challenged the ILT to develop the ELA curriculum. Because the curricula of ELA and social studies are

often integrated it was difficult for grade level teams to move forward in their curriculum road-mapping because they had not yet developed a scope of social studies topics for each grade level. In December of 2015 the ILT created a vertical social studies curriculum road map that outlined the units of study at each grade level. The social studies curriculum roadmap provided the grade level teams the chance to identify their social studies content and appropriately align it to the grade level ELA standards and units of study.

While the ILT worked toward developing an ELA curricular scope and sequence, aligned to the Common Core State Standards, the Dual Language Team (DLT) began to take shape recognizing the effective work of the ILT. The ILT would was an effective organizational structure that eventually lead the DLT to working toward a consistent and viable curricular scope and sequence in the Spanish Language Arts. The Dual Language Team saw how the ILT was creating a sense of ownership and engagement and there was a desire to create a team of their own to involve themselves in curricular work.

Another significant and challenging undertaking was the development of Student Target Portfolios (STPs). As a team we recognized the need for students to be involved and take ownership of their student academic achievement data. Therefore, each team created grade level STPs for each of their students. The Student Target Portfolio allows students to track their Measure of Academic Progress (MAP) scores, reading levels, math skills, and writing abilities. The student target portfolio is designed to stay with the child for the duration of the school year and give students an opportunity to identify their academic achievement levels and set future goals for growth.

The purpose of this research project is to determine if the Instructional Leadership Team (ILT) organizational structure is effective in creating employee engagement in the curriculum

and assessment development process and to identify areas for program development and improvement.

Employee engagement has long been a study in the organizational management community for improved productivity, performance, and organizational success. Employee engagement does not have one clear definition (Saks, 2006). Therefore, for the purpose of this research study, the definition of “employee engagement” will include four domains: 1) Ownership: the level of commitment related to a feeling of ownership of the organization (Garber, 2007 p. 5). 2) Autonomy: the level authority and responsibility for decision making (Farris-Berg & Dirkswager, 2012 p. 13). 3) Collaboration: the level of shared decision making, valuing others and open sharing (Farris-Berg & Dirkswager, 2012 p. 13). 4) Shared Purpose: the level of buy-in to the mission, goals and objectives (Farris-Berg & Dirkswager, 2012, p. 13).

According to Greeny (2013), “Things can either enable or disable [the] performance” of an organization (p. 33). In that sense, the ILT is an organizational structure designed to engage teachers in the curriculum development process and to provide them a voice in critical decisions related to grade level curriculum, instruction, and assessment. Teachers engage in the curricular process by way of shared decision making and collaboration. Teachers work together to create their grade level curriculum roadmaps, learning activities and common grade level assessments. All grade level teachers are invited to contribute to the process and have voice in the decision-making process. With teachers autonomously creating a shared curricular roadmap and common assessments, the goal is that teachers are creating a culture of ownership and shared purpose.

The ILT is an organizational structure that was introduced to the ABC District in the 2015-16 School Year (SY). This program evaluation examines the impact of the ILT organizational structure in meeting its goals to create a culture that promotes ownership and

autonomy while fostering a shared purpose and professional collaboration for high level student outcomes. This program evaluation will guide future development and improvements and lead to refinements, enhancements and organizational structuring (Patton, 2008).

Rationale

As the Associate Superintendent of Instructional and Personnel Services I have a vested interest in ensuring that our teaching staff is part of a highly engaged and effective culture. A teacher's sense of commitment, involvement, and ownership in the curricular process is one of the desired outcomes of the ILT structure. As an organizational leader, I also want the teaching staff to experience a sense of autonomy and know that their authority in making curricular decisions is valued and supported. I want staff to connect to a shared purpose and take responsibility in making strong curricular and instructional decisions. I also want there to be a sense that all teachers' voices are heard and respected as they collaborate in their work. I want teachers to take ownership of the curricular process to implement the curriculum with understanding, clarity, fidelity, and pride. If the ILT structure can create and improve employee engagement it can be long lasting in creating a better working environment for teachers and an improved learning experience for our students.

When I created the Instructional Leadership Team, I did not yet have a clear vision as to what this team would accomplish. I did know, however, that I wanted to create a team that would work collaboratively in developing our district instructional products and curricula. After several meetings, and as the team began to work more cohesively together, we developed our goals which included teachers taking a sense of ownership in the curricular process and working collaboratively toward that end. As the team evolved throughout the 2015-16 school year, it

became clear what this team could and would accomplish and how it could serve to engage teachers in the curricular process and foster a more effective organizational culture.

Furthermore, if the ILT was successful in improving employee engagement in the curricular development process, the structure could be extended to other facets of the organization and its goals. For example, might a structure similar to the ILT allow the district to better serve students who are underperforming by better implementing our Multi-Tiered System of Supports (MTSS)? Also, might a structure like the ILT allow us to tackle some of our challenges for our English Learners (ELs) or our Advanced Learners? Might a similar team also be able to tackle the issue of community involvement or social emotional learning? Might similar teams with such structure be a template for addressing some of the district's more pressing issues? If so, the ILT structure could have significant impact on the improved outcomes of the district at large.

The question for this research became, if the ingredients involved in employee engagement, as defined by the four domains, i.e., shared purpose, collaboration, autonomy, and ownership, can improve engagement and organizational culture, what organizational structure will support such an environment? Highly effective organizational cultures include the characteristics of autonomy, shared purpose, collaboration, and ownership (Farris-Berg & Dirkswager, 2012). Again, "things can either enable or disable performance" of an organization (Greeny 2013, p. 33). Therefore, if the right environment fosters employee engagement and a highly effective culture, such an environment is the culture for high level student outcomes. As stated, the purpose of this research project was to determine if the Instructional Leadership Team (ILT) organizational structure was effective in creating employee engagement in the curriculum

and assessment development process and to seek recommendations for program development and improvement.

Goals

The primary goal of the program evaluation is to determine if the Instructional Leadership Team (ILT) organizational structure is effective in creating employee engagement, as defined by the four domains of this program evaluation, in the curriculum and assessment development process, and to seek recommendations for program development and improvement (Patton, 2008).

The ILT is an organizational structure which is designed to create the district's curricular roadmaps, common assessments and learning activities. As previously mentioned, the goal of the ILT is: To foster a culture of shared ownership and collaboration, where teams make curricular decisions in the best interest of their students, leading to high-level outcomes for all students in District ABC. The ILT is comprised of one teacher leader per grade level in Grades K-5. District ABC is comprised of three buildings, which are grade level centers. The Primary School houses grades K-1, the Elementary School houses grades 2-4, and the Middle School houses grades 5-8. There is also one reading specialist representing the primary building and one special education teacher representing the elementary building. Additionally, there is one ELA teacher from the middle school for ELA vertical articulation for the 15-16 SY.

The ILT structure allows grade level teacher leaders, who are the members of the ILT, to lead grade level curricular collaboration meetings to create curricular roadmaps, common assessments, and learning activities. The ILT members lead their grade level curricular collaboration meetings based on a set of norms which each team developed autonomously based on the recommendation of the ILT. ILT members also lead their grade level curricular

collaboration meetings relatively autonomously in that they choose which standards to address, how to integrate standards, which resources to use, and what common assessments to utilize. The ILT, as an organizational structure, utilizes grade level leaders, along with the regularly scheduled grade level curricular collaboration meetings, to develop a sense of shared purpose, collaboration, autonomy and ownership.

The process is designed to give teachers a sense of ownership and autonomy while utilizing the benefits of collaboration. The shared purpose of creating district curricular roadmaps and common assessments ensures consistency and fidelity in curricular delivery. With clearly defined curricular roadmaps teachers can better plan their lessons and deliver instruction to their students. Additionally, the ILT is charged with creating and delivering common assessments related to grade level targets. In creating and delivering grade level common assessments teachers can gauge student proficiency and ensure students are on the path to meeting their growth expectations. Therefore, if the ILT structure can create and/or improve employee engagement, as defined by the four domains, teachers will be able to better deliver instruction and, therefore, provide for improved learning experiences for students.

Additionally, since the ILT structure is designed to have teachers involved in the creation of their curricular roadmaps and common assessments, the assumption is that when teachers collaborate, better curricular outcomes are achieved (Farris-Berg & Dirkswager, 2012). Therefore, if teachers are engaged *together* in curricular work, they feel a sense of ownership in the process, they feel their voices are heard, and they will seek to create curriculum that is better quality. Consequently, when curriculum is viable and understood by teachers, students receive a higher quality learning experiences with clear learning expectations.

In evaluating the ability of the ILT structure to effectively create and/or improve employee engagement, the goal is to gain knowledge of areas in need of focused improvement. The ILT structure had been in place for approximately 9 months at the time of the program evaluation; my hope was that I could gain some key insights as to what areas needed improvement. My was that by evaluating the program, I would be able to determine where I need to focus my efforts for improving the ILT organizational structure. Potential outcomes of the program evaluation included the possibility that teachers were not aware of the goals or purpose of the ILT, or they may not feel ownership of the curricular development process or teachers may feel that some voices dominate and stymie collaboration. Overall, the program evaluation was initiated to provide critical information to guide our improvement efforts in creating employee ownership, involvement, and commitment.

Primary Research Question

For this program evaluation, the primary research question was: Does the Instructional Leadership Team, as an organizational structure in District ABC, effectively engage teachers in the curricular development process? Additionally, this research provided information as to how the ILT can be improved to be able to better engage employees in the curricular process and improve organizational culture.

Employee engagement is defined by four domains to include: 1) Ownership: the level of commitment related to a feeling of ownership of the organization (Garber, 2007). 2) Autonomy: the level authority and responsibility for decision making (Farris-Berg 2013). 3) Collaboration: the level of shared decision making, valuing others and open sharing (Farris-Berg & Dirkswager, 2012). 4) Shared Purpose: the level of buy-in to the mission, goals and objectives (Farris-Berg & Dirkswager, 2012).

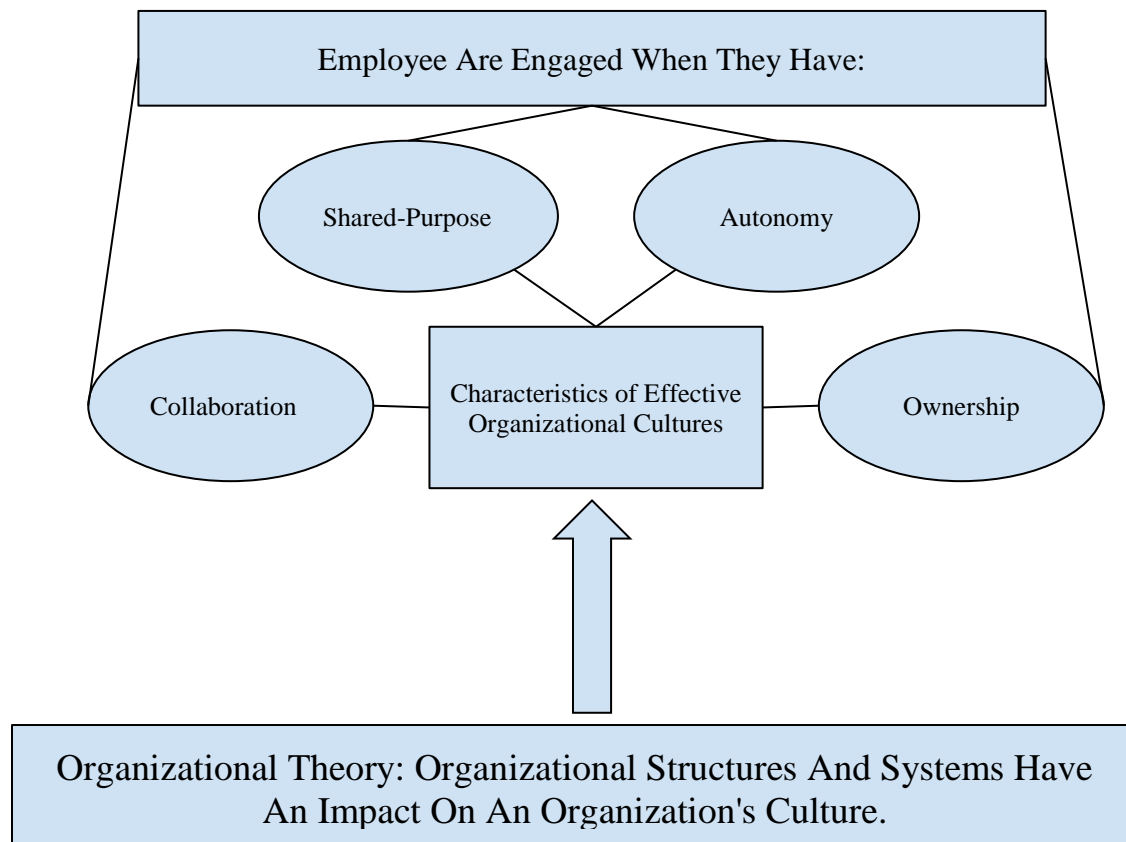
Although the primary research question focused on employee engagement and its correlation to highly effective organizational cultures, secondary questions that relate to each of the four domains of employee engagement as defined by this evaluation, provide greater granular insight into the effectiveness of the ILT.

Additionally, this research project addressed such questions as: Can the ILT leadership structure be replicated in other educational setting such as the Dual Language Program, the RtI Program or the Advanced program to improve employee engagement and performance? Might the ILT organizational structure serve to inform the processes and protocols of other district committees? Can the ILT become a model for district organizational improvement and employee engagement?

LITERATURE REVIEW

In this chapter I present research related to organizational theory and its relation to employee engagement. I begin by examining organizational theory and its relation to effective organizational cultures, after which, I examine the characteristics of employee engagement and the relationship between employee engagement and the characteristics of effective organizational cultures. Finally, I analyze the connection between employee engagement and social exchange theory to correlate the effectiveness of the Instructional Leadership Team's ability to create an environment conducive to employee engagement.

Figure 2 Summary of Literature Review



Organizational Theory and Cultures

Although there may be not be consensus around one clear definition of organizational theory (Shafritz, Ott, & Jang, 2016), theorists examine organizations to determine how people will be impacted behaviorally by the structure of the organization (Shafritz, Ott, & Jang, 2016). Organizational theory focuses on the design of an organization and the design purpose for reaching intended outcomes or goals of the organization (Eden & Spender, 1998). It is a coordination of the activities of the organization related to planning, organizing, staffing, delegating, controlling and the like (Eden & Spender 1998). An organization's theory reflects the intentions of management to achieve a purposeful outcome (Eden & Spender, 1998). Further, organization is the order of personnel for the intended purpose of accomplishing a common goal or objectives and to increase administrative efficiencies as they may relate to specializations, group hierarchies, span of work, control purposes (Shafritz, Ott, & Jang, 2016). Summarily, it is organizational design that determines the results of the organization (Farris-Berg & Dirkswager, 2012).

Additionally, Matiaske (2010) would add that organizational theory includes the organizational design, workplace structures and the relationship between personnel and management. Organizational structures could include formalized mechanisms for control and systems that perpetuate predictable behavioral outcomes (Matiaske, 2010).

Characteristics of Employee Engagement

Understanding the general precepts of organizational theory solidifies the concept that an organization's structure can have an impact on the goals and desired outcomes of the organization. Organizational structures impact organizations in many ways and the design and constructs can either encourage or inhibit the desired results (Greeny, 2013). In this section I

discuss the four domains of employee engagement i.e., autonomy, ownership, shared purpose, and collaboration, to later connect these characteristics to effective organizational cultures.

Domain: Collaboration

Effective organizational cultures are cultures that embody characteristics related to autonomy, ownership, shared purpose and collaboration (Farris-Berg & Dirkswager, 2012). Organizational structures have the ability to guide organizational culture in such a way as to produce effective cultures (Greeny 2013, Pink 2009). One characteristic that researchers find in effective organizations is the ability of organizations to be collaborative, where employees have a sense of interdependence and an open forum for sharing idea and solving problems (Farris-Berg & Dirkswager, 2012). Collaborative cultures lead to the free flow of ideas and creativity (Farris-Berg & Dirkswager, 2012). When people have an opportunity to be near and communicate, they are able to foster relationships and develop productive language that leads to extended conversations and positive behaviors (Greeny, 2013). Additionally, organizational theorists recognize that design of physical space can have an impact on promoting employee collaborations and knowledgeable leaders will recognize that organizational space can amplify employee interactions (Greeny, 2013).

Organizational theorists recognize the need for collaboration to create a shared mindset or shared system of values, goals and objectives (Eden & Spender, 1998). An organization's effectiveness is defined by the ability to design systems and coordinate events that lead to collaborative experiences (Farris-Berg & Dirkswager, 2012; Worley & Lawler, 2010). The impact that a collaborative culture can have on an organization is significant in that it creates further relational feelings of openness, respect, inspiration, safety, proximity and support (Bradbury-Huang, Liechtenstein, Carroll, & Senge, 2010). More definitively, collaboration

allows for aspirational trust, a mutual learning process, peer connections, and assistance (Bradbury-Huang, Liechtenstein, Carroll & Senge, 2010).

Aspirational trust is the ability of an individual to be personally motivated beyond the constructs of the organization due to their connectedness with their peers. Essentially, aspirational trust establishes a sense of connectedness due to the collaborative nature of the organization (Bradbury-Huang, Liechtenstein, Carroll, & Senge, 2010). Additionally, collaborative environments create a sense of mutual learning where employees share and build upon one another's knowledge. Collaborative conversations occur to promote inquiry and advocacy (Bradbury-Huang, et. al, 2010). Further, organizational structures that promote collaboration promote peer connections by which employees can get a sense of mutual connection that transcends rank and promotes peer like relationships and interactions (Bradbury-Huang, et. al, 2010). Organizational environments and constructs that promote collaboration are more inclined to motivate employees to achieve the desired outcomes of the organization (Bradbury-Huang, Liechtenstein, Carroll, & Senge, 2010; Farris-Berg & Dirkswager, 2012).

Domain: Shared Purpose

While a collaborative culture is one characteristic of highly effective organizational cultures, having a shared purpose is also significant. Shared purpose can be defined as having a sense of buy-in to the mission and vision of the organization (Farris-Berg & Dirkswager, 2012). From an educational standpoint, highly effective culture relates to when teachers can agree to standards of practice and expectations related to student learning outcomes. Also, a shared purpose promotes the idea that teachers are all in together for the vision and mission for the organization (Farris-Berg & Dirkswager, 2012). Teachers report that when they are working toward the good of the whole, rather than the good of just their class or group, they are able to

achieve greater student achievement results (Farris-Berg & Dirkswager, 2012). Social environments that foster a sense of purpose and connectedness to the whole are essential for organizational wellbeing (Ryan & Deci, 2000). Organizational theorists recognize the importance of creating environments that foster shared purpose toward the goals and objectives of the organizations and align systems and activities that support the goals of the organization (Eden & Spender, 1998).

Domain: Autonomy

A significant aspect of organizational effectiveness is the organizational characteristic of autonomy. Autonomy is a sense that individuals within an organization are able to determine their work and their sense of self (Farris-Berg & Dirkswager, 2012; Pink 2009; Ryan & Deci, 2000). Much like the cultural characteristic of shared purpose, autonomy allows individuals to set their goals and determine their course of action toward those goals (Farris-Berg, 2010). From an educational standpoint, Farris-Berg (2013) states, “Autonomy gives teachers the authority and responsibility for making decisions, which teachers said incents to accept accountability and responsibility for their schools’ outcomes” (Farris-Berg, 2013, p.32).

Self Determination Theory (SDT) is based on the notion that people are intrinsically motivated when given a sense of autonomy (Pink, 2010; Ryan & Deci, 2000). Autonomy is a basic human need and our desire to be self-directed is innate (Pink, 2009). Pink (2009) states, “A sense of autonomy has a powerful effect on individual performance and attitude. Autonomous motivation promotes greater conceptual understanding, better grades, enhanced persistence at school and in sporting activities, higher productivity, less burnout and greater levels of psychological wellbeing” (Pink, 2009, p. 89).

Organizational theorists recognize that creating structures which create autonomy over an individual's time, and the task they are responsible for, is critical to an individual's measure of freedom which, in turn, enhances intrinsic motivations (Pink, 2009, Ryan & Deci, 2000). Our basic desire as humans is to have a sense of freedom and self-direction; it promotes a sense of wellbeing and curiosity and links us to our quest for excellence (Pink, 2009). Autonomy is critical to individual motivation and allows individuals to be expressive and constructive (Ryan & Deci, 2000).

Self Determination Theory, furthermore, is hinged upon the idea that human motivation, self-development, and personal regulations, are closely linked to the organizational structures in which individuals interact (Ryan & Deci, 2000). People's interaction with their social environments allow for a wide range of consequences, and social contexts can either foster or hinder individual growth and achievement (Greeny, 2013; Ryan & Deci, 2000). Autonomy, self-motivation, human wellbeing, and personal connectedness to an organization, are impacted by the environment of the organization and Self Determination Theory focuses on the organizational structures that either promote or stymie such human elements (Ryan & Deci, 2000). Ryan and Deci (2000) state, "people whose motivation is authentic...have more interest, excitement and confidence, which in turn is manifest both as enhanced performance, persistence and creativity" (p.69).

Furthermore, a sense of personal autonomy in one's occupation is basic to intrinsic motivation because individuals seek out challenges, novelties, and seek to increase their capacities (Ryan & Deci, 2000) Conditions supportive of personal autonomy improve intrinsic motivation in individual, which in turn foster interest and exploration. Additionally, when individuals are intrinsically motivated by a greater sense of autonomy they are also more likely

to seek mastery over their work, thereby, improving performance and outcomes (Pink, 2009; Ryan and Deci, 2000). Knowing that self-direction, autonomy, and choice are key underpinnings of intrinsic motivation, the importance of the social framework and organizational structure to those ends are essential (Ryan & Deci, 2000). Social environments and organizational structures can either foster or inhibit individual autonomy; highly effective cultures include organizational designs that foster autonomy for promoting intrinsic motivations which perpetuate improved performance, self-satisfaction and human wellbeing (Farris- Berg, 2013, Greeny, 2013; Pink, 2009; Ryan & Deci, 2000).

Domain: Ownership

As much as autonomy is as key cultural component of effective organizational cultures, ownership is also interdependent and closely linked to effective organization's cultural outcomes (Bolugun & Floyd, 2010). Ownership can be defined as individual behaviors that parallel the efforts of individuals who are owners of the organization (Garber, 2007). Employees who are engaged perpetuate behaviors of ownership and are highly committed to the success of the organization (Garber, 2007.)

Ownership can also be linked to such cultural characteristics as commitment, organizational citizenship behavior, and job involvement (Saks, 2006). In schools, ownership creates in teachers a sense of responsibility, accountability and authority in the decision making process (Farris-Berg & Dirkswager, 2012). When teachers take ownership and are accountable for the success of their students they are more likely to differentiate instruction to meet the needs of their students and seek to improve student motivations and engagement (Farris-Berg.) Ownership, much like autonomy, speaks to the human desire to be self-directed, and

organizational structures and designs that foster ownership are potent in creating effective cultures (Farris-Berg & Dirkswager, 2012, Pink, 2009).

Organizational theorists recognize the importance of ownership in the cultural context of an organization and understand that it must be built into the system if it is to become an outcome. That is, structural design must promote the notion of ownership within the organization, and legitimate ownership or authority over the outcomes and goals of an organization actually create a sense of buy-in into the organization (Eden & Spender, 1998; Greeny, 2013). Organizational effectiveness requires the inclusion of multi-stakeholders, therefore, ownership among employees improves the inclusiveness and furthers the organization's productiveness (Worley & Lawler, 2010).

In summary, organizational theory is focused on the constructs and design of the organization (Eden & Spender, 1998). It relates to the management and planning of the organization, as well as the personnel structure, delegation and control and operational structure (Eden & Spender, 1998). Organization theory focuses on the coordinated efforts of individuals and the roles and the power structure, as well (Eden & Spender, 1998). Effective organizations have highly effective and high performing cultures (Farris-Berg & Dirkswager, 2012) and the relationship between organizational design and the ability to produce effective cultures is significant. Organizational structures and environments nourish and foster effective cultures which include such characteristics as autonomy, collaboration, shared purpose and ownership (Greeny, 2013; Farris-Berg & Dirkswager, 2012; Pink, 2009, Ryan & Deci, 2000). In the next section I examine the characteristics of employee engagement and the relationship between employee engagement and the characteristics of effective organizational cultures.

Employee Engagement Equals Effective Organizational Culture

Employee engagement has been defined in many ways and includes meanings that are closely linked to the characteristics of effective organizational cultures (Farris-Berg & Dirkswager, 2012; Saks, 2006.) Often the definition of employee engagement includes such characteristics as emotional and intellectual commitment (Saks, 2006). Kahn (1990) defines employee engagement as the connection between the employee and the employee's work within the organization which allows the employee to express themselves cognitively and emotionally (Kahn, 1990, p. 694). Similarly, it includes the employee being psychologically present in their role and task (Saks, 2006).

Saks summarizes his research on employee engagement this way:

Although the definition and meaning of engagement in the practitioner literature often overlaps with other constructs, in the academic literature it has been defined as a distinct and unique construct that consists of cognitive, emotional, and behavioral components that are associated with individual role performance. Furthermore, engagement is distinguishable from several related constructs, most notably organizational commitment, organizational citizenship behavior, and job involvement (Saks, 2006, p. 602).

Employee engagement, although multi definitional, is directly linked to organizational theory in that organizational contexts and constructs enhance or promote individual employee engagement (Kahn, 1990). Khan's (1990) premise is that there is a correlation between the appropriate organizational constructs and/or structures with the level of engagement people will employ cognitively and emotionally in their roles at work. Khan (1990) further explains that when the correct conditions emerge, and employees are emotionally and cognitively engaged, a sense of contract develops. That is, employees begin to feel a sense of psychological connectedness in such a way that they gain a sense of meaningfulness from their work, and a sense of accomplishment, which leads to a sense of wellbeing (Kahn, 1990; Seligman, 2012).

Employee engagement, when fostered by the correct organizational constructs and environments, is directly linked to the characteristics of an effective organizational culture as defined by autonomy, shared purpose, ownership and collaboration. Research shows that an individual's job performance and production outcomes are significantly linked to the emotional and cognitive engagement they have in their work roles (Luthans & Peterson, 2002).

Organizations are most effective when their employees are engaged in work, they are working with the people they like to collaborate with and have a sense of psychological ownership in the outcomes of their work (Luthans & Peterson, 2002).

Again, when a sense of collaboration and autonomy are present in an organization it leads to a high performing organizational culture (Farris-Berg & Dirks, 2012). Khan (1990) further describes that when employees are engaged, they have a sense of collaboration, can build significant relationships with their colleagues, and are able to form meaningful connections with their co-workers and managers. Similarly, engaged employees understand their mission and role in that they have a shared purpose with their colleagues and the organization (Farris-Berg 2013; Khan, 1990.) Luthans and Peterson (2002) claim that employee engagement occurs when employees are emotionally connected with their peers, have developed strong relationships, and have shared meaning in their work together. Autonomy is also closely linked to employee engagement and when employees can get a sense of self direction and ownership in their work they are able to get a stronger sense of meaningfulness (Khan, 1990). Symbiotically, when individuals gain a sense of meaningfulness from their work this allows for a sense of ownership and autonomy which further promotes self-dignity, worthwhileness, and a sense of self appreciation (Khan, 1990).

Social Exchange Theory and Employee Engagement

Finally, I will discuss the relationship between Social Exchange Theory and the social-emotional aspects of employee engagement. The social-emotional exchange between an employee and the organization can be directly linked to Social Exchange Theory. Social Exchange Theory describes the reciprocal exchange between employees and their employer, such as an employee receiving a sense of personal accomplishment from their work (Saks, 2006). A more simplistic and traditional example may include the exchange of wages by the employer for services rendered by the employee. Social exchange simply means the cooperation among individuals for voluntary collaboration (Matiaske, 2013).

As mentioned previously, organizational constructs, systems, and designs can either foster or prohibit employee engagement. Further, employee engagement is closely tied to effective organizational cultures in that it fosters collaboration, shared purpose, autonomy and a sense of ownership. Social Exchange Theory connects employee engagement to effective organizational cultures in that the level of emotional and intellectual devotion an employee apportions to their performance toward the goals of the organization can be directly related to the level of emotional support they receive from, or exchange with, the organization (Saks, 2006). The level of engagement an employee experiences can be directly linked to the social-emotional exchange that takes place between the organization and the individual (Saks, 2006). To the degree that an organization supports an individual socially and emotionally, will the individual exchange their personal resources for the goals and objectives of the organization (Matiaske, 2013; Saks, 2006).

Social Exchange Theorists would argue that obligations are created through a prolonged set of interactions that serve to promote the social and emotional connections of trust, commitment, and loyalty (Saks, 2006). Engagement involves the reciprocal agreement between

the employee and the employer whereby the employee received a social-emotional investment from the employer which they feel obligated to repay (Saks, 2006). Saks (2006) states, “Social Exchange Theory provides a theoretical foundation to explain why employees choose to become more or less engaged in their work and organization” (p.603). When employees receive the conditions of engagement, i.e. collaboration, ownership, they are likely to repay the organization with greater levels of productivity and commitment (Farris- Berg, 2013; Khan, 1990; Saks, 2006). Employees feel obligated to bring themselves more intently to their work roles as a form of repayment when their work environments foster social-emotional engagement. Conversely, the opposite is true, when employers do not support socially, and emotionally, engaging environments employees are more likely to withdraw themselves and disengage from their work (Saks, 2006).

In summary, the research indicates Organizational Theory is based on the premise that organizations are structured and designed to achieve specific outcomes and/or objectives. Organizational designs and structures either foster or hinder the achievement of such outcomes. Additionally, effective organizations, as the research indicates, are organizations which embody the characteristics of highly effective cultures. In this research project the cultural characteristics of collaboration, shared purpose, autonomy, and ownership have been substantiated by research as being effective in fostering organizational outcomes. The relationship between organizational theory and effective cultures is one that is significant in that organizational structures and designs foster or impede effective organizational cultures. Furthermore, the relationship between employee engagement and effective cultures is significant. Research validates that employee engagement is predicated on the components effective cultures, this is, employees are more engaged in their work lives, both emotionally and cognitively, when the organizational culture

fosters autonomy, ownership, collaboration and shared purpose. Lastly, Social Exchange Theory further validates that when employees are engaged in their work, which is fostered by an effective culture, they are willing to exchange or give more of themselves for the purpose and goals of the organizations. More simply, when employees are engaged in their work, they are willing to offer more of their talents to the organization for the purpose of improved outcomes.

This program evaluation is specific to the Instructional Leadership Team as an organizational structure or design. Organizational structures and designs can foster employee engagement and create effective organizational cultures. When the culture of an organization is effective, and employees are engaged, employees are willing to give more of their professional talents to achieve organizational goals and outcomes. The purpose of the ILT structure is to foster employee engagement and an effective culture where grade level teams make curricular decisions in the best interest of their students, leading to high-level outcomes for all students in our District.

METHODOLOGY

Research Design Overview

The research methodology utilized within this program evaluation was quantitative. Gathering quantitative data allowed me to focus more specifically on the desired employee engagement characteristics which the ILT is purposed to create. The ILT survey (appendix one) was designed to gauge the four domains of employee engagement i.e., ownership, shared purpose, collaboration and autonomy. The quantitative data gathering process allowed me to collect precise data related to specific questions associated with the programs goals (Patton, 2008). Furthermore, because this program evaluation was instituted for developmental purposes and instrumental use, as described by Patton (2008), it will serve to inform decision making, contribute to solving organization challenges, and be purposed for improved systemic practices.

Data were gathered by administering the ILT Engagement survey to all teachers who participated in the summer 2016 grade level curricular collaboration meetings in grades Kindergarten through 5th grade. Purposeful sampling, as described by Patton (2008), was employed to target specific participants for the survey. Because the survey was directed at gauging employee engagement among teachers in grades K-5, it was necessary to be specific and purposeful in who was sampled for the survey. The ILT Engagement Survey consisted of 46 statements in Likert Scale format in which participants either Strongly Disagreed, Disagreed, were Neutral, Agreed, or Strongly Agreed. The ILT Engagement Survey presented statements related to the four domains of engagement: autonomy, shared purpose, collaboration and ownership.

The ILT members were involved in creating the ILT Engagement Survey statements. They were presented with the domains of engagement related to this research study (shared

purpose, collaboration, autonomy and ownership), and were asked to write positive statements related to the desired outcomes. The statements were reviewed and refined by the team and organized by category: The survey statements are available in Appendix one.

Teachers on the ILT had a vested interest in creating the ILT Engagement Survey and were eager to collect and interpret the data. The process of involving the ILT members increased engagement and ownership. Much like Patton (2008) describes, ILT members were empowered by their ability to contribute to the evaluation process and reflective in their designing the survey statements. The process of creating the ILT survey and involving employees in the program evaluation process increased engagement and ownership. Further, it was a reflective practice and built evaluative capacity within the ILT (Patton, 2008). Additionally, the exercise of involving ILT members in the evaluation process is aligned to John Maxwell's (2011) 4th level of leadership, which is to build capacity in others. Maxwell (2011) and Patton (2008) both allude to the importance of building capacity in others and the program evaluation process has inspired that development within the ILT.

The ILT Engagement Survey allowed me to gather data from the grade level teachers who work with the members of the ILT. The information allowed me to gauge the effectiveness of the ILT structure in creating an engaging, highly effective culture, associated with ownership, autonomy, shared purpose and collaboration.

After collecting the survey data, the ILT reviewed the data for the purpose of drawing their own conclusions and interpretations then identified areas for improvement in the related categories. After being presented with the data, the ILT members were asked to develop ideas for improvement in the areas of teacher engagement and improved organizational culture.

Participants

The participants in the study included 15 teachers in ABC School District in grades kindergarten through 5th grade who participated in the summer 2016 grade level curricular collaboration meetings. After creating the ILT Engagement Survey, the ILT members were asked to administer the ILT Engagement Survey to those teachers who participated in the Summer 2016 grade level curricular collaboration meetings. The ILT members did not participate in the survey; only grade level teachers responded. There were approximately 24 teachers involved in the study. Nine ILT members provided input into the development of the ILT Engagement Survey; fifteen grade level teachers completed the survey, out of approximately 30 eligible grade level teachers. Grade level teachers were White and Hispanic; 95% Female, 5% Male and their ages ranged from 25 to 60.

Teachers were chosen due to their work in the curriculum development process. All teachers in grades Kindergarten through 5th grade were involved in developing their curricular roadmaps, common assessments, and learning activities. Therefore, I chose those teachers as participants to gauge their level of engagement in the curriculum development process. During the summer 2016 curricular collaboration meetings several teachers did not participate because they had resigned, were terminated, transferred to other positions within the district, or were unable to attend.

Data Gathering Techniques

Data were collected through an anonymous electronic survey. The teachers were informed of the survey and its purposes via email from the grade level ILT member. The Survey was administered in June of 2016 to all teachers who participated in the 2016 summer curricular collaboration meetings. Within the email teachers received a Google Forms Survey link, the

Consent Form, the Statement of Purpose, and the Risk and Anonymity Statement. The survey required that teachers click the “I Agree” button before continuing to take the survey, therefore, guaranteeing consent.

The ILT Engagement Survey took approximately 15 minutes to complete and included 46 Likert Scale statements related to the four employee engagement domains i.e., employee shared purpose, collaboration, autonomy and ownership. Statement responses were given the following numerical representations: Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4 and Strongly Agree = 5. Each statement was given a score based on the average of all responses (explanation provided below). Within each engagement domain (autonomy, shared purpose, collaboration, and ownership) there were 7-8 statements. Each individual statement received an average score between 1 and 5 (See Appendix 2). Within each engagement domain, individual statements were averaged to give an overall domain average.

The risks involved in the survey were minimal, no greater than encountered in daily life. The survey was anonymous. The benefits of the survey allowed me to gain insight into the effectiveness of the Instructional Leadership Team structure and its ability to improve employee engagement in the curriculum and assessment development process. Participation in this survey will help the District ABC Instructional Leadership Team improve its ability to connect employees to their work and foster a highly effective culture.

The ILT Engagement Survey was developed with the assistance of the ILT and administered by the members of the ILT. The teacher leaders on the ILT were asked to create statements related to the four domains: shared purpose, collaboration, autonomy and ownership. After the statements were created I revised, focused and added to the ILT Engagement Survey. According to Patton (2008), because the purpose of this evaluation is developmental, the stakes

were low, and the risk was minimal. Therefore, I feel the respondents, despite the survey coming from myself (Associate Superintendent of Instruction and Personnel) and the ILT, were able to act upon the survey with anonymity and openness. Because of these assurances, the survey has led to significantly valuable and precise quantitative data for improvement.

Data Analysis Techniques

The responses to the ILT Engagement Survey provided quantitative data. The mean of the responses will provide a score between 1-5. A score of 3.5 or above will indicate positive employee engagement in that category as it indicates a favorable score above neutral. A score of 3.49 or below will indicate an area of needed improvement. A score of 4.0 or above indicates consistent agreement and/or strong agreement and would be identified as an area of strength.

Figure 3 Hypothetical Example from Statement 5

Type: Ownership		Question: 5. I <u>contribute</u> in my grade level curriculum development process				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	6.7	6.7	66.3	20	
Number of Responses	0	1	1	10	3	Total Responses = 15
Score = Number of Responses X Points per Response	0	2	3	40	15	Total Score = 60
Composite Score of: 4.0						

The example in Figure 3 allows us to examine the hypothetical responses to one of the statements related to the Collaboration Domain. Within the example one can identify in the “Totals” column that 15 individuals responded to this statement i.e., Total Responses = 15. Within the 15 responses, 0 responded *Strongly Disagree*, 1 responded *Disagree*, 1 responded *Neutral*, 10 responded *Agree*, and 3 responded *Strongly Agree* as indicated in the “Number of Responses” row. Each response ie. Strongly Agree to Strongly Disagree, was then scored by multiplying the “Number of Responses” by the “Response Numerical Value” to calculate a score per response as indicated in the “Score” row. The “Composite Score,” also known as average or mean, for this individual statement is calculated by dividing the “Total Score” by the “Total Responses” to give a composite score of 4.0. The next section of this program evaluation will begin with presenting the quantitative data that was gathered in the ILT Engagement Survey.

FINDINGS AND INTERPRETATION

Findings

The primary purpose of this program evaluation was to determine if the Instructional Leadership Team structure in District ABC effectively engages teachers in the curricular development process. Additionally, this research provides information as to how the ILT can be improved to be able to better engage employees in the curricular process and improve organizational culture. Within the program evaluation ILT and I, have sought to measure four specific domains of employee engagement i.e., autonomy, ownership, shared purpose, and collaboration. Essentially, the research question of this program evaluation aims to determine if the ILT, as an organizational structure, is engaging employees and fostering a culture that promotes the four domains mentioned here.

As mentioned in the Methodology section of this program evaluation, the data gathered were primarily quantitative. The ILT Engagement Survey was created the members of the ILT and I. The 15 participants who took the ILT Engagement Survey were asked to score 46 Likert scale questions. Each one of those questions has been scored and the data will be presented here in this section.

Also, as mentioned in the Methodology section of this program evaluation, and to briefly summarize, the anonymous participants of the ILT Engagement Survey were teachers in grades Kindergarten through 5th grade who were not direct members of the ILT but who were led by ILT Lead Teachers. ILT Members were asked to administer the survey during their summer 2016 curricular collaboration meetings, however, the ILT members did not take the survey and teacher participation was, again, voluntary. It should be noted that several teachers who participated in curricular development throughout the school year did not take the survey. More

detail will be provided in the interpretation of the data. Appendix A provides a complete review of the raw data collected in the ILT Engagement Survey.

The ILT Engagement Survey was designed to measure employee engagement within the four domains which were mentioned and researched within this program evaluation. The Likert Scale research statements were organized into four specific domains related to autonomy, ownership, shared purpose and collaboration. The 46 statements were then distributed throughout the survey in a randomized order so as to not keep one specific category of question in numeric order. For example, statements 1, 5, 9, 13, and 17 relate to the Ownership Domain; statements 2, 6, 10, 14, and 18 relate to the Shared Purpose Domain.

Fifteen teachers participated in the ILT Engagement Survey and nine teachers and I were involved in creating and administering the survey. The ILT Survey Data are presented in this section of the program evaluation, first, by each Domain and then specific statements will be examined for their relevance.

Figure 4 ILT Members' school and role

School	Role	School	Role
Primary School	Kindergarten	Primary School	Reading Interventionist
Primary School	1st Grade	Elementary School	3rd Grade
Elementary School	2nd Grade	Elementary School	4th Grade
Elementary School	Special Ed.	Middle School	5th Grade
Middle School	ELA		

I will first examine the Ownership Domain as displayed in Figure 5. The Ownership Domain consisted of 11 statements aimed at determining if employees felt a sense of ownership in the curriculum development process. Ownership, as defined by Garber (2007), is the level of

commitment related to a feeling of ownership within, or of, the organization. The statements within the Ownership Domain aimed at the individual teacher’s sense of authority, responsibility and commitment to the curricular work of their grade level team. Teachers were asked if they felt they had authority to make decisions and if they felt a sense of responsibility within the curriculum development process. Teachers were also asked to respond to ownership statements that related to taking pride in their work and their contributions to the work.

There were 11 Likert Scale statements within the Ownership Domain and each statement received a composite score, as can be seen in Figure 3.0. Each Likert Scale statement was scored from 1 to 5; 1 meaning strongly disagree and 5 meaning strongly agree. Scores above 3.5 would generally mean agree to strongly agree indicating greater engagement. Scores below 3.49 would indicate neutrality, disagreement or strong disagreement and, therefore, less engagement.

Figure 5 Ownership Domain

Category	Questions	Composite Score
Ownership	1. My grade level team has the <u>authority</u> to make curricular development decisions.	4.0
	5. I <u>contribute</u> in my grade level curriculum development process.	4.13
	9. I <u>want to contribute</u> in the curricular decision making process of my grade level team.	4.26
	13. I <u>take responsibility for contributing</u> to the curricular work of my grade level team.	4.13
	17. I have a <u>sense of ownership</u> in decisions being made about my grade level curriculum.	3.66
	21. I <u>take ownership</u> of my role as a grade level team member.	4.2

	25. I am <u>proud of the work</u> of my grade level curricular team has accomplished.	4.0
	29. I <u>take responsibility</u> for the curricular roadmaps my grade level team has created.	3.86
	33. I am professionally <u>vested in developing</u> my grade level curriculum.	4.26
	37. I am <u>committed to the success</u> of my grade level team's curricular work.	4.53
	41. I take <u>responsibility for my role</u> within my grade level team.	4.4
Composite Score for Ownership: 4.13 Range: 3.66 - 4.53		

Within the Ownership domain, scores ranged from 3.66 to 4.53. The composite score for the Ownership Domain was 4.13 which indicates agreement within the domain. Statements indicating the greatest agreement within the Ownership Domain were statements 9, 33, and 37. The composite scores of these statements, as seen in Figure 3, indicate that there is a strong sense of commitment to success and a sense that individuals are contributing and vested in the curricular process. Additionally, statements 5, 13, and 21 indicate that teachers feel that they are contributing the team, the process of curriculum development, and take ownership of their individual roles in the process.

A decreased sense of ownership seems to be indicated in statement 17 which received a composite score of 3.66, where participants seem to take less ownership of the overall process. Statement 29, which received a composite score of 3.89, supports that notion in that teachers take less ownership of the overall process and product. Teachers less often agree that they take ownership of the curricular roadmaps the team has created. The data suggest that teachers take

individual ownership of their commitment and contributions, but less ownership of the whole curricular product or outcomes of the grade level team.

Figure 6 displays the data related to the Shared Purpose domain. The Shared Purpose Domain also consisted of 11 Likert scale questions aimed at measuring a teacher's sense of shared purpose for, and with, the curriculum development process. Shared purpose as described by Farris-Berg (2013), indicates the level of buy-in to the mission, goals and objectives of the organization. Further, the Shared Purpose Domain examines the teacher's sense of teamwork and shared contributions. The Shared Purpose Domain also relates to a teacher's sense of buying in and valuing the process of curricular development as a team.

Figure 6 Shared Purpose Domain

Shared Purpose	2. My grade level <u>team mates contribute</u> in the curriculum development process.	4.33
	6. My grade level <u>team mates are involved</u> in curricular decision making.	4.0
	10. Team <u>members contribute equally</u> to the curricular decision making process.	3.06
	14. My grade level <u>team buys into</u> the curriculum development process.	3.86
	18. My grade level <u>team values making</u> curricular decisions.	3.93
	22. My grade level <u>team understands</u> our curricular development goals.	3.93
	26. My grade level <u>team understands</u> the goals and objectives of the Teaching and Learning Leadership Team (*ILT).	3.66
	30. As a grade level <u>team we have made</u> favorable accomplishments in the area of curriculum development.	4.13
	34. My grade level <u>team understands</u> the process of curricular development at our grade level.	4.0

	38. My grade level <u>team mates want to contribute</u> in our curricular team meetings.	4.0
	42. My grade level <u>team members put forth effort in creating</u> our grade level curriculum roadmaps.	3.93
Composite Score for Shared Purpose: 3.89 Range: 3.06 - 4.33		

The Shared Purpose Domain received a composite score of 3.89 and had scores ranging from 3.06 to 4.33. Each Likert Scale statement was scored from 1 to 5 where a 1 represents “strongly disagree,” and 5 represents “strongly agree.” Scores above 3.5 indicates greater engagement. Scores below 3.49 indicates neutrality, disagreement or strong disagreement, and, therefore less engagement.

Statements 2, 6, 30, 34, and 38 all received scores above 4.0. Statement 2, which received the highest score in the domain at 4.33, indicates that teachers felt a sense that teammates do contribute to the curricular development process. Additionally, Statement 6 corroborates that notion, in that the grade level teammates are generally involved in curricular decision making. Further statements 30, 34, and 38, indicate that teachers are involved in the process, understand the curricular development process, and desire to be involved as a team in the process.

The remainder of the domain received scores less than 4.0 indicating less engagement in teamwork and shared contributions. Questions 18, 22, and 42, all received scores of 3.93. These questions, while below 4.0, still indicate general engagement in shared purpose. These statements indicate that teachers felt their grade level teams value teamwork in the curricular process, put forth effort in the process, and generally understand the process of curricular development. Question 14 received a score of 3.86 indicating that there was modest buy-in from

a team perspective. That is, when a teacher looks at their team, or others on the team, they saw some teachers who buy-in to the process and purpose, and others who do not.

Statement 10 is significant in that it received the lowest score of the Domain at a 3.06. In statement 10, teachers were asked if all members contribute equally; clearly teachers felt that some teachers contribute more than others. When comparing statement 6, which focused on equal contributions, with statement 14, which focused on a teacher's perspective of other team members' buy in, it can be inferred that they felt that others do not contribute equally which, in turn, indicates that those who don't contribute equally also do not buy into the process.

The data suggest there were some minor contradictions related to a team's understanding of the goals and process, as shown. in Figure 6, Statement 22, which focused on a team's *understanding* of curricular development goals, received a 3.93; statement 34, which focused on *understanding* the curricular development process, received a 4.0. While 22 and 34 indicated modest agreement in *understanding* the goal and the process, statement 26, which focused on *understanding* the goals of the ILT, received a less favorable score at 3.66. Looking more closely at the data, five of the 15, or 1/3 of the respondents to statement 26, did not feel that their team understands the goals of the ILT. I would argue that these data suggest that while teachers moderately understand the process and goals of the curriculum development process, teachers do not understand the relationship between the curricular development process and the overall goals of the ILT.

Figure 7 Shared Purpose Contradicting Statements

22. My grade level <u>team understands</u> our curricular development goals.	3.93
26. My grade level <u>team understands</u> the goals and objectives of the Teaching and Learning Leadership Team (*ILT).	3.66

34. My grade level <u>team understands</u> the process of curricular development at our grade level.	4.0
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Figure 8 displays the results from the Collaboration Domain. The Collaboration Domain consisted of 14 statements aimed at measuring a teacher's sense of collaboration in the curriculum development process. Collaboration, as described by Farris-Berg (2013), involves a teacher's level of shared decision making, valuing others and open sharing. The Collaboration Domain gathered data related to a teacher's sense that working together improves professional practice and understanding. Additionally, the Collaboration Domain statements tease out a teacher's perception of valuing collaboration and their individual ability to provide input in the curricular process.

Figure 8 Collaboration Domain

Collaboration	3. <u>Working with my grade level</u> curricular team helped me to improve my professional practice.	4.0
	7. <u>Working with my grade level team</u> helped me to better understand the curriculum writing process.	4.06
	11. <u>Working collaboratively with my grade level team</u> helped my improve my teaching abilities.	3.6
	15. I feel <u>I can share</u> my curricular ideas with my team.	4.0
	19. I <u>value collaborating</u> with my grade level team members during curricular collaboration times.	4.2
	23. I <u>value working with</u> my grade level team mates.	4.53
	27. My <u>input is valued</u> during grade level team meetings.	3.93
	31. I feel <u>my voice is heard</u> by my team members.	3.86
	35. During curricular collaboration times <u>voices are heard</u>	3.4

	<u>equally</u> within my grade level team.	
	39. When working on curriculum my <u>team works well</u> together.	4.13
	43. My team <u>collaborates on curricular decisions</u> .	3.86
	44. I appreciate being <u>able to contribute</u> to the curricular decisions of my grade level team.	4.4
	45. When my grade level <u>team works together</u> we create better curricular products than if we were to work individually.	4.33
	46. Working <u>together as a team</u> improves professional practice.	4.66
Composite Score for Collaboration: 4.068 Range: 3.4 to 4.66		

The Collaboration Domain received a composite score of 4.068 and responses ranged from 3.4 to 4.66. As previously mentioned, each Likert Scale statement was scored from 1 to 5; 1 meaning strongly disagree and 5 meaning strongly agree. Scores above 3.5 are interpreted as agree to strongly agree, indicating greater engagement. Scores below 3.49 indicate neutrality, disagreement or strong disagreement, and therefore, less engagement.

Because the Collaboration Domain is the largest of the domains and questions vary significantly I will share the findings for the statements that scored highest and move to the lower scores. Statements 46 and 23 scored the highest within the Domain at 4.66 and 4.53 respectively. Both statements examined teachers' belief that collaboration is valued and improves their professional practice. The scores of statements 46 and 23 indicate that teachers strongly agree that collaboration is both important and improves their professional practice. Statements 3 and 7, scoring 4.0 and 4.06 respectively, indicates this as well. Statement 3, which

focused on teamwork serving to improve professional practice, and statement 7 focused on collaboration serving to help better understand the curricular process.

Statement 44, which focused on teachers' appreciation of being able to contribute to the curricular development process, also scored high, at 4.4, indicating that teachers did feel they were able to contribute to the team and the curricular process was valued. Statement 45, which focused on a teacher's belief that collaboration and teamwork are greater than individual effort, also scored toward strongly agree. According to these data, teachers feel that their work as a group produces better outcomes than if they were to work individually.

Statement 19 scored a composite score 4.2, indicating that teachers agreed that collaborating with their grade level teammates is valuable. Also, statement 39, which scored a 4.13, indicated that teachers feel that the grade level teams are working well together. Statements 31 and 43 each received a 3.86, which indicated general agreement that teacher's voices are heard within curricular collaboration meetings and that teams do collaborate.

Statement 11 is worthy of note because it scored a 3.6, indicating slight agreement. It is noteworthy because the statement sought to measure whether teachers felt working collaboratively with their team had a positive impact on their teaching abilities. A score of 3.6 would indicate just slight agreement. Statement 11 is very similar to statement 46, as it measured whether teachers felt that teamwork improves their professional practice, however they received very different scores. Question 46 received the highest score within the domain, with 4.66. In contrast, Statement 11 received only 3.6. Figure 9 illustrates this difference. The disparity between these statements gives cause to question the respondent's interpretation of the statements and leads to further need for analysis with the ILT.

Figure 9 Collaboration Contradicting Statements

11. Working collaboratively with my grade level team helped my improve my teaching abilities.	3.6
46. Working together as a team improves professional practice.	4.66

Statement 35 is also noteworthy in that it received the lowest score within the domain at a 3.4. Statement 35 aimed to measure whether teachers felt that voices are equally valued during curricular collaboration times. This is significant because statement 10, within the Shared Purpose Domain, also dealt with equality and equal contributions within team meetings; it too had the lowest score in its domain at 3.06. These data indicate and corroborate the finding that teachers felt a lack of equality in contributions and participation, and that not all voices are heard.

Figure 10 displays the Autonomy Domain. The Autonomy Domain included 10 Likert Scale questions aimed at measuring a teacher’s sense of autonomy within the curricular development process. Autonomy, as described by Farris-Berg (2013), is the level authority and responsibility for decision making a teacher has in the curricular development process. Further, the Autonomy Domain sought to gauge a teacher’s sense that they can be creative, are supported by administration, have the freedom to make curricular decisions, and are allowed to be self-directed.

Figure 10 Autonomy Domain

Autonomy	4. I can offer innovative ideas to my team.	3.86
	8. Our grade level team has support from administration in making curricular decisions.	4.06
	12. My grade level team feels we can have the autonomy to make curricular decisions.	3.8

	16. My team feels <u>supported in their efforts to design</u> grade level curriculum.	3.8
	20. My team is <u>allowed to be creative</u> in the curriculum development process.	4.0
	24. As a team we have the <u>freedom to make decisions</u> related to developing curriculum.	4.26
	28. Our grade level curricular team is <u>allowed to be self-directed</u> .	4.26
	32. My grade level team is <u>allowed to make curricular</u> design choices.	4.06
	36. My grade level team feel a <u>sense of independence</u> in the curriculum development process.	3.86
	40. Grade level team members <u>offer creative ideas</u> for developing curriculum.	4.0
Composite Score for Autonomy: 3.996		Range: 3.8 - 4.26

The Autonomy domain scored a composite score of 3.996 which indicated general agreement. Scores within the domain had the smallest range of all the domains, at 3.8 to 4.26. Statements 4, 20, and 40 all touched on similar ideas and qualities related to Autonomy, and received scores of 3.86, 4.0 and 4.0, respectively. Each statement focused on a teacher's sense that they could offer creative and innovative ideas and that they could be creative in the development process. With little variance in scores, and scores at or close to 4.0, these data indicate that teachers do feel a sense of autonomy in that they can be free to be innovative and creative. Statement 32, which focused on a team's ability to make curricular design choices also scored favorably at 4.06, indicating agreement.

Statements 24 and 28 scored the highest within the domain at 4.26. Each statement focused on the concept of freedom and self-direction within the curriculum development process. With strong scores of 4.26, teachers' responses indicated that felt autonomous and had the freedom to direct their work as a curricular team. Statement 8, which scored 4.06, indicating agreement, focused on the idea that teachers are supported by their administration. This may be a loose correlation as to why teachers felt they had the freedom to be self-directed in that they are supported by their administration.

Statement 16 received the lowest score within the domain at 3.8. Although 3.8 indicates general agreement, it is not strong agreement. Further, statement 16, which dealt with the idea of *support in their design efforts* is in slight contradiction to statement 8, which focused on *administrative support*, which received a 4.06. More information would need to be gathered to tease out such discrepancies. Statement 12, which directly used the term "autonomy," also received the lowest score within the domain. This indicates that while teachers may feel freedom to be creative and self-directed this may not translate to a sense of autonomy. Statement 38 also scored within the lower range of the domain at 3.86. Statement 38 directly used the word "independence" in the curricular development process. Again, teachers may feel a sense of freedom, but that sense of freedom may not translate equally into a strong sense of independence.

There were questions that were seemingly redundant and may have been similar even though they were in different domains. Despite their redundancy and inclusion in multiple domains, each statement did stand on its own and provides valuable information by itself, within the domain, and also for the ILT Engagement Survey as a whole.

Interpretations

The Ownership Domain received a favorable composite score of 4.13. This indicates that teachers felt a sense of ownership and that their individual contributions are significant. The data suggest that teachers are taking ownership of their personal roles and they are invested and committed to the success of their team's work. In contrast, teachers felt they had less ownership of the curricular products and outcomes. While teachers may have felt that they are committed to the process and take ownership of their roles and responsibilities, they are less likely to say that they take ownership of the entire process and product.

As seen in both the Shared Purpose Domain and the Collaboration Domain, teachers felt there was a lack of equality within the team. That is, teachers felt that some voices were more pronounced than others, and that some teachers contributed more than others. This very strong sentiment among teachers may lead to a decreased sense of ownership within the team. Teachers may feel that since some members contribute less, and that not all voices are heard equally, it is difficult to take ownership of the process and product of curriculum development. Teachers may feel that some individual efforts are lacking and, therefore, they cannot take ownership of something they do not have control over. Essentially, teachers will take ownership and responsibility for themselves and their roles but will not take ownership of the process or products when others are seemingly less participatory.

The Shared Purpose Domain received the lowest composite score of all domains at 3.89. The data indicate that teachers did feel that there is a sense of teamwork and that individuals are contributing. They do understand the process of curricular development and the objectives of the individual grade level teams. Once again, teachers indicated that there is a lack of equality in their contributions and that some teachers contribute more to the process than others. This leads

to teachers having a moderate sense that at as *team* teachers are contributing to the process together.

Also, within the Shared Purpose Domain, the data indicated that teachers did not understand the overall goals of the ILT. There may be some general causes for teachers not understanding the overall goals of the ILT while understanding the process and goals of curricular development. First, all grade level teachers are directly involved in developing grade level curriculum. Teachers, despite their level of commitment or buy-in, are involved in the process of developing their curriculum, therefore, they see the process and the final product. They can witness the process and partake in the development of their curricular roadmaps. With teachers being directly involved in the curricular process, they may be more likely to indicate their sense of understanding. A grade level teacher's relationship to the ILT is very different, however, in that they are not directly involved in the work of the ILT and, therefore, may have less understanding of the goals of the ILT. Additionally, and significantly important to teacher's lack of understanding of the goals of the ILT, the ILT was created at the onset of the 2015-16 school year. The 2015-16 school year was the first time that teachers were involved in the ILT and the evolution of the ILT took place throughout the school year. That is, as the ILT developed over the 2015-16 SY, the goals and objectives of the team developed and evolved and during that time, teachers may not have been aware of the purpose and goals of the ILT. Communication of the ILT goals and objectives did not occur at the onset of the creation of the group because they did not exist. Over time, as the group evolved, the goals and objectives of the ILT were developed and shared more informally with the whole staff. These data give cause for improvement in this area which will be discussed in the Judgement and Recommendations section of this program evaluation.

The Collaboration domain received a composite score of 4.068 indicating generally strong agreement within the domain. The data indicate that teachers did feel that collaboration is valuable in the curricular development process and that it does improve professional practice. Teachers do agree that working together is beneficial and that outcomes are more favorable when teachers work together.

The Collaboration Domain statements 11 and 45 reveal that there were some slight contradictions in the data in that teachers do feel strongly that collaboration improves their professional practice (Statement 45), but collaboration does not equally improve their individual teaching abilities (Statement 11). When thinking of self-improvement through collaboration, teachers may view the idea of *professional practice* as a more general term related to their overall craft or profession, not specifically to what they may view as teaching within the classroom. But when asked if collaboration helped teachers to improve their *teaching*, they may view that as more personal as to what takes place within their individual classrooms, under their direction.

These data suggest that it may be quite possible, when correlating with the other domains, that there are two very distinct mindsets as to what takes place among teachers when developing curricula. One mindset is that teachers take individual and personal responsibility for themselves and their contributions. The second mindset is that teachers will acknowledge ownership, shared purpose, and collaboration to certain degree, but then beyond a certain degree, they feel things are outside of their individual influence. That is, teachers feel that they themselves contribute but not everyone contributes equally and therefore they don't take complete ownership. Also, teachers feel that they take ownership of their roles in curricular development but not complete ownership of the product or process of curricular development. Again, in the

Collaboration Domain, teachers felt that collaborating impacts their overall professional practice, but did not feel that collaboration improves their individual teaching. The data suggest that teachers own their individual roles but do not take responsibility for the group's overall outcomes.

The Autonomy Domain received a modest composite score of 3.996. Participant responses indicated that teachers did feel they have the autonomy to be creative and offer innovative ideas. Teachers also felt that they can be self-directed and have the freedom to make decisions related to their grade level curricular roadmaps. Overall, participant responses indicate that there is general autonomy and freedom in the curricular development process, however, the term *support*, when used within the Autonomy Domain, leads to question how teachers feel.

Teachers agreed that within the Autonomy Domain they felt *supported* by the administration. To a lesser degree, they agreed that they were *supported* in their curricular design efforts. I would question these two statements (8 and 16) in that the word *support* could be viewed in various ways. From one perspective, support could be interpreted as offering help and fostering the process. From a different perspective, it could be that the process received general agreement or praise. Therefore, some teachers may have felt that they receive praise or agreement for their curricular work or design. Others, however, may have felt that the administration assists or aids in the process of curriculum development. This variation in meaning gives cause for clarification and leads to questioning whether teachers feel praised and/or assisted. The determination of that factor could have significant influence for future improvement. On the one hand, teachers may need additional assistance and guidance, and on the other hand, they may need additional praise. Because there was only modest agreement in the Autonomy Domain, this leads to a significant need for additional examination.

In summary, the data gathered with the ILT Engagement survey indicates that teachers are feeling a sense of autonomy, they can direct their work, and be creative. Teachers feel a sense of shared purpose, that is, they value teamwork and feel they are moving together in one direction with purpose and understanding. Teachers indicate a strong sense of collaboration, value the opportunity to collaborate, and feel that collaboration makes them stronger professionals. Teachers also express a strong sense of ownership. They feel that they do contribute, and they feel that their efforts are impactful and make a difference in the curricular development process.

In contrast, teachers feel that not all teachers contribute equally and that some voices are heard over others. This leads to a decreased sense of ownership and buy-in. Having been a part of nearly all of the curricular collaboration meetings, I can understand this sentiment. Among all the teams, there are individuals who are idealistic and others who are pessimistic about teamwork and curricular development. Some teachers have shared that they have been through so many changes that this is just another season to weather. Others, who are new to the organization, feel that they have less to offer or are hesitant to participate.

Additionally, the ILT lead teachers all have various leadership styles and capabilities which may have a significant impact on how teachers responded. Some ILT members are informal leaders within their grade level teams and garner professional respect. Others, however, have less experience within the district and may feel less able to lead a grade level team. Therefore, the grade level teacher may have an enormous impact on how people contribute or how they feel supported. Their leadership styles, experience, and tenure within the district, may have had significant effects on the grade level team. See Figure 4.1 for information on Teacher Leader Experience.

Figure 11 Teacher Leader Experience

Grade Level Leader	Years of Experience Teaching	Years in District	Highest Degree
K	12	9	Master's Degree
1st	22	22	Master's Degree
2nd	10	10	Master's Degree
3rd	10	10	Bachelor's Degree
4th	14	14	Master's Degree
5th	6	10	Master's Degree

The fact that this was the first year of the ILT team structure may also have had a significant impact on teacher responses and views. Because the ILT was evolving in its purpose, goals, operating procedures, and communications, there have been many gaps in understanding. That is, ILT leaders had not had the leadership training and experience yet to lead a team. Additionally, I did not have a clear vision of the ILT and its purpose at the onset of the 2015-16 SY and, therefore, did not have in place the goals, objectives or communication procedures for the ILT.

As mentioned, there are several variables that have impacted employee responses to the ILT Engagement survey. Despite the generally positive outcomes of the survey, the data indicate that there are some areas of improvement that can lead to greater employee engagement in the areas of autonomy, ownership, shared purpose, and collaboration.

JUDGEMENT AND RECOMMENDATIONS

Judgement

The primary research question of this program evaluation was Does the Instructional Leadership Team, as an organizational structure in District ABC, effectively engage teachers in the curricular development process? The responses to the ILT Engagement Survey provide information as to how the ILT can be improved to be able to better engage employees in the curricular process and improve organizational culture.

Employee engagement, for this study, was defined by four domains, including 1) Ownership: the level of commitment related to a feeling of ownership of the organization (Garber, 2007). 2) Autonomy: the level authority and responsibility for decision making (Farris-Berg 2013). 3) Collaboration: the level of shared decision making, valuing others and open sharing (Farris-Berg & Dirkswager, 2012). 4) Shared Purpose: the level of buy-in to the mission, goals and objectives (Farris-Berg & Dirkswager, 2012).

By way of context, grade level teacher leaders were selected by principals at the onset of the 2015-16 SY to be participants in the ILT. The ILT members, known as Grade Level Teacher Leaders, then began to facilitate the grade level curricular collaboration meetings for creating curricular roadmaps for each grade level. This process and organizational structure were developed to involve teachers in the curricular development process to gain not only curricular understanding, but to improve organizational culture, and employee engagement. As mentioned in the literature review of this program evaluation, highly effective organizations have high levels of employee engagement where employees having a sense of ownership, shared purpose, autonomy, and collaboration.

The data extrapolated from the ILT Engagement survey were positive in nature. The data indicated that teachers did, in fact, feel a sense of autonomy. They felt that they can offer their creative ideas and be innovative. They felt a general sense of freedom and independence to work through the curricular process together. Significantly, teachers strongly felt they could be self-directed, which indicates there is a secure sense of autonomy.

They also appreciated and enjoyed being a part of a team and collaborating with their colleagues. Teachers indicated that their teaching improves when working with their teammates and that collaboration enhances their professional practice. Most importantly, teacher’ responses indicated that they felt that collaboration is positive and that there are positive outcomes that derive from collaboration. Overall, the data were strongly positive within the Collaboration Domain which indicates that teachers are engaged in the work of curricular collaboration. See

Figure 12 Summary of Composite Scores

Domain	Composite Score	Range
Ownership	4.13	3.66 - 4.53
Shared Purpose	3.89	3.06 - 4.33
Collaboration	4.068	3.4 - 4.66
Autonomy	3.996	3.8 - 4.26

The Shared Purpose Domain, which received modest agreement, did indicate that teachers do understand the process of developing curricular roadmaps and that teachers significantly contribute to the process. Respondents indicated that they value the *decisions* that they make as a team and that teamwork for the purpose of curricular development is valued and favorable. Overall, the Shared Purpose Domain received the least favorable responses and

exposed some areas of needed improvement, which will be discussed further in this program evaluation.

Finally, the Ownership Domain received the most favorable responses. Teachers indicated strongly that they contributed individually and that they desired to provide input into the team's work. Teachers also favorably responded that they are vested in the process of curricular development and that they do take ownership of their individual roles. Overall, Ownership Domain responses were positive and indicated that teachers are taking a sense of ownership and are engaged in the work that they are accomplishing together.

After having been in existence for only one year, the ILT team produced and facilitated a modest sense of employee engagement. Teachers are taking ownership and operating autonomously. Teachers feel a modest sense of shared purpose but highly value collaborating with their team. From an evaluator's standpoint this is a very positive result and indicates that the ILT is, in fact, leading to greater employee engagement.

However, the ILT Engagement survey did expose some areas where employee engagement was weak, and efforts need to be made to improve. In collaboration and shared ownership, respondents indicated that not all voices were heard equally and that not all teachers were contributing equally. Teachers felt that when they were collaborating, some voices dominate the process within the curricular collaboration meetings. Additionally, teachers were feeling that not all teachers contribute to the process equally.

I have observed some teachers being more vocal than others and have seen an unequal level of contribution by staff members. Although this is not a desirable outcome of the ILT Engagement Survey, it is valuable information, and it confirms the need to adjust our approach in the 20116-17 SY. As mentioned previously, this was the first year of the ILT. Therefore,

meetings and the process of meeting in this structure was new to the staff. Meeting protocols had not yet been established. Meeting norms had not yet been developed; in many ways group behaviors had not been directly expressed and clear expectations had not been created. Also, this was a new role for the members of the ILT. They had not yet been provided the leadership training to be able to facilitate curricular collaboration meetings. Leadership roles take time to develop and leaders need to be trained and equipped to be able to lead a team. The level of experience of each ILT member varied as well. Many of the ILT members were long standing members of the staff and had already established a sense of informal leadership. Others, however, were new to the district and/or their roles and were less experienced with their teams, making it difficult for them to lead. For example, one of the ILT members was a second-year teacher in her grade level and within the profession. She was put in a position to lead a team where her colleagues had been in district and grade level for as many 8-20 years. Leading a grade level team is challenging for any teacher, but even more so for a teacher with just two years of experience surrounded by teachers who have long been tenured within the district.

The ILT survey also exposed other weaknesses, such as teachers not understanding the goals of the ILT. Having been the leader of the ILT during the 2015-16 SY, I can understand the responses to the survey. As mentioned above, the ILT was created at the onset of the 2015-16 SY and the goals and objectives had not yet been defined. As the year progressed, however, the group did develop its goals and objectives. Communication of the goals had clearly not been expressed to the overall teaching staff, hence neutral responses on the survey.

Figure 13 ILT Goals and Objectives

ILT Goals:
The goal of the Instructional Leadership Team is: To foster a culture of shared ownership and collaboration, where teams make curricular decisions in the best interest of their students, leading to high-level outcomes for all students in District ABC.
2015-2016 ILT Objectives
<ul style="list-style-type: none">● Develop Grade level Curricular Roadmaps in ELA● Develop a district-wide Balanced Literacy Framework● Develop Student Target Portfolios● Develop a vertically aligned Social Studies Standards Roadmap

Lastly, despite the favorable responses to the ILT Engagement survey, the survey exposed the issue that teachers may not feel supported within their work and this work may not help to improve their teaching. These sentiments need to be understood, and more data need to be gathered to determine if teachers need more assistance and support from the administration and/or if teachers feel that the administration is providing the resources teachers need. The term *support* needs to be more clearly defined as it was one of the shortcomings of the survey.

More information also needs to be gathered to determine if the collaborative process of curricular development is improving teaching and professional practice. Due to some contrary responses in the Collaboration Domain, that understanding is unclear.

Overall, the ILT Engagement survey was positive. Considering this was the first year of the ILT organizational structure, the data indicate that employees are engaged in their work and that the culture of the District ABC is in a favorable condition. The ILT Survey did expose areas of weakness within our grade level team structure and will give us cause to improve in several areas.

Recommendations

Based on the findings of the ILT Engagement Survey, several actions can be taken to maintain the employee engagement momentum that the ILT has created; there are several areas of weakness that lead to great opportunities for growth. First, it is necessary to maintain the regularity of the curricular collaboration meetings. Ensuring that teachers have the time to meet as a grade level, and to work through the development and review of their curricular roadmaps, is essential. Teachers recognize that the simple act of getting time together is valuable and leads to improved outcomes.

Also, from an administrative perspective, it is important to continue to support the grade level team meetings, but not to direct or facilitate those meetings. Allowing teachers to lead their grade level team meetings is creating a sense of ownership, creativity, and teacher buy-in. Allowing teachers to work autonomously on their curricular roadmaps is creating teacher engagement and stronger teacher contributions.

Maintaining the structure of the ILT and allowing the ILT members the freedom to facilitate their grade level curricular collaboration meetings will create the effective organizational culture that we, as an ILT, are seeking to create. The ILT structure is leading teachers to feel a sense of ownership, autonomy, shared purpose, and collaboration. These characteristics of employee engagement are serving very positively toward building an effective organizational culture.

Although the ILT structure is serving well to create greater employee engagement, the data indicate that there are several areas that need clarification and improvement. First, there needs to be improvements in communication. The fact that many teachers do not understand the goals of the ILT leads to a need for an improved communication chain. Not only do I, as the Assistant Superintendent, need to communicate the goals, objectives, and activities of the ILT, I

also need to ensure that the ILT members are communicating the same information. It will be necessary to allow time for ILT members to review the goals, objectives, activities, and meeting agendas with their teams during grade level curricular collaboration meetings. ILT information needs to be intentionally shared so that all teachers understand what the ILT is aiming to accomplish.

Also, now that the ILT has been in place for one year, it will be important for me and the ILT members to share the goals and objectives at the beginning of each school year. In the 2015-16 SY the goals and objectives had not been yet developed and therefore could not have been shared early in the school year. In the future the goals should be shared early on and the objectives should be regularly updated through communications from myself and the other ILT members.

Additionally, the ILT Engagement Survey has exposed the need to develop overall organizational leadership protocols, that is, regular and consistent behaviors that ILT members and teachers adhere to. First, to alleviate the inequality in contributions as cited by the survey, it is important for the ILT to develop group norms. The ILT will need to collaborate as a team to develop a set of behavioral norms that all teams and teachers are expected to follow. Behavioral norms may suggest items such as, “all members contribute,” or “listen openly to everyone’s ideas.” Although these are just examples, setting clear and intentional norms for group behavior aims to ensure equal contributions and greater team cohesiveness.

Other leadership protocols can strengthen the leadership capacity of the ILT members as well. Many of the ILT members would benefit from leadership development and instituting some general protocols for their meetings would strengthen the roles of the ILT members. For example, ensuring that all ILT members develop an agenda prior to each meeting would support

their roles grade level leaders. If the ILT member comes to the meetings prepared and organized, with clear objectives and activities for the grade level meeting, this will enable the team to understand the direction of the meeting and better focus on the items that need to be accomplished. Simple protocols, such as being prepared with agendas, can serve to direct and coordinate the activities of any team meeting.

Developing group roles and responsibilities may also ensure greater engagement in grade level team meetings. Results from the survey indicated the opinion that not all contribute equally; assigning roles and responsibilities for each member may ensure that all teachers are playing a part within the team meetings. Team members may be assigned such roles as note taker, time keeper, focus coach, and team leader.

Another leadership protocol which forward the work of ILT would be to use the continue-start-stop protocol, which serves to gather informal input as to how a team or group can improve. As mentioned earlier, there was lack of clarity on two issues. Issue one was related to a lack of clarity on the understanding of administrative support. Issue two was a lack of clarity regarding the notion that working together improves teaching. Using a continue-start-stop protocol will allow ILT members an opportunity to intentionally gather input from their team. ILT members can ask their teams what actions or things they should continue i.e., what is working. Then they can seek out suggestions for actions or things they need to start doing. Finally, ILT members can gather input as to the things or activities they need to stop doing. This simple protocol has been very effective in gathering input and may serve to tease out some of the issues with which there is lack of clarity. Using this protocol, we may be able to gather whether teachers need additional administrative support or assistance. If the ILT utilizes the continue-

start-stop protocol and can gather useful information, this will allow us to adjust to better serve the needs of our grade level ILT members and teachers.

To assist in gaining clarification on issue two, understanding if curricular collaboration is improving teaching, ILT members should conduct a professional development needs assessment. Essentially, a professional development needs assessment survey could gather information for the ILT as to whether the curricular collaboration team meetings are serving to improve teaching. Additionally, a professional development needs assessment can serve to gain understanding as to where teachers need professional development and can guide our actions in terms of future professional development opportunities.

The ILT Engagement Survey has shed great light on the issue of creating employee engagement through the organizational structure of the ILT in District ABC. The data indicate the ILT organizational structure is serving to create employee engagement and an effective culture whereby teachers feel a sense of autonomy, collaboration, ownership, and shared purpose. The ILT Engagement Survey also allows us to recognize areas of growth. Ensuring that communication is clear and intentional will be a future goal of the ILT. Also, ensuring that our teams have succinct norms will allow teams to operate to their fullest capacity. Making certain that ILT members have the appropriate leadership training and protocols will be critical to the organizational success of the ILT and the grade level teams. Lastly, utilizing the ILT for the development and execution of a professional development needs assessment will allow us to identify areas of professional need and focus our efforts on specific areas of professional growth.

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Appendix A

Likert Scale

Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree

Category	Questions	Composite Score
Ownership	1. My grade level team has the <u>authority</u> to make curricular development decisions.	4.0
	5. I <u>contribute</u> in my grade level curriculum development process.	4.13
	9. I <u>want to contribute</u> in the curricular decision making process of my grade level team.	4.26
	13. I <u>take responsibility for contributing</u> to the curricular work of my grade level team.	4.13
	17. I have a <u>sense of ownership</u> in decisions being made about my grade level curriculum.	3.66
	21. I <u>take ownership</u> of my role as a grade level team member.	4.2
	25. I am <u>proud of the work</u> of my grade level curricular team has accomplished.	4.0
	29. I <u>take responsibility</u> for the curricular roadmaps my grade level team has created.	3.86
	33. I am professionally <u>vested in developing</u> my grade level curriculum.	4.26
	37. I am <u>committed to the success</u> of my grade level team's curricular work.	4.53
41. I take <u>responsibility for my role</u> within my grade level team.	4.4	
Composite Score for Ownership: 4.13 Range: 3.66 - 4.53		
Shared Purpose	2. My grade level <u>team mates contribute</u> in the curriculum development process.	4.33

	6. My grade level <u>team mates are involved</u> in curricular decision making.	4.0
	10. Team <u>members contribute equally</u> to the curricular decision making process.	3.06
	14. My grade level <u>team buys into</u> the curriculum development process.	3.86
	18. My grade level <u>team values making</u> curricular decisions.	3.93
	22. My grade level <u>team understands</u> our curricular development goals.	3.93
	26. My grade level <u>team understands</u> the goals and objectives of the Teaching and Learning Leadership Team (*ILT).	3.66
	30. As a grade level <u>team we have made favorable</u> accomplishments in the area of curriculum development.	4.13
	34. My grade level <u>team understand</u> the process of curricular development at our grade level.	4.0
	38. My grade level <u>team mates want to contribute</u> in our curricular team meetings.	4.0
	42. My grade level <u>team members put forth effort in creating</u> our grade level curriculum roadmaps.	3.93
Composite Score for Shared Purpose: 3.89 Range: 3.06 - 4.33		
Collaboration	3. Working with my grade level curricular team helped me to improve my professional practice.	4.0
	7. Working with my grade level team helped me to better understand the curriculum writing process.	4.06
	11. Working collaboratively with my grade level team helped my improve my teaching abilities.	3.6
	15. I feel <u>I can share</u> my curricular ideas with my team.	4.0
	19. I <u>value collaborating</u> with my grade level team members	4.2

	during curricular collaboration times.	
	23. I <u>value working with</u> my grade level team mates.	4.53
	27. My <u>input is valued</u> during grade level team meetings.	3.93
	31. I feel <u>my voice is heard</u> by my team members.	3.86
	35. During curricular collaboration times <u>voices are heard equally</u> within my grade level team.	3.4
	39. When working on curriculum my <u>team works well</u> together.	4.13
	43. My team <u>collaborates on curricular decisions</u> .	3.86
	44. I appreciate being <u>able to contribute</u> to the curricular decisions of my grade level team.	4.4
	45. When my grade level <u>team works together</u> we create better curricular products than if we were to work individually.	4.33
	46. Working <u>together as a team</u> improves professional practice.	4.66
Composite Score for Collaboration: 4.068 Range: 3.4 to 4.66		
Autonomy	4. I <u>can offer innovative ideas</u> to my team.	3.86
	8. Our grade level team has <u>support from administration in making curricular decisions</u> . (OMIT)	4.06
	12. My grade level team feels we can have the <u>autonomy to make curricular decisions</u> .	3.8
	16. My team feels <u>supported in their efforts to design</u> grade level curriculum.	3.8
	20. My team is <u>allowed to be creative</u> in the curriculum development process.	4.0
	24. As a team we have the <u>freedom to make decisions</u> related to developing curriculum.	4.26

	28. Our grade level curricular team is <u>allowed to be self-directed.</u>	4.26
	32. My grade level team is <u>allowed to make curricular design choices.</u>	4.06
	36. My grade level team feel a <u>sense of independence</u> in the curriculum development process.	3.86
	40. Grade level team members <u>offer creative ideas</u> for developing curriculum.	4.0
Composite Score for Autonomy: 3.996 Range: 3.8 - 4.26		

Appendix B

Type: Ownership		Question: 1. My grade level team has the <u>authority</u> to make curricular development decisions.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	0	13.3	73.3	13.3	
Number of Responses	0	0	2	11	2	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	6	44	10	Total Score = 60
Composite Score of: 4.0						

Type: Ownership		Question: 5. I <u>contribute</u> in my grade level curriculum development process				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	0	6.7	73.3	20	
Number of Responses	0	0	1	11	3	Total Responses = 15

Score = Number of Responses X Points per Response	0	0	3	44	15	Total Score = 62
Composite Score of: 4.13						

Type: Ownership		Question: 9. I <u>want to contribute</u> in the curricular decision making process of my grade level team.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	6.7	60	33.3	
Number of Responses	0	0	1	9	5	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	3	36	25	Total Score = 64
Composite Score of: 4.26						

Type: Ownership		Question: 13. I <u>take responsibility for contributing</u> to the curricular work of my grade level team.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	0	86.7	13.3	
Number of Responses	0	0	0	13	2	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	0	52	10	Total Score = 62
Composite Score of: 4.13						

Type: Ownership		Question: 17. I have a <u>sense of ownership</u> in decisions being made about my grade level curriculum.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	6.7	33.3	46.7	13.3	
Number of Responses	0	1	5	7	2	Total Responses = 15
Score = Number of Responses	0	2	15	28	10	Total Score = 55

X Points per Response						
Composite Score of: 3.66						

Type: Ownership		Question: 21. I <u>take ownership</u> of my role as a grade level team member.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	20	40	40	
Number of Responses	0	0	3	6	6	Total Responses =
Score = Number of Responses X Points per Response	0	0	9	24	30	Total Score = 63
Composite Score of: 4.2						

Type: Ownership		Question: 25. I am <u>proud of the work</u> of my grade level curricular team has accomplished.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	6.7	0	13.3	46.7	33.3	

Number of Responses	1	0	2	7	5	Total Responses =
Score = Number of Responses X Points per Response	1	0	6	28	25	Total Score = 60
Composite Score of: 4.0						

Type: Ownership		Question: 29. I <u>take responsibility</u> for the curricular roadmaps my grade level team has created.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	26.7	60	13.3	
Number of Responses	0	0	4	9	2	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	12	36	10	Total Score = 58
Composite Score of: 3.86						

Type: Ownership		Question: 33. I am professionally <u>vested in developing</u> my grade level curriculum.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	20	33.3	46.7	
Number of Responses	0	0	3	5	7	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	9	20	35	Total Score = 64
Composite Score of: 4.26						

Type: Ownership		Question: 37. I am <u>committed to the success</u> of my grade level team's curricular work.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	0	46.7	53.3	
Number of Responses	0	0	0	7	8	Total Responses = 15
Score = Number of Responses	0	0	0	28	40	Total Score = 68

X Points per Response						
Composite Score of: 4.53						

Type: Ownership		Question: 41. I take <u>responsibility for my role</u> within my grade level team.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	6.7	46.7	46.7	
Number of Responses	0	0	1	7	7	Total Responses =15
Score = Number of Responses X Points per Response	0	0	3	28	35	Total Score = 66
Composite Score of: 4.4						

Type: Shared Purpose		Question: 2. My grade level <u>team mates contribute</u> in the curriculum development process.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	6.7	53.3	40	

Number of Responses	0	0	1	8	6	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	3	32	30	Total Score = 65
Composite Score of: 4.33						

Type: Shared Purpose		Question: 6. My grade level <u>team mates</u> are involved in curricular decision making.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	6.7	6.7	66.7	20	
Number of Responses	0	1	1	10	3	Total Responses =
Score = Number of Responses X Points per Response	0	2	3	40	15	Total Score = 60
Composite Score of: 4.0						

Type: Shared Purpose		Question: 10. Team <u>members contribute equally</u> to the curricular decision making process.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	33.3	33.3	26.7	6.7	
Number of Responses	0	5	5	4	1	Total Responses = 15
Score = Number of Responses X Points per Response	0	10	15	16	5	Total Score = 46
Composite Score of: 3.06						

Type: Shared Purpose		Question: 14. My grade level <u>team buys into</u> the curriculum development process.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	26.7	60	13.3	
Number of Responses	0	0	4	9	2	Total Responses = 15
Score = Number of Responses X Points per	0	0	12	36	10	Total Score = 58

Response						
Composite Score of: 3.86						

Type: Shared Purpose		Question: 18. My grade level <u>team values making</u> curricular decisions.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	0	20	66.7	13.3	
Number of Responses	0	0	3	10	2	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	9	40	10	Total Score = 59
Composite Score of: 3.93						

Type: Shared Purpose		Question: 22. My grade level <u>team understands</u> our curricular development goals.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	6.7	13.3	60	20	
Number of Responses	0	1	2	9	3	Total Responses

						= 15
Score = Number of Responses X Points per Response	0	2	6	36	15	Total Score = 59
Composite Score of: 3.93						

Type: Shared Purpose		Question: 26. My grade level <u>team understands</u> the goals and objectives of the Teaching and Learning Leadership Team (*ILT).				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	13.3	20	53.3	13.3	
Number of Responses	0	2	3	8	2	Total Responses = 15
Score = Number of Responses X Points per Response	0	4	9	32	10	Total Score = 55
Composite Score of: 3.66						

Type: Shared Purpose		Question: 30. As a grade level <u>team</u> we have <u>made</u> favorable accomplishments in the area of curriculum development.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	20	46.7	33.3	
Number of Responses	0	0	3	7	5	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	9	28	25	Total Score = 62
Composite Score of: 4.13						

Type: Shared Purpose		Question: 34. My grade level <u>team</u> <u>understand</u> the process of curricular development at our grade level.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	6.7	6.7	66.7	20	
Number of Responses	0	1	1	10	3	Total Responses = 15
Score =	0	2	3	40	15	Total

Number of Responses X Points per Response						Score = 60
Composite Score of: 4.0						

Type: Shared Purpose		Question: 38. My grade level <u>team mates</u> want to contribute in our curricular team meetings.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	26.7	46.7	26.7	
Number of Responses	0	0	4	7	4	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	12	28	20	Total Score = 60
Composite Score of: 4.0						

Type: Shared Purpose		Question: 42. My grade level <u>team members</u> put forth effort in <u>creating</u> our grade level curriculum roadmaps.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage	0	6.7	13.3	60	20	

s:						
Number of Responses	0	1	2	9	3	Total Responses =
Score = Number of Responses X Points per Response	0	2	6	36	15	Total Score = 59
Composite Score of: 3.93						

Type: Collaboration		Question: <u>3. Working with my grade level curricular team helped me to improve my professional practice.</u>				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	20	60	20	
Number of Responses	0	0	3	9	3	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	9	36	15	Total Score = 60
Composite Score of: 4.0						

Type: Collaboration		Question: <u>7. Working with my grade level team</u> helped me to better understand the curriculum writing process.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	20	53.3	26.7	
Number of Responses	0	0	3	8	4	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	9	32	20	Total Score = 61
Composite Score of: 4.06						

Type: Collaboration		Question: <u>11. Working collaboratively with my grade level team</u> helped my improve my teaching abilities.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	13.3	20	60	6.7	
Number of Responses	0	2	3	9	1	Total Responses = 15
Score =	0	4	9	36	5	Total

Number of Responses X Points per Response						Score = 54
Composite Score of: 3.6						

Type: Collaboration		Question: 15. I feel <u>I can share</u> my curricular ideas with my team.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	6.7	6.7	66.7	20	
Number of Responses	0	1	1	10	3	Total Responses = 15
Score = Number of Responses X Points per Response	0	2	3	40	15	Total Score = 60
Composite Score of: 4.0						

Type: Collaboration		Question: 19. I <u>value collaborating</u> with my grade level team members during curricular collaboration times.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	20	40	40	

Number of Responses	0	0	3	6	6	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	9	24	30	Total Score = 63
Composite Score of: 4.2						

Type: Collaboration		Question: 23. I <u>value working with</u> my grade level team mates.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	0	6.7	33.3	60	
Number of Responses	0	0	1	5	9	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	3	20	45	Total Score = 68
Composite Score of: 4.53						

Type: Collaboration		Question: 27. My <u>input is valued</u> during grade level team meetings.				
Response Numerical	Strongly Disagree =	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals

Value	1					
Percentage s:	0	0	33.3	40	26.7	
Number of Responses	0	0	5	6	4	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	15	24	20	Total Score = 59
Composite Score of: 3.93						

Type: Collaboration		Question: 31. I feel <u>my voice is heard</u> by my team members.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	6.7	26.7	40	26.7	
Number of Responses	0	1	4	6	4	Total Responses = 15
Score = Number of Responses X Points per Response	0	2	12	24	20	Total Score = 58
Composite Score of: 3.86						

Type: Collaboration		Question: 35. During curricular collaboration times <u>voices are heard equally</u> within my grade level team.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	26.7	20	40	13.3	
Number of Responses	0	4	3	6	2	Total Responses = 15
Score = Number of Responses X Points per Response	0	8	9	24	10	Total Score = 51
Composite Score of: 3.4						

Type: Collaboration		Question: 39. When working on curriculum my <u>team works well</u> together.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	6.7	13.3	40	40	
Number of Responses	0	1	2	6	6	Total Responses = 15
Score = Number of Responses X Points per	0	2	6	24	30	Total Score = 62

Response						
Composite Score of: 4.13						

Type: Collaboration		Question: 43. My team <u>collaborates on curricular decisions.</u>				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	26.7	60	13.3	
Number of Responses	0	0	4	9	2	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	12	36	10	Total Score = 58
Composite Score of: 3.86						

Type: Collaboration		Question: 44. I appreciate being <u>able to contribute</u> to the curricular decisions of my grade level team.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	6.7	46.7	46.7	
Number of Responses	0	0	1	7	7	Total Responses = 15

Score = Number of Responses X Points per Response	0	0	3	28	35	Total Score = 66
Composite Score of: 4.4						

Type: Collaboration		Question: 45. When my grade level <u>team works together</u> we create better curricular products than if we were to work individually.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	0	66.7	33.3	
Number of Responses	0	0	0	10	5	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	0	40	25	Total Score = 65
Composite Score of: 4.33						

Type: Collaboration		Question: 46. Working <u>together as a team</u> improves professional practice.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals

Percentage s:	0	0	0	33.3	66.7	
Number of Responses	0	0	0	5	10	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	0	20	50	Total Score = 70
Composite Score of: 4.66						

Type: Autonomy		Question: 4. I <u>can offer innovative ideas</u> to my team.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	6.7	13.3	66.7	13.3	
Number of Responses	0	1	2	10	2	Total Responses = 15
Score = Number of Responses X Points per Response	0	2	6	40	10	Total Score = 58
Composite Score of: 3.86						

Type: Autonomy		Question: 8. Our grade level team has <u>support from administration in making curricular decisions.</u> (OMIT)				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	0	13.3	66.7	20	
Number of Responses	0	0	2	10	3	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	6	40	15	Total Score = 61
Composite Score of: 4.06						

Type: Autonomy		Question: 12. My grade level team feels we can have the <u>autonomy to make curricular decisions.</u>				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	6.7	26.7	46.7	20	
Number of Responses	0	1	4	7	3	Total Responses = 15
Score = Number of Responses X Points per	0	2	12	28	15	Total Score = 57

Response						
Composite Score of: 3.8						

Type: Autonomy		Question: 16. My team feels <u>supported</u> in their efforts to design grade level curriculum.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	6.7	13.3	73.3	6.7	
Number of Responses	0	1	2	11	1	Total Responses = 15
Score = Number of Responses X Points per Response	0	2	6	44	5	Total Score = 57
Composite Score of: 3.8						

Type: Autonomy		Question: 20. My team is <u>allowed to be creative</u> in the curriculum development process.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentages:	0	0	26.7	46.7	26.7	
Number of Responses	0	0	4	7	4	Total Responses

						= 15
Score = Number of Responses X Points per Response	0	0	12	28	20	Total Score = 60
Composite Score of: 4.0						

Type: Autonomy		Question: 24. As a team we have the <u>freedom to make decisions</u> related to developing curriculum.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	6.7	60	33.3	
Number of Responses	0	0	1	9	5	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	3	36	25	Total Score = 64
Composite Score of: 4.26						

Type: Autonomy		Question: 28. Our grade level curricular team is <u>allowed to be self-</u> <u>directed.</u>				
Response Numerical	Strongly Disagree =	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals

Value	1					
Percentage s:	0	0	6.7	60	33.3	
Number of Responses	0	0	1	9	5	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	3	36	25	Total Score = 64
Composite Score of: 4.26						

Type: Autonomy		Question: 32. My grade level team is <u>allowed to make curricular design choices.</u>				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	0	13.3	66.7	20	
Number of Responses	0	0	2	10	3	Total Responses = 15
Score = Number of Responses X Points per Response	0	0	6	40	15	Total Score = 61
Composite Score of: 4.06						

Type: Autonomy		Question: 36. My grade level team feel a <u>sense of independence</u> in the curriculum development process.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	6.7	6.7	80	6.7	
Number of Responses	0	1	1	12	1	Total Responses = 15
Score = Number of Responses X Points per Response	0	2	3	48	5	Total Score = 58
Composite Score of: 3.86						

Type: Autonomy		Question: 40. Grade level team members <u>offer creative ideas</u> for developing curriculum.				
Response Numerical Value	Strongly Disagree = 1	Disagree = 2	Neutral = 3	Agree = 4	Strongly Agree = 5	Totals
Percentage s:	0	6.7	6.7	66.7	20	
Number of Responses	0	1	1	10	3	Total Responses = 15
Score = Number of Responses	0	2	3	40	15	Total Score = 60

X Points per Response						
Composite Score of: 4.0						