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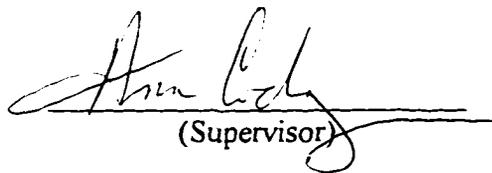
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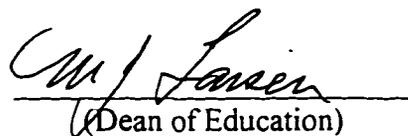
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The undersigned certify that they have read, and recommend to the Faculty of Education for acceptance, a thesis entitled **INITIATING AND IMPLEMENTING AN INNOVATION THROUGH THE PROCESS OF COOPERATIVE AND COLLABORATIVE PLANNING** submitted by BENJAMIN J. GALE in partial fulfillment of the requirements for the degree of **MASTER OF ARTS (EDUCATION)**.

  
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Date: April 30, 1997



INITIATING AND IMPLEMENTING AN INNOVATION  
THROUGH THE PROCESS OF COOPERATIVE  
AND COLLABORATIVE PLANNING

by

Benjamin Gale

A thesis submitted in partial fulfillment of the requirements  
for the degree of Master of Arts (Education).

FACULTY OF EDUCATION  
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## Abstract

### Initiating and Implementing an Innovation Through the Process of Cooperation and Collaborative Planning

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This thesis explores a process followed by the R.C. St. John's School District in their plight to introduce and implement an innovation within their school system. The innovation involved the examination of new programs dealing with discipline as a result of widespread problems being experienced throughout the district.

After extensive research across Canada and the United States, the St. John's R.C. School District chose, Cooperative Discipline: A Thinking and Caring Approach by Dr. Linda Albert. The school improvement division of the school district were impressed with the program's policy and guideline development, outlined procedures to follow, and strategies that could be used within the educational setting to combat misbehavior. Furthermore, the cooperative discipline program is structured to involve teachers, students, parents, and/or administrators in a cooperative and collaborative manner.

The program has a number of attractive features that appealed to the R.C. St. John's School District. The program has an inservice package, it is interactive and user friendly, it pinpoints the reason for misbehavior, it has a large number of strategies for teachers to use, it corrects behavior in a proactive manner through action planning, and it can be adapted or modified to suit each school's needs.

The school improvement team followed Michael Fullan and Keith Leithwood's models as processes to follow in bringing about change within the St. John's School District.

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# **CHAPTER 1**

## **Context of The Study**

Since the 1980's, our knowledge about changing administrative roles and involvement with innovative techniques, has received focus attention by researchers. Major studies (Fullan 1981); (Hawley and Rosenholtz 1986); (Huberman and Miles 1984); (Leithwood and Musella 1978) have provided research findings that impact greatly on bringing forth innovative changes as well as the understanding of the complexity of the challenges which are faced when initiating and implementing a new change within the boundaries of a school.

This study will focus on change as it relates to the roles and responsibilities of administrators, teachers, and parents in the implementation of a new idea within the school context. Leithwood (1986) defines implementation as changes in practice after some change relative to the improvement of instruction, learning, and/or curriculum. Within that definition, this study will focus on the innovation of cooperative discipline and will be undertaken through an explanation of the implementation process used in six separate schools. This thesis will include: (1) a review of the related literature; (2) an overview of the history of issues affecting schools under the school district of St. John's Roman Catholic System; (3) an examination of the process followed by the six different schools; and finally (4) an analysis of the data provided by six different administrators.

## **Purpose**

The purpose of this study is to gain insight into the dynamics of the change process as revealed through a district implementation strategy. The study will explore issues encountered by administrators during various stages of implementation of an innovative process (Leithwood, 1986). The innovation chosen as the focus of this study is the cooperative discipline program. Cooperative discipline is an approach that attempts to identify the goals of misbehaviour, offer strategies to correct misbehaviour, involve students as active participants, and involve parents or guardians throughout the corrective process. Cooperative discipline has been, and continues to be, a focus within the St. John's

R.C. School District over the past seven years. Fourteen schools, ranging from kindergarten through high school and representing rural and urban communities, have become actively involved in the process. Hence, the cooperative discipline program represents all grade levels within the school system and spans the range of socio-economic scale. The program has been endorsed by the school district resulting in the revising of appropriate policies and the procurement of resource materials appropriate for the initiative.

### **Significance of the Study**

It is the hope of the researcher that this study will serve a twofold purpose: 1). it will provide information to administrative and school staff individual schools who plan to introduce the cooperative discipline program; 2). it will provide additional information relative to existing research base for the change process. This study will also have significance for the school district. It will assist in the identification of the strengths of schools which have implemented the cooperative discipline program successfully as well as provide insights regarding the obstacles encountered by individual schools in the implementation process.

### **Research Question**

The research question for this study is: What are the dynamics faced by administrators as they plan for and implement an innovation through a collaborative process within the context of a school?

### **Conceptual Framework**

In order to undertake any research analysis, a blueprint or conceptual framework is required. This study will use a framework developed out of research by Fullan (1982) and Leithwood (1986). The conceptual framework will assist the investigator in studying patterns of behaviour such as the administrative style used throughout the initiation and implementation of cooperative discipline, which are often difficult to observe directly.

Fullan (1982) developed four philosophical categories which have a direct impact on implementation. Each category is sub-divided into factors that influence change within a variety of educational contexts and districts; these are portrayed in Table 1-1.

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**TABLE 1-1**  
**FIFTEEN FACTORS AFFECTING IMPLEMENTATION**  
**FULLAN, 1982**

---

- 1) **Need and relevance of the change**  
Fullan found that implementation is more effective when specific needs are identified.
  
- 2) **Clarity**  
Change is about setting clear goals and means by which to achieve results. If goals are unclear, great anxiety is most likely to occur for people involved in the implementation phase.
  
- 3) **Complexity**  
Complexity refers to the difficulty and extent of change necessitated by individuals responsible for implementation. It requires a sophisticated array of activities, diagnosis, teaching strategies, and philosophical understanding if effective and successful implementation is to be achieved.
  
- 4) **Quality and Practicality of program (materials, etc.)**  
Teacher want access to and derive benefits from tangible, relevant program materials which have been produced and tested in real classroom situations (quality of materials). Furthermore, teachers must practice "learning by doing" in order to achieve change effectively and efficiently.

- 5) **The history of innovative attempts**

To be successful, a district's past must be reviewed to determine the seriousness of successfully implementing new programs. Administrative support and involvement are essential components in bringing about change.
- 6) **The adoption process**

There is need for organizational commitment and follow through in order for implementation to occur. The more staff and community participation is generated in the early phases of the planning process, the greater the possibility exists that the innovation will encounter success.
- 7) **Central administrative support and involvement**

Support of central administration is critical for change in district practices. Fullan suggests that central administrative staff should demonstrate support and involvement through actions in the form of frequent school contact and scheduled visitations.
- 8) **Staff development (in-service) and participation**

Research shows that teachers learn best from other teachers. In-service training should be designed to provide on-going, interactive and cumulative learning necessary to develop new conceptions, skills, and behaviours. The foundation of resocialization is interaction or learning by doing and regular contact with peers and colleagues. Fullan reports that people can and do change, but it requires social energy.
- 9) **Time-line and information services (evaluation)**

Time-lines used are not as important as the information being sought when studying the implementation process. Collecting useful information, coupled with

effective diagnosis of student learning, has been strongly linked to school improvement.

10) **Board and community characteristics**

Fullan suggests that the role of individual parents rather than community groups may provide one of the most powerful leverages to better and more successful implementation. Furthermore, certain adoption decisions and conflicts have to be settled before energy can be turned to implementation.

11) **The principal**

It has been found that projects having the active support of the principal are the most likely to encounter success. Psychological support, providing resources, and attendance/participation at training sessions are critical if the implementation is to achieve the desired goals. Interaction is a key factor in the implementation process.

12) **Teacher-teacher relationship**

Because change involves resocialization (exchanging ideas, support, and positive feelings), the quality of working relationships is strongly related to implementation.

13) **Teacher characteristics and orientations**

School wide emphasis and expectation are major factors in promoting teacher sense of efficacy. Teacher sense of efficacy refers to teaching, thinking and expectations that all students, regardless of family background, can reach appropriate levels of achievement.

14) **Role of government**

Conflicts between external and internal groups are central to the problem and process of meaning (limited interaction, misinterpretation, attribution of motives, feelings of being misunderstood, and disillusionment on both sides; theoretical

versus practical views). Whether or not implementation occurs will depend on the congruency between the reforms and local needs and the manner in which changes are introduced, monitored, and evaluated. Governments, ultimately, have a responsibility toward allocating appropriate resources and developing a support mechanism for staff development.

15) **External assistance**

Outside assistance or stimulation can influence implementation to a great extent provided that it is integrated with the factors at the local level.

Fullan does not concede that these factors represent a detailed blueprint, but he does state that they provide an organizing framework or a way of thinking about change. It helps in the understanding of effective change, in its explanation and its casual factors. The Fullan model will be used to identify common, broad patterns and/or themes in each of the six schools involved in the cooperative discipline program.

In addition to Fullan's implementation process, the researcher will use Leithwood's curriculum review, development, and implementation process as a means from which to examine the various functions associated with planned change.

**Curriculum: Review, Development, and Implementation**

Leithwood (1986) reports that one of the factors that affects the development and implementation of curriculum is the teacher's belief system or educational orientation which may be defined as a basic set of educational beliefs about teaching and learning as well as the provision of a framework for approaching curriculum. If a teacher's educational orientation is congruent with the aims and rationale of a particular innovation, the chances for effective implementation improve. Miller and Sellar (1986) suggest three

broad orientations that are especially helpful when considering the dilemmas educators face during curriculum development and implementation. (See Table 1-2)

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**TABLE 1-2**  
**ORIENTATIONS: TRANSMISSION, TRANSACTION,**  
**AND TRANSFORMATION**  
**MILLER AND SELLAR (1986)**

---

**1) Transmission position**

The function views education as that of facts, skills, and values to be conveyed to students. This position stresses mastery of traditional school subjects through traditional teaching methods, particularly textbook learning (subject orientation). The students acquire basic skills, cultural values, and pre-determined facts that are necessary to function in society (cultural transmission orientation). The position stresses an application to curriculum planning which presents a mechanistic view of human behaviour, whereby, student skills are developed through specific instructional strategies (competency-based learning orientation). The transmission view of curriculum, which is linked to the behavioural psychological views of learning, sees education as a one-way movement to convey to students appropriate skills, knowledge, and values which are valued by society.

**2) Transaction position**

This orientation to curriculum focuses on developing the students' intellectual ability through problem solving strategies. Psychological roots of this analytic position are derived from cognitive developmental theory which is viewed as an extension of cognitive growth and development. Such growth and development is the result of interaction between students and a stimulating, intellectual, environment.

### **3) Transformation position**

The transformational view of curriculum focuses on personal and social change. It encompasses three specific orientations: skills that promote personal and social transformation (humanistic and social change orientations); a vision of social change leading to harmony with the environment rather than control over the environment; and the attribution of a spiritual dimension to the environment (transpersonal orientation). The curriculum and student interpenetrate each other in a holistic manner.

These two models will be used as the conceptual framework for the study. They will give the foundation for research, provide a frame from which to view current research, and act as a blueprint from which to organize relevant data.

In summary, the transaction and transformation views provide a guiding image for change. Since teacher beliefs influence curriculum implementation, the main issue for people involved in leadership positions is to encourage teachers to examine their beliefs in the hope that they will subscribe to the image of an educated person as a self-motivated, self-directed problem solver. Raising individuals' awareness of how their curriculum orientation influences practice might provide one avenue towards individual growth and development. Two concepts seem particularly germane here: challenge and support. Practitioners must be challenged to reflect on their practices and support must be provided during the change process. Leithwood suggests that support in the form of encouraging new teaching strategies or providing new materials coupled with professional development reflective practices increases the chance for change within the institutional setting.

## **Research Design and Methodology**

### **Case Study**

A case study approach involving six schools was utilized in this particular investigation to accommodate an analysis of individual cases as well as to access development over time within varying contexts. This approach allowed for the

investigation of the nature and evolution of each individual's understanding of change as well as to investigate the factors that impact on one's work throughout the implementation process.

### **Selection of Participants**

Six schools were chosen to establish a profile sample for the study. The subjects were selected from a group of fourteen administrators who make up a cadre of team leaders who have been actively involved in this innovation. This group provides support and guidance to six school staffs who have embarked on the task of improving discipline within their schools. Of the six schools, two have had extensive involvement in the improvement process while the other four schools are midway through the implementation phase.

The school administrators in this study were interviewed over a three month period. The purposes, research questions, and requirements of the study were explained to the participants during the initial interview. All fourteen administrators were asked to consider being a participant in this study.

### **Research Design**

Criteria for selecting the six participants include: gender, representation across school levels and experience with the innovation for a minimum of two years. The first criteria ensures that the participants were representative of the group of 14 (three men and three women). The second criteria ensures that administrators represented are from the primary, elementary, and junior/senior school level. The third criteria ensures that the administrators have had involvement over a period of two years or more.

### **Demographics of Schools**

Each of the six schools, which constitute an integral part of this study, are under the jurisdiction of the St. John's R.C. School District in a predominately urban setting. All administrators participating in this study are involved in the school improvement process

within the school district and each has received extensive inservice on the process of change. Each administrator was also given an overview of the cooperative discipline program. All of the schools have similarities which include: (1) they have populations that are comprised of similar social-economic backgrounds; (2) each school is staffed by a common provincial teacher allocation formula; (3) each of the teachers, in all schools, have at least one university degree; and (4) the schools receive financial assistance from the board and (5) each school has equal access to revenues for professional development inservice. Indeed, the major variance, in the study, is that each school has a different population range which contributes to variant grade level combinations.

<b>Schools</b>	<b>Grades</b>	<b># of Teachers</b>	<b>Population</b>
<b>A</b>	<b>K-4</b>	<b>16</b>	<b>260</b>
<b>B</b>	<b>5-8</b>	<b>17</b>	<b>280</b>
<b>C</b>	<b>K-9</b>	<b>34</b>	<b>590</b>
<b>D</b>	<b>5-8</b>	<b>37</b>	<b>715</b>
<b>E</b>	<b>K-8</b>	<b>31</b>	<b>490</b>
<b>F</b>	<b>9-12</b>	<b>25</b>	<b>410</b>

### **Data Collection Procedure**

This study was conducted during the 1995 school year. A data collection schedule was developed and forwarded to each administrator. In-depth interviews were organized by the researcher upon arrival at the interview site and an audio-tape cassette recorder was used to capture the main events/ideas and overall ambiance provided by each participant. Initial interviews were held in July with the final interviews held in early September. Each of the six participants were telephoned and asked to become actively involved in the study. All agreed to participate by giving verbal consent. A letter was written to each subject

outlining the process to be followed such as data collection dates and each person was informed the sessions would be audio-taped and transcribed (See Appendix 2). The interview period gave adequate time for data collection and refinement. The administrators were free from duties and interruptions and they had time to focus on the interview. The data was collected during two separate sessions with each administrator.

Interviews were conducted with the six administrators and the results were analysed to determine similarities and differences. This approach provided an array of perspectives from the participants as they moved through the innovation highlighting the progress made and difficulties encountered at their respective schools. Upon completion of each individual interview, written assessments were compared and contrasted to develop common patterns and themes across interviews. An interview protocol was developed. Each administrator was telephoned and asked to participate. The researcher explained the purpose of the study and a written account was given to each administrator. All administrators were given a few days to reflect before making their decision to participate and the researcher invited them to telephone at any time if they had any questions or needed any type of clarification.

The final interview was a summation of earlier discussions. The administrators were asked to reflect on the information transcribed earlier and to indicate whether they wished to re-visit a particular question posed at the first interview or expand on the answer they had given.

A school profile was obtained through each administrator. Each school profile was assessed to find common themes and patterns and to provide understanding of why participants chose this particular innovation. The school profile is comprised of demographics, grade levels, recent or past innovations, and school goals. Content analysis was used to determine re-current issues and frequency of the same and cross tabbing techniques were used to indicate content analysis.

### **Individual Cases**

Original data as well as data summaries were drafted for each participating school.

Each case study include a description of personal characteristics (background, beliefs, and experiences) as well as goals and expectations held over the past two years or more.

Data was re-assessed a number of times to ensure accuracy and validity in order to determine that the main themes and patterns were correctly identified and accurately transcribed.

### **Cross-case Analysis**

Both issues and patterns were identified from the six case studies. Similarities were recorded using cross case analysis. Once determined, each case was re-read and the themes and/or patterns that emerged were organized under the research question cited previously and a detailed outline was developed to guide the writing.

### **Confidentiality and Validity**

Confidentiality was insured through 1) transcribed audio-taped interview, 2) non-identification of participants, 3) written permission to use audio-tape recorder, 4) written permission to use direct quotes, 5) compiling data by comparing and contrasting re-occurring patterns and/or themes, and 6) application of collected data to the researcher's conceptual framework. Validity was achieved at the final interview where subjects had the opportunity to 'revisit' their statements.

### **Limitations**

The researcher made every effort to eliminate personal bias throughout the data collection analysis and reporting stages. Although the researcher is an administrator from the same school district as the interviewees and is involved in the school improvement process, attempts were made to maintain a neutral position by presenting data covering all aspects of research in an objective manner..

While the research time-frame may be considered a short period of time, the researcher had ample time to complete each interview and to conduct a follow-up session.

Each administrator was free from interruption and could easily focus on and devote time to the study. Interference was minimal.

Although the number of administrators interviewed may be considered a small sample, the information obtained during the interview sessions and the availability of time to probe for clarification or additional information ensures questions were answered in a detailed and exhaustive manner.

Finally, while this research focuses on one initiative, the researcher considers the results of this type of action research as both valid and reliable. The researcher utilized Fullan's and Leithwood's Implementation models as a guide to examine results from the six case studies.

### **Definitions**

Within the context of this study, the following definitions apply:

Cooperation	refers to working or acting together to produce an effect.
Cooperative discipline	refers to a corrective process that involves students, parents, and teachers. Students are encouraged to take responsibility for their actions by making appropriate choices in their daily living.
Discipline	refers to the methods of rules for regulating the conduct of students in an appropriate and acceptable manner.
Implementation	refers to changes in practice after some changes relative to the improvement of instruction, improvement of instruction, /or curriculum.
Innovation	refers to a change made in the established way of doing things.

Chapter 1 has introduced the thesis of this study and the methodology used to examine it. Chapter 2 will present a review of the research literature on change and implementation.

## **CHAPTER 2**

### **Review of the Related Literature**

Since the 1980's, research has shown rapid growth and development in areas dealing with educational change (Hord, 1987); implementation processes (Fullan, 1982); cooperative and collaborative approaches in bringing forth change (Albert, 1989); the changing role of school administrators (Hawley and Rosenholtz, 1986); and factors influencing educational reform (Elmore, 1987; Timar and Kirp, 1988).

### **Change**

Change begins whenever someone is in a position to recognize the need for change. In addition to verbalizing the need for a new way or idea, the change agent(s) must have the capacity to conceptualize and articulate the dynamic nature of the change. It will occur most readily when the energy, commitment, and goodwill of all stakeholder is directed towards supporting, believing, and understanding the change process (Glickman, 1990).

The planning and implementation of any major educational innovation should include, if possible, all staff members who will be affected by the proposed change (Peat, 1990). Engaging teachers in a constructive, collaborative, cooperative process builds on their professional competencies and minimizes the attacks from external blockades (Mulcahy, 1990). Change requires a vision of what the ideal could be like. The fundamental principles of change can be gleaned from learning theory, research on effective teaching, and what we know about adult learning. Meaningful learning activities and appropriate methodologies used throughout inservice sessions should be interactive, allowing teachers time to construct and organize meaning by integrating their knowledge base with new information. People have the power to change and make history through collective struggle (Anyon, 1981).

Administrative leadership, enthusiasm, and support are essential ingredients for setting the change process in motion (Peat, 1990). School executives have a key role in supporting and encouraging a staff to institutionalize the change. Principals will have to provide day to day support, facilitate cooperative planning among teachers, provide

coaching to interested teachers, and use staff meetings for professional development opportunities (Shanker, 1990). For change to be sustained, it is essential that those in authority actively support the change and those at the site of change must be involved in decisions regarding the change. The commitment must originate from the top (school board level) and it must focus on staff development at the local school level (Barth, 1991).

Combs (1988) suggested three reasons for unsuccessful change implementation. He contends that educators concentrated on new initiatives rather than people, they based traditional efforts for change on partially right or incorrect assumptions and they used laid-on solutions. Timar (1989) argues that one of the greatest obstacles in the path of educational change is the inability of each school's faculty to forge a sense of common purpose and a shared vision regarding the goals of restructuring. Timar (1989) cautions that other factors such as union representation by teachers and parent interest groups have caused difficulty or complicated the ability of schools to implement change. Slavin (1989) suggests that the real problem in educational change is that educators rarely wait for or demand hard evidence before adopting new practices on a wide scale. Slavin states that wholesale adopting change can be minimized by examining reliable data to determine the extent to which it supports improvement in student achievement. Raywid (cited in Times, 1989) noted that real change cannot occur without fundamental changes in the cultures of schools.

CBAM, Concerns Based Adoption Model, (1987) indicates that change is a process, not an event. Within the process, the individual must be the primary focus of the change efforts. Because change is a highly personal experience, change facilitators must develop operational definitions of an organization's intended change. Within the intended change are identifiable stages and levels of concern relative to the change process. CBAM indicates that change efforts are most effective when we centre on teachers; their growth and development.

## **Implementation**

Implementation is a process designed to effect change and to have a positive effect on student learning outcomes. Each person involved must be given time, resources, and a suitable environment in which to acquire knowledge, operations, and attitudes required to perform a role effectively.

Quality implementation requires a collaborative effort. This collaboration encourages new learning and promotes communication among key personnel in the system. Personnel, at all levels, must work towards challenging traditional beliefs which reflect the philosophy and goals of present curricula.

Teachers must understand the substance and nature of any proposed change and they must see curriculum change as a natural and desirable process, which is nurtured through appropriate leadership and support at all levels of the school system. Fullan (1985) suggested a number of ways to enhance the implementation of an innovation . The following are suggested guidelines:

- a. develop a plan with the allocation of resources,
- b. invest in local facilitators,
- c. concentrate on developing the principal's leadership role,
- d. focus on instruction and link it to organization conditions,
- e. stress ongoing staff development and assistance,
- f. ensure information gathering and use of the same,
- g. plan for continuation
- h. review capacity for future change.

Purkey and Smith (1985) indicate that the school is the focus for change with its culture being the primary target. They suggest that staff personnel be empowered to analyse their school's conditions. Both researchers stress that resources, especially time and technical assistance, must be provided to encourage and nurture the process of

collaboration and participation which is necessary to change both people and structures within a school environment. Educators need to pay attention to the inverted pyramid approach to changing schools. This means that schools have to take on the responsibility for school improvement. Area superintendents and principals must establish particular priorities before formulating implementation plans. Quality and effectiveness of implementation planning should be a component of personnel supervision.

At the school level and district level, Purkey and Smith (1985) indicate that there is need for co-development. They feel that every step must be taken to set up ways and means which enable and ensure that schools are focussing on the implementation process. Both researchers report that empowerment of the school and community, along with commitment to follow through on implementation plans, are essential requirements for any change. Teachers will need to become active participants in the process if they are to assume more control over their professional destiny.

Berman and McLaughlin (1978) report that the principal is key to both the implementation and continuation of a change initiative. They suggest that direct assistance from external forces may be helpful during initial implementation; however, schools must assume responsibility and ensure that implementation plans are being drafted, followed, and evaluated. Yin et al (1977) indicate that Fullan's fifteen factors affecting change should be under consideration throughout any educational change process. He suggests that these factors are a blueprint for change and that they should not be dealt with individually, but simultaneously as the need arises.

In order for schools to be successful with implementation, they must have well developed meaning and understanding in relation to a new idea (innovation), program, or set of activities. Individual schools must develop goals and action plans that eventually shape and contribute to new policy. There is need for more accurate and better developed implementation plans which are reflective of a school's climate and culture. Fullan (1985) suggests that there is a need to learn how to change our planning process and how to produce better planners. Berman and McLaughlin (1978) indicate that staffs will need to work collectively and collaboratively on initiatives to ensure implementation will take place effectively and efficiently within a school community.

### **Cooperative Discipline**

Cooperative Discipline is a "hands-joined" approach to discipline. In this approach, a young person's behaviour is a product of both internal and external forces. The teacher assumes the role of cooperative leader, guiding students by offering choices, setting limits, and involving them throughout the process. This approach is "hands-joined" because it builds positive relationships as well as self-esteem through encouragement techniques.

Cooperative Discipline shows teachers how to work hand-in-hand with students, colleagues, and parents. With cooperative as the byword, two achievements are possible: first, a classroom becomes a pleasant place in which to teach and learn, and, second, students gain self-esteem, a pre-requisite for good behaviour as well as academic achievement (Albert, 1989).

Cooperative Discipline is a program that identifies goals of misbehaviour, offers strategies to correct the misbehaviour, involves students as active participants by allowing them input, and it encourages and supports parents or guardians throughout the corrective process.

Within the 1990's, dealing with discipline requires a new approach as well as a new way of thinking and operating. Former approaches to discipline weighted heavily on either a teacher-centred approach (hands-on) or a student-centred approach (hands-off). These approaches were found to be ineffective because they were either controlled totally by the teacher or student. Research indicates that student behaviour will change if the student has input and takes ownership of his/her behaviour (Bennett, 1994). By involving students through cooperative and/or collaborative means, the probability of implementing an effective discipline program increases. By building norms of collegiality and collaboration, the chance of implementing an effective, appropriate school wide discipline policy increases (Bennett and Smilanich, 1994).

### **Collaboration**

Collaboration requires talk - it is by talking that teachers and administrators articulate their beliefs and values, expectations, understanding of context, and uncertainties. Little (1982) refers to collaboration as "shared language" upon which meaningful problem-solving rests.

Collaboration is purposeful - it brings people together and holds them together to explore critical concerns regarding their professional lives; they share a purpose which is

accomplished by working together. Through collaborative efforts, educators come to understand the issues and dilemmas they face; and find support and encouragement as they try to resolve them (LaRocque, 1990).

Collaboration should focus on understanding, not necessarily on consensus or decision making. Collaborative groups are able to tolerate considerable uncertainty as they search for a better understanding. Although groups go through tasks differently, they generally demonstrate the same level of understanding (LeBlanc, 1992).

Reciprocity, respect, and trust contribute to and develop from collaboration. Collaboration is about learning from one another, but you are more likely to learn from others if you respect them and believe in what they have to offer. Conversely, you are more likely to share what you know with others if you are confident that they will respect you and treat what you say seriously. Knowing that your efforts are valued by others as well as knowing others are hard working increases collaboration (Downie, 1990).

If collaboration is to be successful, professional talk has to be integrated into the everyday school life and become the norm for the workplace. It is an ongoing process to be discussed on a continuous basis. Administrators should encourage a collaborative environment, provide time and place for collaboration, give teachers time and opportunity to learn how to be collaborative, and allow various forms of collaboration to evolve as necessary (LaRocque and Downie, 1991).

The Cooperative Discipline Approach has many of the collaborative features outlined in the research literature aforementioned. Cooperative Discipline requires talk, it is purposeful, it focuses on understanding of behaviour, and it requires reciprocity,

respect, and trust; all of which are characteristic of Linda Albert's Cooperative Discipline Approach.

### **Role of Administrator**

A major breakthrough in understanding the concept of school climate and in measuring its dimensions is represented by the work of Hoy and Clover, 1986. They identified three dimensions of a principal's behaviour, namely, supportive, directive, and restrictive.

The supportive principal reflects a concern and support for teachers. It includes the use of constructive criticism in the form of the provision of compliments or listening to and/or accepting teachers' suggestions.

The directive principal adheres to a rigid system of close supervision from which teachers are monitored closely. The school principal rules with an "iron fist" and inspects lesson plans on a regular basis.

The restrictive principal burdens teachers with paper work, committee requirements, routine duties, and other demands that interfere with their teaching responsibility.

According to Hoy and Miskel (1986), four categories of school climate exist, two of which are somewhat functional and the remaining two are dysfunctional. The functional climate is known to be open while the dysfunctional climate is engaged.

The open climate is characterized by cooperation and respect and the faculty receives a great deal support from the principals. The engaged climate, on the other hand,

is characterized as having little respect for professional competence and there is little support given to faculty. The principal hinders the teachers with burdensome activities and busy work.

Open schools also have strong principals who are more confident, secure, cheerful, sociable, and resourceful. Teachers, working in an open school, express greater confidence in their own competence as well as the school's overall effectiveness. The teachers experience heightened feelings of efficacy. Principals in a more open school climate have more loyal and satisfied teachers.

Administrative leadership, enthusiasm, and support are essential for setting the change in motion. This is particularly important when fostering a vision of an idea (Peat, 1990). For change to be sustained, it is essential that those in a position of authority actively support the initiative (Glickman, 1990). This means commitment from the top (the principal) is required to support the change at the school level. The commitment must be loud and clear and it must focus on staff development immediate and long term initiatives (Shanker, 1990). Schlechty (1991) indicates that knowledgeable leaders in work organizations cause others to act, decide, orchestrate, coach, and encourage each other towards a common goal. Hence, they create a school climate where teachers as well as students learn.

Purkey and Smith (1985) suggest that effective schools maintain order and discipline and the principal has a clear vision on instructional needs, climate, and staff relationships. Murphy and Hallinger (1990) support Purkey and Smith in their research findings. They found that effective schools pay close attention to curriculum and

instruction and there is a high degree of cooperation between district, school, and community. Roberts (1985) explains that the collective action that transforming leadership generates empowers those who participate resulting in hope, optimism, and energy. In essence, transforming leadership is leadership that facilitates the redefinition of a people's mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment.

According to Fullan (1981) major research on innovation and school effectiveness shows that the principal strongly influences the likelihood of change. Berman and McLaughlin (1977) found that "projects having the active support of the principal were the most likely to fare well." They note that one of the biggest indicators of active involvement is whether the principal attends workshop training sessions with his/her teachers as such experiences enables the administrator to be a full partner in the process of change.

In schools where implementation was successful, the principal supported and helped teachers in their use of the innovation on a weekly or daily basis. He/she monitored what the teachers were doing and set policy within the school that clearly indicated the subject content taught. The teachers and the principal worked on specific implementation problems (Hall, 1980).

Crandell et al (1981) found that when teachers perceive that the principal is supportive of change and willing to provide or arrange for assistance, they are more likely to change their classroom practices. Crandell's study, The RDU Project, found that direct principal influence was not a powerful influence on change, but in many successful

schools, the principal facilitated a process which was led by other staff members. Schools in which principals showed a direct interest in instruction were significantly more likely to show gains in student achievement than schools in which the principal was preoccupied with administrative paper tasks. (Clark, 1990).

Fullan and Hargreaves (1991) state that principals' visions should be provisional and open to change. They should be part of a collaborative mix. The principal should not strive to be a sole instructional leader, but rather a leader of instructional leaders (Glickman, 1991). He or she is responsible for making vision-building a collective exercise. Schein (1985) reports that the only thing of real importance that leaders do is to create and manage change.

Sergiovanni (1984) suggests that we need to expand on instructional leadership and staff development . He suggests that schools need to move toward restructuring during the 1990's from which a transformational leadership process emerges as the major focus. Burns (1978) reports that the following are transformational leadership characteristics necessary for effective staff development.

- a. energetic management,
- b. supportive administration,
- c. well established supervision programs
- d. administering to the needs of teachers and students, and
- e. managing the utilization of scarce resources.

Over the past three decades, Mitchell and Tucker (1988) indicate that leadership is changing from a management focus (transactional leadership) to a restructuring focus

(transformational leadership). Transactional leadership of the 1970's and 1980's allowed leaders (supervisors and superintendents) to have direct control. Job functions were defined to reflect specific district policy and procedures and a high sensitivity existed toward hierarchy and standardization of educational practices. Transactional leadership was most effective when both leaders and followers understand and agree about important tasks to be performed. Transformational leadership, on the other hand, arises when leaders are more concerned about gaining overall cooperation and energetic participation from organization members. Leaders are "people oriented" - they build relationships and help followers develop goals and identify strategies. Effectiveness, under transformational leaders, depends highly on everyone working together developing and pursuing common goals. Transformational leaders promote school improvement by examining a school's program needs and improving communication between families, students, and schools.

Karter (1989) indicates that leaders must be able to enhance the school's problem solving capacity and empower groups of teachers and others to address pressing educational needs.

### **Reform**

For this paper, the term, reform, means 'restructuring'. Lawton (1991) defines restructuring as any reform that changes the patterns of organization and responsibility in education. It is a form of reorganization that replaces central planning, control, and supervision with a deregulated, decentralized system. Educational restructuring of this type is associated with notions such as school-site or school-based management and

budgeting. The central authority may retain control of the ends of education, whereas, individuals at the school site are primarily responsible for the means of education and for reaching goals set at the school.

Harte (1993) indicated that in each decade, there is a call for reform or restructuring. In the later part of the 1980's, Canadian educators and citizens called for a return to a core curriculum, academic standards, and discipline. Responding to claims of mediocre performance, discipline "out of control", drugs, and gang warfare in a number of inner city schools, reformists have focused on the restructuring of administration and organization of schooling, parental choice and involvement, and competition among schools.

Based on the aforementioned research findings, the R. C. School Board for St. John's have, through the school improvement process, supported reform in the area of discipline. Schools were asked to attend an introductory session that centred on the cooperative discipline program as an effective way to deal with inappropriate behaviour. If a school decided to adopt the program, a school team was established and inservicing took place in conjunction with trained facilitators at the school board level. Upon completion of the inservice, the school team (teachers, parents, and/or students) drafted their own discipline action plan. Hence, schools were monitored by school board office, but the action planning was the responsibility of the school team. The inclusion of parents and other parties in the education picture is viewed by some critics as being very positive. Jennings (1989) writes, "Decentralized and shared decision making is a tool for improving schools." Dulaney (1987) also claims that "research findings to date support a joint effort

of parents, teachers, students, and community to increase the effectiveness of the educational program".

Seashore-Louis and Dentler (1988) advocate that school boards and individual schools have a greater success rate if they take on a school-focused knowledge approach. They maintain that reforms mandated and operating in isolation from other aspects of the organization cannot improve educational practices, because they rarely match the requirements of the particular school. Their model for school improvement assumes that the school is the most appropriate unit of change but that change is neither "top-down" nor "bottom-up" - it is a mixture of the two. It is school focused in the sense that conditions within specific schools are expected to influence the course of knowledge use and improvement in all phases of change, but the impetus and focus is found at the district level. Chapter 3 will present a discussion of findings.

# CHAPTER 3

## Discussion of Findings

### Findings

This chapter will provide a summary of the problem investigated, the methodology employed, and a discussion of the interview findings.

The study was undertaken in an attempt to determine:

1. The extent to which school administrators feel they are knowledgeable of initiation and implementation of an innovation or new idea being introduced in a school setting.
2. The extent to which school administrators become involved with innovative action planning within their school.

The population for the interview consisted of six administrators (principals and assistant principals) in schools ranging in population from 260 - 715 students.

### Data Analysis

Fullan (1986) reports that there are fifteen factors affecting implementation and these factors form a system of variables which interact. Put positively, the more factors supporting implementation, the more change in practice will be accomplished.

Under the category, **Characteristics of the Change**, four major aspects pertaining to the nature of change itself have been found to have impact on implementation. The characteristics include: need, clarity, complexity, and quality and practicality of program and relevance of the change.

After careful analysis of each administrator's interview, a number of factors correlated with Fullan's first four factors regarding implementation. Among these are:

All administrators indicated that the greatest area of need in their school district was improving school discipline. Fifty percent of the administrators reported issues such as student defiance, inappropriate use of language, and vandalism within their respective schools.

Following the identification of needs, fifty percent felt that the cooperative discipline program has a sound philosophy and/or rationale for understanding behaviour, whereby students take responsibility for their own behaviour. The remaining fifty percent felt discipline was part of the school improvement process.

All administrators indicated that the majority of their teachers were searching for new ways of acquiring skills and strategies for combatting behaviour in a more proactive manner. They felt that the cooperative discipline resource manual provided for a wide variety of skills development and intervention strategies that could be used in their daily teaching practices. Fullan (1982) refers to this as the quality and practicality of materials.

Fifty percent of the administrators interviewed like the notion of student accountability for their actions. The other half refused to deal with students without their action plans to ensure that teachers were utilizing the program.

<b>Table 2.1</b>	
<b>Characteristics of Change</b>	
<i>Identified Change:</i>	<i>Administrative Responses</i>
i. School discipline	100 %
ii. Issues reported (student defiance, vandalism, language)	50 %
<i>Clarity</i>	
i. Cooperative Discipline has a sound philosophy	50 %
ii. Discipline is a part of the school improvement process	50 %
<i>Complexity</i>	
i. Teachers are searching for new ways of acquiring skills and strategies	100 %
<i>Quality and Practicality of Materials</i>	
i. Teachers felt that the cooperative discipline manual provides a wide variety of skills and intervention strategies.	100 %

The second set of factors (the district's history of innovative attempts, the adoption process, district administrative support, staff development and participation, time line and information services, and board and community characteristics fall under the category, **Characteristics at the School District Level**. These factors focus on the social conditions of change. The analysis of data revealed a number of findings.

From the six interviews conducted, all administrators indicated that central office supported the cooperative discipline program to the extent that an adequate number of facilitators were trained to assist schools. As well, central office provided financial support such as photocopying cost, approval of substitute days, and purchase of resource books for teachers in each school. Training kits were purchased for each facilitator.

Sixty-six percent of the administrators reported having frequent contact with facilitators from central office. The facilitators provided training, attended staff or school improvement meetings, visited with staff on a regular basis, and assisted teachers with their action plans. Thirty-three percent of the respondents reported that their teachers worked closely with various facilitators while seventeen percent stated that their school collaborated with other schools about strategies and procedures being used in their schools. Thirty-three percent of the administrators worked with staff on consistency by establishing school wide expectations while fifty percent involved parents in their action planning. Fifty percent of the schools took charge of developing their own action plans whereby; the school improvement team planned their own sessions using interactive, sharing sessions. In each of the schools, the facilitator attended the scheduled sessions as a participant or to clarify points under discussion.

<b>Table 2.2</b>	
<b>Characteristics at the School District Level</b>	
<b><i>History of Innovative Attempts:</i></b>	<b><i>Administrative Responses</i></b>
i. Effective past relationships with the school district	100 %
<b><i>The Adoption Process:</i></b>	
i. Central Office support for the cooperative discipline program	100 %
<b><i>Central Office Administrative Support and Involvement:</i></b>	
i. Financial	100 %
ii. Provision of substitute days	100 %
<b><i>Staff Development and Participation:</i></b>	
i. Frequent contact with central office facilitators	66 %
ii. Visitation by facilitators on a regular basis	66 %
iii. Close relationships (teachers and central office facilitators)	33 %
<b><i>Time line and Information Services:</i></b>	
i. Worked on school wide expectations	33%
ii. Worked on action planning	50 %
iii. Worked on evaluation of program	50 %
<b><i>Board and Community Characteristics:</i></b>	
i. Parental involvement in the cooperative discipline process	50 %

Category C, **School Level Factors**, summarize the influence of the school on implementation. The three factors (the role of the principal, peer relationships, and teacher orientations) constitute the character and climate and culture of the school as an organization.

Sixty-six percent of the administrators indicated that they had direct involvement with their teachers. Their involvement included the following: supporting through open discussion, empowerment, assisting teachers with student plans, and suggesting strategies to use with students. Thirty-three percent of the respondents reported being members of their school cooperative discipline team and similarly reported thirty-three percent as being instrumental with scheduling inservice time in conjunction with district facilitators while another thirty-three percent viewed themselves as active participants with their school inservice. Thirty-three percent allocated 'in-school' time for teachers to conference or discuss strategies. Seventeen percent ensure that time is placed on the staff meeting agenda for discussion of the various aspects of cooperative discipline. Another thirty-three percent indicated that their staff worked on school wide expectations which ensured that all students were aware of school rules and regulations. Seventeen percent reported that they model strategies in front of their teachers.

<b>Table 2.3</b>	
<b>School Level Factors</b>	
<b><i>Role of the Principal:</i></b>	<b>Administrative Responses</b>
i. Direct involvement with teachers	66 %
ii. Members of the school improvement team	33 %
iii. Principal scheduled inservice time	33 %
iv. Principals helped with the planning	33 %
v. Principals allocated time for teachers to conference	33 %

<b><i>Peer Relationships:</i></b>	Administrative Responses
i. Allocated time for teachers to conference or coach	33 %
ii. Encouraged staff to work on school wide expectations	33 %
iii. Modelled strategies for teachers	17 %
<b><i>Teacher Orientations:</i></b>	
i. Developed school wide expectations	33 %

The final set of factors which influence educational change places the school or school district in the context of the broader community, namely, **The External Environment**. Two factors that fall under this category include government agencies and external assistance. Neither of the administrators made reference to either of these factors.

Table 2.4	
The External Environment	
<b><i>Role of Government:</i></b>	Administrative Responses
i. Reference made from school administrators	0 %
<b><i>External Agencies:</i></b>	
i. parents, businesses, or community organizations	0 %

In summary, all of the schools involved in cooperative discipline used Fullan's factors to heighten implementation. It appears that a number of the schools will have to

revisit category one, **Factors Affecting Implementation**, in order to overcome obstacles that impede, to some extent, the implementation process. When the administrators were invited to revisit their implementation process, they noted the following as ways to improve:

1. Fifty percent reported they would examine other programs that deal with corrective behaviour and they would select sections more appropriate to their school's needs.
2. Thirty-three percent felt they would spend more time developing policy and/or school wide expectations,
3. Seventeen percent would not become involved in sessions after school hours.

Because school improvement has been a focus in the St. John's R.C. School District over the past seven years, administrators are well versed in a variety of innovative processes and the most recent research. All administrators have had continuous inservice relative to the latest trends in education and all administrators interviewed are part of the school improvement process. Of the six administrators selected for this study, all have a master's degree in either educational administration or curriculum and instruction. Each administrator felt that he/she received a lot of support and assistance from the school improvement facilitators and each administration has little hesitation in dialoguing with board office personnel involved with different innovative processes.

All administrators indicated that a number of internal problems arose in their school. The following is a summation of their findings:

1. Fifty percent indicated a degree of false clarity or proposed change that has more to do with it than people perceive or realize,
2. Fifty percent reported a number of their teachers felt that they did not need a new approach and that they were in control; they questioned the status quo of what was really working in their school,
3. Half of the administrators indicated that their teachers found action planning time consuming or they spent too much time assisting other schools with inservice requests.

4. Thirty-three percent wanted immediate results and did not want to spend time involving either parent(s) or student(s) in the process.

Fullan cautions that educators should avoid thinking of the fifteen factors in isolation. He suggests that they form a system of variables which interact over time in order to bring about educational change. Implementation refers to changes in practice after change has been initiated (adopted). Adoption greatly affects the extent of implementation (and continuation) as change in practice on the part of teachers and students.

Results from the administrator interviews indicate that all administrators are committed to the school improvement process, they promote transformational leadership. For instance, sixty percent have direct involvement with their teachers while fifty percent of the schools have taken charge of their inservice sessions using the active learning approach. Thirty-three percent allocate school time for teachers to consult and conference each other in cooperative discipline measures.

# CHAPTER 4

## Chapter Content Summary

In undertaking this study, the researcher looked at the process each school followed throughout the initiation, implementation, and evaluation stages involved in the change process.

Chapter 1 introduced the purpose and context of the study, the conceptual framework, the research design and methodology, and the limitations of the study.

A review of the related literature focussed on the implementation of change, an overview of cooperative discipline as an innovative process, the importance of collaboration, the role of the administrator within the change process, and the education system as part of reform was discussed in Chapter 2.

A summary of the problem investigated and a data analysis of each administrator's interview is provided in Chapter 3. All findings were transcribed under various subtitles from which common patterns evolved.

Chapter 4 provides a summary of each chapter, a general statement of the study's findings, and recommendations or future directions a researcher may wish to develop.

## Findings

The study examined issues administrators faced during the various stages of implementation. The results from each administrator's interview correlate with the review

of related literature. Fullan (1982) outlines fifteen factors affecting implementation while Leithwood (1986) reports that educational orientations have direct impact on implementation.

Fullan's fifteen factors have been categorized under the following headings: 1) Characteristics of Change, 2) Characteristics at the School Level, 3) School Level Factors, and 4) The External Environment. Each category list different factors to assist educators in identification of needs, issues, and concerns relevant to initiating and implementing change. It is important to note that the fifteen factors are not dealt with individually and that a number of factors should be at play at any given time during the implementation process. Results from the interviews show significant correlation with Fullan's fifteen factors affecting change. Each school identified discipline as a problem and each school searched for strategies and skills necessary to deal with the problem. Throughout the process, the cooperative discipline program was chosen as a program to assist each school with the strategies, skills, and interventions required to deal effectively with the problem.

In relation to Characteristics at the District Level, all administrators reported effective past relationships with the St. John's R.C. School Board. Each administrator reported support in the form of financial assistance, provision of substitute days, and facilitative personnel. Each school was frequently contact by a facilitator within the school district and board office personnel organized sharing sessions on a consistent basis. The facilitators also assisted schools with goal setting and action planning. The facilitators would also suggest human resource personnel with expertise in the area of discipline that could be utilized for staff or professional development purposes.

The role of the principal is vital throughout the change process. In schools that have been involved in school improvement for the past seven to ten years, change has shown significant growth. Staffs seem to have a better grasp on the change process and what it entails. Schools with few changes in administration attest to the same results. Implementation was reported to be more successful in schools where administration had

conviction and commitment to the school improvement process as well as a mapped out vision of the direction in which the school was headed. The administrators had a completed profile of their school and they talked about understanding the culture and climate of their particular school.

The school administrators who have delegated responsibility to their teachers have made them accountable for their actions and, as a result, the schools demonstrated a better success rate at improving their school learning.

Change has been most effective in schools where administrators have become directly involved with the innovation. The administrators who have shown successful growth encourage shared decision making, collaborative team work, professional development/school improvement planning, and staff development initiatives. The administrators also use evaluative measures to chart their growth and set new goals accordingly.

### **Future Directions**

Future directions of this study may involve an in-depth analysis of transformational leadership at the school level. The study indicates that only seventeen percent of administrators model strategies for their teachers while the same percent report that they hold discussions of discipline strategies and/or approaches at their staff meetings. Another thirty-three percent report that they are members of the school improvement team, help the planning team, schedule inservice time, or allocate time for their teachers to conference and/or peer coach. This suggests a need for administrators to become more involved in the change process.

Another area of concern centres on Characteristics at the School District Level. In the area of staff development and participation, fifty percent of the administrators felt that there is a need to develop implementation plans. This would involve hiring staff with a

background in staff development and knowing how to develop action plans necessary to improve a school's climate and learning environment. The administrators felt that there is a need to ensure that plans are developed with goals, procedures, time lines, and evaluation processes outlined to ensure change occurs at the optimal level.

This study may be changed into a longitudinal study allowing the researcher time to interact with schools over a longer period of time. A longitudinal study gives a researcher time to deal with different administrative styles and concerns over time as opposed to a short period of time. This type of study lets the administrator examine the different obstacles faced by a school and ways a school works towards overcoming the same.

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## **Appendices**

## Appendix 1

12 Kennedy Road East  
St. John's, NF  
A1E 2G7  
July 14, 1995

Dear \_\_\_\_\_;

I am presently conducting a qualitative research study in the area of cooperative discipline. As per our telephone conversation, I stated that I would like to hold two interview sessions with you pertaining to your involvement with the cooperative discipline initiation, implementation, and/or evaluation in your school over the past two years or more.

The questions I plan to ask will focus on the process you followed during each stage of the innovation within your school. The questions will ask you to reflect on the process you followed from the initial stage through the implementation phase. The questions are attached to this letter to give you time to collect your thoughts and ideas.

Tentatively, I plan to hold interviews over a three month period. The interviews will be **confidential** and each interview will be conducted, with your permission, on audio-tape. A summary transcription of the interview will be provided upon request. You are free to discontinue participation at any point throughout the study.

In closing, I thank you for your written consent to participate in the study. If you require further information and/or clarification, feel free to contact me at the above address or by telephoning 368-8508.

Respectfully;

Benjamin J. Gale  
M.A. Student - Arts and Education  
Saint Mary's University

## **Appendix 2**

Name: Subject A - Female

Grade Level: Primary to Junior High

Urban School Setting

School Population approximately 750 students

1. Why did you choose cooperative discipline?

First of all there was a workshop held at the board and cooperative discipline was introduced as a way of dealing with students who were misbehaving in the classroom. The school looked at the process and, in a brief workshop, certain points came out: it is a corrective and supportive process, it provides strategies for the teachers at the time of misbehaviour, and it is supportive in that it looks to change behaviour in a more appropriate way. The resource [workbook] was a plus for teachers because they knew that a list of school rules alone does not ensure appropriate or proper discipline in the school. They really wanted a resource they could use, they really liked the book and how it provided enough flexibility for different teaching styles and ways of operating. When I was inserviced for a day and a half, I thought it was an answer to the problems that we were experiencing. The program went over well with all the grade levels at our school.

2. How did your school get involved in the program?

First of all, it was a need that constantly came up at our staff meetings. Teachers felt that we really needed to look at discipline in the school. The greatest need was in the upper elementary and junior high area and it stood out as an issue that needed to be addressed. Because the board was already getting into cooperative discipline, the program came to the forefront. The coordinator responsible came to the school and gave the staff a brief overview on what cooperative discipline is and the process followed by a staff. Following the meeting, the principal went back to the staff and asked if this was the route they wished to follow. He informed the staff that it would take seven separate inservice sessions. The staff agreed! From there, workshops were arranged and the board gave time for the workshops to be held. A team was set up at the school from volunteers consisting of a teacher from primary/elementary, a junior high person, and an administration representative. Conjointly, they planned the inservice sessions.

3. How did you introduce the cooperative discipline program to your staff?

It was introduced by the coordinator from board office. As head facilitator held an introductory session with our staff and he went through the theory behind the program as well as the action planning involved. We held a two day inservice which basically gave an overview of the theory behind cooperative discipline and we actually began looking at the forms of misbehaviour that are present in the classroom. When we did the inservice in the school, we purposely drew on what we knew about cooperative learning; getting teachers to work

together as well as sharing their ideas. Teachers talking to teachers helps them try new strategies and find out what works in class. Offering this program gave teachers a chance to discuss their concerns and ideas. It was really a starting off point. The program gives you the chance to look deeper and it encourages you to work your staff on strategies that can be used. Teachers began listing strategies they used that were not in the resource book and this made them feel good.

4. What obstacles did you face as you introduced and implemented cooperative discipline in your school?

Some teachers felt it was really a waste of time and that they really didn't have discipline problems, however, this was not the case. The climate in a number of classes was tense because the children were afraid and this does not mean there were no discipline problems. Problems were there and children were misbehaving in a quiet way; it didn't come out in the classroom. In terms of other obstacles, some teachers felt that it involved a change in behaviour as well as change on their part. They questioned why they should have to do things differently than they were accustomed to doing it. Some teachers wanted immediate solutions; they weren't willing to invest in a process that involved not only looking at a student, but what they were doing. Other teachers just wanted to send the problem to the administrator, rather than taking ownership of the problem.

5. What support systems were available to you?

There was a coordinator who provided consultation. Most other supports were school based. Little time was available for meeting co-teachers, except for using your workshop time to work on the program. Most of the designated time was after hours.

6. As administrator, what role did you play in the initiation and implementation process?

My role was a supporter to teachers. I often sat down with individual teachers going through their concerns or providing suggestions. I walked through the process with them establishing a relationship. I constantly didn't take on an expert role. I took on a role of being a learner developing plans and revisiting the program. I let teachers know it was all right to make mistakes as long as we learned from them and corrected the problem.

7. If you were to revisit the process, what changes might you make in initiating and implementing the program?

I think a process like this works really well if you have collaboration on different concerns and issues. Discipline is a complex issue, but if it a problem to a school, the school will work through the process better if teachers collaborate and practice problem solving. You need to make sure there is a trusting relationship among staff. There is a lot of background work that has to be met before teachers work in this process. You need honesty and teachers must be able to voice their concerns.

Subject B: Female Administrator

Grade level: High school

Community: Combination of rural and suburban

School population: Approximately 450 - 500 students

1. Why did you choose cooperative discipline?

Our school has been in the process of school improvement since 1987 and we identified our needs from students' perspective, as a staff, and canvassing parents. The first and foremost need identified was discipline. Since 1987, we have been working on devising a discipline policy and we got input from students, teachers, etc. Once we had the policy in place, we wanted teachers to have some way to attack discipline and what they perceived as discipline problems. They decided to work on procedures to manage behaviour specifically at the classroom level.

2. How did your school get involved with cooperative discipline?

We looked at various writers, we did research, and we selected a school team. Our school improvement team had a number of teachers look at all sorts of information ranging from discipline philosophies to use of techniques. We looked at cooperative discipline and decided to follow the process outlined in this program. We took the resource book and from there purchased copies for the whole staff. We adapted the program content to suit the needs at the high school level.

3. How did you introduce cooperative discipline to your staff?

The staff bought into the program right from the beginning. The staff had a major say in the selection of this program. We bought the books in June and each staff member took the book home to review over the summer break. In September, we learned the philosophy. The teachers were given the knowledge base from which to operate.

4. What obstacles did you face as you introduced and implemented cooperative discipline in your school?

While most of the teachers bought into the program and read through its content, a few teachers did not review or study the program. They did not know the goals of misbehaviour or how to identify them. A few teachers felt that they did not have any discipline problems in their classes and they were reluctant to change and the whole business associated with change. Their attitude was: Why fix something when it is not broken?

5. What support systems were available to you?

We were the only high school involved in cooperative discipline in the early stage. There was a certain amount of financial support through school improvement at the board level. We attended a program on classroom management which was a help to a degree. There was a lot of work done by members of the staff at night and on weekends.

6. As administrator, what role did you play in the implementation process?

I was a member of the school improvement team. In a number of meetings, we got rid of the word discipline because of negative connotation and changed the program to classroom management. We wanted to focus on cooperative with everyone involved and then we changed the second part to management. I tried to facilitate and help get things into place such as getting workshop days, getting students involved [theatre arts class] or having students push and prod. I would take time to acknowledge any little steps forward or I would work with teachers on procedures to follow. I was there to assist teachers; trying to be on top of anything and there to support them.

7. If you were to revisit the process, what changes would you make in introducing and implementing cooperative discipline?

If I were introducing a new program, I would look at a more suitable approach that is geared toward high school. We had to do a lot of work re-inventing the wheel, trying to adapt the program to our situation. We would have gotten the money to bring in an expert. We spent a large portion of time getting acquainted with the program and we made many mistakes. We did not know exactly what choices were available. We had to go by our interpretation only and we spent a lot of time backtracking.

Subject C

Male Administrator

Grades 5-8

Setting: Urban

Size of school: approximately 750 students

1. Why did you choose cooperative discipline?

First of all, it was a well organized program, relevant to our present days needs, and, at the same time, it was laid out in such a way that our teachers found it comprehensive without being too wordy or lengthy. One of the problems found in the last ten to fifteen years is that teachers have little time in studying and developing certain programs in other areas of the curriculum. It became the most practical program for the teachers to be able to grasp, understand, identify, and utilize the different strategies used in this particular program.

The other aspect is that of teachers being parent[s]. These teachers learned to use many of the techniques with their own children before going into the classroom. They found that they were having success at home and that why they were not hesitant or reluctant to utilize the same techniques at school. At the same time there were other aspects of which the program utilizes techniques and strategies that most teachers have either heard of that were implemented in the class setting over the past number of years. For some reason or other, the teachers thought they were singular in using certain strategies and perhaps felt they were off the wall, however; when they see it printed in a program, it gives them reinforcement and encouragement not to be in the closet - it allows them to speak openly about what techniques or strategies work and don't work.

2. How did your school get involved in cooperative discipline?

It probably because of the good word passing from mouth to mouth; other schools have had success. As a result, a large number of schools adapted and modified the program due to success with the program. The program stresses the basic psychological foundations and elements of promoting good behaviour and raising a child's self-esteem.

3. How did you introduce cooperative discipline program to your staff?

First of all, we gave our staff an introductory session at a staff meeting and allowed them to digest the contents of the program and we allowed the staff to attack the program. If you don't leave it open for attack, a number of teachers, reluctant to change, don't get to vent their concerns; they are reluctant to any change and you need their input and support to get them on track. They have to have the opportunity to ask questions and eliminate any concerns they may have. It is very difficult to go into the program after the first full day of inservice.

4. What obstacles did you face as you introduced and implemented cooperative discipline in your school?

It is so practical a program, it becomes second nature to the teacher asking less and less from the administrator on assistance, whereby, you begin to see over a year to a year and a half, teachers handling more and more of their own problems rather than referring the students to the office. Weaning teachers from constant administrative intervention is probably the biggest obstacle. Also, the amount of time I had to be away from my school had to be monitored carefully. Any administrator involved in this type of educational development must be careful that they don't exempt themselves from their schools to any great degree. Generally, they should gauge their presentations to once a month and deliver their inservice to a team of teachers in a particular school.

5. What support systems were available to you?

The school board was very supportive. They made a commitment to the program; provided for substitutes so that I could assist other schools, provided photocopying services, materials [books, workbooks, and training kits], and sent several administrators for training outside the province.

6. As administrator, what role did you play in the implementation process?

I generally try to take more of a background role. I like to have teachers or other administrators present simply because it gives a variety of background information and, at the same time, I try to stay back more or less to support or develop further anything that requires more explanation.

7. If you were to revisit the process, what changes would you make in introducing and implementing cooperative discipline?

I believe a change is different with every school so I cannot say that it would change dramatically from one year to the next.

Subject D

Male administrator

Urban setting

School size : approximately 525 students

Primary, elementary, and junior high students

1. Why did you choose cooperative discipline?

Our staff chose cooperative discipline because our school community felt that there was a need to improve student behaviour. This program seems to have a good philosophy and rationale for understanding behaviour. Teachers have to determine the cause of a behaviour and implement an action plan to correct unacceptable behaviour. Our staff chose this program because it contains a lot of their values and beliefs about students and reasons for inappropriate behaviours. It also helps build student self-esteem which was a big factor in improving behaviour, yet looking at the student. The program also offer strategies and consequences as opposed to punishment which sends a negative connotation. As well, the program make allowances for the involvement of both parents and students and it looks at ways for students to take responsibility and control over their own behaviours.

How did your school get involved in cooperative discipline?

The school got involved in the program because of the problems they were experiencing with student behaviour throughout the school. Behaviours ranged from outward defiance to use of inappropriate language to vandalism. Teachers felt that the time had come to find a program that would focus on correcting behaviour, a program that could easily being adapted and modified to the school's philosophy. Teachers felt that consequences would have to be imposed is students misbehaved.

3. How did you introduce cooperative discipline to your staff?

The program was introduced with a videotape overview. Teachers liked the content and committed themselves to understanding the program through four inservice sessions. They decided that order was necessary and that they would work as a team to bring about a safe and caring environment throughout the school.

4. What obstacles did you face as you introduced and implemented cooperative discipline in your school.

Obstacles ranged from teachers who practised, developed action plans, and involved parents to teachers who felt that they did not need a new approach and that they had control; they were resistant to change and found that they could take care of their own students without

the help of others. Hence, a lot of ground work had to be covered to determine when administrative involvement was necessary as well as empowering teachers to take care of problems that were less threatening. Consistency was our biggest problem throughout the school building, not just in separate classrooms.

5. What support systems were available to you?

We, the administration, were devoted to the program and it was placed on the staff meeting agenda periodically. The administration and teachers worked on school wide expectations which helped establish consistency. The school board gave support in the form of inservice approval for professional development, provided resource books to the staff, arranged for facilitators, and the school improvement team made periodic checks with the school on the success of the program as we implemented it throughout the school. Other schools gave support by keeping an open dialogue or discussion on strategies and techniques they found effective and they questioned our school on how we developed, adapted, or modified the program to meet our needs.

6. As administrator, what role did you play in the implementation process?

As administrator, I worked on the school's planning team encouraging teachers to try different strategies, identifying goals of misbehaviour, or assisting teachers with writing their action plans. I interviewed teachers on action planning and empowered them to take responsibility for minor problems. I assisted immediately with major problems. Other times, I listened to their concerns and gave support where I deemed necessary. I did not see students with reviewing their action plan and periodically sent for their plans before addressing the situation.

7. If you were to revisit the process, what changes would you make in introducing and implementing cooperative discipline?

I would take more time to develop school wide expectations from parents, teachers, and students or other agencies that have direct access to our school. More time would be spent on developing awareness and policy/guidelines. I would look for other programs and select sections or parts that this program may be lacking.

Subject E

Female administrator

Urban school

Student Population 450 - 525 students

K - 8

1 and 2. Why did you choose cooperative discipline?  
How did your school get involved in cooperative discipline?

We became involved in the school improvement process and one of the goals identified was to improve student discipline. The first thing we did was research recent and different literature such as articles or books on discipline. We wrote a staff definition of what we believed discipline to be and then we started to implement our school rules. We had parents, students, and teachers review the rules developed and give reaction to the same. We then put the rules into place and consequences for different types of behaviour. This wasn't enough so someone mentioned the cooperative discipline program to us. From there, we examined the program and found the content close to our school team philosophy.

3. How did you introduce the cooperative discipline program to your staff?

We introduced the program by presenting the introductory video. We followed this up by doing a role play as a first lesson at a staff meeting asking teachers on the staff to tell how they felt about it. The staff reaction was positive so we called in a facilitator to meet with our school team and that started the ball rolling. We were completely inserviced on the program over a period of a year and a half.

4. What obstacles did you face as you introduced and implemented cooperative discipline in you school?

We found the program time consuming, especially the action planning. People were hesitant, they wanted immediate results, they did not want to go through the steps outlined in the process. We found that people bought into the philosophy immediately, however, the practical, the making of a plan, was the biggest problem among the teachers. They had no problems identifying the goals of misbehaviour, the problem was taking the time to follow the steps put into place and adhering to the process.

5. What support systems were available to you?

We, the administrators, are members of the school team, and we follow the philosophy rigidly at the office. If problems come to the office that are not serious in nature and it does not come

with the correct paper work, we do not deal with the problem. We often put the paper work in place and help the teachers with the action plan having them do a write-up for documentation purposes. We have had great support from board office in arranging for inservice time, a coordinator to help us with our planning, ad we have purchased books for our staff as resource material.

6. If you were to revisit the process, what changes would you make in introducing and implementing cooperative discipline?

I would not do the program sessions after school. This was our biggest drawback. Our sessions started at 3:00 p.m. and teachers were tired after teaching all day. We should have allotted our inservice days throughout the year and worked through the program. By the time we got into a session, it was 4:30 p.m. and it was time to go home.

Subject F

Male administrator

Junior and Senior high school

Urban setting

Approximately 450 - 500 students

1. Why did you choose cooperative discipline?
2. How did your school get involved with cooperative discipline?
3. How did you introduce the cooperative discipline program to your staff?

When we arrived at the school, cooperative discipline had already started and when the new team sat for discussion, it was obvious that discipline was a big problem at the school and that teachers needed strategies and skills to address some of the problems. Through the school improvement process, the staff, students, and parents identified strengths and weaknesses and the area that received the most attention was discipline. When the team met, they studied cooperative discipline and then continued with the program for the remainder of the year refining it into the following year. We continued with updating, discussing, following, and working with different strategies and skills?

4. What obstacles did you face as you introduced and implemented cooperative discipline in your school?

One of the biggest obstacles was time to inservice teachers so that they would have quality inservice and that there would be time for discussion and feedback. Another obstacle was the different strategies and skills in that teachers would become comfortable in using them, the how to implement the strategies and skills, role modelling on the part of principal and assistant principal, to model and keep abreast of the strategies and skills being used, making suggestions to teachers, and working directly with teachers on actual implementation of these skills and strategies.

5. What support services were available to you?

There was support from central office as the program was identified from central office by the associate superintendent of education. She identified a number of schools that were involved in school improvement and each school was approached and asked if they were interested in doing this particular program. A number of schools were involved in looking at discipline and figuring out where they needed to begin. The schools selected indicated an interest in the program and decided to pilot this particular program in their school. Central office identified the program and had facilitators trained to inservice schools who piloted the program. Facilitators, a coordinator and special needs teacher, worked with our school in taking us through the program. The school improvement coordinators also gave support and

attended the different sessions. They also assisted us in ways they could help and they devised an action plan in consultation with the school team.

6. As administrator, what role did you play in the implementation process?

We scheduled in the time of inservicing the program. We came back for an evening, had a half day session, we did it after school, and at staff meetings. We provided the time necessary under the program. Administration also worked with the facilitators in scheduling around their time, making arrangements for photocopying, videotaping, or getting materials ready. The other way administration helped us by being models and helping teachers write up plans as well as discussing how to carry out the discipline and suggesting a strategy for using with a particular student.

7. If you were to re-visit the process, what changes would you make in introducing or implementing cooperative discipline?

Yes, I would change the program. I don't know if I would go slowly with cooperative discipline. I would choose certain parts of classroom management strategies, a program by Barry Bennett. I would use part of cooperative discipline and part of classroom management. The classroom management program is easier to model in a delivery inservice and examples of misbehaviour are somewhat clearer as well as the way to approach students. Cooperative learning strategies are used to a greater extent in classroom management from which teachers would have more opportunities to learn from their colleagues.