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Aligning Practice with Vision: Leadership for Developing Character and Employability Attributes

Douglas Archibald Hoey EdD
University of San Diego

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ALIGNING PRACTICE WITH VISION:

LEADERSHIP FOR DEVELOPING

CHARACTER AND EMPLOYABILITY ATTRIBUTES

Douglas A. Hoey

School of Education

University of San Diego

Dissertation Committee

Mary M. Williams, Ed.D., Chair

Fred Galloway, Ed.D.

William E. Piland, Ed.D.

DISSERTATION ABSTRACT

Leadership to achieve the development of character and employability attributes depends highly on one significant principle – aligning practice with vision. The purpose of this study was to investigate the leadership necessary to design and implement an intervention process to develop character and employability attributes in secondary school students. The work habit mark was the means of assessing the degree of success to which a student demonstrated the attributes. The research questions under investigation were: (1) Is there a change in the demonstration of work habits marks after the intervention, and (2) Do any changes in the demonstration of work habits marks vary by gender or grade? A quasi-experimental one-group 3-year time series design was utilized to identify if the intervention resulted in a change in the demonstration of the attributes, and if the demonstration of the attributes varied by gender or grade. The researcher employed a combination of descriptive and inferential statistics. A maturation effect was also assessed and calculated into the data analysis. A paired two-tailed t-test of significance was used to determine if a difference existed between the mean scores of students with G work habit marks in all courses enrolled in prior to the intervention during year 2 and after the intervention during year 3 by gender and grade. A similar analysis was performed using the total number of G work habit marks before and after the intervention. The findings of this study indicate that relying on maturation alone for the development of these attributes is not enough. The majority of the results support the introduction of a formal process to teach, assess and recognize the development of character and

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employability attributes in secondary schools. Of particular interest was the finding that in every grade level of every year of the study, the percentage of females demonstrating the desired attributes was greater than males. Although some of the findings are mixed, they support the need for additional research regarding the implementation of character education at the secondary school level as well as research to address the current discrepancy between males and females.

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DEDICATION

I dedicate this dissertation, my doctoral degree, and my love to my wife,

Linda Carole Miller.

Linda, you have provided me with the support and motivation to follow my dreams, and the understanding that for every dream pursued there is a price to be paid but much more to be gained. You have given me the encouragement to have vision beyond sight, the laughter to sustain me - sometimes through the tears, and the love that has lead me to happiness. Thank you for walking with me through this experience, and through this life. I love you with all my heart.

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Introduction

"Leadership begins with the leader possessing a vision to which he or she is passionately committed, a specific and concrete agenda for actualizing that vision, and an unrelenting focus on results" (Brandon, 1998, p. 42).

A school's vision can only be realized when the espoused philosophy becomes a philosophy in practice. The vision of a successful secondary school student is frequently identified by schools, school districts, and provincial educational authorities as one who is able to successfully demonstrate specific developmental skills or attributes (Suburban Secondary School, 1998; Maple Ridge - Pitt Meadows School District #42, 2000; British Columbia Ministry of Education, 1997). These attributes are included in philosophical vision or mission statements as goals of education or student exit outcomes. The presence of the attributes in the school vision or mission statement would indicate their perceived importance for students' future success. Many of these attributes are outside the realm of academic ability and are more accurately described as character and

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employability attributes. Several of the attributes align with the criteria identified by the business community as desirable and necessary employability skills, although "it is not surprising that the same skills that make for workplace success make for success in all of the contexts of life" (Kitagawa, 2000, p. 14). These attributes are not measured through standardized achievement tests and/or subject specific percentage or letter grades, and although part of the school vision and necessary for the successful development of individual potential, are seldom addressed in practice. The challenge then, is to align practice with vision. "Matching behaviors to words is a critical aspect of school leadership; it is the isomorphic relation that needs to exist between espoused theory and theory in use" (Cordeiro, Reagan, & Martinez, 1994, p. 101).

Statement of the Problem

The British Columbia Ministry of Education (1997) states "the purpose of the British Columbia school system is to enable all learners to develop their individual potential" (p. 1). What attributes do we as a society want the students in our schools to be able to demonstrate, and what process can educators use to develop the potential that lies within each individual to achieve this purpose? The British Columbia Ministry of Education identifies the development of the following attributes in students as the goals of education: (a) to reason and think independently, (b) to develop a lifelong appreciation of learning. (c) to develop a sense of self-worth and personal initiative, (d) to develop a

sense of social responsibility, (e) to develop a tolerance and respect for the ideas and beliefs of others, (f) to assist in the development of effective work habits, and (g) the flexibility to deal with change. The British Columbia Ministry of Education also maintains one of the main principles of learning to be that people learn in a variety of ways and at different rates, a claim the research clearly supports (Gardner, 1983; Goleman, 1995; Sternberg, 1996). This research supports the notion that academic achievement as measured by standardized testing is only one measure of intelligence, and that traditional models of educational delivery are not designed to meet the needs of numerous learners. A necessary ingredient for academic rigor is the development of virtues and character (Lickona, 1992). The development of such attributes as emotional intelligence (Goleman, 1995) and successful intelligence (Sternberg, 1996) are also necessary for realizing individual potential. Dodd (2000) suggests in addition to teaching the 3 R's (reading, writing, and arithmetic), the 3 C's (care, concern, and connection) should also be addressed. In order to achieve the outcomes of these educational visions, there must be close alignment with a practice targeting their implementation.

"Good education is easier to espouse in the abstract than to provide in the concrete" (Lickona, 1992, p. ix.). This study will investigate a means for building a bridge between the gap of vision, what we say we believe is important, and practice, what we do to achieve our vision. As such, the study can provide educational leaders with a practical model to more effectively bring a vision to life. The problem under investigation in this study is: Can implementing a process to teach, assess, and recognize the successful demonstration of character and employability attributes identified in the vision of a secondary school impact the demonstration of those character and employability

attributes by the students as determined by comparing the report card work habit marks from before the intervention with the report card work habit marks after the intervention?

Background of the Study

The Secondary School that was the focus of this study, henceforth referred to as Suburban Secondary School, is one of five secondary schools in the Maple Ridge - Pitt Meadows School District #42 in Maple Ridge, British Columbia. It is located in what once was a rural area at the eastern end of the school district approximately 40 kilometers from Vancouver. Maple Ridge is a growing community in the lower mainland and the rural nature of the school population is evolving into a rural / urban mix. The school currently has an enrollment of 1075 students in grades eight through twelve with a staff of 63 teachers and administrators. There are approximately 20 additional support staff made up of clerical, teaching assistants and custodians. The teaching staff is a combination of experienced and new teachers, with a core of the staff having gained most of their teaching experience at this School. The student body is predominantly Caucasian, but with the current urban development, is slowly evolving to include a much more diverse population.

In September, 1994, the Suburban Secondary School staff entered into a self-evaluation process focused on school improvement which resulted in the 'School Vision Process' (Suburban, 1998) the following year. The self-evaluation process was designed

to address five specific questions:

1. How can we best prepare our students for the future?

2. How can we improve our communication in the community?

3. How do we make this a great school?

4. How do we strive for continuous improvement?

5. What should be our focus? What should be our vision for the school?

The process was intended to provide direction for the development of a five year plan (vision) which included the identification of the attributes deemed to be important for a Secondary School student (see Table 1). In the 1997/98 school year, Suburban Secondary School participated in the B.C. Provincial Accreditation which reviewed the school's recent (five year) history and compared the school vision and client need with demonstrated results. The purpose of accreditation is "to ensure schools continually examine, improve and report on their growth and achievement" (British Columbia, 1997, p. 3). The accreditation was a continuation of the process of growth and improvement which began in 1994. Inherent in the accreditation process is a review of the existing school vision and the development of a five year growth plan to achieve that vision. The Suburban Secondary School Accreditation Report of April 1998, developed in consultation with the entire Suburban Secondary School community, reviewed and endorsed the vision statement developed in 1995 which included the twenty-four attributes or student exit outcomes (see Table 1) that a successful student at Suburban Secondary School should be able to demonstrate.

Table 1

Important Attributes for Secondary School Students

The graduating students will:

have social skills	be reliable	be conscientious
be prompt	be a creative thinker	be a problem solver
be a lifelong learner	be respectful	have initiative
have short/long term goals	have communication skills	be compassionate
have a healthy self-esteem	able to set appropriate goals	be motivated
be an active liver	be a risk taker	have leadership skills
be adaptable	exhibit excellence	be technically aware
be collegial	be critical thinkers	be innovative

Comments and concerns raised by staff toward the end of the 1998/99 school year, however, indicated the students were not demonstrating the desired attributes on a regular basis. Examples given by staff members included a perceived increase in the number of students arriving late to school or late to class and/or not completing assignments and homework as well as a concern for students' lack of respectful behavior and lack of responsibility for their own learning. It appeared that although the vision of a Suburban Secondary School student was clear and consistently agreed upon, the practice to obtain that vision was not achieving the desired degree of success.

Importance of the Study

This study has significance for practitioners in improving their practice as it will investigate a strategy to achieve in students, the outcome behaviors deemed necessary for the development of individual potential and personal success. This in turn can impact the practitioners' strategies in the design of a more effective educational delivery model.

This study is important for administrators in improving their practice by investigating a strategy to align vision - the students' development of the character and employability attributes identified as important, more closely with practice - a means of achieving that vision. This study is critical for students in improving their practice as expressed by the demand identified in the research and current literature for the successful demonstration of character and employability attributes both personally and professionally.

This study has significance due to technological advances in education and employment. Rapid change will continue in all aspects of our lives, thereby demanding such independent character and employment skills as reliability, motivation, communication, and life-long learning. It will be difficult, for example, for an individual to become a self-directed learner without possessing some degree of these attributes. Consequently, an educational process that can positively impact the development of character and employability attributes in students is significant for future employers, employees, as well as for those individuals who become self-employed.

This study has significance for researchers in improving their practice because it

looks at an all-inclusive means of introducing a treatment in an educational setting through the use of a time-series design to achieve the expressly stated goals defined in an educational vision statement. This study has particular relevance for educational reformers exploring alternative educational delivery models. The development of character and employment attributes such as responsibility, communication skills, and motivation will enable learners to more effectively utilize learning opportunities that remove time restrictions, address the multiple intelligences, and support learning at different rates and in different ways.

Purpose of the Study

The purpose of this study was to evaluate the impact of a process to develop character and employability attributes in a secondary school by comparing the student work habit marks assigned by teachers from before the intervention with the student work habit marks assigned by teachers after the intervention. The work habit mark is the means of assessing the degree of success to which a student demonstrates the character and employability attributes. The information gleaned from this study may serve as a catalyst for educational change and improvement in a variety of areas. Most definitely it will provide information regarding a potential means to align practice through the introduction of the process, with the current secondary school vision which includes the demonstration of character and employability attributes. It will also identify any

discrepancies in the development of the attributes by gender and grade. As a result, it can prompt staff development initiatives to address areas in need of improvement. This in turn could initiate a rethinking and possibly reform of the current model of educational delivery at the secondary school level to more effectively achieve the identified student outcomes.

Although we are aware of the need to change the way we do business, there often does not seem to be a consistency between the espoused theory and the actual theory in practice. "The key to all wisdom is execution. It is not enough to know what we should do, the key is to have the courage and stamina to carry it out" (Harris, 1998, p. 23). The rigid time-restricted environments that focus on academic achievement in which education has been delivered for the past century have severely limited the opportunities for many students to achieve not only academic success, but many of the other learning outcomes that have been deemed important in the development of individual potential. Learning character and employability skills, many of which are identified under the terms emotional intelligence or successful intelligence, are no different than learning academic content. Students will learn them at a variety of rates and in a variety of ways. As such, any attempt to teach either must look beyond a 'stand and deliver' approach and incorporate a variety of teaching and learning styles. This is one of the principles of learning endorsed by the British Columbia Ministry of Education as mentioned earlier. To learn algebra, for example, the development of a series of skills is important, "and so it is for learning the habits of civil behavior. The skills are important" (Sizer & Sizer, 1999, p. 22). One cannot be expected to demonstrate an outcome skill like responsibility if he or she is unclear what responsibility means and what it looks like when it is being

demonstrated. Nor can one expect a student to learn and demonstrate effective expressive communication skills if the only instructional delivery model they have experienced is receptive lecture and note taking. "If people cannot learn to play tennis or a violin by listening to a lecture, why should they be able to develop human relations skills that way" (Bolman & Deal, 1997, p. 137)? It is imperative in the development of character and employability skills as in the development of any skill(s) in a quality learning environment that the student knows what the expected outcome is, knows what it will look like when it is successfully demonstrated, and has an opportunity to learn by practicing it. In addition, feedback and/or assessment on student performance and acknowledgment when the job is well done are necessary to complete the communication loop tying practice with vision.

Hypotheses and Research Questions

Character and employability attributes are identified as desirable learning outcomes for secondary school students in the vision of Suburban Secondary School. The constituents of the Suburban Secondary School community have used and continue to use these character and employability attributes to define and formally recognize the successful demonstration of good work habits. This study will attempt to test two hypotheses.

<u>Hypothesis One.</u>

The study attempted to test the hypothesis there was no difference between the percentage of students who receive a 'G' work habit mark in every course enrolled in during the final semester at year-end before the intervention and after the intervention. The hypothesis included pre and post comparisons between students by grade and by gender.

The null hypothesis was: $H_0: \mu_1 - \mu_2 = 0$ where μ_1 = the percentage of students who receive a 'G' work habit mark in every course enrolled in during the final semester at year end before the intervention and μ_2 = the percentage of students who receive a 'G' work habit mark in every course enrolled in during the final semester at year end after the intervention.

<u>Hypothesis Two.</u>

The study attempted to test the hypothesis there was no difference in the total percentage of 'G' work habit marks received by students in the final semester at year-end before the intervention and after the intervention. The hypothesis included pre and post comparisons between students by grade and by gender.

The second null hypothesis was: $H_0: \mu_1 - \mu_2 = 0$ where μ_1 = the total percentage of 'G' work habit marks received by students in the final semester at year end before the intervention and μ_2 = the total percentage of 'G' work habit marks received by students in the final semester at year end after the intervention.

<u>Research Questions</u>

Specifically, the research questions under investigation in this study were:

1. Is there a change in the demonstration of work habits marks after the intervention?

2. Do any changes in the demonstration of work habits marks vary by gender or grade?

Delimitations

For the purpose of hypothesis one of this study, only those students who received a 'G' work habit mark for every course in the final semester at year end will be considered successful. For the purpose of hypothesis two of this study, a 'G' work habit mark in any course in the final semester at year end will be considered successful, although these students will not be recognized as successful as part of the treatment intervention. The 'S' and 'N' work habit marks were not used in this study. Character and employability attributes are defined as those skills selected from the secondary school vision statement as identified by the secondary school community of the subject school. This study is delimited to comprehensive (grade 8-12) secondary schools within the public school system. There are a variety of grade configurations within the public school system, including junior secondary schools (grades 8-10), middle schools (grades 7-9), and senior secondary schools (grades 11-12). There are also a variety of private schools that may or may not include instruction in one or more of ethics, religion, and/or

values education. A change in grade configuration and/or mandated curriculum content could impact the reliability of this study.

<div align="center">Limitations and Assumptions .</div>

Factors beyond my control may have influenced the outcome of the study and as such, are worth discussing. I could not control the degree to which teachers 'buy in' to the importance of the vision of the school, and subsequently, the degree to which teachers 'buy in' to the attributes identified by the school community as being important for a student to be able to demonstrate. It is assumed that teachers, administrators, and students all believed in the value and importance of the character and employability attributes, as all were involved or represented in the development of the original set of attributes during the 1994/95 school vision process, the 1997/98 accreditation process, and in the development of the outcomes prioritized in the intervention in 1999/2000. All teachers with the exception of administrators and counselors were also involved in the instructional portion of the intervention teaching a Career and Personal Planning (CAPP) class. CAPP classes, however, met infrequently throughout the year, and the students and teacher who worked together to learn the character and employability attributes and develop the reference guide did not spend much time together once this was accomplished. It is assumed that no one instructional/learning style alone will address all of the character and employability attributes. Therefore, it is also assumed that

individual teachers varied in the implementation of the intervention in their CAPP class, even though both written and verbal guidelines for the implementation were provided.

The study consisted of a two-year data series (1997/98 - 1998/99) to investigate maturation rate and a two-year data series (1998/99 - 1999/2000) to investigate a treatment effect. It is assumed that the rate of maturation for the 1997/98 sample population will not differ significantly from the rate of maturation for the 1998/99 sample population as both population samples are drawn from the same secondary school in the same demographic area and will include a large number of common participants.

The data was collected from three consecutive year-end reports in a school with a semester timetable. A semester timetable results in students taking four of the required eight courses in each of two half year semesters. The reason for using only annual year-end data and not semi-annual semester end data involved the introduction of the treatment process which was introduced throughout the third year. Measurements taken at mid year would not have been representative of the treatment process. It is assumed, therefore, since the data is based on only four courses, and consequently only four teachers for each student, that the students would demonstrate the attributes in a similar manner independent of the courses they were enrolled in and the teachers they are working with.

There are some additional factors beyond my control that may have influenced study. It is assumed that factors in the students' school lives other than the intervention process may have an effect on the demonstration of character and employability attributes. Extracurricular or cocurricular activities such as music, band, student government, yearbook, and athletics, are examples of such programs. This is not seen as

a limitation of the study as all of these programs have been in existence over many years and there were no additions to or deletions from the extracurricular or cocurricular activities during the three-year period of the study.

I was aware that other factors in the students' lives outside of school may also have had an effect on the demonstration of character and employability attributes at school. A change in family structure as a result of a death or divorce, a student obtaining a part time job, or the addition of a new sibling to a family are all examples of factors which might impact student behavior both in and out of school. Ethnic and cultural factors might also have an impact. Although including these factors would add an interesting dynamic to this investigation, I did not have access to this information for the sample population. As a result, this study is limited to the demonstration of character and employability attributes by students while they are in attendance at school, and does not infer that the same attributes are or are not demonstrated when the student is not at school.

Definition of Terms

Career and Personal Planning (CAPP) class - A required curricular subject area addressing personal development and career planning issues.

Character and employability attributes - Character and employability attributes are those skills selected from the secondary school vision statement by the school

community identified as important for a student to be able to demonstrate to support the development of individual potential on both a personal and professional level. They include: reliability, respect, communication skills, healthy self-esteem, social skills, motivation, becoming a life-long learner, and being prompt.

Character education - "The Character Education Partnership... defines good character as understanding, caring about and acting on core ethical values such as honesty, responsibility, respect, kindness and caring for others" (McDonnell, 1999, p. iii).

Descriptive statistics – "Procedures for summarizing, organizing, graphing, and in general, describing quantitative information" (Vogt, 1993, p. 67).

Grade Percent Average (G.P.A.) - The academic score resulting from averaging course final mark percentage scores either by semester or by year.

Maturation effect - Changes in participants within the sample population as a function of the passage of time not specific to the treatment intervention, such as growing older.

School community - The school administration, the teaching staff, the support staff, the parents, and the students.

Suburban Secondary School - The pseudonym for the secondary school used in the study.

Successful student - A student who received a 'G' work habit mark in every course enrolled in during the final semester at year end.

t test – "A test of the statistical significance of the results of a comparison between two group averages or means" (Vogt, 1993, p. 235).

Two-tailed test of significance – "A test in which the critical region (region of the rejection of the null hypothesis) is divided into two areas at the tails of the sampling distribution" (Vogt, 1993, p. 237).

Work habit mark - The mark used on student report cards to assess the demonstration of the attributes identified in the school vision, and reported as one of; G (Good), S (Satisfactory or Sometimes) or N (Needs Improvement).

CHAPTER II: REVIEW OF LITERATURE

Introduction

Accountability in education requires establishing a vision, implementing a practice to achieve that vision, then assessing the degree to which the practice chosen has been successful. If the purpose of education is the development of individual potential, and accountability by definition is "something that you do, you are completely responsible for it and must be prepared to justify your actions" (Sinclair, 1987, p. 10), then public education is accountable for the development of individual potential. The development of individual potential through education, for the purpose of this study, includes the successful demonstration of character and employability attributes (DeRoche & Williams, 1998; Lickona, 1997; Watson, Solomon, Battistich, Schaps, & Solomon, 1989). The attributes of good character are summarized in the definition of character education provided by the Character Education Partnership (Elias et al, 1997) as, "the long-term process of helping young people develop good character, i.e., knowing, caring about, and acting upon core ethical values such as fairness, honesty, compassion, responsibility, and respect for self and others" (p. 2). These and similar attributes are identified and

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recommended in numerous studies (Carr, 1997; Lickona, 1997) and encompass qualities "anchored in the bedrock of universal values that transcend ethnic preferences, party politics, and sectarian differences" (Glatthorn & Jailall, 1999, p. 115). The teaching of values or character attributes was supported by more than 90 percent of the people polled by the Gallup organization (Elam, Rose, & Gallup, 1994) in 1993 and 1994. The attributes included in the Gallup survey were: honesty, democracy, acceptance of people from different races, patriotism, caring for friends and family, moral courage, the Golden Rule, respect for others, the value of hard work and persistence, fairness, compassion, civility, and self-esteem. St. Louis, Missouri area schools have selected 49 different values as a focus for character education. Of interest, only two, respect and responsibility, appear on every list (Carr, 1997).

In Preparing Students for the 21st Century (1996), Uchida, Cetron, & McKenzie report the results of a modified Delphi study that asked a panel of 55 experts from education, business, and government how to best prepare students for the 21st century. During the course of three survey rounds, participants agreed that students will need communication skills, increased support for education, ethics and values education, skills in marketplace technologies, clear accountability standards, and social and cultural understanding. These are very consistent with the critical skills required for the Canadian work force as identified by the Conference Board of Canada (1992) which include: the ability to communicate effectively, think critically, use technology effectively, demonstrate honesty, integrity, personal ethics, and respect for diversity, and continue to learn for life. Not all of these skills are addressed when education is delivered with a purely academic content focus. Many of these skills, however, appear in the list of

desirable student exit outcomes of secondary schools, including Suburban Secondary School.

The successful development of character and employability attributes addressed in this study should not be confused with the findings of such studies as A Nation at Risk (National Commission on Excellence, 1983), or The Compliant-Creative Worker (Cathcart & Esland, 1985), both of which identified that schools are failing because they are not producing the kinds of workers the United States and Britain (respectively) need. This study, although including the attributes employers believe to be necessary for success, is focused on the development of those attributes that will enable the development of individual potential and is not restricted to the acquisition of specific work place skills. The trend to move away from merely creating a compliant worker who meets the needs of a company to developing an individual's potential is evident in the subtle changes in wording found in the Employability Skills 2000+ document recently released by The Conference Board of Canada (May, 2000) as compared to their 1992 Employability Skills Profile. Whereas the skills identified in the 1992 document were identified as "skills, attitudes, and behaviors that Canadian employers look for in new recruits", the new wording identifies them as skills that "can also be applied and used beyond the workplace in a range of daily activities". In explaining which skills are important, the wording has been changed from "Canadian employers need..." (1992) to read "you will be better prepared ... when you can" (2000). The focus has clearly shifted from the specific needs of the employer to the holistic needs of the individual. In addition to the Gallup (1994) poll and The Conference Board of Canada (May, 2000), the Michigan state survey of employers (Carson, Huelskamp, & Woodall, 1993) listed the

following five most important skills for employment: no substance abuse, honesty, ability to follow directions, respect for others, and punctuality. An additional sample of the character and employability attributes identified as being linked to individual success is provided by the survey conducted jointly by the Bank of Montreal and the Center for Creative Leadership in San Diego (The Toronto Globe and Mail, 1995, April 10; as cited in Van Norman, 1995) of 264 Canadian entrepreneurial companies which includes such attributes of communication, ethics, and self-motivation.

To effectively facilitate a thorough literature review, this chapter is organized into eight sections: (1) introduction, (2) the purpose and process of public education, (3) creating a vision, (4) outcome identification, (5) aligning practice with vision, (6) contribution of this study, (7) implications for educational leadership, and (8) summary.

The Purpose and Process of Public Education

"For most of our history, education has been first about character and only secondly about competence. Today it must be about both" (Williams & Schaps, 1999, p. vii).

The purpose of public education and the process for delivering public education have both been described in a variety of ways over the past century. As mentioned earlier in this study, the British Columbia Ministry of Education (1997) states "the purpose of

the British Columbia school system is to enable all learners to develop their individual

potential" (p. 1). This raises the questions: What skills, abilities, or outcomes do we

really want our students to be able to demonstrate (purpose or vision) and how can we

implement learning strategies (process or practice) to incorporate this vision to achieve

the development of individual potential? The concept of outcome based education (OBE)

proposed by William Spady (1994) has helped educators focus on the end result as the

criteria for determining the successful achievement of the vision. Spady's concept of

identifying the desirable outcome(s), then working backward to determine the most

appropriate course of action to achieve that outcome is supported by Theodore Sizer

(1995), who believes all education is, or at least should be, outcome-based. In the same

vein, Stephen Covey (1989) encourages us to begin with the end in mind as one of his

seven habits of highly effective people. In reality, Covey (1988), Spady (1994), and

Sizer (1995) are all advocating outcome based thinking. It is outcome based thinking that

I will use to examine the literature regarding the purpose and process of educational

practice.

Addressing character and the development of the individual in educational delivery

is not an easy task, but it is an essential goal. P.A. Barnett (1908) believed that, "pupil

differs from pupil, and the same boy will be a different person at various times" (p. 6).

He challenged that the endeavor to lay down rigid rules of procedure in teaching is a

serious error in education. This concern for the adherence to a uniform educational

delivery model expressed as we entered the twentieth century continues to be a concern

today as we enter the twenty-first. Bruce Goldberg (1996), professor of philosophy at

the University of Maryland explains, "it is the denial of individuality, the idea that

everyone must follow some general plan, that is at the core of the failure of the schools" (p. 3).

The literature has confirmed that students learn in different ways and at different rates (Gardner, 1983; Spady, 1994; Goleman, 1995; Sternberg, 1997). Howard Gardner (1983) introduced educators to a theory of multiple intelligences for the purpose of recognizing that intelligence is neither developed nor demonstrated in just one way, but in many different and distinct manners and forms. Daniel Goleman (1995) proposed a theory of emotional intelligence, a look at the concept of self through an emotional development lens. Robert Sternberg (1997) presents yet another way to view learning and ability through what he refers to as successful intelligence. Sternberg's approach has particular relevance regarding student exit outcomes. He explains, "all of us know people who succeed in school but fail in their careers, or vice versa. They are a constant reminder that there must be more to success than school smarts" (p. 220). Dodd (2000) emphasizes that an individual's quality of life depends not only on employment success, "but also as caring, competent parents and good neighbors in private homes and personal relationships" (p. 27). Gary Morrison (2000) lists the following seven qualities that are sought after in high school graduates: leadership, attitude, openness/flexibility, communication skills, willingness to learn, independence, and skills. Morrison believes it is essential that teachers find opportunities to teach students about values like integrity, trustworthiness, and dependability. With few exceptions, the attributes identified are not consistent with academic/subject excellence, but rather with the analytical, practical and creative intelligence components that Sternberg (1997) identifies as the three aspects of successful intelligence. Many educational delivery models are not designed to teach or

facilitate the learning of character and employability skills such as initiative, time management and responsibility. Although Hilda Taba (1962; as cited in Marzano, 2000) professes the instructional techniques that optimize the learning of concepts are different from those that optimize the learning of facts, implying that character education instruction might not be compatible with the instruction of fact based academic content, Sizer & Sizer (1999) counter that character education should not be added on as a discrete curriculum or as an after thought, but rather as "an intellectual undertaking infusing the entire school" (p. 38).

Our time restricted educational institutions still require teachers to choose between assigning a grade of 'F' requiring the repetition of an entire year's work, or defaulting to social promotion when a student has not successfully achieved the required learning outcomes or met the expectations of the teacher or the school at the end of a semester or year. In traditional educational delivery models that are designed around time (e.g. linear, semester, quarter), Wasley (1999) believes that kids quickly learn the routines, and develop sophisticated strategies for cutting to minimal effort. Wasley goes on to say that "many youngsters describe the routine of school as stultifying, crippling their enthusiasm for learning" (p. 9). This is particularly critical when one is aware that children are at the stages of development where, according to Erikson (1997), they are struggling with such critical issues as what they can and can't do (industry vs. inferiority), and who they are (identity vs. identity confusion). The 1994 study Prisoners of Time (National Education Commission on Time and Learning), an initiative to explore the current time restrictions imposed on learning, resulted in eight significant recommendations for improving educational practice. The first recommendation is a

powerful one, to "reinvent schools around learning, not time" (p. 29). In addressing the restrictions of time and the need to focus on learning rather than time spent, the study explains, "holding all students to the same high standards means that some students will need more time, just as some may require less. Standards are then not a barrier to success but a mark of accomplishment" (p. 9). The successful achievement of predetermined standards as identified in the vision of the school can be an effective means of measuring the success of the practice implemented. This is not always the case, as the study clearly points out "the rule, only rarely voiced, is simple: learn what you can in the time we make available" (p. 7). Fiske (1992) explains "accountability in American public education is built around seat time. Just about any student who logs enough time at a school desk will get his diploma" (p. 94). According to Fiske, an industrial model of schooling continues today as is demonstrated by the use of time as a fixed commodity even though production by each worker varies. Unfortunately, for the child who takes a little longer to learn, he or she is required to repeat an entire year rather than spend the time focusing on the learning outcomes not yet mastered. Without a new paradigm, failure or social promotion are the only two options available. As we consider again the pivotal developmental stage that youth are at in searching for their identity during their adolescence, we need to question current educational norms. At Webb Middle School in Austin, Texas, a change in class schedules, school calendar and grading procedure was implemented to address the growing influence of gangs. Teacher Tina Juarez explains, "To some young people, school transcripts laden with F's are just one more confirmation that no one - in the school, the home, or the community - really thinks they have any value. No one, that is, except the gang" (1996, p. 31). In their struggle to find out who

they are, adolescents will seek out acceptance wherever they can. Gang loyalty, described by Erikson (1997) as adolescents' "ill-fated search for commonality" (p. 72), is a more powerful draw than a school program lacking in the common core values of respect, dignity, and the recognition of individual difference. Theodore Sizer (1992) echoes similar characteristics with regard to youths in a juvenile prison, where calendar structure was not their main issue. "These young people hated themselves.. and saw no purpose in investing in themselves. Their reconstruction ... would start only when they believed even a bit in their ability to make it on their own. They were dangerously tough because they were not tough enough. Irony attends a lack of self-esteem" (p. 65). Without experiencing some success, it will be difficult for many adolescents to take the steps necessary to break out of the downward spiral of failure. Although Webb Middle School chose to alter their yearly calendar, this may not be possible, desirable, or even necessary in other situations. There are certainly potential advantages whenever one of the time restrictors (in this case, school calendar) can become more flexible, but it is only one part of a holistic solution in meeting individual student needs. Educational institutions have an obligation to incorporate opportunities for students to experience success when they identify the desired student exit outcomes to include a healthy self-esteem, compassion, social skills, and a respect for self and others to name only a few.

The task of assisting adult learners (teachers) to become, as Joel Barker (1992) describes, paradigm pioneers, requires us to rethink our present position with a view to change, though as James Traub (1999) points out, "the intentions often get lost, or at least blurred, as they pass from theory to practice" (p. 2). There is a continuing need to ask ourselves what Barker refers to as the paradigm shift question: What today, is the

impossible to do in your business, but if it could be done, would fundamentally change what you do? This may be the first step in addressing the attributes exhorted in many vision statements, or rather, in aligning practice with vision. Most teachers, however, are successful adult products of a self-perpetuating industrial age educational delivery system. Quinn (1996) explains "the degree to which past successes have etched a given map, script, paradigm, or myth into our brain affects how we process information" (p. 65). What was a successful journey through public education for a teacher then becomes the 'paradigm' through which education is viewed.

The stability in public education comes from the extraordinary inertia of traditional practice... Pressure for change, whether wise or unwise, ultimately emerges as hiccups - a new curriculum is recommended here, a new test there, some interesting professional development somewhere else - but by and large leaves the schools' design and routines much as they are now... Bolder change would shake up one or another pressure group and would thus require sustained leadership (Sizer, 1996, p. xv).

"A change in perspective can greatly alter how we see and relate to the world" (Quinn, 1996, p. 65). If teachers are to change, their perspective of what successful learning is, the perspective of how learning is delivered and how learning is recognized must change first. "For too long, professionals have gone about the business of teaching

and operating schools in ways they privately admit are not in the best interests of students" (Glickman, 1991, p. 9). Philip Schlechty (1997), president and CEO of the Center for Leadership in School Reform, proposes that "looking at the current design of many schools, we would assume that the business of schools is to select and sort students on the basis of their willingness and ability to do particular forms of school work" (p. 67). Many educational delivery models limit the alternatives for assessing students to one of: (a) success - passing to the next grade level, (b) failure - repeating the entire course/grade, or (c) social promotion - placing the student at the next grade level without having achieved the foundation skills necessary for success at that next level. One must question whether these alternatives allow for the alignment of practice with vision. "Dozens of studies have found that retaining students actually contributes to greater academic failure, higher levels of dropping out, and greater behavioral difficulties, rather than leading to success in school" (Darling-Hammond, 1998b, p. 48-49). Social promotion, on the other hand, was instituted in the twentieth-century schools as a recognition by school people that the objective of educating everybody would demand notably altered practices (Goreman and Johnson, 1991).

It is apparent that an altered practice, or altered delivery model is necessary for a student to address those learning outcomes not yet demonstrated to the mastery level without having to accept either failure or social promotion. As Canady and Rettig (1995) assert, "In a way we have created a system to handle students who need more time to learn: we give them F's and make them repeat the course during summer or the next academic year"(p. 6)! What we should be striving toward in education is "a school system that educates all our children [not one that merely sorts the apparently apt from

the presumably slow] to high standards" (Sizer, 1996, p. 50). What is needed is a closer alignment of practice with vision. This is not to say that schools have not done a good job in the past. They are of course responsible for creating the current generation of educational experts, leaders, and reformers. "Excellence, however, never lies within the boxes drawn in the past" (Quinn, 1996, p. 11). Change has not and will not come easy (Cuban 1992; Fullan, 1993), especially to a system that self-perpetuates like education. Even an attempt like the ATLAS Communities Project (Hatch, 1998) to consolidate initiatives from four of the most prominent leaders and groups in educational reform (the Coalition of Essential Schools with Theodore Sizer, Harvard Project Zero with Howard Gardner, the Education Development Center with Janet Whitla, and the School Development Program with James Comer) met with limited success as their approaches to school improvement are based on different theories about the most effective means of addressing these problems.

Creating a Vision

"Vision without beliefs is nothing more or less than dreams and fictions. Beliefs without a commitment to act are hollow rhetoric" (Schlechty, 1997, p. 67).

A vision only has validity when it serves as the reference point for day to day decisions and action, one that isn't just on paper (Zimbler, 1998) or when "there is

consistency between the school's purposes, values, and needs, and its decisions and actions" (Sergiovanni, 1999, p. 13). In essence, the school's vision is based on the beliefs of the constituents regarding the achievement of the purpose of education (outcomes), and the practice is guided by the vision. Key questions in developing a vision are: (a) what are the outcomes, and (b) who sets them (Sizer, 1995)?

A vision to develop individual potential, to acknowledge individual difference, and to teach more than academic content is not, by any means, a new concept. "Down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good" (Lickona, 1992, p. 6). Over a century ago, John Dewey (1899) suggested "what the best and wisest parent wants for his own child, that must the community want for all of its children... only by being true to the full growth of all the individuals who make it up, can society by any chance be true to itself" (as cited in Schlechty, 1997, p. 79). Joseph Landon (1902) , in a book intended for students in teacher training colleges, wrote, "The giving of information is the means, not the end; the all-important thing, so far as the child is concerned, being how the knowledge is given and received" (p. 1). It is this concept that I learned at a very early age from Lillian Hoey, an individual I came to know and respect as a master teacher in the classroom, an educational leader in the professional community until her seventieth birthday, my kindergarten teacher, and my mother. The lesson was a simple one. The subject is but the medium that we use to teach. A true educator is not someone who teaches a subject, but rather someone who teaches a person, and who helps develop the individual potential in that person (L. Hoey, personal communication, 1955 and on).

Whether they mean to or not, professional educators have a role to play in

teaching values and in contributing to children's moral, social, and behavioral development. (Kohn, 1993). "The challenge to the public schools has always been to take children from all sorts of families and all types of situations and provide them with a high-quality academic education that will simultaneously develop in them the sensibilities and civic virtues required to live in a pluralistic democracy" (Schlechty, 1997, p. 79). Outcome based thinking dictates "that it benefits no one to have students leave school competent in the cognitive-academic aspects of their education but lacking in character" (DeRoche & Williams, 1998, p. xvi). The two main purposes for educating children and youth then, are: (a) cognitive and academic development, and (b) character formation (DeRoche & Williams, 1998). "The call is to create schools capable of nurturing the intellectual potential, igniting the imagination, and developing the character of each and every student" (Brown & Moffet, 1999, p. viii). A vision clearly exists to address more than academic content in the development of individual potential in our educational institutions, however "the notion that one of the major purposes of education is to permit the critical understanding and evaluation of social futures is entirely absent" (Cathcart & Esland, 1991, p. 134).

Price Cobbs (1999) articulates the primary questions that organizations need continually ask themselves in order to address the issues of individualism and diversity. "Is it the task of people who come into the organization to conform to the organization in order to succeed? Or is it the task of the organization to broaden itself to include others" (p. 28)? It is this dilemma that plays itself out in what Senge (1990) refers to as creative tension, described as the juxtaposition of vision, or what we want, and a clear picture of current reality, or where we are relative to what we want. Historically, public schools

have expected, or more accurately demanded, that students conform to the organization. Students who either don't conform, or who openly rebel against the norm are relegated to an 'alternate' school or program of one form or another. It is assumed that because these students cannot succeed in the so called 'mainstream' program, that they belong elsewhere. The research has challenged us to believe that students learn in different ways and at different rates (Gardner, 1983) and that intelligence quotient (I.Q.) is not as important as emotional intelligence (Goleman, 1995) or successful intelligence (Sternberg, 1996) in determining successful students. Marzano, Kendall, & Cochineal (1999; as cited in Glatthorn and Jailall, 2000, p. 101) report that parents rated health information and work-related skills higher than academic subjects in their expectations of curriculum. Similar expectations are reported from a Michigan state survey of employers who list mathematics, science, social sciences, computer programming, and foreign language as the five least important skills needed for employment (Carson, Huelskamp, & Woodall, 1993). So is it the students who don't belong in the school, or the school which isn't meeting the needs of the students? "The premise of grade retention as a solution for poor performance is that the problem, if there is one, resides in the child rather than in the schooling he or she has encountered" (Darling-Hammond, 1998b, p. 49).

Stephanie Pace-Marshal (1999) believes that most reform movements revolve around structure, and that only when you focus on the purpose of education (vision) can you then design a system (practice) to achieve it. This supports the argument made by Cordeiro, Reagan, & Martinez, (1994) that to address solutions regarding the lack of achievement, "most times, the problem is structural" (p. 74). "What's missing in most cases is a concrete, detailed vision statement that describes what the organization will

look like when operating at its ideal" (Schwahn & Spady, 1998, p. 45). Even where these statements exist, without a plan of action to operationalize them, they will have no noticeable impact. Teachers do not need another new program to address the development of individual potential, and specifically character and employability attributes. What they do need is a framework within which they can organize what they already know about good teaching (Callahan, 1999). Darling-Hammond (1998b) postulates that "achieving high levels of student understanding requires immensely skillful teaching - and schools that are organized to support teacher's continuous learning" (p. 7). To achieve high levels of student understanding will also require schools that are organized to support continuous progress learning unencumbered by the restriction of time. The Coalition of Essential Schools (CES) movement is an example of this type of reform initiative. The CES is "staffed by many of the teachers and principals who have struggled under the crippling high school requirements of schedules designed to serve busses and not students and of policies that focus more on managing large numbers of students than on educating them" (Hatch, 1998, p. 26). Ted Sizer, Chairperson of the CES movement, summarizes the Coalition's attempts to incorporate educational reform combining a change in delivery style and structure with a focus on the development of individual potential by providing students with learning opportunities to develop such character and employability attributes as responsibility, time management, etc., in unison with ongoing teacher education:

> What we have found - to our continuing dismay, if not surprise - is that change in schools, ultimately raising standards, is exceedingly difficult, and the incentives to

undertake such change in most communities are very weak. The work is hard and the teachers sometimes burn out.... But we have also found much that is encouraging. Essential schools that have more or less "broken through" with their plans appear to help young people attain notably higher academic levels than were previously forecast for them, as conventionally measured. In such schools, attendance of both students and teachers rises, disciplinary problems decrease, more students graduate, college matriculation increases, and those who enter college make it through. Finally, we sense higher morale among teachers and students... So although we are sobered by how hard it is to accomplish change, we are encouraged by the qualities emerging in the students at those Essential schools that have successfully done so. We recognize the evidence to date is limited and fragmentary. But the trends, however preliminary, are absolutely in the right direction (1996, p. 79).

The importance of addressing individual learning needs has been identified for the past century (Landon, 1902; Barnett, 1908), yet as we prepare to enter the next millennium, we are reminded that we have retained a factory-style model of schooling (Ravitch & Viteritti, 1997) and that we must draw our attention to the need for improved training and retraining of teachers. It is imperative that teachers be aware of new skills to approach new challenges, the skills students will need to participate fully in and contribute to the society of which they are becoming a part (Gurney & Andrews, 2000; Schlechty, 1997). The role of the teacher continues to change and evolve as a result of the rapid development and increase in our knowledge base and the increase in and

development of technological ability and resources. In a National Foundation for the

Improvement of Education survey (Renyi, 1998), teachers reported keeping up with

changing knowledge, changing students and a changing society as their most frequent need

for professional development. Darling-Hammond (1998b) adds "growing evidence

suggests that ongoing professional development not only makes teachers feel better about

their practice, but it also reaps learning gains from students" (p. 10). Staying current is

by no means an easy task, and although teachers are still and will continue to be

responsible for students' learning, they need to evolve from being dispensers of

information to become guides to the learning process (Van Dusen & Worthen, 1995).

Jackson (1996) speculates "not enough business leaders stop to ask why they are in the

business. Rather than managing change, they react to it" (p. 3). As educational leaders,

we should not only manage change, but lead change. The Relevance Counts Institute in

Minnesota has recently shown leadership in this area. The Institute provides teachers

with the opportunity to learn experientially the current skills required in the workplace

and how course content knowledge can be applied in the workplace. It is an example of

applying what we know about learning for teacher education in that teachers, like

everyone, learn in different ways and can benefit from a variety of learning opportunities.

Through appropriate training opportunities like this, teachers can gain the knowledge and

confidence to change (Bottage & Osterman, 1998).

Education, like most other organizations and institutions at the turn of this

century, is reflectively analyzing effectiveness and seeking potential avenues of reform.

Schmoker (1996) stresses that "only the smallest fraction of the best that we know is

used routinely by educators from kindergarten through graduate school" (p. 65). It is

important that educational leaders not get caught up in the assumption that because there has been limited change in education to date teachers are not willing to change. Rebecca Van der Bogert (1998) identifies the internal dilemma faced by teachers in the district reform movement in Winnetka School District. "What appeared to be an unwillingness to change was to some an unwillingness to be changed without having control over the direction. There was an incredible desire to grow" (p. 97). This strongly identifies the desire for generativity and the virtue of care for others that Erikson (1997) explains is a key stage in adult development. "Outstanding teachers do not teach for external incentives but for the pleasure of seeing the effects of their decisions on students" (Glickman, 1991, p. 11). "Teachers also gain pleasure when a student learns to recognize his own progress well enough so that he can take over his own source of reward and punishment" (Bruner, 1966, p. 30). The demonstration of the character attributes of responsibility and accountability indicate success for both the teacher and the student in bringing a vision to life.

The role for educational leaders then is to help educators align their practice with their vision (Spady, 1994). This will demand leadership founded on the belief that a small change at just the right place can have a system wide impact (Jaworski, 1998). Bob Chase, president of the National Education Association challenges, "We have been too passive for too long about our own professionalism. The teaching profession must assert itself. We must press schools of education to develop teacher preparation programs that are both academically rigorous and steeped in practical reality" (1998, p. 18). A necessary step to assist this process is the development of a plan of action that incorporates experiential life long professional education for teachers. The plan must

recognize individual adult learning and developmental needs to assist teachers in making a vision statement into a living document. It is time to put knowledge into practice.

Outcome Identification

"We do not need 'to do' lists, we need 'to be' lists" (Pace-Marshall, 1999).

There is a need to be able to demonstrate learning not only through written tests, but through every day actions. Subsequently, there is a need to develop a balance between the skills of citizenship and academics (Schaps, 1998). Several reasons are identified in the literature as catalysts for the increased interest in character education: the decline of the family unit and subsequent inability to perform the role of primary moral teacher (Lickona, 1993); the troubling trends in youth character as indicated by an increase in youth violence, dishonesty, and a growing disrespect for authority (Dobbs, 1997; Lickona, 1993; Solomon, Watson & Battistich, in press; Williams, 1992) and the need for a shared basic morality essential for our survival promoted through the instruction of such values as respect, responsibility, trustworthiness, fairness, justice, caring, and civil virtue (Lickona, 1993; Schaps, 1998b; Whitmer & Forbes, 1997). In a recent United States study, 61 percent of the students surveyed admitted to cheating, 31 percent to stealing, and 33 percent say they would lie to get a job (Carr, 1997). If

children are to internalize pro social values, they must be helped to become a part of a caring community (Kohn, 1993). It is this type of community, defined as one where "care and trust are emphasized above restrictions and threats, where unity and pride... replace winning and losing, and where each person is asked, helped, and inspired to live up to such ideals and values as kindness, fairness, and responsibility" (Kohn, 1993, p. 246), that the Child Development Project (CDP) in Oakland, California has sought to create. Students attending a leadership conference in Green County, Wisconsin (Hardy, 1999) identified a list of student attributes they believed their school district needed to encourage. They included self-esteem at the top of the list followed by "responsibility, safety, a sense or purpose, and a caring school environment" (p. 33). These are consistent with the national standards identified by the American School Counselor Association (Hogan, 1998) which are, "students should: acquire skills, attitudes, and knowledge that help them respect self and others; use effective interpersonal skills; be able to employ safety and survival skills; understand their obligation to be a contributing member of society; and be able to negotiate successfully and safely in the increasingly complex and diverse world of the twenty-first century" (p. 57).

Schools in the province of British Columbia, Canada, go through a formal accreditation process once every six years. The purpose of accreditation is "to ensure schools continuously examine, improve, and report on their growth and achievement" (BC. Ministry of Education, 2000, p. 1). Accreditation is an attempt to encourage and promote reflective analysis for the purpose of designing and implementing effective reforms. Philip Schlechty (1997) challenges, "If schools are to change, it must first be understood that it is not enough to change the behavior of individuals - what must be

changed as well are the systems that encourage, support, and maintain present behavior patterns and discourage new patterns from emerging" (p. 16). The purpose of the accreditation process is to change the systems. The B.C. Public School Accreditation Program Resource (1997) has been undergoing a formal evaluation and review with the goals of clarifying and streamlining the process. As a result of the current draft document (BC. Ministry of Education, 2000) the 31 accreditation topics will be reduced to 27 topics. Included in the 27 topics retained are the questions that relate specifically to the development of individual potential by addressing character and employability outcomes and the needs of the individual learner (see Table 2).

It is clear in this formal declaration by the BC Ministry of Education that in addition to achieving academic success in school, achieving character and employability outcomes such as self-confidence, initiative, and social responsibility as well as recognizing students' uniqueness in developing individual potential are also priorities. "Too few children develop the academic skills they need to develop, and too many children leave school without having developed the skills, attitudes, and habits of mind that will equip them for life in the twenty-first century" (Schlechty, 1997, p. 2). The responsibility to address these accreditation questions rests with each school community. As part of this process, the school community develops a vision along with a five year growth plan to carry it forward through the next accreditation cycle. It is here, in the vision of the school for its' constituents, that the criteria for a successful student is developed. It is not enough, however, to create a vision statement and leave it on the printed page of an accreditation report. "Once created, the Company Vision becomes its banner, a symbol setting direction for the future. The Vision Statement needs to be seen

Table 2

Sample Secondary Accreditation Questions (BC. Ministry of Education, 2000, p. 4-5)

6. To what extent are students developing a sense of confidence and personal initiative?

7. To what extent are students developing a sense of social responsibility?

8. To what extent are students prepared for future education and/or employment?

18. To what extent does the school meet the needs of all students?

19. To what extent does the school provide for students' active participation in learning?

20. To what extent does the school provide for students' learning in a variety of ways

and different rates?

21. To what extent does the school provide for students' learning occurring both

individually and cooperatively in groups?

everywhere, all the time.... Everywhere that words appear, there also will appear the

Company Vision. On signs. On paper. On computer screens. On PA systems and

telecommunications. Everywhere" (Christopher, 1994, p. 10). Like the vision, the

actions that support the implementation of the vision must also be ever present. To fully

and effectively bring a vision to life, character education activities must be infused

throughout the curriculum (DeRoche and Williams, 1998).

Aligning Practice with Vision

"When we begin to more systematically close the gap between what we know and what we do, we will be on the cusp of one of the most exciting epochs in the history of education" (Schmoker, 1996, p. 65).

I had no difficulty identifying a plethora of authors espousing the vision and value of developing character and employability attributes in students (Ankeney, 1997; British Columbia Ministry of Education, 1997; Brown & Moffet, 1999; Carr, 1997; Carson, Huelskamp, & Woodall, 1993; DeRoche and Williams, 1998; Elam, Rose, & Gallup, 1994; Elias et al, 1997; Kessler, 2000; Lickona, 1997; Morrison, 2000; Schlechty, 1997; Sizer & Sizer, 1999), however the same cannot be said for putting those beliefs into action (practice). Although there is a growing interest in character education, "we have no studies to tell us what percentage of schools are making what kind of effort [regarding character education]. But something significant is afoot" (Lickona, 1993, p. 7). Julianne Heaps, program Coordinator for the California Partnerships in Character Education identified the need for research particularly at the secondary level, stating "I am personally not aware of any secondary schools in California implementing any particular program of character education" (personal communication, March 7, 2000). The majority of the work in this area, as in most areas of school reform to date appears to have been at the elementary and/or middle school levels (Darling-Hammond, 1997). Even

where secondary school students are included in the implementation of character education as they currently are at Southwest Missouri State University's Greenwood Laboratory School (K-12), which is focusing on addressing seven ethical core virtues of wisdom, respect, responsibility, fairness, caring, citizenship, and honesty, (O'Reilly, Moseman, & Shoemaker; 2000) there is no means in place to measure the impact of the initiative. In 1997 the state of Maine established a Commission on Secondary Education (Donaldson, 2000) to promote system wide reform at the high school level to more effectively align what they called principles and practice. Upon their examination of the research base, "the Commission was discouraged to find an incomplete and mixed picture of what works and what does not" (p. 103). An additional concern regarding character education research is the lack of research published in referred journals (Leming, 1999). There exists, then, a significant gap in the literature with regard to research addressing secondary school educational efforts to effectively align practice with vision in the pursuit of developing character and employability outcomes.

Of the studies that have been done on the character education front, early results are encouraging, but tend toward the anecdotal (Carr, 1997; Leming, 1999; Solomon, Watson, & Battistich, in press). Whether current qualitative assessments and the increasing investment in character education will withstand the rigor of more intensive evaluations remains to be seen. Work at the elementary level has resulted in some interesting findings to date however, which has implications for secondary education as well. The Child Development Project (CDP), initiated in the early 1980's, is a comprehensive elementary school program designed to influence children's social, ethical, and intellectual development (Watson, Solomon, Battistich, Schaps, & Solomon, 1989).

Assessments obtained through classroom observations, interviews and student questionnaires indicated a positive effect on the students' interpersonal behavior (Solomon, Watson, Delucchi, Schaps, & Battistich, 1988), social problem-solving and conflict resolution skills (Battistich, Solomon, Watson, Solomon, & Schaps, 1989), and democratic values and interpersonal understanding (Solomon, Watson, Schaps, Battistich, & Solomon, 1990).

Students who were a part of the original four year elementary Child Development Project from 1991 to 1995 have been surveyed at their middle school as participants now in the first two years of a four year follow-up assessment (Development Studies Center, 1999). Comparisons are being made between graduates of two elementary schools in each of three different districts, where one school in each district showed considerable progress toward implementing the CDP while the other school made much less progress during the previous four year trial. Preliminary findings from the follow-up assessment indicate a number of differences, all favoring the CDP participants. Comparisons favoring former CDP participants in the 1996/97 assessment included such items as positive self-esteem, involvement in positive group activities, friends involvement in positive group activities, higher scores for trust in and respect for teachers, and reports of less victimization at school than the comparison students. In this assessment, the number of significant differences is what would be expected by chance, however all of the differences were in favor of the former CDP participants. The same items showed results favoring former CDP participants in the 1997/98 follow-up, but included as well indications of higher educational aspirations, a more positive perception of student-teacher relationships, fewer reported acts of misconduct and less marijuana use. In both years of the follow-up

assessment, former CDP participants had significantly higher course grades and higher academic achievement test scores than the comparison students. This is consistent with the preliminary findings of the California Partnerships in Character Education (personal communication, March 7, 2000). In a comparison of SAT-9 scores including all five of their elementary schools and the five feeder middle (grades 7 and 8) schools who participated in the pilot project in character education, all of the schools with the exception of one showed improvement in the test scores. As these findings are still in draft form, more analysis is necessary.

The CDP postulated that participation as a member of a caring school community could also reduce the incidence of substance abuse and involvement in counter-cultural peer groups like gangs. This has in fact proven to be the case. Where the CDP was implemented widely, there were significant reductions in alcohol and marijuana use, and marginally significant reductions in delinquent behaviors. Of particular interest related to this finding is a meta-analysis (Tobler & Stratton, 1997) of 120 school-based drug prevention programs comparing interactive (student participation like CDP) and non-interactive (didactic presentation) drug prevention programs. The results indicated the non-interactive programs were not effective while the interactive programs were significantly more effective and comparable to the results achieved by the CDP. In other words, the CDP was as effective in addressing substance abuse as the most effective drug prevention programs.

Research addressing appropriate student exit outcomes is now beginning at the post-secondary level as well. Two of the most significant findings in a modified Delphi study of Canadian university Faculties of Education completed by Gurney and Andrews

(2000) were: (a) the identification of a 'legitimization crisis' where all stake holders (students, teachers, business, churches) are challenging the university system to provide more effective practitioners for the new global economy; and (b) the criticism of a 'provider capture', described as a system designed and supported by the middle class with a limited role for minorities and the physically challenged. Both findings are areas that several Canadian Faculties of Education are reviewing with a focus to reconsider entrance requirements, field experiences, and course work to more closely align each practice with the necessary and desired outcomes (vision). It seems clear that "the key to collaborative discussions... is to identify the positive intentions the participants are seeking to satisfy" (Melamed & Reiman, 2000, p. 20) and then help them align their practice with that vision.

<div align="center">Contribution of The Study</div>

"After all is said and done, does character education change the behavior of students for the better" (DeRoche and Williams, 1998, p. 105)?

There is a need at this point in time for empirical research to answer this question. Solomon, Watson, and Battistich (in press) report, "there are many studies with little more than anecdotal evidence of effects" (p. 75). They recommend, "in order to reach

more definitive conclusions, more systematic and comprehensive research involving larger samples is required" (p. 77), and conclude by summarizing "little can be said to have been definitively established about the various approaches to moral/prosocial education" (p. 80). In particular, there is a need for this research at the secondary school level. James Leming (1999) recently published a review of existing character education programs. His review included 10 programs in the United States, each of which utilized a quasi-experimental design similar to the research design used in this study, to compare pre and post-test results of program effectiveness. Although four programs assessed student understanding, and five assessed attitudes, all of the programs focused on behavior as an outcome. Leming reports that of the 10 programs evaluated, some of which included several studies each, 7 reported mixed results, i.e. a combination of statistically significant and not significant results. In 6 of the programs however, 1 or more of the reported results was positive at a statistically significant level, indicating a trend toward a positive impact on the development of character attributes. Of particular relevance in Leming's report was the fact that seven of the programs were "conducted at the elementary level. Three have used middle school students and none have focused on high school students" (p. 52). He indicated that a current challenge in evaluating character education initiatives is that "most of the research reports in this field have not been published in refereed journals" (p. 50). The purpose of this study was to impact the development of character and employability attributes specifically at the secondary level as measured by student behavior. Leming underscores the fact that "there is little evidence regarding the impact of character education programs on high school students behavior" (p. 53) and identifies this

as a challenge for future research. This study is intended to contribute to this identified research void.

To achieve desired student exit outcomes also requires further investigation into how education can and should be delivered, and an accountability based on the clear alignment of practice with vision. A solid methodology to implement and assess the impact of any initiative is critical, for "what can't be measured can't be controlled" (Jackson, 1996, p. 23). We must accept that "as we spend more time in preparation, prevention, planning, and empowerment, we decrease the amount of time we spend putting out fires" (Covey, Merrill, & Merrill, 1994, p. 39). Proactive planning for practical implementation with continuous reflective evaluation driven by a clear vision is clearly the process for more closely aligning practice with vision. It is the purpose, and therefore the contribution of this study to introduce a process to address character and employability attribute development at the secondary school level and in so doing provide direction for educational leadership to more closely align practice with vision.

Implications for Educational Leadership

"To find the core of a school ... look at the way the people in it spend their time - how they relate to each other ... look for contradictions between words and practice... judge the school not on what it says, but on how it keeps"

(Sizer & Sizer, 1999, p. 18).

As previously indicated, many of today's thoughts on education and leadership are not new. Stephen Covey (1989) introduced his seven habits of highly effective people, one of which is "seek first to understand, then to be understood" (p. 235), which has powerful merit in the areas of leadership, communication, and outcome based thinking. It also has merit in seeking to understand the needs of the individual learner. The concept it seems, came to light much before Covey's time. It is mentioned in a previous form by Greenleaf (1977) in a prayer of St. Francis. "Lord, grant that I may not seek so much to be understood as to understand" (p. 17). Whether the words are Covey's or those of St. Francis, they continue to be sage advice for educators in attempting to understand the needs of the individual. It is advice that, if followed, can impact how learning can best take place. Educational leaders also need to heed this advice in seeking first to understand the characteristics of the adolescent and adult learners with whom they are working prior to and throughout the change process. Max Depree (1989) emphasizes the need for acceptance of diversity and acknowledges that individuals each bring diversity and different values to an organization. Depree's message is consistent with the message P.A. Barnett delivered back in 1908 when he wrote "for the teacher the important fact is diversity" (p. 1). Recognition of diversity is a recognition of the value of individuality. It is that individual value that educators must seek first to understand.

Addressing the individual needs of learners in a changing world requires an emphasis on continuous teacher education and professional development utilizing the best of what we know about learning for all learners. In the establishment of these

educational and professional development programs, it is critical that teachers themselves have direct input. As the American Federation of Teachers states, "professional development efforts work because they are created by teachers for teachers" (Feldman, 1998, p. 20). If we truly believe in the development of character and employability attributes as identified in the vision of a successful student, and that all students are different and that they will all learn in different ways and at different rates, then we must be proactive in providing teachers with the skills and knowledge to make this belief a pedagogical reality. The instilling of the need to teach and recognize the successful demonstration of character and employability attributes as they are identified in an educational vision must become a key element in teacher education and ongoing professional development. This will not only require, but demand teaching professionals skilled in the art of collaboration and integrative (win/win) negotiation. If we expect teachers, including student teachers, to be skilled at collaboration, we must identify the components of our teacher preparation programs that are needed to produce new teacher graduates who are skilled at it, and committed to, collaboration (Fullan, 1996).

A recognition and awareness by educational leaders of the stages of adult development may help all participants to adjust to a more supportive and successful paradigm. Erikson (1997) assigns the quality of generativity to the adult stage of development. "Generativity ... encompasses procreativity, productivity, and creativity, and thus the generation of new beings, new products and new ideas" (p. 67). In discussing this stage of human development, Erikson identifies the antithesis of generativity as self-absorption and stagnation. "Where generative enrichment in its various forms fails altogether, regressions to earlier stages (of development) may occur...

with a pervading sense of stagnation" (p. 67). There appears then to be a generative developmental need, and, if we refer back to Maslow (1943), a motivational need for esteem and self-actualization in the adult learner that aware educational leaders can nurture.

To succeed in the task of educating all children, educators will require more than a thorough knowledge of subject material. An awareness of individual learner's needs which align closely with the vision of a successful student will be critical. A focus on developing individual potential in all learners will result in a much more holistic approach to successfully improving the lives of all participants in the educational system - students and teachers alike. To truly achieve the goal of meeting individual learners needs, educators at every level will need to examine and implement a variety of methods of educational delivery. If we believe that all learners are different, then it stands to reason that no one method of instructional organization and delivery will work for all. A close review of the learning that takes place both directly and implied as a result of the educational delivery model is also a key component in aligning practice with vision. It is time for strong leadership to align practice with vision, and in so doing, to explore and create alternatives to outdated industrial age twentieth century educational delivery models.

Summary

"Common sense suggests we should figure out what our educational goals are, then check in periodically to see how successful we have been at meeting them"

(Kohn, 1999, p. 40).

The Greek philosopher Heraclitus wrote "character is destiny" (in Lickona, 1992, p. 49). So it is destiny that we enter the twenty-first century with a focus on character. I believe the research has clearly established the need for the inclusion of character education in the public school system. The existing vision of provincial boards, district boards, and schools calls for the inclusion of character development. And according to the United States Supreme Court in the case of Bethel School District No.403 v Fraser in 1988, "school officials have an obligation to teach socially appropriate behavior" (Strope, 1999, p. 18). As educational leaders, we should not only manage change, but lead change. Robert Quinn (1996) tells us that, "The path of change is often tortuous, with no clearly defined structure" (p. 83) and that "confidence, along with tenacity, will guide our actions as we begin to build the bridge toward our vision" (p. 86). In Jim Harris's (1998) view, "the key to all wisdom is execution. It is not enough to know what we should do, the key is to have the courage and stamina to carry it out" (p. 23). Committed and knowledgeable leaders who demonstrate the character and employability skills they claim to be important, and who apply the principals of individualized learning to all

constituents, teachers and students alike, will help to create a much different educational system. A recognition of the need for the development holistically of individual potential with a solid core of character values as a frame of reference will most surely help align practice with vision.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this study is to develop and implement a process of addressing character and employability skill development in a secondary school and to evaluate the impact of the process on the students by comparing the work habit marks from before the intervention with the work habit marks after the intervention. Data was collected over a three year time period. The study targeted the entire student body of a comprehensive secondary school and therefore did not allow for the randomization of the sample population into experimental and control groups. "There are many situations in educational research in which it is not possible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can always be realized" (Ary, Jacobs & Razavieh, 1996, p. 343). This is particularly true in a school wide intervention where students cannot be assigned to random experimental and control groups. Campbell & Stanley (1966) explain "there are many natural social settings in which the research person can introduce something like experimental design into his scheduling of data collection procedures... even though he lacks full control over

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the scheduling of experimental stimuli... which makes a true experiment possible. Collectively, such situations can be regarded as quasi-experimental designs" (p. 34). Although there are threats to both internal and external validity in a quasi-experimental design, Campbell & Stanley (1966) affirm these designs are "well worth employing where more efficient probes are unavailable" (p. 35). Ary, Jacobs & Razavieh (1996) support this belief as well, recognizing "these designs permit one to reach reasonable conclusions even though full control is not possible" (p. 343). Quasi-experimental research is also supported by Gall, Borg & Gall (1996) who believe "this type of experiment, if carefully designed, yields useful knowledge" (p. 506).

<div style="text-align:center">Experimental Design and Methodology</div>

A quasi-experimental one-group time series design (Ary, Jacobs & Razavieh, 1996, p. 348; Campbell & Stanley, 1966, p. 37) was utilized to investigate if implementing a process to teach, assess, and recognize the successful demonstration of character and employability attributes identified in the vision of a secondary school would impact the demonstration of those attributes by the students as determined by comparing the report card work habit marks from before the intervention with the report card work habit marks after the intervention. "The essence of the time series design is the presence of a periodic measurement process on some group or individual and the introduction of an experimental change into this time series of measurements, the results

of which are indicated by a discontinuity in the measurements recorded in the time series"
(Campbell & Stanley, 1966, p. 37).

The study took place over a three year period and consisted of a two-year data series (1997/98 - 1998/99) to investigate maturation rate and a two-year data series (1998/99 - 1999/2000) to investigate the treatment effect (see Table 3). The maturation effect was assessed by subtracting the work habit marks in year one of the study from the work habit marks in year two of the study. The treatment process was introduced at the beginning of year three. The treatment effect was assessed by subtracting the work habit marks in year two of the study from the work habit marks in year three of the study, then subtracting the maturation effect. A positive (+) score indicates an increase in the demonstration of the attributes from year two to year three of the study. A negative (-) treatment effect score indicates a decrease in the demonstration of the attributes from year two to year three of the study. A score of zero (0.00) = no change from year two to year three of the study. The sample population remained identical in assessing if a maturation effect existed (O_1 to O_2), and in determining if a treatment effect existed (O_3 to O_4) in that only students with a two-year series of data (either O_1 and O_2 or O_3 and O_4) were included in each series of the study. Any students for whom there was not a complete two-year data series were eliminated as there was no way to determine a true maturation effect or a true treatment effect for them. This resulted in a constant sample size over both two year periods of analysis (see Table 4).

Table 3

Quasi-experimental One-group Time Series Design

Series One:	June, 1998	Maturation	June, 1999
	O_1	???	O_2
Series Two:	June, 1999	Treatment	June, 2000
	O_3	X	O_4

Note. 'O' represents an observation with data collection and 'X' represents the

introduction of the treatment process (the independent variable).

Table 4

Data Collection Overview

First Two-Year Data Series

Observation	Year	Date	Purpose	Grades
O_1	One	June, 1998	maturation baseline data	8, 9, 10, 11
O_2	Two	June, 1999	maturation effect analysis	9, 10, 11, 12

Second Two-Year Data Series

Observation	Year	Date	Purpose	Grades
O_3	Two	June, 1999	treatment baseline data	8, 9, 10, 11
O_4	Three	June, 2000	treatment effect analysis*	9, 10, 11, 12

(* after subtracting any maturation effect)

Sample Population

The sample population for this study consisted of the student population in grades 8 to 12 at Suburban Secondary School in the Maple Ridge - Pitt Meadows School District #42, British Columbia, Canada. There are 60 school districts in the province of British Columbia. School District No. 42 serves the communities of Maple Ridge and Pitt Meadows where, according to the 1996 census (Statistics Canada, 1997), nearly 20,000 families live . Just over 60 percent of these families have children living at home, about the same as the provincial average. Just over 12 percent are single parent families, 1.5 percent below the provincial average. The average number of children per family is 1.2, slightly above the provincial average of 1.1. The average family in the District earns $53,900 a year, almost $5,000 more than the average B.C. family. In 1996, 8.3 percent of children under 19 years of age in the District were on Basic B.C. Benefits. This compares with 10 percent provincially. Unemployment in the district was 7.6% compared to a provincial average of 9.6%. These statistics indicate the population of School District No. 42 to be representative of an average school district in the province of British Columbia, therefore I can generalize my findings to other school districts in the province who are also close to the provincial average using these same measures.

Instrumentation

The work habit mark on the report card was used to measure the degree to which

each student demonstrated the identified character and employability attributes. Students

were assessed one of the following for each subject they were enrolled in: (a) G = Good,

(b) S = Satisfactory / Some Times, or (c) N = Needs Improvement. The data was

collected from the final June report cards over a three-year period.

Teachers assigned the work habit mark based on their assessment of the student's

performance over the reporting period. The work habit mark was to be assigned

independent of the academic grade and referenced to the student outcomes identified in

the secondary school vision statement. For example, a student who achieved a letter

grade of 'C' yet was demonstrating good work habits to achieve that 'C' should receive a

work habit mark of 'G' for 'Good'. A student who achieved a letter grade of 'A' but was

not demonstrating good work habits to achieve that 'A' should receive a work habit mark

of 'N' for 'Needs Improvement'. For the purpose of hypothesis one of this study, only

those students who receive a 'G' work habit mark for every course in the final semester

at year-end was considered successful. The 'S' and 'N' work habit marks were not used.

For the purpose of hypothesis two of this study, a 'G' work habit mark in any course in

the final semester at year-end was considered successful, although it did not qualify the

student for the formal recognition afforded those students who achieved all 'G' work

habit marks. The 'S' and 'N' work habit marks again were not used.

In observations O_1 , O_2, and O_3 (see Table 3), the assessment was based on the

outcomes listed in the school vision statement as identified by the secondary school community during the 1994/95 'School Vision Process' (Suburban, 1998) and endorsed again during the accreditation process in 1997/98. In observation O_4 the teachers used an assessment reference guide which outlined the eight most important work habits (character and employability attributes) as developed by the secondary school community and explained in step one of the intervention process (Appendix F). The formalization of this assessment reference guide was a significant part of the intervention process to develop both a formal and informed understanding of the desired attributes by all members of the school community as well as to provide for consistency in the assessment of the work habit mark by the teachers.

Pre-Intervention

Work habit marks are used throughout the province of British Columbia as a part of the formal reporting procedure. The identification of the 24 attributes desirable in a secondary school student developed in 1995 served as a frame of reference for teachers to assign the work habit marks. As a resource, each teacher had a copy of the school vision along with a list of the desired attributes to refer to in assigning work habit marks. In the pre-intervention years, however, there was no formal instruction for the students to learn about the attributes, no visible display (e.g. vision statement sign) for a consistent frame

of reference to remind all constituents about the attributes, and no formal recognition of students who were consistently demonstrating the attributes other than the assignment of a 'G' work habit mark. Williams and Schaps (1999) suggest that according to most schools of thought, "character does not develop naturally... direct teaching and guided discussion are a significant part of an overall character program" (p. x). The attributes were revisited during the accreditation process in 1997/98, but aside from a renewed awareness of their importance, no new formal instruction or recognition was implemented to reinforce their importance. Character and employability attributes continued only to be addressed through the assignment of the work habit report card mark.

The identification of the 24 attributes deemed important in a secondary school student developed in the 1995 School Vision Process were accompanied by a number of recommendations developed by a 'Standards Committee' at the school made up of teachers and support staff. The recommendations are summarized in the following statement from the minutes of their May 1995 meeting:

> Our behavioral expectations are not clearly communicated to our students, nor are the consequences consistently and firmly administered. It is also the opinion of the committee that there is a small percentage of students whose behavior remains unimproved despite the school policy and punishments. Consequently, the committee feels that some of the consequences need to be more severe so that either this small group's behavior improves dramatically or the administration asks them to leave the school. In summation: the Standards Committee feels that a relatively small number of students... is infecting increasing numbers of

otherwise good students with bad attendance, attitude, and behavior traits.

The school must have a clearly communicated attendance and behavior policy understood by all, the consequences of which are consistently and firmly administered (Suburban, 1998).

The committee's recommendations included a variety of strategies to address the above issues, all of which revolve around punitive action (e.g. in-school suspension, forced withdrawal from a course, and suspension) and none of which include teaching the desired attributes and/or acknowledging their successful demonstration. The 24 attributes identified as desirable in a secondary school student developed in 1995 and endorsed again during the accreditation process in 1997/98, however, formed the criteria to be used by the teachers in assigning the work habit mark in year one (1997/98) and year two (1998/99) of this study.

The Intervention Process

The intervention introduced was a three stage treatment process: (a) developing a shared vision by having students and teachers work together to learn about and operationally define the desired character and employability attributes, (b) establishing a consistent assessment frame of reference, and (c) implementing a formal recognition process for the students when they consistently and successfully demonstrated the

attributes as they had been described. Stage one of the intervention is based on the three criteria identified by Michael Fullan (1996) to make a vision powerful: (a) the degree to which the vision is shared, (b) the degree to which people are skilled in enacting the vision, and (c) the degree to which the people have some concrete image of what the vision will look like when it is enacted. Linda McKay, Director of Character Education in St. Louis, Missouri, clarifies the need for teachers to develop both specific classroom strategies as well as school wide strategies, suggesting "this experience would help them put theory into practice, which is essential for application of character education" (McKay, 1999, p. xii).

Stage One: Developing a Shared Vision

Prior to the intervention and the collection of data, the constituents of the secondary school community participated in confirming the importance of the desired outcomes in order to develop a clear explanation of what is important and what is expected with regard to the character and employability outcomes. The procedure for the study included the following steps:

1. Faculty, staff and parents ranked the existing character and employability attributes according to the perceived degree of importance. This was done for two reasons: (a) to ensure the existing attributes were still seen to be important, and (b) to identify the most important of these attributes. (Appendix A)

2. Once collected and tabulated, the results of the rankings were shared with the faculty, the staff, the parents and the students. (Appendix B)

3. Students and teachers in Career and Personal Planning (CAPP) classes discussed the character and employability attributes a successful secondary student should possess using the guidelines established by The Conference Board of Canada (1992), the American Association of School Administrators (Uchida, Cetron, & McKenzie, 1996), and the original 24 attributes listed in the secondary school vision statement (1998). (Appendix C)

4. Students and teachers in CAPP classes discussed: (a) what each outcome means, and (b) what each outcome would look like when it was demonstrated or put into practice. Each CAPP class then developed descriptions of the attributes to be used in a reference and assessment guide. (Appendix D)

5. After clarifying the meaning and description of the character and employability attributes (step 4), students worked with their CAPP teacher to rank the attributes according to their perceived degree of importance.

6. The results of this ranking were shared with the faculty, the staff, the parents and the students. (Appendix E)

7. Using the collective results of these discussions and rankings, a reference and assessment guide was developed. This guide was intended: (a) to assist all members of the school community to learn about and understand the attributes, (b) for teachers to use to continue to teach about the attributes, (c) for students and faculty to continually be able to refer to, and (d) for teachers to use in assessing the demonstration of the character and employability attributes consistently when assigning the work habit mark on the

report card. (Appendix F)

8. The resulting reference and assessment guide was introduced to students in their CAPP classes for further instruction, discussion and awareness.

9. A bright yellow laminated poster of the reference and assessment guide was posted in each classroom, each office, and in various high-visibility locations throughout the school.

Stage Two: Assessment

The successful demonstration of work habits was recognized with a work habit report card mark selected from: G for 'Good', S for 'Satisfactory', or N for 'Needs Improvement'. The reference and assessment guide (Appendix F) developed by and for students and staff showing the character and employability attributes by name, what each attribute means, and what each attribute looks like when it is demonstrated, is an integral part of the treatment process.

Achieving a 'G' work habit mark for every course in the final semester at year end indicated the consistent successful demonstration of the identified character and employability attributes by the student and was considered the indicator of success. A secondary assessment was done for further investigation to compare the total percentage of 'G' work habit marks in the final semester at year end before the intervention and after the intervention (measured as a percentage of the total number of G's possible),

however this measure was not used to qualify students for the stage three recognition portion of the intervention process.

Stage Three: Recognition

Students who successfully demonstrated the character and employability attributes as determined by obtaining all 'G' work habit marks on the final report card received a letter of reference for future employment signed by the principal. With the parent/guardian's permission, successful students had their name published in the local newspaper along with a recommendation for employment in the community. Successful students were also invited to post employment information on the school web page for potential employers to review. Grade 12 students were invited to post their current resumes. Grade eight through eleven students were invited to post a more brief submission identifying the type of work they were either qualified or looking for.

Statistical Analysis

I employed a combination of descriptive and inferential statistics to add to the richness of the analysis of the study. Two different hypotheses were introduced to

investigate the two research questions posed in the study. Categorical data was collected by grade and by gender for the three years of the study. According to Fink (1998), "categorical scales produce data that fit into categories" (p. 125) such as the gender categories of male and female. Fink further explains, "typically, categorical data are described as percentages and proportions (50 of 100, or 50% of the sample was male)" (p. 125). A paired two-tailed t test of significance was used to determine if a significant difference existed between the mean scores of students with all 'G' work habit marks in year two prior to the intervention and the mean scores of students with all 'G' work habit marks in year three after the intervention by gender and grade. A similar analysis was performed to compare the mean scores of the total percentage of 'G' work habit marks obtained in year two versus year three by gender and grade. In each case the year three scores were adjusted for the maturation effect determined by the difference in years one and two of the study. The assessment of a maturation effect by grade and gender and the subsequent adjustment in the treatment effect scores accounts for changes in subjects due merely to the passage of time or aging. It was important not only to include the maturation effect, but to investigate the directionality of the effect as it is possible that "the maturational trend will be negatively accelerated" (Campbell & Stanley, 1963, p. 53) as was the case in some categories. Descriptive statistics for each hypothesis illustrate the population means for maturation rate (Tables 7 & 10), the treatment effect after adjusting for the maturation rate (Tables 8 & 11), and a comparison of the net treatment effect for each portion of the sample population (Tables 9 & 12). The t test was used to test for any significant difference between the means of the pre and post treatment scores as it is "among the more widely used methods for testing null hypotheses" (Ary, Jacobs

& Razavieh, 1996, p. 194). The measure to be analyzed by the t test was the mean

difference between the paired scores for each grade and gender of the sample population. I

wanted to investigate a potential impact due to the intervention which could be either

positive or negative, that is, "a possible departure of sample statistics from population

parameters" (Ary, Jacobs & Razavieh, 1996, p. 191). As a result, I chose a two-tailed

non-directional test for analysis, rather than a one-tailed directional test which would

have looked only for one alternative to each null hypothesis.

Validity and Reliability

The selection of a research design must address the issues of both internal and

external validity. "Validity refers to the extent to which an instrument measures what it

is intended to measure. Reliability... is the extent to which a measuring device is

consistent in measuring whatever it measures" (Ary, Jacobs & Razavieh, 1996, p. 262).

Internal Validity

Internal validity refers to the extent to which the changes observed in a dependent

variable are, in fact, caused by the independent variable(s) in a particular experimental

situation" (Ary, Jacobs & Razavieh, 1996, p. 311). The experimental design attempts to eliminate alternative explanations of the observed outcome by controlling the external variables. A number of external variables have been addressed within the experimental design.

History

There are two main areas of concern regarding history with regard to external validity. Campbell and Stanley (1966) attest that "the plausibility of history as an explanation for shifts such as those found in time-series... depends to a considerable extent upon the degree of experimental isolation which the experimenter can claim" (p. 39). Since the school, and subsequently the sample population, was in a relatively stable and somewhat isolated community, the only impact may have been from new subjects moving into the area. This concern was controlled for by limiting participation in the study to only those students who had a two-year data series for either maturation effect or treatment effect.

The second area of concern might be that of seasonal fluctuations. Both pre and post intervention data collection occurred at regular intervals upon the completion of the three academic school years each June. The control for this variable has then been addressed as recommended by Campbell and Stanley (1966) who state "the observational series should be arranged so as to hold known cycles constant or else be long enough to

include several such cycles in their entirety." (p. 40). These recommendations by Campbell and Stanley have both been adhered to.

Maturation

A time-series design, by its nature, requires the researcher to address the maturation effect, or the effect of the sample population growing older as the study progresses. "Maturation does not usually provide plausible rival hypotheses to explain a shift occurring (i.e. between O_3 and O_4) which did not occur in the previous time periods (i.e. between O_1 and O_2) under observation" (Campbell & Stanley, 1966, p. 41). A close examination of shifts other than those that may occur between the observations immediately before and after the intervention will allow the researcher to control for maturation (see Table 4). The study consisted of a two-year data series (1997/98 - 1998/99) to investigate maturation rate and a two-year data series (1998/99 - 1999/2000) to investigate a treatment effect. It was assumed that the one year rate of maturation of the 1997/98 sample population did not differ significantly from the one year rate of maturation of the 1998/99 sample population as both samples consisted of the population of the same secondary school drawn from the same demographic area and included a large number of common participants.

Instrumentation

"Changes in the measuring instruments, in the scorers, or in the observers may produce changes in the obtained measures" (Ary, Jacobs & Razavieh, 1996, p. 312). The data was collected from year end report cards where a final work habit mark was assigned. Even though the measuring instrument remained constant throughout the study, it may or may not have been applied consistently by all staff members. The work habit mark prior to the intervention was expected to represent the desired student attributes identified in the school vision statement. Once the outcomes were more clearly defined and described as a part of the intervention, the instrument may have been interpreted differently by some teachers. This potential increased clarity of understanding by the teachers is a desired intent of the treatment process, and therefor is an unavoidable consequence of the intervention. As identified by Campbell and Stanley (1966), "where human observers are used.... the observers may be more skillful or more blasé, on the second occasion" (p. 9). It is also possible that "a change in the observers ... could cause a difference" (Campbell and Stanley, 1966, p. 9). The turnover in staff over the three-year time series was limited to 8 new teachers in a staff of sixty-three which should be small enough to limit any impact as a result of this factor.

Experimental Mortality

The loss of subjects from the sample population did not impact the findings of this study. The sample population remained constant in assessing if a maturation effect existed (O_1 to O_2), and in determining if a treatment effect existed (O_3 to O_4) in that only students with a two-year set of data (either O_1 and O_2 or O_3 and O_4) were included in each sample. Any students for whom there was not a complete two-year data series were eliminated as there was no way to determine a true maturation effect or a true treatment effect for them. This resulted in a constant sample size over both two year periods of analysis (see Table 4).

Subjects' Attitudes

In many experimental designs there is the potential for a Hawthorne effect to alter the results. A Hawthorne effect is the "tendency for subjects to change their behavior just because they are participating in an experiment" (Ary, Jacobs & Razavieh, 1996, p. 316). Since the measuring instrument remained constant throughout the study, and both pre and post intervention data collection occurred at regular expected intervals from report cards, it is not believed the subjects attitudes regarding the data collection were affected, thus limiting any Hawthorne effect.

Implementation

This variable may "operate if the experimenter has a personal bias in favor of one method over another" (Ary, Jacobs & Razavieh, 1996, p. 315). To control for this variable, I remained at a distance both by name and in person from the implementation of the treatment intervention. I had no supervisory or administrative role over the faculty participating in the study. The treatment intervention was coordinated by a Character and Employability Staff Committee comprised of teachers from various subject disciplines. The chairperson of the staff committee was the only person who knew of my involvement in designing, coordinating and implementing the overall research study.

External Validity

External validity "refers to the generalizability or representativeness of the findings" (Ary, Jacobs & Razavieh, 1996, p. 324). Repeated testing in an experimental design can restrict findings to only those populations who are subjected to repeated testing. Ary, Jacobs & Razavieh (1996) explain, "as long as the measurements are of a typical, routine type used in school situations, this is not likely to be a serious limitation" (p. 349). Since work habits are a regular evaluative measure and are routine at each reporting period, repeated testing is not seen to be a limitation of this study.

The multiple strategies that were used by individual teachers in their classrooms to address character and employability attributes creates a minor limitation for external reliability. The specific character and employability attributes remained consistent throughout the duration of the study, as did the method of evaluating their successful demonstration through the work habit mark. The introduction of the reference and assessment guide developed by and for students and staff as part of the intervention process using operational definitions to outline the attributes may have impacted the teachers' assessment. Having clearly identified criteria for the assignment of the work habit mark may have allowed for a more accurate assignment than in previous years. The process to establish the character and employability attributes, recognize the attributes, and acknowledge the successful demonstration of the attributes through a work habit report card mark was, however, inclusive throughout the 1994 school vision process, the 1997 accreditation process, and the 1999 intervention.

<u>Reliability</u>

Reliability is affected by random errors, which are factors that will result in discrepancies between scores in repeated administrations of a single measuring instrument" (Ary, Jacobs & Razavieh, 1996, p. 276). To address the instrumentation component, the students' work habit marks were used throughout the study, consistent with Campbell and Stanley's (1962) recommendation that "to preserve the

interpretability of a time series, it would be better to continue to use a somewhat antiquated device rather than to shift to a new instrument" (p. 41). A reliability concern may still exist. As previously cited regarding instrumentation validity, even though the evaluation instrument remained constant throughout the study, it may or may not have been applied consistently by all staff members. Once the specific criteria for achieving a 'G' work habit was formally identified, it may have impacted the assignment of work habit grades. It is also possible that not all staff members used either the pre-intervention attributes developed in the 1995 school vision process and endorsed in the 1998 accreditation or the more clearly articulated reference guide developed as part of the intervention process consistently when assigning the work habit mark on the report card. Although this is a threat to the reliability of the study, I believe the sample population is large enough to interpret the results as presented. As with all quasi-experimental designs, the findings "will not be regarded as definitive until frequently replicated in various settings" (Campbell & Stanley, 1966, p. 42).

<div align="center">Summary</div>

The study introduced a three stage treatment process to impact the demonstration of character and employability attributes in secondary school students. A three year quasi-experimental one-group time series design was used to investigate the percentage of students earning all 'G' work habits after the intervention compared to the percentage of

students who earned all 'G' work habits before the intervention. A second investigation probed the total percentage of 'G' work habit marks both pre and post intervention. The study utilized pre-existing institutionally collected pre-intervention and post-intervention data to assess both a maturation effect and a treatment effect. The research design was such that individual identities of teachers and students were protected as the data was cleaned of identifiers before I obtained it.

The introduction of the treatment process was intended to illustrate a leadership model in a secondary school to more closely align school vision with school practice. In so doing, it is intended to serve as a catalyst to rethink and possibly reform the models of educational delivery at the secondary school level. It is acknowledged, however, that "the results of an experiment 'probe' but do not 'prove' a theory. An adequate hypothesis is one that has repeatedly survived such probing - but it may always be displaced by a new probe" (Campbell & Stanley, 1966, p. 35). This study is therefore, not an end to the investigation of a means to achieve individual potential by aligning practice with vision, but rather a beginning.

CHAPTER IV: ANALYSIS OF DATA

Introduction

Aligning secondary school practice with the vision of a successful secondary school graduate demands a holistic educational approach beyond academic curricula to include the development of character and employability attributes. The literature indicates little is empirically known about the successful implementation of a process to increase the demonstration of character and employability attributes identified as being important in secondary school students. This study introduced a three stage treatment process in a secondary school to assess the impact on the demonstration of the attributes by the students. Although the content of the process may be specific to the secondary school studied, educational leaders can implement this participatory process in almost any secondary school environment. The focus of this study, then, was to add to the literature for educational leaders at the secondary school level by investigating both a potential maturation effect and a potential treatment effect regarding the development of character and employability attributes in students at the secondary school level.

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Data Collection and Analysis

Sample Population Criteria

I attempted to use a large sample population to make the study as rich as possible. The total sample size was 634 in year one/two and 663 in year two/three. The gender make up of the two groups was: (a) year one/two, 54.7% male and 45.3% female; and (b) year two/three, 55.5% male and 44.5% female. The criteria for participants to be included in either of the two sample population groups (year one/two or year two/three), was to be able to provide two consecutive years of data indicating full time attendance at the school over a two year period. The two year period was selected to ensure the same population would be measured for maturation and the same population would be measured for treatment. The two-year data series allowed for 4 years of grade comparisons in a 5 year secondary school including: (a) grade 8 to 9, (b) grade 9 to 10, (c) grade 10 to 11, and (d) grade 11 to 12. Although a three-year data series would have allowed for the use of the same sample population for the entire study, it was not used as it would have limited the sample size to only three years of comparisons rather than four. Using the criteria for inclusion as indicated, 78.86% of the total school population were included in the sample in the first two-year data series to determine an aggregate maturation rate, and 78.55% were included in the second two-year data series to assess the impact of the treatment process (see Table 5).

Table 5

Percent of Total School Population Included in the Study

	1997 - 1999					1998 - 2000				
Grade	9	10	11	12	Total	9	10	11	12	Total

Two-Year Data Series (Sample Size)

	9	10	11	12	Total	9	10	11	12	Total
Total	202	138	149	145	634	168	203	140	152	663
Male	123	82	72	70	347	86	128	81	73	368
Female	79	56	77	75	287	82	75	59	79	295

Total School Population (2nd year of each two-year data series)

	9	10	11	12	Total	9	10	11	12	Total
Total	237	196	189	182	804	212	239	186	207	844
Male	147	112	97	100	451	113	143	109	103	468
Female	90	84	92	87	353	99	96	77	104	376

% of Total School Population Used in the Study

	9	10	11	12	Total	9	10	11	12	Total
Total	85.23	70.41	78.84	79.67	78.86	79.25	84.94	75.27	73.43	78.55
Male	83.67	73.21	74.23	75.00	76.94	76.11	89.51	74.31	70.87	78.63
Female	87.78	66.67	83.70	86.21	81.30	82.83	78.13	76.62	75.96	78.46

Average total inclusion rate: 78.86%   78.55%

Courses that were included in the study were limited to the four courses offered during the traditional five period day (one course was repeated each day). Extended day courses or courses offered outside the traditional school day such as jazz band, yearbook, and peer counseling for example, were not included in any portion of the study. Students enroll in extended day classes by choice in addition to taking a full regular day class load. This may indicate they already demonstrate character and employability attributes to a greater degree than the general population. Results from these classes may skew the data for the general population, and therefore the work habit marks for these courses were not included. Career and Personal Planning (CAPP) course marks were also not included as the CAPP classes met infrequently throughout the year and did not have a consistent meeting format or curriculum content over the three year duration of the study. In year one of the study, for example, CAPP was referred to as guided study time.

Data Collection Procedure

The study involved a secondary data analysis of pre-existing institutionally collected data cleaned of identifiers over a three-year period from September 1997 to June 2000. The treatment intervention was introduced in the 1999/2000 school year and co-ordinated by a staff committee of teachers. The chairperson of the Character and Employability Staff Committee cleaned the data of identifiers prior to my receiving it, removing all student names, and coding the information as to grade, gender, and work

habit result for each of the three years of the study. Table 6 is an example of how the data looked once it has been cleaned and coded. The sample size exceeded 600 students in each of the two sample populations (634 and 663) which also contributed to the subjects' anonymity.

Calculation of Scores

The raw data was calculated as a percentage of the total possible score to account for the varying sizes in the sample population sub sets of gender and grade. This provided a rich source of descriptive statistics supplemented by an inferential t test investigating any statistical significance in the difference between the mean scores of the pre and post intervention populations. Some students in grades eleven and twelve did not carry a full course load due to a study block which has no work habit mark assigned. Students who had all 'G' work habit marks for the courses they were enrolled in were still included in the total for hypothesis one as having all G's. In hypothesis two, the measure was the percentage of the total possible number of 'G' marks. Students with less than a full load were accounted for by calculating a percentage based on the number of 'G' marks achieved versus the number of 'G' marks possible.

Table 6

Coding of raw data (example)

Grade	n	Gender	All 'G' work habit marks		# of 'G' work habit marks	
			Year One	Year Two	Year One	Year Two
8	01	m	no	yes	3	4
8	02	f	yes	yes	4	4
8	03	f	no	no	2	1
8	n ...	m/f	...	...	...	...

Maturation Effect

The maturation effect can be defined as changes in participants within a sample population as a function of the passage of time not specific to the treatment intervention, such as growing older. It may be assumed that maturation alone might lead to the more frequent demonstration of character and employability outcomes. Williams and Schaps (1999) suggest that according to most schools of thought, "character does not develop naturally... direct teaching and guided discussion are a significant part of an overall character program" (p. x). It was therefore important, for the purpose of this study, to measure any potential maturation effect and take that factor into account when assessing the impact of the treatment. The maturation effect was assessed by subtracting the work

habit mark in year one of the study from the work habit mark in year two of the study. A positive (+) score indicates an increase in the demonstration of the attributes from year one to year two of the study. Correspondingly, a negative (-) score indicates a decrease in the demonstration of the attributes from year one to year two of the study. A score of zero (0.00) indicates no change from year one to year two of the study (see Tables 7 & 10). The introduction of the attribute reference guide with a more clearly articulated description of each attribute and what each looks like when demonstrated controlled for a potential teacher maturation effect by breaking any previous pattern of grading by a teacher that may have resulted in a more stringent or relaxed assessment over time.

The Treatment

The intervention introduced was a three stage treatment process: (a) developing a shared vision by having students and teachers work together to learn about and operationally define the desired character and employability attributes, (b) establishing a consistent assessment frame of reference, and (c) implementing a formal recognition process for the students when they consistently and successfully demonstrate the attributes as they have been described. Stage one provided the opportunity for students and staff to work together to discuss the value of the attributes identified in the current vision of a successful secondary school student, operationally define the attributes to attain a clearer understanding, and then prioritize the attributes to identify which were

seen to be most important to focus on attributes (see Appendices A through E). The successful demonstration of work habits for stage two of the intervention was recognized with a work habit report card mark selected from: G for 'Good', S for 'Satisfactory', or N for 'Needs Improvement'. The reference and assessment guide (Appendix F) developed by and for students and staff showing the character and employability attributes by name, what each attribute means, and what each attribute looks like when it is demonstrated, is an integral part of the treatment process. Achieving a 'G' work habit mark for every course in the final semester at year end indicated the consistent successful demonstration of the identified character and employability attributes by the student and was considered the indicator of success. A secondary assessment was done for further investigation to compare the total percentage of 'G' work habit marks in the final semester at year end before the intervention and after the intervention (measured by percentage of the total possible), however this measure was not used to qualify students for the stage three recognition portion of the intervention process. In stage three, students who successfully demonstrated the character and employability attributes as described above received a letter of reference for future employment signed by the principal. With the parent/guardian's permission, successful students had their name published in the local newspaper along with a recommendation for employment in the community. Successful students were also invited to post employment information on the school web page for potential employers to review. Grade 12 students were invited to post their current resumes. Grade eight through eleven students were invited to post a more brief submission identifying the type of work they were qualified and/or looking for.

Treatment Effect

The treatment effect was assessed by subtracting the work habit mark in year two of the study from the work habit mark in year three of the study, then subtracting the maturation effect. A positive (+) score indicates an increase in the demonstration of the attributes from year two to year three of the study. A negative (-) treatment effect score indicates a decrease in the demonstration of the attributes from year two to year three of the study. A score of zero (0.00) = no change from year two to year three of the study (see Tables 8 & 11).

Description of Data Analysis

A paired two-tail t test was done to compare the mean of students with all 'G' work habit marks in year two prior to the intervention and the mean of students with all 'G' work habit marks after the intervention in year three once the year three marks were adjusted for the maturation effect to test hypothesis one. The same analysis was performed comparing the mean scores of the total percentage of 'G' work habit marks in years two and three to test hypothesis two. I wanted to investigate a potential impact due to the intervention which could be either positive or negative, that is, "a possible departure of sample statistics from population parameters" (Ary, Jacobs & Razavieh,

1996, p. 191). A positive significant change would indicate the treatment resulted in an increase in the demonstration of character and employability attributes in the students. A negative change would indicate the opposite effect. As a result, I chose a two-tailed non-directional test for analysis which would test for either result, rather than a one-tailed directional test which would have looked only for one alternative (either positive or negative) to each null hypothesis. Tables 9 and 12 show the paired t-values and probability scores which indicate the statistical level of confidence that a significant difference exists between the two means in hypothesis one and in hypothesis two respectively.

<div align="center">Hypothesis One</div>

The study first attempted to test the hypothesis that there was no difference between the percentage of students who receive a 'G' work habit mark in every course enrolled in during the final semester at year-end before the intervention and after the intervention. The first null hypothesis was: $H_0: \mu_1 - \mu_2 = 0$ where μ_1 = the percentage of students who receive a 'G' work habit mark in every course enrolled in during the final semester at year end before the intervention and μ_2 = the percentage of students who receive a 'G' work habit mark in every course enrolled in during the final semester at year end after the intervention. The investigation included pre and post treatment comparisons of the percentage of students receiving all 'G' work habit marks by grade and gender.

Table seven shows the results of the data collection for years one and two of the study used to determine an existing maturation rate. The percentage of students with all 'G' work habit marks in 1997/98 was subtracted from the percentage of students with all 'G' work habit marks in 1998/99 by grade and gender. The same procedure was followed in years two and three of the study to obtain a descriptive statistical comparison. The maturation effect determined in year two was then subtracted from the difference in year three to determine a net treatment effect (see Table 8). Data collected in years two and three was analyzed by a paired two-tailed t test to determine if a significant difference existed between the mean of year two scores and the adjusted mean (after accounting for the maturation effect) of year three scores by gender and grade (see Table 9).

Findings for Research Question One Hypothesis One

Research question number one asks: Is there a change in the demonstration of work habits marks after the intervention? The descriptive statistics indicate a net percentage change in every result ranging from a 7.60% decrease in the demonstration of the attributes by females going from grade 9 to 10 to a 14.62% increase for females one year later going from grade 10 to 11. The results of the t test indicate a difference in mean scores at greater than the .01 level of statistical significance in four of the eight categories (see Table 9) meaning that for these groups of students, the intervention did result in a change in the demonstration of character and employability attributes. Three of the

Table 7

Hypothesis One Maturation Effect: Year Two - Year One

Grade	Year One: 1997/98					Year Two: 1998/99				
Grade	8	9	10	11	Total	9	10	11	12	Total

Sample Size

	8	9	10	11	Total	9	10	11	12	Total
Male	123	82	72	70	347	123	82	72	70	347
Female	79	56	77	75	287	79	56	77	75	287

Total Number of All G's

	8	9	10	11	Total	9	10	11	12	Total
Male	26	12	12	9	59	23	9	12	10	54
Female	25	15	46	16	102	23	20	36	20	99

% of Total Possible Number of All G's (year-1 and year-2)

	8	9	10	11	Total	9	10	11	12	Total
Male	21.11	14.63	16.67	12.86	17.00	18.70	10.97	16.67	14.29	15.56
Female	31.65	26.78	59.74	21.33	35.54	29.11	35.71	46.75	26.67	34.49

% Maturation Rate (= Year Two – Year One)

Grade	8 – 9	9 – 10	10 – 11	11 - 12	Total
Male	-2.41	-3.66	0.00	1.43	-1.44
Female	-2.54	8.93	-12.99	5.34	-1.05

Table 8

Hypothesis One: Net Treatment Effect

% of Total Possible Number of All G's (year two and three)

Grade	8	9	10	11	Total		9	10	11	12	Total
Male	10.47	20.31	12.36	16.44	15.49		19.77	21.10	9.88	19.18	17.93
Female	42.68	28.00	35.60	41.77	37.29		36.59	29.33	37.23	51.90	38.64

Year Three - Year Two - Maturation Rate

Grade	8 – 9	9 – 10	10 – 11	11 - 12
Male Difference	9.30	0.79	-2.48	2.74
- Maturation Effect	-2.41	-3.66	0.00	1.43
= Net Treatment Effect	11.71	4.45	-2.48	1.31
Female Difference	-6.09	1.33	1.63	10.13
- Maturation Effect	-2.54	8.93	-12.99	5.34
= Net Treatment Effect	-3.55	-7.60	14.62	4.79

Note. A positive (+) treatment effect score = an increase in the demonstration of the

attributes from year one to year two of the study. A negative (-)treatment effect score = a

decrease in the demonstration of the attributes from year one to year two of the study. A

score of zero (0.00) = no change from year one to year two of the study.

Table 9

Hypothesis One: All G's Data Summary

Variable	Year 2 (maturation)	Year 3 (treatment)	Net Effect	df	Paired t value	Probability (2-tailed)
Male						
8 – 9	-2.41	9.30	11.71	85	3.718	.0004*
9 – 10	-3.66	0.79	4.45	127	5.685	.0001*
10 – 11	0.00	-2.48	-2.48	80	-1.423	.1586
11 – 12	1.43	2.74	1.31	72	0.681	.4982
Female						
8 – 9	-2.54	-6.09	-3.55	81	-1.338	.1846
9 – 10	8.93	1.33	-7.60	74	-5.698	.0001*
10 – 11	-12.99	1.63	14.62	78	6.767	.0001*
11 – 12	5.34	10.13	4.79	78	1.401	.1651

Note. Year 2 denotes the 1-year maturation rate between year one and year two. Year 3 denotes the 1-year treatment and maturation rate. Net Effect denotes the year three treatment effect after subtracting the maturation rate. Degrees of Freedom (df) denotes the sample size minus 1. Paired t value denotes the paired two-tail t test of significance. Probability indicates the statistical level of confidence that a significant difference exists between the two means.

* $p < .01$ level.

categories (males grade 8 to 9, males grade 9 to 10, and females grade 10 to 11) changed in a positive direction, and one (females grade 9 to 10) in a negative direction.

Applying the methodology to a particular group will help explain the experimental design as well as the importance of including the maturation effect. Looking at the female results of students moving from grade 10 to grade 11, the first measure is the determination of the maturation effect by subtracting the results of year one from year two (Table 7). This step indicates a negative maturation rate of -12.99 percent. The treatment was then introduced and a second measure taken by subtracting the results of year two from year three (Table 8). This step indicates a positive treatment effect of 1.63 percent. However, once the maturation effect for females moving from grade 10 to grade 11 is subtracted, the net result is a positive 14.62 percent treatment effect which indicates a statistically significant ($p < .0001$) positive impact (Table 9). As a result, I can reject the null hypothesis for the category of females moving from grade 10 to grade 11.

An even more interesting example of the impact of the maturation effect is illustrated by the grade 9 to 10 male results. Although the treatment effect indicated a small positive change (0.79%), when the maturation effect (-3.66%) was accounted for, the net treatment effect (4.45%) was statistically significant ($p < .0001$).

The remaining four scores did not demonstrate a statistically significant difference, with two of the scores moving in a slightly negative direction (males grade 10 to 11 and females grade 8 to 9) and two moving in a slightly positive direction (males grade 11 to 12 and females grade 11 to 12). In these groups the intervention failed to produce a statistically significant change. As a result, I can reject the null hypothesis for males in grade 8 to 9 and 9 to 10, and for females in grade 9-10 and 10 to 11 where a statistically

significant difference resulted. I fail to reject the null hypothesis for the remaining four groups as the difference in means is not statistically significant.

Findings for Research Question Two Hypothesis One

Research question number two asks: Do any changes in the demonstration of work habits marks vary by gender or grade? The answer here is a definite yes. In hypothesis one, the measure of success was the attainment of all 'G' work habit marks. Males in the junior grades (8 to 9 and 9 to 10) showed a significant increase, while females at those grade levels, although not significant, showed a decrease in both comparison years (see Table 9). The opposite effect occurred in the senior grades (10 to 11 and 11 to 12) where the females showed a consistent improvement while the males' results indicated statistically insignificant changes of either a small decrease (10 to 11) or a small increase (11 to 12). Although not statistically significant, the results for males and females at the grade 11 to 12 level were both positive.

Of particular interest is a comparison of the sample by gender (see Figure 1). The descriptive statistics in every case show the female percentage to be higher than the male percentage, indicating females are consistently demonstrating the desired character and employability attributes to a greater degree than the males with or without the treatment.

Figure 1. All G's: Comparison of male and female results.

Comparison of male and female percentage results for all 'G' work habit marks in the first

two-year data series and in the second two-year data series of the study.
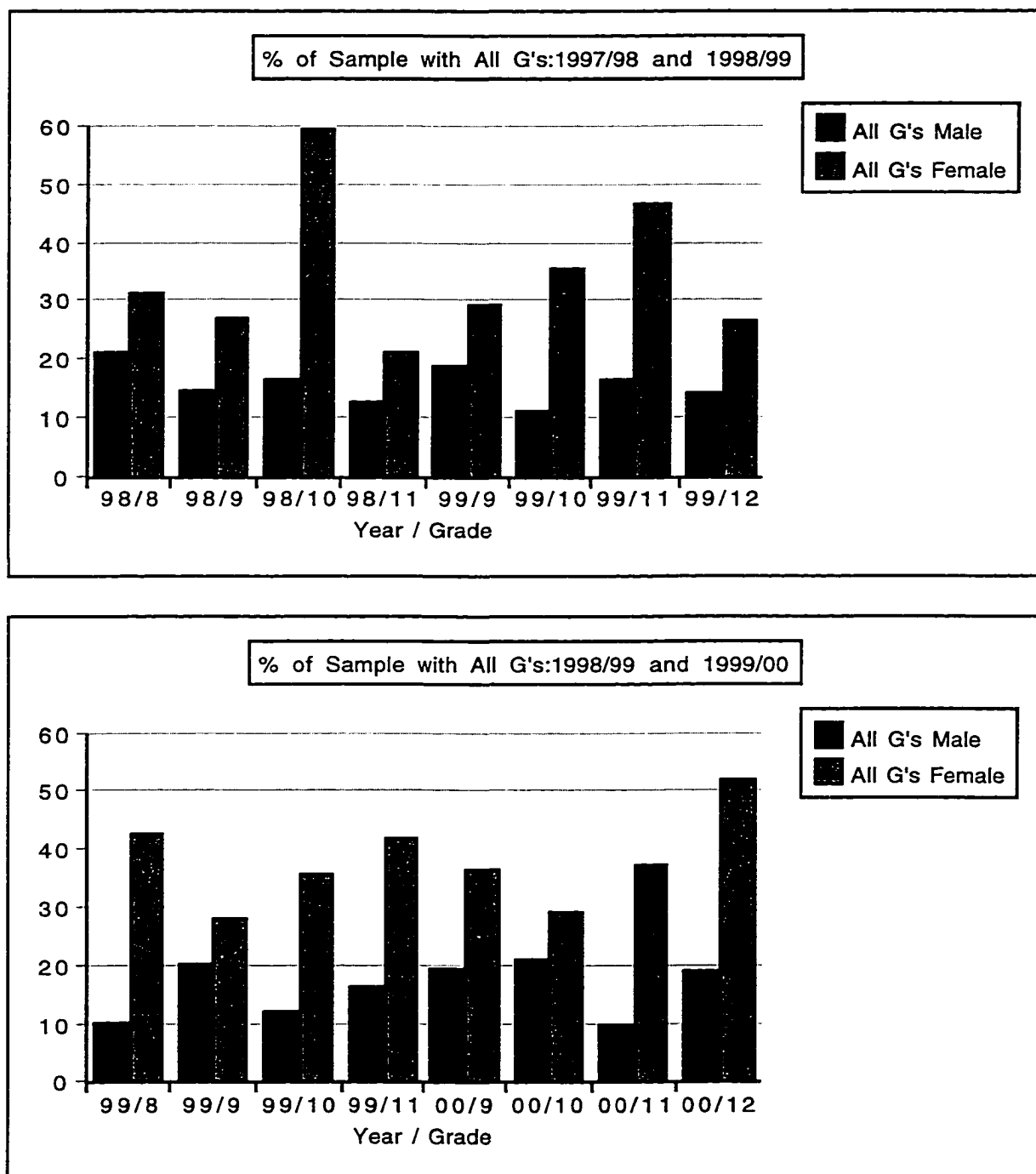
This is boldly illustrated at the grade 9 to 10 level where both males and females demonstrated a statistically significant difference. Where the female mean score dropped significantly between grade 9 and grade 10 (-7.60%) and the male score showed a positive change (4.45%), females still achieved 8.23% more all 'G' scores than males.

Hypothesis Two

The study secondly attempted to test the hypothesis there was no difference in the total percentage of 'G' work habit marks received by students in the final semester at year-end before the intervention and after the intervention. The second null hypothesis was: H_0: $\mu_1 - \mu_2 = 0$ where μ_1 = the total percentage of 'G' work habit marks received by students in the final semester at year end before the intervention and μ_2 = the total percentage of 'G' work habit marks received by students in the final semester at year end after the intervention. The investigation included pre and post treatment comparisons of the total percentage of 'G' work habit marks earned by grade and gender. Table 10 shows the results of the data collection for years one and two of the study used to determine an existing maturation rate. The percentage of the total number of 'G' work habit marks in 1997/98 was subtracted from the percentage of the total number of 'G' work habit marks in 1998/99 by grade and gender.

The same analytical procedure that was followed for hypothesis one in years two and three of the study was followed again for hypothesis two. The second null

Table 10

Hypothesis Two: Maturation Effect Year Two- Year One

	Year One: 1997/98					Year Two: 1998/99				
Grade	8	9	10	11	Total	9	10	11	12	Total
Sample Size										
Male	123	82	72	70	347	123	82	72	70	347
Female	79	56	77	75	287	79	56	77	75	287
Total Number of G's										
Male	218	148	151	109	626	248	140	135	93	616
Female	191	132	239	151	713	182	149	207	143	681

Total Possible Number of G's (after study blocks have been eliminated)

	8	9	10	11	Total	9	10	11	12	Total
Male	492	328	288	265	1373	492	328	285	261	1366
Female	316	224	307	279	1126	316	224	303	274	1117

% of Total Possible Number of G's (year one and year two)

	8	9	10	11	Total	9	10	11	12	Total
Male	44.31	45.12	52.43	41.13	45.59	50.40	42.68	47.37	35.63	45.10
Female	60.44	58.93	77.85	54.12	63.32	57.59	66.52	68.32	52.19	60.97

% Maturation Rate (= Year Two − Year One)

Grade	8 – 9	9 – 10	10 – 11	11 - 12	Total
Male	6.09	-2.44	-5.06	-5.50	-0.49
Female	-2.85	7.59	-9.53	-1.93	-2.35

hypothesis is: H_0: μ_1 - μ_2 = 0 where μ_1 = the total percentage of 'G' work habit marks

received by students in the final semester at year end before the intervention and μ_2 = the

total percentage of 'G' work habit marks received by students in the final semester at

year end after the intervention. The maturation effect determined in year two was

subtracted from the difference in year three to determine a net treatment effect (Table 11).

Again, data collected in years two and three was analyzed by a two-tailed $\underline{t}$ test to

determine if a significant difference existed between the mean of year two scores and the

adjusted mean (after accounting for the maturation effect) of year three scores by gender

and grade (see Table 12).

Findings for Research Question One Hypothesis Two

Research question number one asks: Is there a change in the demonstration of

work habits marks after the intervention? The descriptive statistics again indicate a net

percentage change in every result. In this case the results ranged from a 9.87% decrease in

the demonstration of the attributes by males going from grade 8 to 9, to a 10.18% increase

for females going from grade 10 to 11, the same category that demonstrated the largest

positive net effect in hypothesis one. In interpreting the results of the $\underline{t}$ test of

significance, three of the eight sub-groups demonstrated a difference in mean scores at

greater than the .10 level of statistical significance (see Table 12) meaning that for these

Table 11

Hypothesis Two: Net Treatment Effect

% of Total Possible Number of G's (year two and three)

Grade	8	9	10	11	Total		9	10	11	12	Total
Male	45.35	52.15	44.75	45.33	47.58		41.57	51.37	42.99	47.21	46.40
Female	66.77	58.67	63.98	68.71	64.65		67.01	62.33	64.63	73.65	67.04

Year Three - Year Two - Maturation Rate

Grade	8 – 9	9 – 10	10 – 11	11 - 12
Male Difference	-3.78	-0.78	-1.76	1.88
- Maturation Effect	6.09	-2.44	-5.06	-5.50
= Net Treatment Effect	-9.87	1.66	3.30	7.38
Female Difference	0.24	3.99	0.65	4.94
- Maturation Effect	2.85	7.59	-9.53	-1.93
= Net Treatment Effect	3.09	-3.60	10.18	6.87

Note. A positive (+) treatment effect score = an increase in the demonstration of the attributes from year one to year two of the study. A negative (-)treatment effect score = a decrease in the demonstration of the attributes from year one to year two of the study. A score of zero (0.00) = no change from year one to year two of the study.

Table 12

<u>Hypothesis Two: Total G's Data Summary</u>

Variable	Year 2 (maturation)	Year 3 (treatment)	Net Effect	df	Paired t value	Probability (2-tailed)
<u>Male</u>						
8 – 9	6.09	-3.78	-9.87	85	-2.949	.0041*
9 – 10	-2.44	-0.78	1.66	127	0.902	.3686
10 – 11	-5.06	-1.76	3.30	80	0.859	.3927
11 – 12	-5.50	1.18	7.38	72	-1.397	.1668
<u>Female</u>						
8 – 9	-2.85	0.24	3.09	81	-0.968	.3361
9 – 10	7.59	3.99	-3.60	74	-1.039	.3023
10 – 11	-9.53	0.65	10.18	58	1.989	.0514***
11 – 12	-1.93	4.94	6.87	78	1.991	.0499**

<u>Note</u>. Year two denotes the one year maturation rate between year one and year two. Year three denotes the one year treatment and maturation rate. Net Effect denotes the year three treatment effect after subtracting the maturation rate. Degrees of Freedom (df) denotes the sample size minus 1. Paired t-value denotes the paired two-tail t test of significance. Probability indicates the statistical level of confidence that a significant difference exists between the two means.

* $p < .01$ level.   ** $p < .05$ level.   *** $p < .10$ level

groups of students, the intervention did result in a change in the demonstration of character and employability attributes. The grade 8 to 9 males demonstrated a change (p < .01) moving in a negative direction, meaning a decrease in the demonstration of the desired attributes. The grade 10 to 11 females (p < .10) and the grade 11 to 12 females (p < .05) both moved significantly in a positive direction.

Applying the methodology to one particular group for research question number two will again help to explain the experimental design and the importance of including the maturation effect. Looking at the female results of students moving from grade 11 to grade 12, the first measure is the determination of the maturation effect by subtracting the results of year one from year two (Table 10). This step indicates a negative maturation rate of -1.93 percent. The treatment was then introduced and a second measure taken by subtracting the results of year two from year three (Table 11). This step indicates a positive treatment effect of 4.94 percent. However, once the maturation effect for females moving from grade 10 to grade 11 is subtracted, the net result is a positive 6.87 percent treatment effect which indicates a statistically significant (p < .05) positive impact (Table 12). As a result, I can reject the null hypothesis for the category of females moving from grade 11 to grade 12. I can also reject the null hypothesis for males in grade 8 to 9 and for females in grade 10 to 11, each of which resulted in a statistically significant change. In the remaining five groups I fail to reject the null hypothesis as the difference in means is not statistically significant at the .10 level or greater.
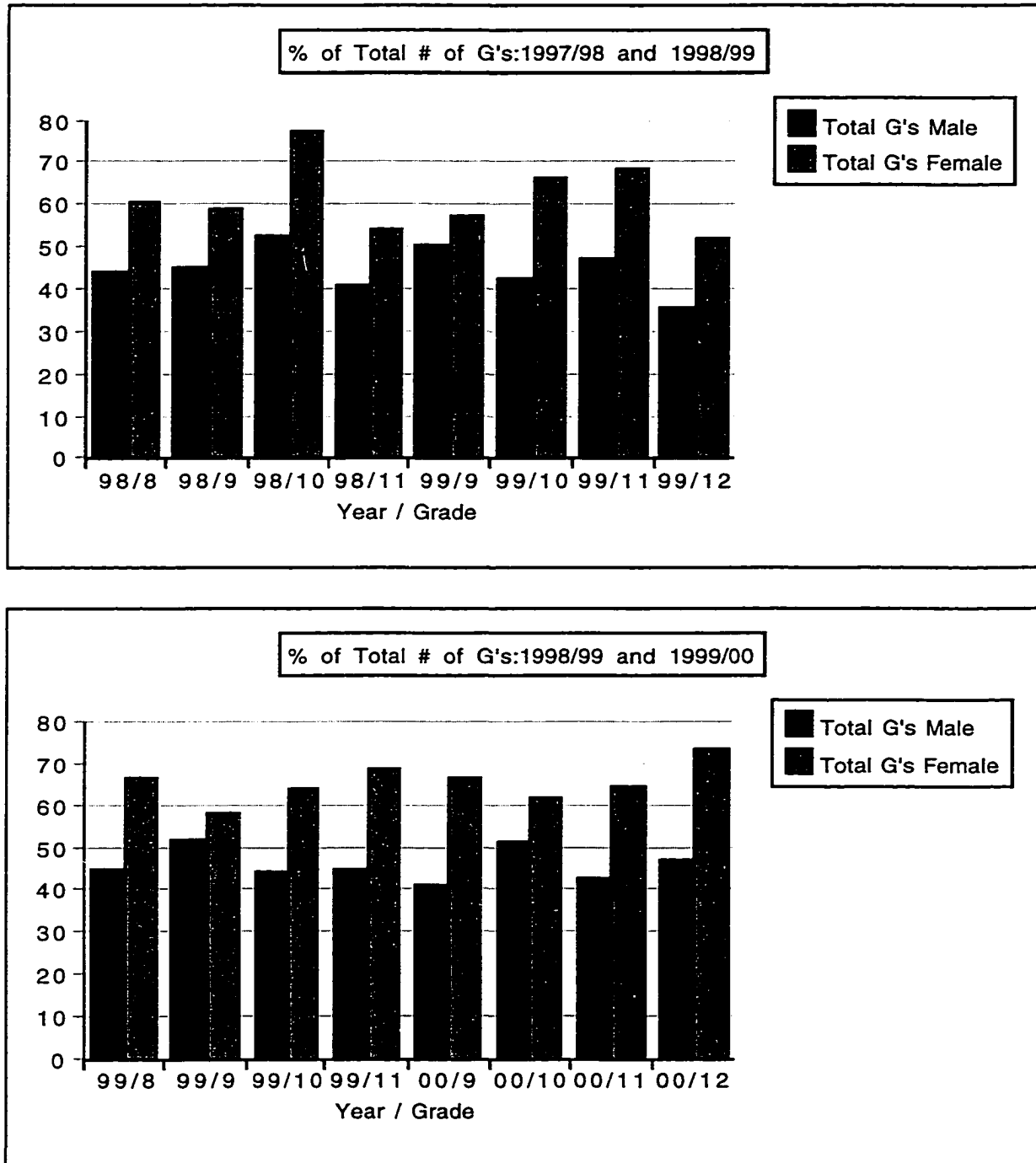
Findings for Research Question Two Hypothesis Two

Research question number two asks: Do any changes in the demonstration of work habits marks vary by gender or grade? The answer here again is yes. In hypothesis two, the measure of success was demonstrated by an increase in the total percentage of 'G' work habit marks attained. Where in hypothesis one males in grade 8 to 9 showed a significant increase, in hypothesis two just the opposite occurred. This group demonstrated the largest percentage decrease and one of only two decreases in the total percentage of 'G' work habit mark scores recorded in hypothesis two. Once again, the females demonstrated a positive difference in the senior grades when moving from grade 11 to 12 ($p < .05$) and from grade 10 to 11 ($p < .10$).

Consistent with the findings of hypothesis one, when the percentage of the total work habit marks achieved in the sample population is compared by gender (see Figure 2), again the female percentage was higher than the male percentage in every case. This reinforces the finding that females are consistently demonstrating the desired character and employability attributes to a greater degree than the males regardless of which criteria (all 'G' work habit marks or the total percentage of 'G' work habit marks) is being used to measure success.

Figure 2. Total G's: Comparison of male and female results

Comparison of male and female results for the total percentage of 'G' work habit marks

in the first two-year data series and in the second two-year data series of the study.

% of Total # of G's:1997/98 and 1998/99

■ Total G's Male
■ Total G's Female

Year / Grade

% of Total # of G's:1998/99 and 1999/00

■ Total G's Male
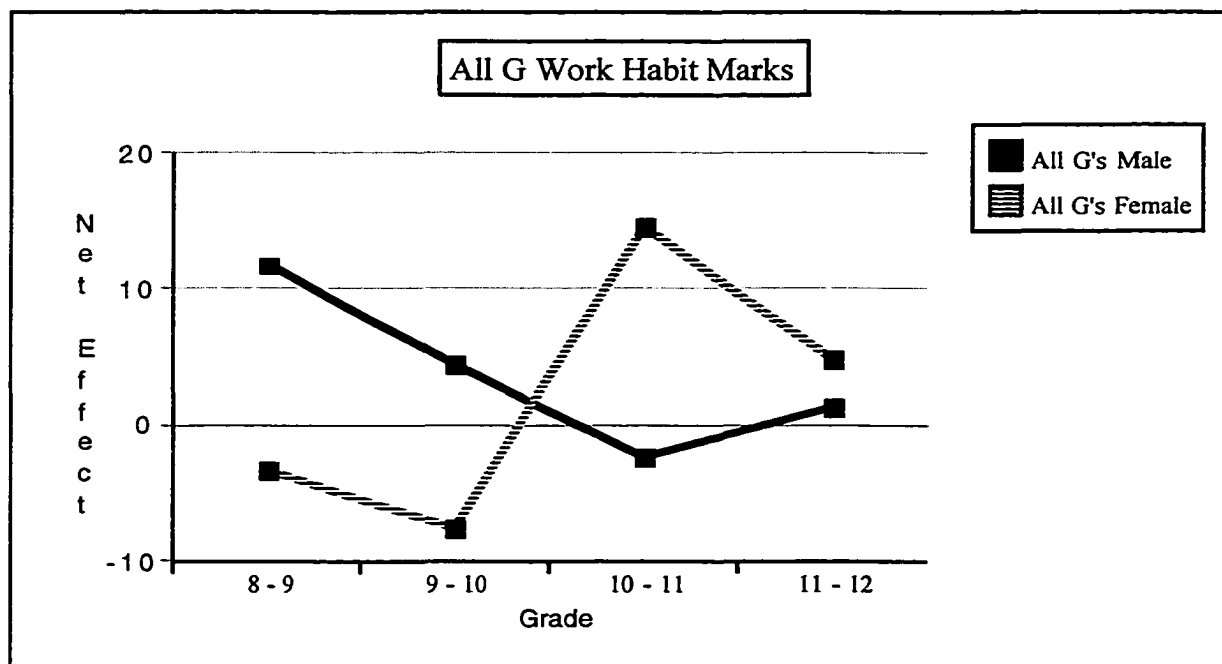■ Total G's Female

Year / Grade

Discussion and Interpretation of the Findings

The results of the study show the intervention produced a statistically significant

change in the number of students receiving all 'G' work habit marks in 4 of 8

subcategories in hypothesis one (see Table 13) and in 3 of 8 subcategories in hypothesis

two (see Table 14) for a total of 7 of 16 statistically significant findings (p < .10 or

greater). The null hypothesis can therefore be rejected for each of these categories. In

addition to identifying those subcategories that demonstrated a significant difference, I

was also interested in the direction of the change. A positive significant change would

indicate the treatment resulted in an increase in the demonstration of character and

employability attributes in the students. A positive change was demonstrated in 5 of the

7 significant differences. Although the difference in the remaining scores is what would be

expected by chance, a majority (6 of 9) of the differences favored the students who had

received the intervention. I can interpret then, that the majority of the changes (11 of 16)

in both the statistically significant and non-significant groups resulted in an increase in the

demonstration of the desired character and employability attributes. The results of this

study can be described in a manner similar to Ted Sizer's description of the progress of

the Coalition of Essential Schools when he explains "we recognize the evidence to date is

limited and fragmentary. But the trends, however preliminary, are absolutely in the right

direction" (1996, p. 79).

In response to the second research question, I can say that the changes did vary

by both gender and grade for both hypothesis one and hypothesis two. The descriptive

Table 13

Summary of Results for Hypothesis One: All 'G' Work Habit Marks

All G Work Habit Marks

Grade	Male		Female	
	Net Effect	Probability	Net Effect	Probability
8 - 9	11.71	.0004*	-3.55	.1846
9 - 10	4.45	.0001*	-7.60	.0001*
10 - 11	-2.48	.1586	14.62	.0001*
11 - 12	1.31	.4982	4.79	.1651

* p < .01 level

Table 14

Summary of Results for Hypothesis Two: Total 'G' Work Habit Marks
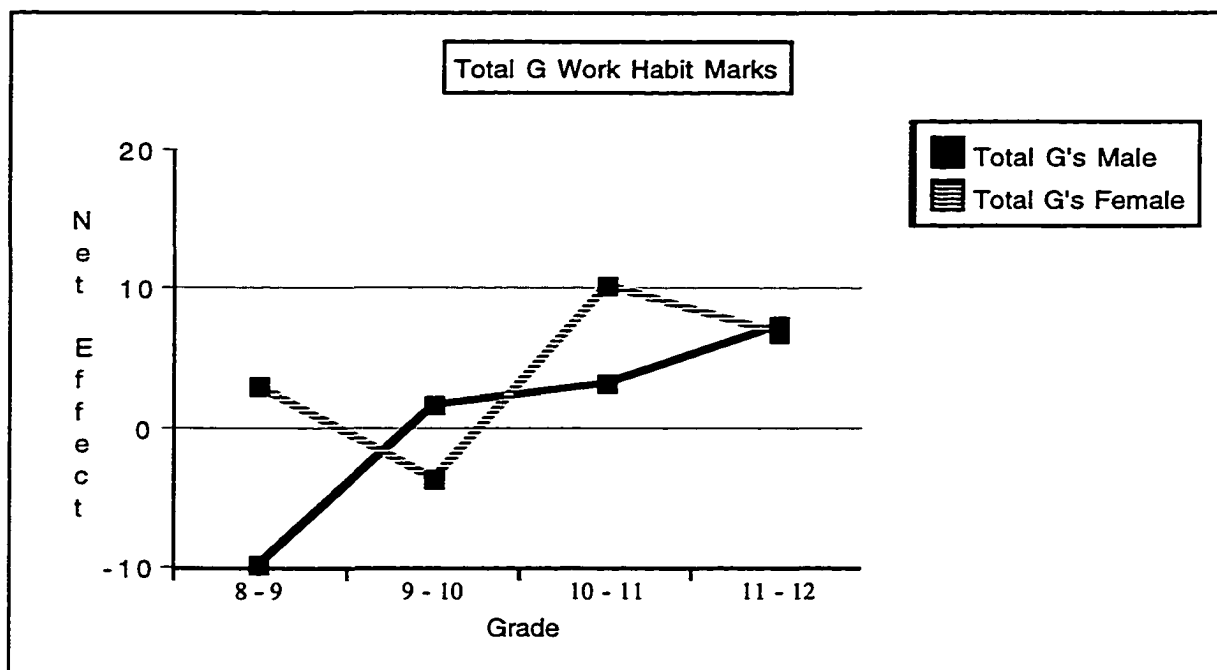
Grade	Male		Female	
	Net Effect	Probability	Net Effect	Probability
8 - 9	-9.87	.0041*	3.09	.3361
9 - 10	1.66	.3686	-3.60	.3023
10 - 11	3.30	.3927	10.18	.0514***
11 - 12	7.38	.1668	6.87	.0499**

* p < .01 level   ** p < .05 level   *** p < .10 level

statistics illustrate that without exception, the frequency of demonstration of the attributes by females surpassed that of males. This was the case in determining both the maturation effect and the treatment effect (see Figures 1 and 2). An extreme example of this is illustrated in hypothesis one at the grade 9 to 10 level where both males and females demonstrated a statistically significant difference ($p < .01$). Even though the female mean score dropped significantly between grade 9 and 10 (-7.60%) and the male score showed a statistically significant increase (4.45%), females still achieved 8.23% more all 'G' scores than males.

A comparison of the net difference in all 'G' work habit marks (hypothesis one) with the net difference in total 'G' work habit marks (hypothesis two) provides some additional interesting findings regarding both gender and grade. Table 15 illustrates a comparison of the net differences between hypothesis one and hypothesis two for the male sample population.

The achievement of all 'G' work habit marks used for hypothesis one was the measure of success used in the intervention. Anything less than all 'G' work habits marks, even if the student increased from zero to three 'G' marks for example, was not rewarded or recognized as success. However, when we look at the change in the total percentage of 'G' work habit marks, we see a continuous growth throughout all four grade changes. This measure may be seen as a measure of effort, as it takes into account any change in the demonstration of the attributes whether it was rewarded or not. The same result was not seen in males when looking at the recognized measure of success, those

Table 15

Comparison of Male Net Treatment Effects

Male: All G's vs. Total G's
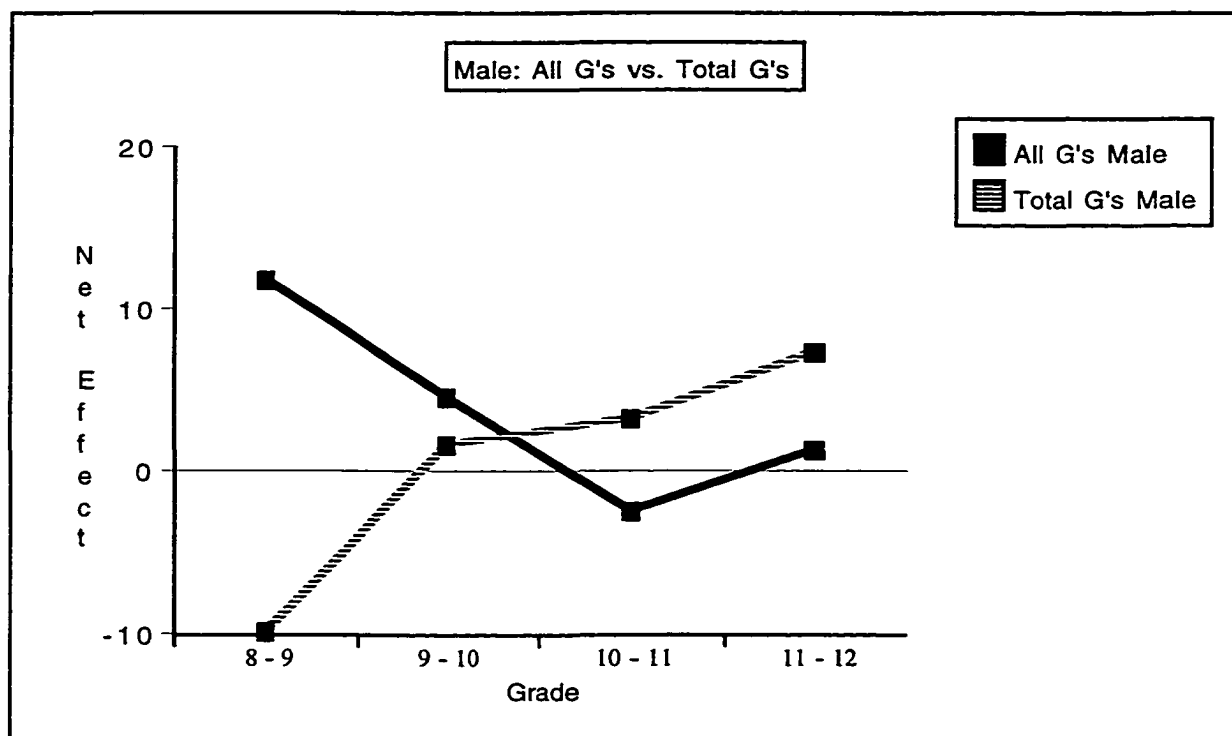
Grade	n =	Hypothesis 1: All G's (Success)	Hypothesis 2: Total G's (Effort)
8 – 9	123	11.71*	-9.87*
9 – 10	82	4.45*	1.66
10 – 11	72	-2.48	3.30
11 – 12	70	1.31	7.38

* $p < .01$ level

students who achieved all 'G' work habit marks. The male results indicated a continuous trend with the total percent of 'G' scores (TG) showing continuous improvement and the All 'G' scores (AG) showing continuous decline until grade 11-12. If we consider AG to represent success, and TG to represent effort, it may help to understand the phenomenon a bit better.

The grade 8 to 9 score, the males' first year at secondary school, show a significant impact for both AG and TG, positive and negative respectively. This might indicate that those students who were close to achieving all G's in their grade 8 year tried just a little harder to get all G's in grade 9. On the other hand, those students who had achieved only one or two 'G' marks in grade 8 viewed the achievement of all G's as impossible, and tried even less resulting in the significant negative score. It is also possible that the type of recognition (i.e. an employment reference letter, a name in the paper, and a web site resume) might only have been interpreted as having value by those students who were already knowledgeable about and demonstrating the attributes.

It would appear that as the male students moved into the more senior grades, the effort to demonstrate character and employability skills increased as indicated by the TG scores, even though the rate of overall success (AG) did not increase from sub-group to sub-group until grade 11-12. In summary, as the males' effort increased, their degree of overall success decreased until the grade 12 year. A possible reason for this could be the increased choice of courses as students move through secondary school. Males may find more difficulty demonstrating good work habits in the more traditional academic classes, but as the opportunity to participate in classes of choice (i.e. information technology, transportation technology, etc.) increases, their effort improves. The positive increase in

both AG and TG for males in grade 12 could also be a result of students who had historically not been achieving 'G' work habit marks dropping out of school in the senior grades resulting in a greater percentage of the remaining students demonstrating the desired attributes more consistently. Success as measured by having all 'G' work habit marks then does not accurately represent the individual course by course improvement that the males seem to be making as they mature.

Table 16 illustrates a similar comparison of the net differences between hypothesis one and hypothesis two for the female sample population. Although the female results did not indicate as continuous a trend as the male results did (with male TG scores showing a continuous improvement over the four grade changes and AG scores showing a continuous decline until grade 11-12), they certainly indicate a consistent trend toward an increase in the demonstration of the desirable attributes in the senior (grade 10 to 11 and 11 to 12) years. It can be postulated that both male and female developmental rates also impact the demonstration of character and employability attributes as seven of the eight categories for the senior grades resulted in positive changes with three resulting in statistically significant positive changes. Where negative scores were demonstrated, they occurred at an earlier age in females than in males (with the exception of the grade 8 to 9 male TG score). Similar to the male results, the type of recognition of success may not have been meaningful for the younger females. A decrease in effort as shown in grade 9 to 10 logically would result in a decrease in success as well, which is demonstrated by the results. Female students dropping out of school in grade 10 would leave a higher percentage of remaining students with both all 'G' and total 'G' marks as indicated by the female results in grade 11 and 12.

Table 16

Comparison of Female Net Treatment Effects

Female: All G's vs. Total G's
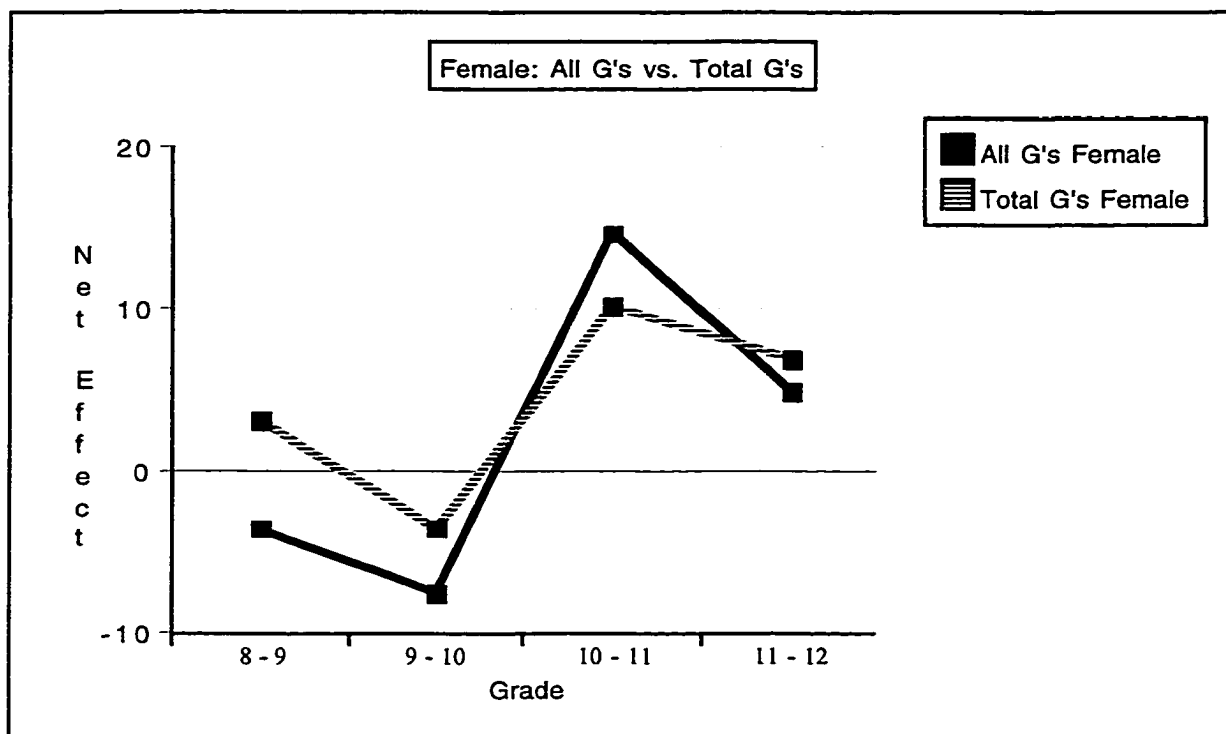
Grade	n =	Hypothesis 1: All G's (Success)	Hypothesis 2: Total G's (Effort)
8 – 9	79	-3.55	3.09
9 – 10	56	-7.60*	-3.60
10 – 11	77	14.62*	10.18***
11 – 12	75	4.79	6.87**

* p < .01 level   ** p < .05 level   *** p < .10 level

It is important to address that three of the five negative treatment scores in the study, including one of the two statistically significant negative scores occurred in early adolescent females. The middle grades can be a time of significant decline in self-esteem, academic achievement, and general school performance for girls as they enter adolescence (Backes, 1994, Orenstein, 1994). Brown and Gilligan (1993) listened to one hundred girls entering adolescence and suggest their internal struggles are rarely spoken, often ignored, and generally misunderstood, resulting in an often troubled journey of silence and disconnection. The Harvard Project on Women's Psychology and Girls' Development (Orenstein, 1994) found that many girls seem to think well of themselves in the primary grades but suffer a severe decline in self-confidence and acceptance of body image by the age of 12. According to Brown and Gilligan (1993), many middle-class girls around the age of 10 internalize the expectation of being a "perfect" or a "nice" girl. By definition, this means one who is pretty, kind, and obedient, and one who never has bad thoughts or feelings. This struggle to develop an identity in the face of the demands for compliance placed on them at home and in school (Debold, 1995) along with existing teacher bias is described by Mann (1994) as a socialization process that teaches passivity. Unable to meet all these expectations , adolescent girls may suppress some of their ability to express anger, or they may choose assert themselves in other ways. This may have manifested itself in a somewhat rebellious demonstration by the early adolescent females regarding the character and employability attributes identified in the intervention as being seen to be important. It is possible that the grade 8 to 9 and grade 9 to 10 females in this study were a unique group not representative of the general population, but more likely that they were impacted by their struggle for identity. Blos (1980) presented a historical

review of various theories of female adolescent development, concluding by

recommending further investigation is needed in this area. It appears that although his

recommendation was made twenty years ago, there is still a continuing need to further

explore developing female adolescent behavior.

Summary

The purpose of this study was to evaluate the impact of a process to develop

character and employability attributes in a secondary school by comparing the student

work habit marks assigned by teachers from before the intervention with the student

work habit marks assigned by teachers after the intervention. The study included an

analysis by gender and grade. As with the 10 programs reported on by Leming (1999) at

the elementary and middle school levels, this secondary school study demonstrated mixed

results. The study does indicate that the intervention process had a positive impact on

the demonstration of the desired character and employability attributes in five of the

seven statistically significant results and in six of the nine results that could happen by

chance (see Table 13) for a total of 11 of 16 possible positive results (four grade changes

for each gender for each of two hypotheses). It also appears clear that as the students

moved into the senior secondary grades (eleven and twelve), the attributes were

demonstrated more frequently. In the eleven categories that demonstrated a positive

result, seven were at the senior grades. Even more important is the fact that of the eight

senior secondary categories, seven demonstrated a positive result.

It may be assumed that maturation alone might lead to the more frequent demonstration of character and employability outcomes, however the maturation effect assessment clearly indicates otherwise. Of the 16 possible categories used for maturation measurements, 10 of the 16 scores indicated a negative maturation rate and one indicated no change (see Tables 7 and 10). In only five cases was there a positive maturation effect. Since the maturation rate was negative or zero in 11 of the 16 cases, and the treatment effect showed a positive result in 11 of the 16 cases, it appears evident maturation alone is not enough. This study then supports Williams and Schaps (1999) who suggest that according to most schools of thought, "character does not develop naturally... direct teaching and guided discussion are a significant part of an overall character program" (p. x).

The study also clearly illustrates the current discrepancy in the demonstration of character and employability attributes between males and females. In every grade without exception, regardless of how success was measured, with or without the treatment intervention, female scores exceeded male scores. Although the intervention did have a positive effect in six of the eight male categories with two of the positive results being statistically significant ($p < .01$), the results were still below those of the females. If we are to help all of our students develop the attributes identified as being necessary for success, this is an area of great concern. Sound leadership practice as well as "common sense suggests we should figure out what our educational goals are, then check in periodically to see how successful we have been at meeting them" (Kohn, 1999, p. 40). Linda McKay, the Director of Character Education in St. Louis, Missouri advocates the

need for teachers to develop both specific classroom strategies as well as school wide strategies, suggesting "this experience would help them put theory into practice, which is essential for application of character education" (McKay, 1999, p. xii). A vision cannot be achieved without both a strategy and an action plan to achieve it. It appears that the teaching, assessing, and recognizing of the attributes identified as important in the vision of successful secondary school students can positively impact the demonstration of those attributes in the majority of students. Aligning practice with vision can ultimately lead to the achievement of the vision.

CHAPTER V: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Comprehensive character education programs are based on a vision of what ought to be, a set of expectations for stakeholders, program standards, and effective and efficient operating principles" (DeRoche & Williams, 1998, p. 59)

Leadership to achieve the development of character and employability attributes depends highly on one significant principle – aligning practice with vision. This investigation presents a leadership process designed to assist in the development of the character and employability attributes frequently identified as being necessary in the vision of successful secondary school students. Specifically, the focus of this study was to design and implement an intervention process to develop character and employability attributes in secondary school students. The process included the development of a shared vision, the development of an assessment reference guide, and the formal recognition of students who consistently demonstrated the desired attributes. The

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research questions under investigation were:

1. Is there a change in the demonstration of work habits marks after the intervention?

2. Do any changes in the demonstration of work habits marks vary by gender or grade?

The development of character and employability attributes is identified as valuable and necessary in much of the recent educational literature, by boards of labor and employment, as well as by school, school district, and provincial or state boards of education. Several reasons are identified in the literature as catalysts for the increased interest in character education: the decline of the family unit and subsequent inability to perform the role of primary moral teacher (Lickona, 1993); the troubling trends in youth character as indicated by an increase in youth violence, dishonesty, and a growing disrespect for authority (Dobbs, 1997; Lickona, 1993; Solomon, Watson & Battistich, in press; Williams, 1992) and the need for a shared basic morality essential for our survival promoted through the instruction of such values as respect, responsibility, trustworthiness, fairness, justice, caring, and civil virtue (Lickona, 1993; Schaps, 1998b; Whitmer & Forbes, 1997). Professional associations are also calling for the development of character and employability attributes. The American School Counselor Association's national standards advocate "students should: acquire skills, attitudes, and knowledge that help them respect self and others; use effective interpersonal skills; be able to employ safety and survival skills; understand their obligation to be a contributing member of society; and be able to negotiate successfully and safely in the increasingly complex and diverse world of the twenty-first century" (Hogan, 1998, p. 57).

Although there is a growing interest in character education, "we have no studies to tell us what percentage of schools are making what kind of effort [regarding character education]. But something significant is afoot" (Lickona, 1993, p. 7). Research to date has focused primarily on elementary school programs with the inclusion of some middle schools (Darling-Hammond, 1997). Leming (1999) underscores the fact that "there is little evidence regarding the impact of character education programs on high school students behavior" (p. 53) and identifies this as a challenge for future research. This study is a contribution to the identified research void at the secondary level.

Reviewing the major schools of thought about character, the formation of character, and the role of schools in fostering character development, "most perspectives view the attitudes and behavior of the adults in the school as important influences on student character formation" (Williams & Schaps, 1999, p. x). Herein lies the significance of the role of the teacher, the administrator, and all who have a responsibility in their capacity as educational leaders and policy makers. According to Kingdon, "if policy makers were operating according to a rational, comprehensive model, they would first define their goals rather clearly and set the levels of achievement of those goals that would satisfy them. Then they would canvass many (ideally all) alternatives that might achieve these goals" (1995, p. 78). Although many schools have defined their goals and set their desired levels of achievement, thereby creating their vision, the practice to achieve the vision is not always aligned. Sound leadership practice as well as "common sense suggests we should figure out what our educational goals are, then check in periodically to see how successful we have been at meeting them" (Kohn, 1999, p. 40). This will demand open and honest reflective evaluation as well as flexibility in practice as not all students

will achieve in the same way on the same day. Educational leaders must maintain that "holding all students to the same high standards means that some students will need more time, just as some may require less. Standards are then not a barrier to success but a mark of accomplishment" (National Education Commission on Time and Learning, 1994, p. 9). It will also demand that we look beyond the realm of academic prowess, for as Philip Schlechty (1997), president and CEO of the Center for Leadership in School Reform proposes, although "too few children develop the academic skills they need to develop... too many children leave school without having developed the skills, attitudes, and habits of mind that will equip them for life in the twenty-first century" (Schlechty, 1997, p. 2). The challenge then for educational leaders, is "to create schools capable of nurturing the intellectual potential, igniting the imagination, and developing the character of each and every student" (Brown & Moffet, 1999, p. viii). This study addresses that challenge and serves as a contribution to secondary school research literature regarding leadership to develop character and employability attributes in secondary school students.

The study involved the introduction of a treatment process to teach, assess, and recognize the successful demonstration of character and employability attributes in a secondary school including students in grades eight through twelve. The intervention introduced was a three stage treatment process: (a) developing a shared vision by having students and teachers work together to learn about and operationally define the desired character and employability attributes, (b) establishing a consistent assessment frame of reference, and (c) implementing a formal recognition process for the students when they consistently and successfully demonstrate the attributes as they have been described. Stage one provided the opportunity for students and staff to work together to discuss the

value of the attributes identified in the current vision of a successful secondary school student, operationally define the attributes to attain a clearer understanding of what they would look like when they are demonstrated, and then prioritize the attributes to identify which were seen to be most important to focus on (see Appendices A through E). Stage one of the intervention was based on the three criteria identified by Michael Fullan (1996) to make a vision powerful: (a) the degree to which the vision is shared, (b) the degree to which people are skilled in enacting the vision, and (c) the degree to which the people have some concrete image of what the vision will look like when it is enacted. Thomas Lickona (1999), Director of the Center for the 4th and 5th R's (Respect and Responsibility), also identifies a series of strategies in a comprehensive approach to character development. He professes that the approach must be "both direct and explicit" (p. 42) which would include "explaining the virtues, studying them, and intentionally practicing them" (p. 42).

The successful demonstration of work habits for stage two of the intervention was recognized with a work habit report card mark selected from: G for 'Good', S for 'Satisfactory', or N for 'Needs Improvement'. The work habit mark is intended to represent the degree of success with which a student demonstrates the character and employability attributes identified as being important by the school's vision of a successful secondary school student. The attributes were first identified during the 1994/95 school vision process, reviewed and endorsed again during the 1997/98 provincial accreditation process, and reviewed and endorsed for a third time at the beginning of 1999/00, the intervention year. The reference and assessment guide (Appendix F) developed by and for students and staff showing the character and employability

attributes by name, what each attribute means, and what each attribute looks like when it is demonstrated, is an integral part of the treatment process. Achieving a 'G' work habit mark for every course in the final semester at year end indicated the consistent successful demonstration of the identified character and employability attributes by the student and was considered the indicator of success. A second investigation of the data involved a comparison of the total percentage of 'G' work habit marks in each of the three years using the same criteria to determine both maturation and treatment effects. This portion of the investigation did not include a recognition component unless, as in the first portion, the student had achieved all 'G' work habit marks. This second investigation of the data allowed me to look at a possible effort component, i.e. if the total percentage of 'G' work habit marks changed even if the attainment of all 'G' work habit marks was not achieved.

In stage three, students who successfully demonstrated the character and employability attributes as described above received a letter of reference for future employment signed by the principal. With the parent/guardian's permission, successful students had their name published in the local newspaper along with a recommendation for employment in the community. Successful students were also invited to post employment information on the school web page for potential employers to review. Grade 12 students were invited to post their current resumes. Grade eight through eleven students were invited to post a more brief submission identifying the type of work they were qualified and/or looking for.

A quasi-experimental three-year time-series design involved the analysis of organizationally collected historical data over a three year period taken from before and after the intervention. A common concern in a time-series design, especially in an

investigation that involves developing adolescents, is the potential impact of maturation. To control for a potential maturation effect, work habit marks of students from year one of the study were subtracted from the work habit marks of students from year two prior to any intervention. This was done by grade level and gender, with the average change in work habit marks being defined as the 'maturation effect' since it represents the natural change that would have occurred as students matured and progressed from one grade to the next in the absence of a treatment effect. To be included in the study, students had to attend the school for two consecutive years and thereby provide a two-year data series to determine a maturation effect. The treatment process was introduced at the beginning of year three. This time, the work habit marks of students from year two of the study were subtracted from the work habit marks of students from year three. Again, to be included in the sample, students must have attended the school for two consecutive years, in this case for both years two and three of the study. In addition, the identified maturation rate determined in year two was also subtracted, leaving a net treatment effect.

Two null hypotheses were stated to address the two different measures. Both hypotheses included pre and post comparisons of students by grade and by gender. The hypotheses were:

Hypothesis One: There is no difference between the percentage of students who receive a 'G' work habit mark in every course enrolled in during the final semester at year-end before the intervention and after the intervention.

Hypothesis Two: There is no difference in the total percentage of 'G' work habit

marks received by students in the final semester at year-end before the

intervention and after the intervention.

The study provided 16 categories of results including four one-year grade

increments (8-9, 9-10, 10-11, and 11-12) for each gender in each of the two hypotheses

(see Table 13). An analysis of the results supports the rejection of hypothesis one in four

of eight subcategories and of hypothesis two in three of eight subcategories for a total of

7 of 16 statistically significant findings ($p < .10$ or greater). In addition to those

subcategories that demonstrated a significant difference, I was interested in the direction

of the change. A positive significant change would indicate the treatment resulted in an

increase in the demonstration of character and employability attributes in the students.

The study indicated that the intervention process had a positive impact on the

demonstration of the desired character and employability attributes in five of the seven

statistically significant results and in six of the nine results that could happen by chance

(see Table 13) for a total of 11 of 16 combined positive results.

In response to the first research question, there was a statistically significant

change as represented by the work habits marks in 7 of the 16 sub groups investigated,

with the majority (11 of 16) of the changes in the combined total of statistically

significant and non-significant groups resulting in an increase in the demonstration of the

desired character and employability attributes.

In response to the second research question, the changes did vary by both gender

and grade for both hypothesis one and hypothesis two. The study showed that as the

students moved into the senior secondary grades (eleven and twelve), the attributes were demonstrated more frequently. In the eleven categories that demonstrated a positive result, seven were at the senior grades. Even more important is the fact that of the eight senior secondary categories, seven demonstrated a positive result. Regarding gender difference, the descriptive statistics indicate that without exception at every grade level, either with or without the treatment intervention, females consistently demonstrated the attributes more frequently than males.

Additional Limitations of the Study

The original vision of a successful student included a list of 24 attributes that were used as the frame of reference by the teachers to assign the student's work habit mark. The intervention process resulted in the prioritization of the top eight of these same 24 attributes. The resulting 8 attributes were used to assign the work habit mark in year three of the study. The intent was to focus both teacher and student attention on a fewer number and the most important of the attributes. A single work habit mark to evaluate either 24 or 8 attributes is a limitation in that the successful demonstration of a collective set of attributes may not have been assessed equally by all teachers. It is also possible that an attribute deemed important by one or more teachers in the first two years of the study was not included in the prioritized list of eight that remained. The subjective

nature for the assignment of the work habit mark was, however, consistent throughout the three years of the study.

The intervention included all of the students in the sample as participants in the development of the assessment reference guide (Appendix F). As a result, the ranking of the top eight attributes is representative of the majority of the student population, and may not account for racial or cultural attributes that are seen to be more important by the small minority population at the school.

Since only the work habit marks for the second semester were used for analysis, it is possible that either a second semester class was one of a student's toughest subjects, or a second semester teacher was one of a student's toughest teachers. In these situations, even though effort may have increased as demonstrated by the percentage of 'G' marks earned, the student still may not have achieved all 'G' work habit marks due to a single mark.

Scores for students in the senior grades who did not take a full course load of four courses were accounted for in the data analysis. Students taking three courses and receiving 'G' work habit marks for all three were recognized as successful (for having all 'G' marks) in hypothesis one. Student scores for hypothesis two were adjusted by using the percentage of 'G' work habit marks achieved. If a student achieved two out of four 'G' marks, they were scored as having achieved 50%. If a student achieved two out of three 'G' marks, they were scored as having achieved 66%. As a result, it would be easier to reject the null hypothesis for those students taking less than four courses for either hypothesis, although the criteria for the calculation for 'G' work habit marks was identical for both pre and post intervention scores.

The study did not include academic achievement as a variable in the demonstration of character and employability attributes. Although this may be an interesting comparison in future studies, the criteria for the determination of grade percent average (G.P.A.) over the three year period of this study was not consistent, and would have by inclusion provided unreliable results.

Although the results indicated a more positive result in the senior grades (10 to 12), the potential economic incentive provided by the type of recognition and the potential impact on the students' more immediate future must be considered. A letter of reference for employment, a recommendation for employment in the local newspaper, and an opportunity to post a resume on the school web page may certainly have been seen to be of more value to students who are about to leave secondary school than to those with two or more years yet to go.

Several factors interfered with the recognition component of the process at the end of the first semester. Students' names could not be published in the local newspaper in recognition of their success without parental permission. A parental permission form was sent home with each student who had achieved all 'G' work habit marks at the end of the first semester to be signed and returned prior to publishing any names. Not all of these forms were returned resulting in not all of the successful students having their name published. Several of the forms came in after the deadline for publication, so a second list of these additional names was also published about three weeks after the first. The situation was complicated even more due to a strike by the Canadian Union of Public Employees (C.U.P.E.) at the same time the recognition letters were to be printed and distributed in a recognition assembly. This resulted in a delay of approximately three

weeks in having the letters of recognition printed, and a cancellation of the assembly requiring that the letters be mailed out. The delay between the end of the semester and the reduced recognition of success may have impacted the demonstration of the attributes at the start of the second semester if the students were not aware of the benefits of their efforts and success in the first semester and thereby influenced the overall results of the second semester scores which were the ones used for analysis.

Other limitations of this study along with explanations for their control have already been addressed either in Chapter One of the study or as they apply to validity and reliability in Chapter Three of the study. As stated by Solomon, Watson, and Battistich (in press), "variations in implementation are inevitable, and should therefore be incorporated and exploited in program evaluations" (p. 77). Some of the limitations and variations mentioned will be addressed further in the implications and recommendations for practice and future research sections that follow.

Conclusions

"Conditions become defined as problems when we come to believe that we should do something about them" (Kingdon, 1995, p.109).

John Kingdon (1995), in his analysis of policy development and administrative theory, identifies one "type of information that indicates a problem is a failure to meet

stated goals" (p.102). Applying this concept to the educational system, a school that is failing to develop in their students the attributes identified as necessary for success for their students has a problem. Their practice is not aligned with their vision. Once an issue becomes a quantifiable one, "linking a proposal to a problem that is perceived as real" (p. 115) creates a greater likelihood of it being placed on an agenda for change. That was the objective of this study.

The null hypotheses for this study stated there would be no difference in the demonstration of character and employability attributes as measured by comparing the work habit mark on the report card from before the intervention with the work habit mark after the intervention. The hypotheses investigated two different means of measuring the impact, (a) students achieving all 'G' work habit marks, and (b) the total percentage of 'G' work habit marks achieved by all students. Although not all the results of the study are statistically significant, it can be inferred that the treatment had an impact with selected sub-groups of the sample population.

The statistically significant scores for males all occurred in the junior grades of 8 to 9 or 9 to 10. Results measuring males with all 'G' work habit marks showed a statistically significant ($p < .01$) positive relationship in both junior grades, while results measuring the total percentage of 'G' work habit marks show a significant ($p < .01$) negative result from grade 8 to 9 and a slightly positive but not significant result from grade 9 to 10 (see Table 15). This may have resulted from those male students close to achieving all 'G' marks putting forth a bit more effort and those male students not close to achieving all 'G' marks demonstrating less effort seeing the measure of success as unattainable.

Female scores in the junior grades showed a trend toward a negative impact with three of the four scores showing a decrease in the demonstration of the attributes. It is important to address that three of the five negative treatment scores in the study, including one of the two statistically significant negative scores, occurred in early adolescent females (see Table 16). The middle grades can be a time of significant decline in self-esteem, academic achievement, and general school performance for girls as they enter adolescence (Backes, 1994, Orenstein, 1994). Brown and Gilligan (1993) listened to one hundred girls entering adolescence and suggest their internal struggles are rarely spoken, often ignored, and generally misunderstood, resulting in an often troubled journey of silence and disconnection. The Harvard Project on Women's Psychology and Girls' Development (Orenstein, 1994) found that many girls seem to think well of themselves in the primary grades but suffer a severe decline in self-confidence and acceptance of body image by the age of 12. According to Brown and Gilligan (1993), many middle-class girls around the age of 10 internalize the expectation of being a "perfect" or a "nice" girl. By definition, this means one who is pretty, kind, and obedient, and one who never has bad thoughts or feelings. This struggle to develop an identity in the face of the demands for compliance placed on them at home and in school (Debold, 1995) along with existing teacher bias is described by Mann (1994) as a socialization process that teaches passivity. Unable to meet all these expectations , adolescent girls may suppress some of their ability to express anger, or they may choose assert themselves in other ways. This may have manifested itself in a somewhat rebellious demonstration by the early adolescent females regarding the character and employability attributes identified in the intervention as being seen to be important. It is possible that the grade 8 to 9 and grade 9

to 10 females in this study were a unique group not representative of the general

population, but more likely that they were impacted by their struggle for identity. Blos

(1980) presented a historical review of various theories of female adolescent

development, concluding by recommending further investigation is needed in this area. It

appears that although his recommendation was made twenty years ago, there is still a

continuing need to further explore developing female adolescent behavior.

The results for both males and females at the junior grade levels were inconsistent.

The degree of success for males was dependent on how success was measured. Using all

G's as the criteria showed a significantly ($p < .01$) positive impact. Using total G's as the

criteria showed a significantly ($p < .01$) negative impact. Female results at the junior grade

levels showed a negative impact in three of four categories. According to Erikson (1997),

all children at this age are at the stage of development where they are struggling with such

critical issues as what they can and can't do (industry vs. inferiority), and who they are

(identity vs. identity confusion). This internal developmental struggle may help to

explain the inconsistent behavior at this age. It also reinforces the need for formalized

instruction and direction in the development of character and employability attributes. In

their struggle to find out who they are, adolescents will seek out acceptance wherever

they can. Gang loyalty, for example, is described by Erikson as adolescents' "ill-fated

search for commonality" (p. 72). It is a more powerful draw than a school program

lacking in the common core values of respect, dignity, and the recognition of individual

difference. Sizer (1992) accentuates the need for the development of character and

employability attributes. He describes youths in a juvenile prison as young people who

"hated themselves.. and saw no purpose in investing in themselves. Their reconstruction

... would start only when they believed even a bit in their ability to make it on their own." (1992, p. 65). Programs such as the Child Development Project (Watson, Solomon, Battistich, Schaps, & Solomon, 1989) believed that participation as a member of a caring school community could also reduce the incidence of substance abuse and involvement in counter-cultural peer groups like gangs. This has in fact proven to be the case.

The senior grade level students demonstrated much more consistently positive results. As the male students moved into the more senior grades, the effort to demonstrate character and employability skills increased as indicated by the Total 'G' (TG) scores, even though the rate of overall success as indicated by the All 'G' (AG) scores did not increase until the grade 11 to 12 category. In summary, as the males' effort increased, their degree of overall success decreased until the grade 12 year. A possible reason for this could be the increased choice of courses as students move through secondary school. Males may find more difficulty demonstrating good work habits in the more traditional academic classes, but as the opportunity to participate in classes of choice (i.e. information technology, transportation technology, etc.), increases, their effort improves. The positive increase in both AG and TG for males in grade 12 could also be a result of students who had historically not been achieving 'G' work habit marks dropping out of school in the senior grades resulting in a greater percentage of the remaining students demonstrating the desired attributes more consistently. Success as measured by having all 'G' work habit marks then does not accurately represent the individual course by course improvement that the males seem to be making as they mature.

The most significant impact of the study was with females in the senior grades (10 to 12) regardless of which hypothesis criteria was used as a measure (i.e. all 'G' work

habit marks or the total percentage of 'G' work habit marks). The consistently positive trend for females in the senior grades, with three of the four results indicating statistically significant (p < .10 or greater) improvements, indicates the intervention did have a positive impact on grade 10 to 12 females (see Table 16). Although males demonstrated positive results in 3 of the 4 same senior grade categories, none of the results are beyond what would be expected by chance. Still, the trend was in a positive direction. As is the case with males, female students dropping out of school in grade 10 or 11 would leave a higher percentage of remaining students with both all 'G' and total 'G' marks and impact the results in grade 11 and 12.

It can be postulated that male and female developmental rates impact the demonstration of character and employability attributes. Where negative scores were demonstrated, they occurred at an earlier age in females than in males (with exception of the grade 8 to 9 male TG score). With both males and females at the junior grades, the type of recognition for success may not have been meaningful at that stage of their development. Students nearing graduation, both males and females, may have seen more value in the letter of recognition along with recommendation for employment in the community when a transition to either employment or post-secondary education was a closer reality. It is possible the economic incentive provided by the recognition was seen to be of greater value to these senior students, so although the frequency of recognition did not always increase (see Table 13), the perceived value of demonstrating the attributes and consequently the effort to demonstrate them, may have (see Table 14). It is possible that the recognition was not a significant factor at all, but that developmentally, the older students were more receptive to learning about and demonstrating positive

character and employability attributes for their inherent value. It is also possible that the development of these attributes takes time, and that the junior grades or formative adolescent years are those in which both males and females experiment with their behavior. The choices they make regarding how they will behave in the senior years may be based on the type of instruction, modeling, and reinforcement received during these years. As such, there will be no real consistency in behavior and in the demonstration of positive character and employability attributes until the more senior secondary years once these attributes have developed.

Another very worthwhile and somewhat troublesome finding was the overwhelming difference in the percentage of males demonstrating the character and employability attributes as compared to the females. In every grade level of every year of the study, the percentage of females consistently demonstrating the desired attributes was greater than males with percentages as much as four times higher (Figures 1 and 2). In hypothesis one, even where the female mean score dropped significantly between grade 9 and grade 10 (-7.60%) and the male score showed a positive change (4.45%), 28% of the females still achieved all G's compared to only 21% of the males. Although at first glimpse this may seem to be in line with the earlier onset of adolescence in females and the resulting demonstration of more mature behavior, it may also be due to how teachers interpret the successful demonstration of the attributes. Nel Noddings (1984) alludes to a universal longing to do what is right, but differentiates how males and females approach this. She indicates a masculine approach to be a belief in actions based on law, principles, or logic and "receptivity, relatedness, and responsivity" (p. 2) to be a more feminine approach. If this is the case, the female demonstration of the attributes may be expressed

in a much more caring and aim-to-please manner than males who act more on logic than feelings. The females' actions may then have been perceived and assessed by teachers to be more positive than the more direct or outgoing male approach, especially in a traditionally teacher dominant school climate. "Unfortunately, in most schools, the socio-moral atmosphere is mainly coercive and requires children to be submissive and conforming at the expense of initiative, autonomy, and reflective thinking" (DeVries, 1999, p. 38). Although DeVries main area of investigation is early childhood, her perception is worthy of reflective analysis by secondary school teachers and leaders.

In summary, based on the results as shown, I can infer with some degree of confidence that the treatment process had a statistically significant positive effect on 3 of the 8 categories as measured in hypothesis one and on 2 of the 8 categories as measured in hypothesis two. The overall impact of this process to address the development of character and employability attributes seems to have a greater positive impact on the older grade level students (10 to 12) than on the younger students (grades 8 to 10). The general trend, however, was a positive treatment effect overall as indicated by positive scores in 11 of the 16 categories.

The study resulted in some additional findings worth mentioning. The inclusion of the assessment of a maturation effect proved very worthwhile. The maturation effect was measured by determining the difference in scores between years one and two of the study. It may be assumed that maturation alone might lead to the more frequent demonstration of character and employability outcomes, however the maturation effect assessment clearly indicates otherwise. Of the 16 possible categories used for maturation measurements, 10 of the 16 scores indicated a negative maturation rate and one indicated

no change (see Tables 7 and 10). In only five cases was there a positive maturation effect. A good example of the impact of calculating and including the maturation rate is shown in grade 9 to 10 males for hypothesis one (see table 8). The difference in year 2 and year 3 scores was only 0.79% indicating a minimal treatment effect. However, when the maturation effect of -3.66% was included, the adjusted score of 4.45% was statistically significant ($p < .01$). Thus, although the resulting differential for year two to year three scores may not have seemed to originally indicate a treatment effect, the inclusion of the maturation rate resulted in a much more accurate picture. Since the maturation rate was negative or zero in 11 of the 16 cases, and the treatment effect showed a positive result in 11 of the 16 cases, it appears relying on maturation alone for the development of character and employability attributes is not enough. This study then supports Williams and Schaps (1999) who suggest that according to most schools of thought, "character does not develop naturally... direct teaching and guided discussion are a significant part of an overall character program" (p. x).

The study also clearly illustrates the current discrepancy in the demonstration of character and employability attributes between males and females. In every grade without exception, regardless of how success was measured, with or without the treatment intervention, female scores exceeded male scores (Tables 1 and 2). Although the intervention did have a positive effect in six of the eight male categories with two of the positive results being statistically significant ($p < .01$), the results were still below those of the females. If we are to help all of our students develop the attributes identified as being necessary for success, this is an area of great concern.

Sound leadership practice as well as "common sense suggests we should figure out what our educational goals are, then check in periodically to see how successful we have been at meeting them" (Kohn, 1999, p. 40). Linda McKay, the Director of Character Education in St. Louis, Missouri advocates the need for teachers to develop both specific classroom strategies as well as school wide strategies, suggesting "this experience would help them put theory into practice, which is essential for application of character education" (McKay, 1999, p. xii). It is clear that relying on maturation alone for the development of the desired attributes is not enough. It is also clear that a vision cannot be achieved without both a strategy and an action plan to achieve it. This study shows that the teaching, assessing, and recognizing of the attributes identified as important in the vision of successful secondary school students can positively impact the demonstration of those attributes in the majority of students. Aligning practice with vision can ultimately lead to the achievement of the vision.

Implications and Recommendations of the Findings

"Good teachers believe in children and are committed to helping them fulfill their potential - building on strengths, achieving contour, and catching light" (Ryan, 1999, p. 18).

Generalizability

The purpose of this study was to investigate the potential impact of a process to teach, assess, and recognize the successful development of character and employability attributes. The process, as described in Chapter Three, is designed to be replicated at secondary schools anywhere as it provides a framework for action while allowing for personalization according to the delivery system of the school and the make-up of the community. The assessment reference guide developed as part of the intervention in this study is specific to the school in which it was developed. It represents the attributes identified as being important to this specific community. The process to create the assessment reference guide is highly generalizable, although the product produced may not be. In the introduction of any initiative, inclusion of the constituents is of primary importance. What may appear to be an unwillingness to change may be more "an unwillingness to be changed without having control over the direction" (Van der Bogert, 1998, p. 97). With the inclusion of the individual school community, the process itself is believed to have a high degree of generalizability.

In addition to the process itself being highly generalizable, the results of the study are believed to be reliable at this time to suburban secondary school, and generalizable to two of the other four secondary schools in the same school district similar in size and demographic make up. Similar results could also be expected at grade 8 to 12 secondary schools in other locales of similar size and demographic make up. Leming (1999) warns however, "one should not assume that the results produced by any one study are fully

reliable or generalizable" (p. 50), and suggests that "replication of research is important

because it increases confidence that the reported results are not the results of unique

characteristics of a given study" (p. 53). Individual secondary schools, however, will need

to implement a similar process and assess for themselves the degree of impact as they

search for ways to more closely align their practice with their vision of a successful

secondary school student.

Implications and Recommendations for Practice

"Good education is easier to espouse in the abstract than to provide in the

concrete" (Lickona, 1992, p. ix.). Provincial and state departments of education have a

leadership responsibility to follow through with their espoused beliefs. If the British

Columbia Ministry of Education truly believes "the purpose of the British Columbia

school system is to enable all learners to develop their individual potential" (p. 1), they

are obligated to take steps to align practice with that vision. The implementation and

support of character education programs and resources would be an excellent move in that

direction. Maintaining key evaluation components of character education in the

secondary school accreditation model to ensure that schools are aligning their practice

with the visions of the province, district and their community is critical. Holding schools

accountable not just for academic performance, but character development as well, as is

identified in their vision of a successful student, must become a priority. In the pursuit of

the development of individual potential, "each one of us has to learn what it means to be fully human; to exercise our full potential and to make a positive contribution to society. The formation of good character... is one our most essential human tasks" (Ryan, 1999, p. 16).

Leadership at the district level is also crucial to the success of students in the quest for the development of character and employability attributes. A mandate must be clearly articulated to address the development of these attributes throughout the district with each school having the autonomy to "give its own unique spin to district wide programs, policies, and procedures to meet the needs and interests of school site personnel, students, and their parents" (DeRoche & Williams, 1998, p. 59). As an example, the assessment reference guide developed as part of the intervention in this study is specific to the school in which it was developed. It may contain, as ethical objectivists might maintain, some universal attributes crucial to the development of all individuals. Whether this is the case or not, it is recommended that a similar assessment reference guide be developed unique to each school and each community in which it is to be applied. Although this represents a somewhat more ethical relativist approach, inevitably there will be overlap in the attributes identified. The participatory process of identifying which attributes are really important in one's own community based on one's own ethical and cultural principles and beliefs is a necessary step in attaining ownership for the vision. This does not mean that the district takes a 'hands off' approach, but rather an interactive approach to leadership, mandating the inclusion of character development in schools, and supporting the schools in their individual initiatives to achieve that goal.

A focus on character and employability attribute development will not happen unless teachers and administrators have a foundation upon which to build. Addressing these current needs in the educational reform movement will require schools of education to change the way in which they educate teaching professionals. Many teachers, it seems, finish high school, go to university, then return to teach assuming what worked for them is best for others. A closer scrutiny of teacher education practice may reveal that our teacher education programs are preparing our teachers to address the industrial age needs of the last generation and not adequately preparing them to address the entrepreneurial needs of the next generation! The Holmes Group, comprised of "deans of schools of education at almost all the leading universities in the United States" (Noll, 1997, p. 347), maintains that "in a world that has changed, education schools, too, must change" (Noll, 1997, p. 351). They challenge that professional schools of education are not meeting the needs of today's generation and that they must evolve to address the needs of the teachers of the future thereby having a more positive impact on the students of the future. "The preparation of aspiring teachers is incomplete without course work in character education and ethics" (Freitas, 1999, p. 56.). Educational literature has expounded the need to focus on the holistic development of the individual for nearly a century (Landon, 1902; Barnett, 1908), yet secondary schools continue to focus on achievement testing as a measure of success, and consequently schools of education tend to focus on developing curricular expertise. It may be the case, as postulated by Williams and Schaps (1999) that "what gets inspected is what gets respected" (p. ix) and because of the difficulty in assessing character education, it has been "relegated to the sidelines" (p. ix). Character development will not happen without a plan to make it happen by

Williams and Schaps also point out "direct teaching and guided discussion are a significant part of an overall character program" (p. x). As such, "prospective teachers must become aware that schools and teachers do influence character development" (DeVries, 1999, p. 38). The 1997 study to examine the place of character education in teacher education programs jointly sponsored by the Center for the Advancement of Ethics and Character and the Character Education Partnership found "overwhelming support for the concept of character education" (Jones, 1999, p. 47). In contrast to this finding however, the study also found that "relative to the high level of conceptual support expressed for character education, the reported level of curricular attention given to character education was considerably low" (p. 47). Once again it appears that the practice is not aligned with the vision. "Fostering character may be an agreed upon goal, but it is not yet a programmatic reality" (Jones, 1999, p. 48). It is time for schools of education to assume the necessary leadership role that will raise the professional standards of the teaching profession and align practice with vision. "One of the hallmarks of a true profession is a Professional Code of Ethics. The Code publicly articulates the community's core values and beliefs. It serves as the basis for all professional decisions... To date, no code exists for teacher educators" (Freitas, 1999, p. 58).

The most significant role in the successful implementation of any process to introduce character and employability attributes is the classroom teacher. Sidney Hook (1946) advised us half a century ago, "all plans for educational reforms depend on the teacher for their proper realization" (p. 172). Teachers then must be included in the identification of the vision for success, the development of the process, and then be held accountable for the implementation of the process to more closely align their practice

with the vision. To achieve this, first and foremost we must listen to what the students tell us works and what doesn't. Williams (1993) emphasizes that "do as I say, not as I do clearly does not work" (p. 22). An inconsistency between actions and words invalidates the words. According to Williams, the students are telling us that to try to teach values as a separate class is not the way to go! Much as English is not taught or learned only in 'English' class, character and employability attributes are not taught or learned in a single session or class. It is "the incontrovertible reality that schools unavoidably, inevitably influence student character" (Williams & Schaps, 1999, p. viii). It permeates our curricula with or without our control. What we can control, then, is which values are presented and emphasized (i.e. honesty as opposed to cheating), how they are presented, and the manner in which they are not just spoken about, but effectively practiced or modelled. "Authentic character education means helping young people become the sculptors of their own lives and character" (Ryan, 1999, p. 18).

The criteria for measuring success must also be monitored. Although this may be accomplished in a number of ways, in my study I constructed two measures of success, one slightly stricter than the other, and tested each by grade and gender. Looking at grade 8 to 9 male scores in particular, while the percentage of males demonstrating all 'G' work habit showed a statistically significant ($p < .01$) positive relationship, results measuring the total percentage of 'G' work habit marks show a statistically significant ($p < .01$) negative relationship. As previously mentioned, this may have resulted from those male students close to achieving all 'G' marks putting forth a bit more effort to succeed and those male students not close to achieving all 'G' marks demonstrating less effort seeing success as unattainable. If this were the case, the method of recognizing success must be

reassessed to account for effort as well an overall result. A possible solution might be to recognize degrees of success based on the total number of 'G' marks, such as a gold (4 G's), silver (3 G's) and bronze (2 G's) recognition. This would start to address those situations where even though effort may have increased as demonstrated by the total percentage of 'G' marks earned, the student was still not considered successful when a single subject or teacher in one semester resulted in the insurmountable task for a student to achieve all 'G' work habit marks.

Reporting the results of this and any further investigations to the suburban secondary school and community is critical to allow for self-reflection and analysis regarding the school's current level of effectiveness in aligning practice with vision. This has the potential to lead to a variety of growth opportunities including: (a) a greater emphasis on teaching character and employability attributes, (b) incorporating the attributes into more curricular content and delivery styles, and (c) the investigation of alternate methods of educational delivery to more effectively support the learning and practice of the attributes. Leadership at the school level supported by the district would be critical, however, for any change to occur.

A challenge for educators and educational leaders is that the introduction and development of such attributes as responsibility, reliability, self-motivation and self-esteem might force a paradigm shift in the way education has been traditionally delivered and open the door to more autonomous learning styles, especially at the secondary school level. A holistic approach to individual development is presented by Noddings (1984) who suggests "the student is infinitely more important than the subject" (p. 20), juxtaposed with the notion that although "the primary aim of all educative effort is the

nuturance of the ethical ideal... the school, in particular, need not... abdicate its essential responsibility to train the intellect" (p. 173). The development of character and employability attributes will allow other educational theories and delivery models to be introduced. Models that address such concepts as multiple learning strengths and styles (Gardner, 1983; Goleman, 1995; Sternberg, 1996) and alternate organizational formats (Sizer, 1996) including individually-paced and self-directed learning strategies can be implemented more effectively when the students develop the skills needed to succeed in these type of learning environments. I suggest therefore, it is time for a change, and to build that change around a solid character education program. If adolescents, especially those at the secondary school level, are to make sound ethical choices and decisions, and assume responsibility for their actions, we must help them learn how. "It is the essence of character education that young people assume responsibility for their own character formation" (Ryan, 1999, p. 17).

Implications and Recommendations for Future Research

The results of the study provide a good starting point for further investigation. As there has been very limited research into the development of character and employability attributes at the secondary level to date, replication of this study at other secondary schools would be a good first step. A priority, however, would be an investigation into gender imbalance regarding the development and demonstration of the attributes. The

consistently more frequent demonstration of character and employability attributes by secondary school females indicates an immediate need for further research into why males are not demonstrating the desired attributes to the same degree as the females. I question whether the difference between male and female character and employability attributes is as pronounced as this study indicates, or whether it may be related to the perception by teachers of what constitutes a 'G' level or successful demonstration of the attributes. Educators seem caught in the dilemma of identifying critical thinking, initiative, time management, and problem solving skills as key criteria for measuring student success, yet maintaining an educational delivery model that restricts the development of these skills and abilities by perpetuating a model of dominance and subordination. "Dominate groups usually impede the development of subordinates and block their freedom of expression and action" (Miller, 1986, p. 7). A question that must be asked is whether the current educational delivery model is more supportive and accepting of female behavior than male? As has already been mentioned, the objective of educating everybody would demand notably altered practices (Goreman and Johnson, 1991). The fact that the results of this study are so consistent over the entire secondary school grade continuum indicates a need for immediate further investigation into this gender imbalance.

Guidelines for the teachers to present, discuss, and jointly learn with the students about the attributes were provided by the Character and Employability Staff Committee. These guidelines are outlined in detail in Chapter Three, Stage One: Developing a Shared Vision. The actual methods and procedures used by the teachers however, were at the desecration of the individual teacher. Further study into the specific approaches used is necessary to refine the intervention and validate the most effective methods of teaching

and learning about character and employability attributes. The intervention used in this study focused primarily on the CAPP teacher for delivery, yet ideally the ongoing discussion, instruction, and modeling of the attributes should permeate the school curriculum and the school climate.

It is also recommended the study be replicated with the following suggestions and considerations. The study investigated data over a three year time period, looking at only one maturation year and one treatment year. It is impossible in applied research to explain away everything, as there will always be some unexplained variations. The only way to fully address the combination of both negative and positive results would be to replicate the study and ideally add to its length so that other issues can be investigated over a longer period of time. Further investigation using several two-year data series populations would increase the number of observations as well as allow for more individualization of case-by-case analysis. A longer study over time would also provide more insight into the negative scores arrived at for selected subcategories in this study. An assumption of the study is equality from year to year in both grade and gender characteristics and maturation rate. Although the maturation rate was determined from pre-intervention data and will be difficult to monitor once the intervention has been introduced, the scores can still be compared year to year to assess the effectiveness of the intervention. Continued investigation is recommended over a period of several years to further assess both the quality and the possible impact of the process. It is evident that one year was not enough time to adequately introduce and evaluate the full impact of the process. Ongoing evaluation would allow for adjustments in the delivery and effectiveness of the process. In a semester school such as Suburban Secondary, data could

also be collected and analyzed at the end of each semester now that the process has been introduced. Replication of the study in a variety of secondary schools with different demographic characteristics, including both urban and rural schools as well as different ethnic and racial populations would also generate additional valuable information.

The inclusion of academic achievement as measured by G.P.A. and the development of character and employability attributes would add an interesting dynamic to the overall picture. This would require a consistent method of collecting and analyzing academic achievement data over a period of time that was not possible at the time of this study. Similarly, a comparison of honor roll status with the attainment of 'G' work habit marks would provide a second interesting comparison between academic achievement and the successful demonstration of character and employability attributes.

Another interesting investigation would be to compare students' 'G' scores and whether students are seen to be intrinsically or extrinsically motivated. This would require the administration of an instrument designed to measure motivation at the same time as the 'G' scores are collected. Results including a motivational component could help to explain whether the recognition process is appropriate or even necessary. Adding a qualitative component would also increase the richness of the study. The inclusion of staff, student, and community focus groups to discuss the 3 stages of the process (teaching, assessment, and recognition) and obtain feedback from each perspective would provide valuable knowledge toward more effective implementation.

If access to data could be obtained, additional studies could be done assessing the impact of the process in conjunction with that of socioeconomic status, single parent families, and the impact of significant life events such as the death of a parent. Again

subject to the availability of data, powerful information could be obtained if future studies could explore the impact of teaching character and employability attributes at the secondary school level with future post-secondary success rates, employability success rates, and relationship success rates.

Finally, further investigation into the maturation effect introduced in this study may provide useful information regarding adolescent character and employability attribute development as well as adding insight into educational practice regarding alternate learning styles, rates, and educational delivery methods. If the vision of a successful secondary school student includes the ability to demonstrate such attributes as reliability, respect, communication skills, and motivation, the opportunity for students to learn and practice these attributes must be provided. It is difficult to learn how to be a self-starter within an educational delivery model restricted by time that tells students when to start and stop their learning. It is difficult to be a creative thinker in an educational system that discourages challenge and rewards compliant behavior. Self-directed learning educational models such as those found at Bishop Carroll High School in Calgary, Alberta, Canada (grades 10 to 12) and Thomas Haney Secondary School in Maple Ridge, British Columbia, Canada (grades 8 to 12) are examples of alternative learning models unrestricted by time that require students to demonstrate character and employability attributes in order to succeed while still in secondary school. Further research addressing the effectiveness of these models in the development of character and employability attributes, as well as research into effective methods of bridging students from traditional linear or semester delivery models toward less restrictive self-directed learning delivery models is needed. Students cannot, however, be expected to make this

leap from one delivery model to the other without an effective means of learning the attributes necessary for success.

Concluding Remarks

"Character education has three goals: good people, good schools, and a good society" (Lickona, 1999, p. 41).

This study investigated a process to build a bridge between the gap of vision, what we say we believe is important, and practice, what we do to achieve our vision. As with the 10 programs reported on by Leming (1999) at the elementary and middle school levels, this secondary school study demonstrated mixed results. The majority of the findings of this study however do tend toward supporting the introduction of a formal process to teach, assess and recognize the development of character and employability attributes in secondary schools. The results of this study can be described in a manner similar to Ted Sizer's description of the progress of the Coalition of Essential Schools when he explains "we recognize the evidence to date is limited and fragmentary. But the trends, however preliminary, are absolutely in the right direction" (1996, p. 79). Of particular interest and concern was the finding that in every grade level of every year of the study, the percentage of females demonstrating the desired attributes was greater than

males (Figures 1 and 2). Although the findings of this study are mixed, they support the need for additional research into the implementation and effectiveness of a process to address character and employability attribute development as well as to address the current discrepancy in the demonstration of these attributes between males and females.

The consistency by which character and employability attributes are included in the vision of a successful secondary school student and graduate is a powerful indicator of the importance of these attributes in developing good people, good schools, and a good society. Consequently, there is a demand for further investigation into the development of an effective practice to achieve this vision. Educational leaders have a responsibility to not only manage this change, but to lead this change. Robert Quinn (1996) tells us "the path of change is often tortuous, with no clearly defined structure" (p. 83) and that "confidence, along with tenacity, will guide our actions as we begin to build the bridge toward our vision" (p. 86). Jim Harris's (1998) reminds us, "the key to all wisdom is execution. It is not enough to know what we should do, the key is to have the courage and stamina to carry it out" (p. 23). Further research into the successful development of character and employability attributes for secondary school students will add to the knowledge base for secondary school leaders as they develop implementation plans to more clearly align practice with vision. Perhaps in addition to the leaders who exude the confidence and tenacity recommended by Quinn, we need more 'romantic' educational leaders. Herb Kohl (1998), the founder of the Open School Movement suggests, "Being a romantic means believing the world can be different from what it is now" (as cited in Scherer, 1998, p. 13). As a romantic, I believe 'different' will equate to 'better'. We owe it to ourselves as professionals to more closely align what we say is important, our

vision, with what we do, our practice. And we owe it to our students, who by the way they live their lives, become our legacy.

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Appendix A

Character and Employability Attribute Survey

A) Please indicate by circling the appropriate number below, which of the following outcomes you believe are <u>most important</u> for a student to be able to successfully demonstrate to be successful as a self-directed lifelong learner.

1 = Delete from List   2 = Not Too Important   3 = Important 4 = Most Important

	Delete from List	Not Too Important	Important	Most Important
1. be reliable	1	2	3	4
2. be a problem solver	1	2	3	4
3. be critical thinkers	1	2	3	4
4. be conscientious	1	2	3	4
5. be prompt	1	2	3	4
6. have communication skills	1	2	3	4
7. be a risk taker	1	2	3	4
8. be a creative thinker	1	2	3	4
9. be respectful	1	2	3	4
10. have leadership skills	1	2	3	4
11. be compassionate	1	2	3	4
12. set appropriate goals	1	2	3	4
13. be adaptable	1	2	3	4
14. have social skills	1	2	3	4
15. have initiative	1	2	3	4
16. be technically aware	1	2	3	4
17. exhibit excellence	1	2	3	4
18. be collegial	1	2	3	4
19. a healthy self-esteem	1	2	3	4
20. be motivated	1	2	3	4
21. be an active liver	1	2	3	4
22. be innovative	1	2	3	4
23. set short/long term goals	1	2	3	4
24. be a lifelong learner	1	2	3	4

C) Please list any outcome(s) that you believe should be included in this list.

_____   _____   _____

D) Please add any suggestions and/or recommendations:

_____

Appendix B

Character and Employability Attribute Survey Results

September, 1999 - Faculty, Staff and Parent Survey Results

Respondents included: teachers, administrators, support staff, clerical staff, custodians, noon supervisors, and PAC committee. Total number of respondents: n = 33

Responses were scored as follows:

Delete from List	1 point
Not Too Important	2 points
Important	3 points
Most Important	4 points

Rank	Attribute	Score	Rank	Attribute	Score
1.	be reliable	112	13.	have initiative	98
2.	have communication skills	111	14.	have a healthy self-esteem	95
3.	be conscientious	110	15.	be compassionate	93
3.	be a lifelong learner	110	16.	be critical thinkers	91
5.	be adaptable	107	17.	be innovative	89
5.	have social skills	107	17.	be technically aware	89
7.	be prompt	105	19.	be a creative thinker	87
8.	be motivated	104	20.	exhibit excellence	82
9.	be respectful	103	21.	have leadership skills	80
10.	be a problem solver	102	21.	be collegial	80
11.	set appropriate goals	101	23.	be a risk taker	78
12.	have short/long term goals	99	24.	be an active liver	72

C) Please list any outcome(s) that you believe should be included in this list.

cooperative, responsible, faithful, good manners, integrity, perseverance, honesty (x2), attitude, mentoring, appearance pride, ethic development, community minded, listening

D) Please add any suggestions and/or recommendations:

glad staff is looking at this, good idea, failing to have these attributes does not prevent a person from being a life long learner

Appendix C

The 15 Most Important Attributes

for British Columbia Workers to Demonstrate

1. communication skills
2. analytical ability
3. sets high performance standards
4. honest and reliable
5. flexible and adaptable
6. team player
7. attitude (school / work / associates / supervisor)
8. productive (quality and quantity)

9. intelligent
10. accepts responsibility
11. good work ethic
12. entrepreneurial
13. enthusiastic
14. mature in mind and behaviour
15. creative

(The Conference Board of Canada, 1992)

Preparing Students for the 21st Century

As the 21st century approaches, many educators are debating the role of education in meeting students' and the economy's needs. This booklet describes the results of a modified Delphi study that asked a panel of 55 experts from education, business, and government how to best prepare students for the 21st century. During the course of three survey rounds, participants agreed that students will need:

- communication skills
- increased support for education
- ethics and values education
- skills in marketplace technologies
- clear accountability standards
- social and cultural understanding

(Uchida, Cetron, & McKenzie, 1996)

Appendix D

Suburban Secondary Student Character and Employability Attribute Descriptions

September 1999 – Student Survey Results

Reliable

- trustworthy, dependable
- can be counted on
- be responsible and accept responsibility
- keep your word
- do your homework
- get to work/school on time, be punctual
- doing what you are asked
- honest
- write it down, take good notes
- take part
- don't let others down
- independent worker
- great attendance
- prepared
- able to trust that a person will follow through

Communication Skills

- able to talk with and listen to others
- able to listen
- share ideas
- able to express yourself clearly and appropriately
- ask questions   - able to read
- answer questions   - take instructions
- start conversations   - speaks clearly
- let others know how/what you feel
- co-operate   - group projects
- communicate with others - help one another
- express yourself   - presentation skills
- participate in discussions
- participate
- computer skills
- able to make a point to others

Respect

- treat people the way you want to be treated
        /golden rule
- polite
- show consideration to others
- listen
- courteous
- good manners
- caring
- be considerate about others values, thoughts,
        morals, and beliefs
- obey rules
- ask to use other's property
- be nice to people and their property
- treat people and property good
- help
- role model
- respect other's feelings and thoughts
- listen without interrupting
- return what you borrow
- clean up after yourself
- care for people
- no cursing

Self-Esteem

- a confident / positive attitude
- be happy
- your work shows your confidence
- willingness to take risks
- respect yourself
- be proud of what you do / in accomplishments
- think good things about yourself
- motivated
- determined
- dress appropriately
- act naturally / be who you are
- personal pride
- stand up for yourself
- sure / secure of themselves
- don't give up easily / keep trying
- don't give in to peer pressure
- be the best you can be
- don't put yourself down

Appendix D (continued)

Social Skills

- optimistic
- friendly
- work with others / co-operate with others
- compromise
- willing to meet new people
- respectful, polite
- realistic
- involved
- learn something new by helping someone else
- open minded
- able to be themselves around others
- aware of other cultures and diversities
- diplomatic
- listening to others and expressing your own ideas
- friendly

Life Long Learner

- open minded
- learn something new everyday
- sets goals / achieving goals and setting new ones
- looks for and acts on opportunities to learn
- asks questions
- learn from your mistakes
- always want to learn & always willing to learn
- willing to listen to new ideas
- open to suggestions
- interested
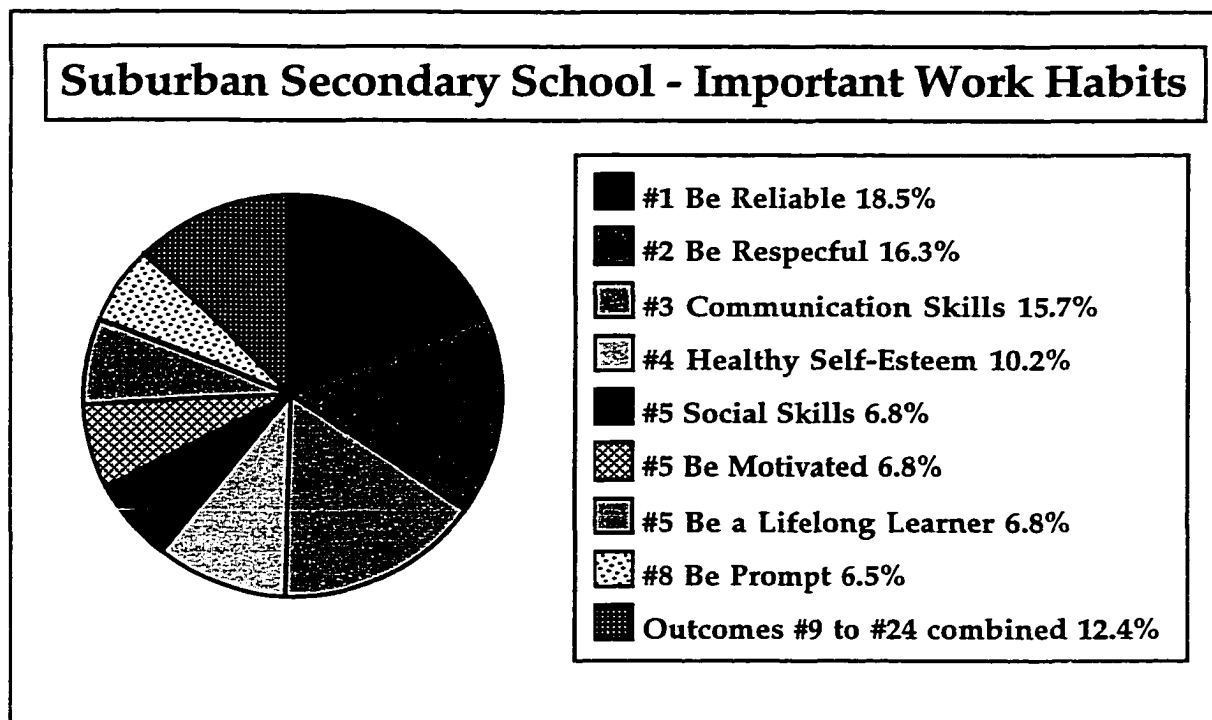- sharing ideas
- new challenges

Motivated

- energetic
- willing to work
- self-starter
- solving problems before being told to
- does things without being told
- ready to work
- wanting to succeed
- wanting to work
- work hard to finish on time / to be your best
- focused
- able to push yourself
- a 'go go' person
- shows enthusiasm
- pays attention
- don't give up
- don't be lazy
- put lots of effort into work
- willingness to take on new challenges
- willing to do what is required
- take action to do things better
- goal oriented
- finish what you started
- be positive
- have desire

Prompt

- on time
- organized
- prepared
- ready to go / ready to work
- in class on time w/appropriate materials
- preplanning / plans ahead
- not procrastinating

Appendix E

<u>Student Attribute Survey Results - September 1999</u>

Suburban Secondary School - Important Work Habits

- ■ #1 Be Reliable 18.5%
- ▦ #2 Be Respecful 16.3%
- ▦ #3 Communication Skills 15.7%
- ▦ #4 Healthy Self-Esteem 10.2%
- ■ #5 Social Skills 6.8%
- ▨ #5 Be Motivated 6.8%
- ▦ #5 Be a Lifelong Learner 6.8%
- ▦ #8 Be Prompt 6.5%
- ▦ Outcomes #9 to #24 combined 12.4%

• Results were submitted by 26 CAPP classes. Outcomes were scored as follows:

Rank:	1st	2nd	3rd	4th	5th	<5th
Score:	5 pts.	4 pts.	3 pts.	2 pts.	1 pt.	0 pts.

The total point value of all responses ranked one to five = 459

The % score = the actual point value score divided by the total point value score.

Ranking	Top Ranked Outcomes	Score	% of Total Score (459)
1st	be reliable	85	18.5
2nd	be respectful	75	16.3
3rd	have communication skills	72	15.7
4th	have a healthy self-esteem	47	10.2
5th	have social skills	31	6.8
5th	be motivated	31	6.8
5th	be a lifelong learner	31	6.8
8th	be prompt	30	6.5
9th - 24th	Combined total / all other outcomes	57	12.4

Appendix F

> Consistent with the student outcomes identified in the
>
> # Vision for the Suburban Secondary School Student
>
> a successful student will be able to demonstrate the following attributes:

Be Reliable

• is trustworthy, dependable, honest
• is responsible / accepts responsibility
• can be counted on to:
  - attend and be on time consistently
  - complete assignments and homework
  - do what is asked of him/her
  - keep his/her word

Social Skills

• works with others / co-operates with others
• is respectful and polite
• can be counted on to:
  - be open minded and optimistic
  - be friendly
  - be diplomatic / compromise
  - be aware of other cultures / diversities

Be Respectful

• is considerate about others feelings and values
• is polite, courteous, caring, good manners
• can be counted on to:
  - treat people and property good
  - listen without interrupting
  - not to swear/curse
  - ask to use other's property and return it
  - clean up after him/herself

Motivated

• does things without being told / a self-starter
• willing to work / wanting to succeed
• can be counted on to:
  - put lots of effort into his/her work
  - take action to do things better
  - work hard to finish on time
  - be positive / have desire / take charge
  - be willing to take on new challenges

Communication Skills

• can talk with and listen to others
• can express him/herself clearly/appropriately
• can be counted on to:
  - ask and answer questions
  - share ideas / participate in discussions
  - start and participate in conversations
  - co-operate and follow instructions

Life Long Learner

• looks for and acts on opportunities to learn daily
• continuously sets and works toward new goals
• can be counted on to:
  - be open minded and open to suggestions
  - be willing to listen to new ideas
  - asks questions and share ideas
  - learn from previous mistakes

Healthy Self-Esteem

• takes personal pride in self & accomplishments
• has a positive attitude
• works to be confident and happy
• can be counted on to:
  - be the best they can be
  - motivated and determined
  - respect yourself
  - act naturally /dress appropriately

Prompt

• on time
• organized, prepared and ready to work
• can be counted on to:
  - be in school and in class on time
  - have the appropriate materials
• preplanning for activities/assignments
  - not procrastinate

USD

University of San Diego

School of Education   Marriage and Family Therapy Program

Date: July 24th

To: Douglas Hoey, Ed.D Candidate

From: Lee Williams, Ph.D. (School of Education Representative for Human Subjects)

Re: Qualification for Exempt Status

Doug, thank you for your memo outlining your research, and inquiring whether or not it would qualify for exempt status.   On page 3 of the Human Subjects policy (6.0.2), the policy states that proposals are exempt from review provided: "Only preexisting data banks, in which the subjects are unidentifiable will be used in the project." Based on my review of your proposal, I believe your dissertation is exempt from review by the Human Subjects committee. I wish you the best on your research.

5998 Alcalá Park, San Diego, California 92110-2492   619/260-4538   Fax: 619/260-6835