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Relational Trust in Schools

EDU 5419 Advanced Study in Organizational Theory

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**Chapter 1**  
**Introduction**

**Purpose of Study**

The purpose of this comparative study is to examine the nature of relational trust in the organizational structure of two high schools. This study will identify and examine interactions between members of the school community. The research will use frameworks established by Anthony Bryk and Barbara Schneider's Trust in Schools and Gareth Morgan's Images of Organization.

**Background**

Located on Cottman Avenue in Philadelphia, Pennsylvania, Northeast High School was founded in 1890. One of the oldest high schools in Philadelphia this urban high school was home to over 3600 middle to upper middle class students and staff with limited diversity. This high school offered a variety of academic programs. In addition to the core subjects, Northeast offered courses in arts and education, health and medicine and technology. Within this high school, small learning communities (SLC) existed. SLC's, along with their award winning newspaper, brought great fame and attention to this high school. One of the most known SLC, originated in 1962 was the Project SPACe Research Center (SPARC). This aerospace simulation program was the first of its kind ever attempted (Wikipedia).

The second high school examined was Central Park East High School located on Madison Avenue in Manhattan. With an enrollment of 450 students including grades 7-12, this diverse high school founded in 1985, was home to middle to lower class communities. Although enrollment was open to all students, this progressive school was most attractive to the under-

achievers. Their mission was to increase student knowledge base and skills, coupled with the learning of attitudes in an effort to enhance the community of learners. Known for its extensive community service component, students were required to complete service hours in the community during the week. While out in the community, teachers were then free to plan collaboratively and fulfill professional development requirements. With a highly individual design, promoting innovative opportunities for student learning coupled with an extensive staff/student advisory program, Central Park East High School was a school that offered high levels of personal and academic freedom (NCREL.org, 1994).

### Statement of Problem

Within the constraints of present organizational structure in schools, the social environment plays a role in the instructional program and overall social climate of the respective schools. Identifying the causes and parallel issues can differ among schools, but the basic underlying habits are creating a thematic understanding of some necessity towards organizational restructuring. Evidence of restructuring shows that some schools have not been as successful as others, but investigation of the unsuccessful efforts may find the absence of a catalyst.

Often there is no standard predictor that can *concretely identify* the intrinsic values that may influence trust and relationships within the school-community setting. *This inability* leads us to study and formulate questions in pursuit of an explanation for understanding the core problem.

Comment [s1]: Awk

### Research Questions

The examination of the following question relates to the importance of relational trust between the community members in a school, and the overall success of school-wide reform.

*“What is the impact of social trust levels found in schools?”*

In the following chapters, it is our goal to answer the question and provide a framework for understanding the critical nature of trust in schools.

### **Conceptual Rationale**

In Bryk and Schneider's Trust in Schools, the notion of relational trust is defined. During their study they found the key to evaluating a claim about the importance of relational trust for school improvement is the ability to reliably measure difference in this organizational property across school communities (p. 91). The framework of discernment and its four factors, respect, regard, competency and integrity was applied in this study.

Morgan defines metaphors in Images of Organization. Metaphors represent a way of thinking and a way of seeing that pervade how we understand our world generally (Morgan, p. 4). This study focused on three metaphors, classical, organismic, and political. Morgan supports the growing literature demonstrating the impact of metaphor on the way we think and how we apply everyday knowledge to systems of organization (p. 367).

## **Chapter 2** **Literature Review**

The study made use of two primary resources that guided our understanding of relational trust within schools, and another source that presents the concept of organizational metaphors. The writer used these sources to examine the structure and relationships within a school as an organizational entity.

Anthony Bryk and Barbara Schneider in, *Trust in Schools: A Core Resource for Improvement* state that relational trust facilitates the development of beliefs, values, organizational routines, and individual behaviors that instrumentally affect students' engagement and learning (p.115). Their drive to understand the transformative moment that was being experienced in schools led them to abandon their original research question. The research instead, led them to interesting data regarding a phenomenon that they titled relational trust. Bryk and Schneider found that the role of social trust in improving schools emerged from field observations they conducted in Chicago elementary schools (p. 12). Their research led them to study the microdynamics of trust relations among pairs of individual actors (p.14).

The authors carefully and thoughtfully expound on the notion of social capital as an interwoven theme to how trust is an integral part of the fabric comprising school relationships. Their study identified the different relationships that were found within a school. They investigated the DNA that comprises the social trust found in three different schools, where DNA is described as an underlying, unseen culture of the organization. The term DNA is used to understand the underlying meaning to the relational incidences that are recorded.

The three cases presented were drawn originally from a larger field study involving observations from twelve elementary schools over a three-year period (p. 145). Their collection of observations, focus groups, document collection, and interviews provided them with the data necessary for analysis. Bryk and Schneider focused on three urban Chicago elementary schools, Ridgeway, Thomas and Holiday, to compare and examine the varying degrees of relational trust and their impact; each gauged by four levels of discernment being respect, competency, regard and integrity.

Bryk and Schneider based their level of relational trust by defining each of the four elements. The first is respect, recognition of the important role each person plays in a child's

education and the mutual dependencies that exist among the various parties. The second element is competency, the ability to identify and move towards the achievement of desired outcomes. The third element is regard, actions taken by a member of a role set to reduce others' sense of vulnerability as an expression of benevolent intentions. Finally integrity is having consistency between what people say and what people do.

The first school, Ridgeway Elementary, was located in the northeast section of Chicago. The community had major transitioning and an influx from Appalachia, later from Central America and several Asian countries. This changed the social landscape of primarily low-income families. In the 1980's the neighborhood began to gentrify. In Ridgeway Elementary the principal, Dr. Newman, lacked integrity and focused on avoiding conflict within the school, additionally being cited among the teachers as a person lacking competency for his position. Overall, Ridgeway was found to be lacking in all four elements of relational trust.

The second school, Thomas Elementary, was located in a Chicago neighborhood that was a central entry point for Mexican immigrants. As these families became employed and saved some money, they relocated. This caused Thomas Elementary to be in a permanent state of flux. The principal, Dr. Gonzalez, established trust with parents by listening and making decisions for the benefit of children's learning. However, there was a permeating tone of favoritism among the teachers. In turn, this hindered a true sense of collegiality and collaboration.

The third school, Holiday Elementary, was also in a low-income neighborhood and was immersed in political red-tape that caused the continued impoverishment of the citizens. Drugs and violence were never far from Holiday Elementary. Despite this, Holiday Elementary was found to have a high level of relational trust. The principal fostered a learning community where students and teachers had a voice. The principal, Dr. Goldman, "demonstrated his respect for

parents and their community ... frequently demonstrating genuine personal concern” (Bryk p. 81). An overall regard for the welfare of children permeated the school-home community.

By identifying various levels of discernment within the relationships found in a school community, Bryk and Schneider provided clarity in understanding the impact relational trust had on improving academic achievement.

Comment [s2]: What was it?

Our second source, Gareth Morgan’s, *Images of Organization*, identifies the metaphoric organization of groups. Morgan states, “all theory is a metaphor and has far reaching consequences.” “Metaphors are inherently paradoxical” (Morgan p. 5) in the sense that they can play to the strengths of an organization, while also being misleading. The use of a metaphor implies a way of thinking and a way of seeing that pervade how we understand our world generally (1997, p. 4). The application of metaphors from Morgan speaks to various frames within the organization. In this study, the frameworks that will be applied are classical, human and political.

Comment [s3]: ???

In defining the classical framework, Morgan considers it a theory of machine design, giving minimal focus to human aspects of organization. It is predictable in nature and follows a continual and scripted pattern. Part of the classical framework, leads one to a set of rationalistic terms: tasks, goals, aims and objectives. These terms have become fundamental tools and instruments of mechanical devices developed to aid in performing some kind of goal-oriented activity (Morgan p. 15).

Understanding that organizations are comprised of humans with varying needs it is important to look at the entity as a dynamic, living system. By focusing on the higher order needs, an organization is able to move towards desired outcomes with a common purpose. Morgan focuses this theory on Maslow’s hierarchy of needs (p. 37). His focus on organization as an organism is defined as the human resource management. Employees are to be seen as valuable

resources that could contribute in rich and varied ways to an organization’s activities, given the opportunity (Morgan p. 36).

Politics in organizations are consistently present and it must be understood that there are competing forces for power from within. The conflicts that arise are from the sub factions for a control of knowledge and information. Morgan states that politics occur on an ongoing basis and often in a way that is invisible to those involved. He explains that study can focus on relations between interests, conflict, and power of those included (Morgan p. 156). **Investigating the DNA of the organization in relation to these areas will give resolution to the function of the politics.**

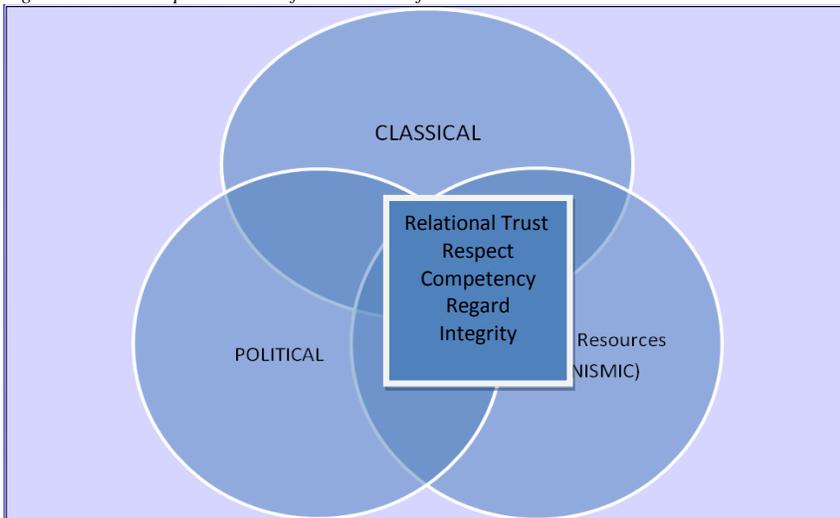
**Comment [s4]:** ???

Morgan concludes how different metaphors give rise to different theories of organization and management and how the understanding of the process **can master** the strengths and limitations of different viewpoints (p. xi).

**Comment [s5]:** ???

Represented in figure 2.1 are the combined frameworks of Bryk and Schneider and Morgan. Applying this representation in addition to class notes and resources, the study will analyze the nature of trust in schools.

Figure 2.1 Visual Representation of the combined frameworks.



**Comment [s6]:** Our visual is not accurate – notes from Smith: C. P. HR do not overlap – each stands alone. RT is not composed of C, P, HR. It is an alternate way to view an organization.

## **Definition of Terms**

### ***Classical Management***

Is essentially a theory of machine design (Morgan p. 372).

Morgan states that as we speak of organizations as machines we tend to expect them to operate as machines: in a routinized, efficient, reliable and predictable way (Morgan, p13).

### ***Human Resource Management***

Employees were to be seen as valuable resources that could contribute in rich and varied ways. It has offered the possibility of motivating employees through “higher level” needs in a way that could increase involvement and commitment without paying them any more money (Morgan, p.36).

### ***Political***

Organizational politics focuses on relations between interests, conflict, and power. These organizational politics arise when people think differently and want to act differently (Morgan, p. 156).

### ***Relational Trust***

A system of social exchanges within a social institution that is key to advancing improvement in public school communities (B & S, p. 16).

### ***Respect***

Recognition of the important role each person plays in a child’s education and the mutual dependencies that exist among the various parties

### ***Competency***

The ability to identify and move towards the achievement of desired outcomes

### ***Regard***

Actions taken by a member of a role set to reduce others’ sense of vulnerability as an expression of benevolent intentions

### ***Integrity***

Having consistency between what people say and what people do

***Metaphor***

Implies a way of thinking and a way of seeing that pervade how we understand our world generally (Morgan, p. 4).

***Incidents***

A detailed description of an event or interaction.

**Comment [s7]:** Put in III

***DNA***

Implicit, unwritten, unspoken nature of the culture of the organization.

***Culture***

It is a complex whole which includes knowledge, belief, art, law, morals, custom and any other capabilities that habits acquired by members of society (Morgan, p.386).

**Chapter 3**  
**Methodology**

This chapter serves to outline the comparative study of cultures focusing on a series of critical incidents taken from two video collections by Frank Weisman (Table 3.1). The team examined the incidents from two urban high schools, each from a different era spanning approximately twenty-five years. After collecting the noted incidents, they were subsequently placed in categorical bins designed to analyze and sort them. In order to compare the critical incidents from both schools, the bins were aligned based on their common characteristics.

**Comment [s8]:** How did you get them? = method

**Comment [s9]:** How did you get the bins? = method

*Table 3.1 - After the initial organization of the incidents, the definitions and questions related to Bryk, Schneider and Morgan's frameworks serve to assist the alignment of relational trust.*

Incident	Classical	Human Resources	Political	Respect	Competency	Regard	Integrity
Hierarchy/Authority Office/Job Bureaucratic Differentiated tasks Impersonal/Efficient	Leader and the Led Employee Growth Needs/Co-dependence/fit Informal Leadership/dynamics Group norms	Conflict/Bargaining Laws of Passion Interests Power/alliances Consequential Strategic Representations Distributive/Non Distributive Paradoxical/Ambiguity Metaphors/Stories Temporary Resolutions	Recognition of the important role each person plays in a child's education and the mutual dependencies that exist among the various parties	The ability to identify and move towards the achievement of desired outcomes	Actions taken by a member of a role set to reduce others' sense of vulnerability as an expression of benevolent intentions	Having consistency between what people say and what people do	

The interpersonal relations found in North East High School and Central Park East High School are defined as Administrator/Teacher, Administrator/Parent-Guardian, Administrator/Student, Teacher/Parent-Guardian, Teacher/Student, Teacher/Teacher, and Parent-Guardian/Student.

Founded on the literature the following procedures were taken: definition of who the players are, Interviews with several of the staff, students, parents, and observation of interactions that we have defined as incidents. Table 3.2 reveals the incidents and how they are organized.

**Comment [s10]:** What is an incident?

**Comment [s11]:** How did you do this?

**Comment [s12]:** I don't see any

Table 3.2

Number	Bin	Northeast High School	Number	Bin	Central Park East High School

Table 3.3 depicts the abbreviations used to organize the data. Each incident was categorized using descriptors established by the researchers to encompass all aspects of the learning organization.

Table 3.3

ABBREVIATION	
<b>Env. P</b>	Environment of physical school setting
<b>Env. R&amp;P</b>	Routine and Procedures: announcements, Daily Bulletin, thought of the day
<b>ENV C</b>	Cultural Environment- culture
<b>Env. HR</b>	Human Resources: organization- staff- collaboration
<b>Trans.</b>	Transition- Hallway
<b>G</b>	Guidance-
<b>I</b>	Instruction – I WL (World Language) I MU (music) I MA (math) HE (health) E (English) SC (Science) SS (Social Studies) PE (physical education)
<b>A</b>	Assessment
<b>D</b>	Discipline
<b>Tech</b>	Technology- Computer resources

Each school's trust level was evaluated using the scale presented in table 3.4 and the definitions from table 3.1. This allows for a comparison of the relational trust within the two schools. Different incidents and various relational pair examples will be used.

Table 3.4 – Elements of Trust

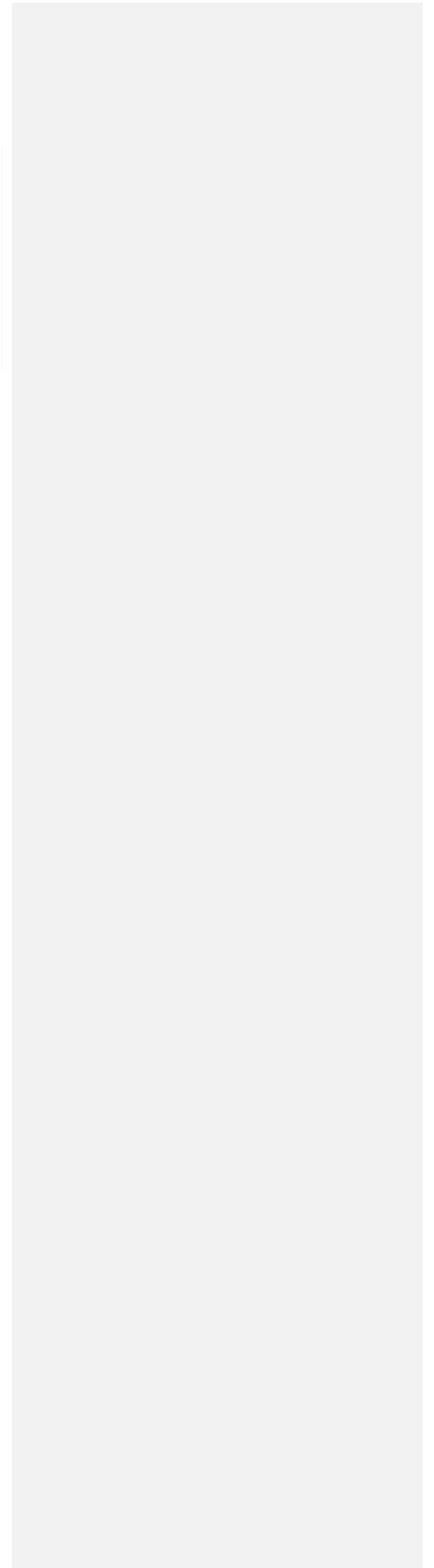
	Respect	Competency	Regard	Integrity
<b>Low</b>				
<b>Medium</b>				
<b>High</b>				

In addition, the questions in Table 3.5 helped guide the evaluation of each school and provided an area of proof to each situation. The Cultural Framework questions will were used to understand the underlying DNA of the culture of the school.

Table 3.5 - Frameworks of Organization

Special or Unique Features of Frames	Northeast High School	Central Park East High School
<b>POLITICAL FRAME</b> 1. Conflict/Bargaining 2. Laws of Passion 3. Interests 4. Power/alliances 5. Consequential 6. Strategic Representations 7. Distributive/Non Distributive 8. Paradoxical/Ambiguity 9. Metaphors/Stories 10. Temporary Resolutions		
<b>STRUCTURAL/CLASSICAL</b> 1. Hierarchy/Authority 2. Office/Job 3. Bureaucratic 4. Differentiated tasks 5. Impersonal/Efficient		
<b>HUMAN RELATIONS</b> 1. Leader and the Led 2. Employee Growth 3. Needs/Co-dependence/fit 4. Informal Leadership/dynamics 5. Group norms		
<b>SOCIOLOGICAL/ORGANIZATION</b> Relational Trust in Role Sets: 1. Professional-Parent 2. Teacher-Principal 3. Teacher-Teacher 4. Teacher-Student 5. Expectations/Obligations 6. Mutual Dependence/Vulnerability 7. Reciprocity/Synchrony 8. Instrumental/psyche/ethical 9. Discernment of Intentions 10. Respect: genuine 11. Conversation 12. Integrity: walk the talk		

13. Personal Regard: 14. Benevolence 15. Competency (or lack of) 16. Student learning 17. Teacher work 18. Community relations 19. Organizational Consequences 20. Decision Making 21. Support of Innovations 22. Social Control 23. Moral Authority		
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## **Chapter 4**

### **Findings**

In the team's efforts to understand the impact of social trust levels on school reform and improvement, observations, interviews and documents were grouped into categories. Each incident was numbered in the order that it was observed. The incident was then placed into a bin and labeled by the incidents category and finally, the incident was described in a short summary by school.

Comment [s13]: III ©

The first incident category that we focused on was Assessments in both schools. In table 4.1 it was observed that school A (Northeast High School) relations between student and teacher in regards to the discernment of respect was low. Grades were not allowed to be discussed and students were expected to accept grades without question. The contrary existed in school B (Central Park East High School). Open dialogue between staff and student with regard to grades was encouraged. In fact, student input was required.

Table 4.1

Number	Bin	Northeast High School	Number	Bin	Central Park East High School
A10	A	Grades/Evaluation, unfair grades - parent/admin conference, preconceived values	B72	A	Co-Director - mom – student - we need to hear from you, missing work, feeling bad, prepare you for today, letting yourself down, student doesn't agree with his grades, S's - always trying - teacher disagrees - willing to change one grade - Rubric/grid "all is well, major area of strength, needs improvement, a serious problem"
			B56		Faculty meeting - exit portfolio Sirens, Satisfactory/Unsatisfactory (loose general or strict rigid guidelines debate among staff) "Fuck You" I'm going to do it my way School organized - rubrics literature paper vs. historical paper. Our students should be able to pass AP English test, not need to take remedial classes in college, Senior Institute.

The second category analyzed was discipline, which includes the way each school handled a variety of issues. Table 4.2 isolates the specific examples that were investigated. Clearly the tone, verbal exchanges and visual cues are difficult to represent in charts. It is noted however, that the tone in school A was demeaning. No discussion between administrators or the students occurred during disciplinary proceedings. School B was observed to have a better collaboration between the disciplinarian and the students. Engaging dialogue between both parties occurred, with valued consciousness as to what was being expressed.

Table 4.2

Number	Bin	Northeast High School	Number	Bin	Central Park East High School
A27	D	AP's office - fighting, hitting, spell your name Who do you think you are? Don't strike or hit nobody, not even with glasses, suspended	B7	D	Mediator session, two young students, two older students served as mediators, teacher arrives toward the end - intervened, altercation began with verbal comments about mom, then got physical - poking each other - pushing shoving, make compromises, agree to stay away from each other - hard to - in all the same classes together boys made reference to the guard's station - put the solution in their hands
A28	D	Student with mom - Office mtg. "Locked in closet" Manicured nails/ring, husband messing around, talking back to the teacher, disrespectful, set standards on what you know, someone needs to be mature and break away...be a real force, pleasant manner vs. offensive	B50	D	Parent/Staff - different if more teachers were Latino, Black, ethnic, "give more respect" real feelings, control for actions, students refer to staff first name basis, mom-"all adults deserve respect, no matter what the color, race, all of us have a little prejudice in us"

Environment was the third category analyzed. It focused on different aspects of the physical environment, including the human resources, culture, routines and procedures of the schools. In both schools the physical setting was urban within major cities of the United States. Quite visibly we observed that school B had art work on the front of their school, whereas, school A had no display of painted artwork by the entrance to the school. Further observing, school B displayed several incidents of student/student interaction, where the students were able to freely discuss events that related to their experiences. Conversely, school A had police visibly walking the quiet empty hallways.

School A demonstrates a low regard for some of the staff such as custodians or cafeteria workers. It was visually necessary to observe the cues to witness the staff in school A working

around students or pulling boxes down the hallway. In school B, students took equal responsibility in moving of equipment (Table 4.3).

Table 4.3

Number	Bin	Northeast High School	Number	Bin	Central Park East High School
A38	Env. C	Police in hallway	B35	Env. C	Kids sitting at desk discussion shooting, guns and cars, another teenage parent referring to baby and responsibilities - putting baby in the trunk? "I'll never get a girl pregnant?" Too many teenage parents, saw the baby born, proud we had the baby - it is a life, too late for abortion, knows weight, describes birth, saw birth, jobs in the evening to get by, wants to go to college
A1	Env. P	Dairy truck, row homes, factories	B1	Env. P	City School, traffic, busses, high rise buildings
			B2	Env. P	Kids entering school, kids on bikes - art covered doors
			B57	Env. P	Sirens/outside ambulance drives by
A26	Env. P	Kitchen Lady w/Box	B25	Env. P	Computers being wheeled on carts/artwork posters on walls
A23	Env. P	Janitor/Custodian - sweeping hallway with large broom	B40	Env. P	Student with hood on, wheeling TV cart down hallways, line of tape down center of hallway on floor, no garbage on floor, white trash cans
A45	Env. HR	Reading a letter at a faculty meeting written by an average student, a few teachers who cared and made a difference, plane trip - In God's Hands Now, cooking classes, scholarship...insurance \$10,000 "Don't You Value Life?"	B49	Env. HR	Faculty - views, diverse, fidgety, Friday's event, voted on proposal, Parent Association 3-5, staff endorsed event, cookies, milk, seltzer, ginger snaps, one person talking at a time, calendars, community service
A32	Env. HR	Faculty Lunch - all men sitting around - appreciation	B34	Env. HR	Two staff members conversation in office, alcoholic/dysfunctional family, picketing chanting heard in background
A4	Env. R&P	Daily Bulletin - Thought for the Day (cause and effect) students listening - choice/no choice	B68	Env. R&P	Silent Reading Poster in Hallway - nothing happens except silent reading - until 9:30AM

The fourth category for comparison was guidance, referring to the opportunities that staff has to guide students as it pertains to their future academic pursuits after high school. School A focused on preparation for college and financial obligations for college. This topic seemed to be disconnected from the current work they were doing in high school. School B directly correlated the experiences students were having now with future goals. For example, School B had established internships for real world applications (Table 4.4).

Table 4.4

Number	Bin	Northeast High School	Number	Bin	Central Park East High School
A29	G	College talk with Counselor - get higher degree, ask father about how much to contribute \$1000-\$1500 - needs to apply for scholarships, financial aid	B54	G	Criminology, Meeting with counselor/advisor, detective work, mom "his decision and I'll respect it" Sirens, mention of colleges Plattsburgh, Albany, feels comfortable in the city - that could be dangerous
A30	G	Go to any college, beauty school, disappoint parents, father is accepting? Not guilty, work as hard as you can, smart as is strong, gym comment, necessary for graduation	B5	G	Student presentation - internship with Stock Exchange, Lehman Brothers, wants to go to college

The fifth category for comparison was Instruction. We defined this category as any learning environment, whether traditional or non-traditional. School A demonstrated several examples of teacher led instruction. The instruction was delivered from the front of the class to students primarily in orderly rows. School B had a strong focus of student-centered instruction. On several occasions, teachers were found to be asking critical thinking and open ended questions, working one to one with students and using small group collaborative with students. School B also used learning styles of students to focus on student strengths and build their weaknesses. School A did not show modification of the lesson to meet students learning styles (Table 4.5).

Table 4.5

Number	Bin	Northeast High School	Number	Bin	Central Park East High School
A19	I HE	Family - all boys, mother taking care of offspring, mate for life or seasonal, Moses, Bible, Women get in accidentally, cleaning, bills, buying a car	B26	I HE	Meeting-Teacher, parent, student teenage mom new baby "Nice to see you back", brother supporting him teaching him about cars, determined to graduate, complicated social dilemmas in school, other schools babies come to school with them
A20	I HE	Speaker - Assembly (rings) health, birth control, the pill - doctor laughing, "can't have what you want when you want it"	B16	I HE	Return from teenage pregnancy (Mom, daughter and brother) father is a friend of brother and teenage mom), birth control, trouble with the "father's girlfriend" not in this school - if you have any problems come see us, work with advisory
A40	I HE	Health Class - male speaker, male audience, marriage and divorce rates, questions answered, clapping, Virginity is a State of Mind, male gynecologist, if you are not prepared...	B58	I HE	Home visit with staff - Condom workshop, instructions, demonstration, HIV's concern...mentioned more than pregnancy
A14	I E	English Class - poetry - teacher reading aloud, students listening, bored expressions, chewing on pen - some sleeping, fidgeting	B45	I E	Teacher and student conferencing, lots of papers on desk, "I think you should be clearer, brainstorm, humanism, need evidence, interactive, lengthy - spends lots of time with students
A35	I MU	Choir - sol-feg, drill and practice, sight read	B42	I SC	Science - currents batteries, AC/DC, name parts of atoms, draw a picture, diagram
A43	I SC	Broadcasting - moon hatch is clear, astronauts, beard, helmets, Operation SPARC, 193 hours simulated flight, security, law enforcement, health officials, All Boys Club?"	B21	I SC	Student in front of room, addressing lateness, other students working, walking around, fruit flies, working on computers
A13	I PE	Music, dance rehearsal, exercise class, stretching, uniforms, females	B60	I SS	Policy - present it, Debate class - have fun - challenge each other - don't speak one at a time, no order - kids talking take control of class
A41	I PE	Phys. Ed - Volleyball - military man talking with teacher, injury, cast, crutches, melancholy, adjusted			
A5	I WL	Foreign Language Class - repetitive, taking notes, wrote/memorization			

The final category examined was transition. Transition was defined as scenes that occurred in the hallway during unstructured time. Instruction was not taking place, and students may have been passing between classes (Table 4.5).

Table 4.5

Number	Bin	Northeast High School	Number	Bin	Central Park East High School
A3	Trans.	Adult herding kids into the building	B51	Trans.	Ushered from the hallways to class, water fountain, walking to class
A2	Trans.	Hallways - moving quietly, orderly	B44	Trans.	Hallways, outside stairs, both sides of stairs - up and down, exit building, security guard

Once the categorization of incidence was completed, both schools were applied to Bryk and Schneider’s Element of Trust table (Table 4.6 and 4.7). Using the definitions that Bryk and Schneider established in their text, the Elements of Trust tables clearly indicate strengths and weaknesses between the schools. These two tables clearly show that the Central Park East School categorically placed higher in relational trust factor than Northeast High School. Northeast HS was found to be lowest in relation to Respect and Competency. Respect between Administration and Student was found to be low as well as the Competency relationship between Teacher and Student. The complete incidence table can be found in the appendix.

Table 4.6 Elements of Trust – Northeast High School

	<b>Respect</b>	<b>Competency</b>	<b>Regard</b>	<b>Integrity</b>
	<i>Recognition of the important role each person plays in a child's education and the mutual dependencies that exist among the various parties</i>	<i>The ability to identify and move towards the achievement of desired outcomes</i>	<i>Actions taken by a member of a role set to reduce others' sense of vulnerability as an expression of benevolent intentions</i>	<i>Having consistency between what people say and what people do</i>
<b>Low</b>	AP's office - fighting, hitting, spell your name Who do you think you are? Don't strike or hit nobody, not even with glasses, suspended (Admin/Student)	English Class - poetry - teacher reading aloud, students listening, bored expressions, chewing on pen - some sleeping, fidgeting (Teacher/Student)		
<b>Middle</b>	Student with mom - office mtg. "Locked in closet" Manicured nails/ring, husband Messing around, talking back to the teacher, disrespectful, set standards on what you know, someone needs to be mature and break away...be a real force, pleasant manner vs. offensive (Teacher/Parent)	Reading a letter at a faculty meeting written by an average student, a few teachers who cared and made a difference, plane trip - In God's Hands Now, cooking classes, scholarship...insurance \$10,000 "Don't You Value Life? (Admin/Teacher)	College talk with Counselor - get higher degree, ask father about how much to contribute \$1000-\$1500 - needs to apply for scholarships, financial aid (Teacher/Parent)	
<b>High</b>				

In full opposition Central Park East was found to have middle / high elements of trust. High elements of trust were found in incidents involving Administration and Student, Teacher and Parent, Teacher and Teacher and also Student to Student. Each of these specific incidents is summarized in table 4.7. Clearly, open dialogue between the school relationships as well as constructive mediation, has allowed a sense of trust amongst these school players.

Table 4.7 - Element of Trust -Central Park East

	<b>Respect</b>	<b>Competency</b>	<b>Regard</b>	<b>Integrity</b>
<b>Low</b>	<i>Recognition of the important role each person plays in a child's education and the mutual dependencies that exist among the various parties</i>	<i>The ability to identify and move towards the achievement of desired outcomes</i>	<i>Actions taken by a member of a role set to reduce others' sense of vulnerability as an expression of benevolent intentions</i>	<i>Having consistency between what people say and what people do</i>
<b>Middle</b>	Parent - different if more teachers were Latino, Black, ethnic, "give more respect" real feelings, control for actions, students refer to staff first name basis, mom-all adults deserve respect, no matter what the color, race, all of us have a little prejudice in us (Teacher/Parent)	Faculty - views, diverse, fidgety, Friday's event, voted on proposal, Parent Association 3-5, staff endorsed event, cookies, milk, seltzer, ginger snaps, one person talking at a time, calendars, community service (Teacher/Teacher)		
<b>High</b>	Mediator session, two young students two older students, teacher toward the end - intervened, comments about mom got physical - poking each other pushing shoving, make compromises, agree to stay away from each other - hard to - in all the same classes together mention of the guard's station - out the solution in their hands (Student/Student)	Staff discussion of colleges students/grad have attended (Wesleyan, Vassar, Hampshire, Clark, SVA, Columbia, Howard) 60% attend 4yr college - copy machine in background (Teacher/Teacher)	Meeting-Teacher, parent, student teenage mom new baby "Nice to see you back", brother supporting him teaching him about cars, determined to graduate, complicated social dilemmas in school, other schools babies come to school with them (Teacher/Parent)  Return from teenage pregnancy (Mom, daughter and brother) father is a friend of brother and teenage mom), birth control, trouble with the "father's girlfriend" not in this school - if you have any problems come see us, work with advisory (Admin/Student)	Students working on computers, working independently without direct teacher supervision (Student/Student)

Morgan's organization management table (Table 4.8) helps further define how each school falls into his unique features of frameworks. Using the features outlined for each framework, incidents and examples were placed within each framework.

Northeast HS was found to be a top down hierarchy of control. Expectations driven by the Administration allowed no opportunity for students question authority. Schools fall under the traditional teaching style. Staff at Northeast HS practice traditional instructional techniques. Each employee has an expected job to follow. Northeast falls short in the Human Relations framework, as the standards are driven, the needs of staff and students are not considered and authority is to be respected.

Central Park East HS is found to have established alliances in education between student, parent and school. Teaching is non-traditional and geared towards meeting the individual needs of each student. Authority is shared among all the players and students have a voice in their school career and future. A sense of shared purpose and vision has been established as a community of learners working together. High levels of trust have been established in Central Park East HS.

Table 4.8 - Unique Features of Frames

Unique Features of Frames	Northeast High School	Central Park East High School
<b>POLITICAL FRAME</b>	<b>POLITICAL FRAME</b>	<b>POLITICAL FRAME</b>
<ol style="list-style-type: none"> <li>1. Conflict/Bargaining</li> <li>2. Laws of Passion</li> <li>3. Interests</li> <li>4. Power/alliances</li> <li>5. Consequential</li> <li>6. Strategic Representations</li> <li>7. Distributive/Non Distributive</li> <li>8. Paradoxical/Ambiguity</li> <li>9. Metaphors/Stories</li> <li>10. Temporary Resolutions</li> </ol>	<ol style="list-style-type: none"> <li>1. Prom Attire Discussion</li> <li>2. Competitive, achieve excellence, graduate</li> <li>3. Power. Authority, Control over students</li> <li>4. Administrations, Teachers</li> <li>5. Rigid student discipline, Reactive</li> <li>6. Perspective of staff- school was orderly and efficient.</li> <li>7. Non-Distributive, Teacher directed instruction</li> <li>8. Left brain oriented- no originality- no creativity</li> <li>9. Traditional (Factory Assembly Line – automatic Pilot)</li> <li>10. No reasoning, administratively driven</li> </ol>	<ol style="list-style-type: none"> <li>1. Final Paper Assessment (Lit/Historical) Rubric</li> <li>2. Creative, independent learning opportunities</li> <li>3. Increase learning attitudes, and community of learners</li> <li>4. Shared, students refer to staff using first name, dialogue for consequences, peer mediation</li> <li>5. Collaborative approach to discipline, Proactive</li> <li>6. Collaborative organization - team</li> <li>7. Distributive, Student based learning, Inquiry driven</li> <li>8. Right brain oriented- encouraged individuality</li> <li>9. Non-traditional (Blank Canvas and a room full of supplies!)</li> <li>10. Collaborate, yet staff guided (Peer Mediators, Grade discrepancy)</li> </ol>
<b>STRUCTURAL/CLASSICAL</b>	<b>STRUCTURAL/CLASSICAL</b>	<b>STRUCTURAL/CLASSICAL</b>
<ol style="list-style-type: none"> <li>1. Hierarchy/Authority</li> <li>2. Office/Job</li> <li>3. Bureaucratic</li> <li>4. Differentiated tasks</li> <li>5. Impersonal/Efficient</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear, defined lines of authority, Top-Down, Teachers control students</li> <li>2. Traditional, Subject area teachers, Departmentalized</li> <li>3. Bureaucratic</li> <li>4. Everyone has their job, purpose (janitor, security, kitchen)</li> <li>5. Impersonal/Efficient</li> </ol>	<ol style="list-style-type: none"> <li>1. Shared authority, students do have a voice, in charge of their learning and outcomes</li> <li>2. Collaborative, collegial, cross-curricular, Interdisciplinary</li> <li>3. Bureaucratic</li> <li>4. Shared purpose, shared vision, community of learners</li> <li>5. Impersonal/Efficient</li> </ol>
<b>HUMAN RELATIONS</b>	<b>HUMAN RELATIONS</b>	<b>HUMAN RELATIONS</b>
<ol style="list-style-type: none"> <li>1. Leader and the Led</li> <li>2. Employee Growth</li> <li>3. Needs/Co-dependence/fit</li> <li>4. Informal Leadership/dynamics</li> <li>5. Group norms</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal and everyone else (one way!)</li> <li>2. Stagnant, rigid, narrow vision</li> <li>3. Standards driven, non conforming</li> <li>4. Formal leadership</li> <li>5. Traditional, respect authority</li> </ol>	<ol style="list-style-type: none"> <li>1. Co-Directors and the Faculty &amp; Students (Give &amp; Take)</li> <li>2. Constant professional dialogue and development, expansive vision</li> <li>3. Driven by students needs, created for underachieving kids</li> <li>4. Fluid leadership, intern opportunities, debates</li> <li>5. Respect for self, for community, for others, responsibility, ownership, accountability</li> </ol>
<b>SOCIOLOGICAL/ORGANIZATION</b>	<b>SOCIOLOGICAL/ORGANIZATION</b>	<b>SOCIOLOGICAL/ORGANIZATION</b>
Relational Trust in Role Sets: <ol style="list-style-type: none"> <li>1. Professional-Parent</li> <li>2. Teacher-Principal</li> <li>3. Teacher-Teacher</li> <li>4. Teacher-Student</li> <li>5. Expectations/Obligations</li> <li>6. Mutual Dependence/Vulnerability</li> <li>7. Reciprocity/Synchrony</li> <li>8. Instrumental/psyche/ethical</li> <li>9. Discernment of Intentions</li> <li>10. Respect: genuine</li> <li>11. Conversation</li> <li>12. Integrity: walk the talk</li> <li>13. Personal Regard:</li> <li>14. Benevolence</li> </ol>	Relational Trust in Role Sets: <ol style="list-style-type: none"> <li>1. Middle Level</li> <li>2. Middle Level</li> <li>3. Middle Level</li> <li>4. Low Level</li> <li>5. High Expectations/High Obligations</li> <li>6. Low dependency/High Vulnerability</li> <li>7. Non-Existence</li> <li>8. Un-engaging, rigid</li> <li>9. Discernment of Intentions</li> <li>10. Respect – Demanding, Expected</li> <li>11. Limited, Controlled, Teacher Directed</li> <li>12. Integrity: Middle</li> <li>13. Personal Regard: Middle Level</li> <li>14. Limited</li> </ol>	Relational Trust in Role Sets: <ol style="list-style-type: none"> <li>1. High Level</li> <li>2. High Level</li> <li>3. High Level</li> <li>4. High Level</li> <li>5. High Student Expectations/High Obligations</li> <li>6. Great Mutual Dependence/Low Vulnerability</li> <li>7. High Reciprocity/ In-synch</li> <li>8. Creative, Challenging, Rigorous</li> <li>9. Discernment of Intentions</li> <li>10. Respect: genuine, mutual, reciprocal</li> <li>11. Conversation – Open, Dialogues, Debates</li> <li>12. Integrity: walk the talk (Teachers and Students)</li> <li>13. Personal Regard: High Level</li> <li>14. Evident, Sincere, Guidance, Parent/Student/Staff Meetings</li> <li>15. Competency - High – Diverse Teaching Strategies, Debates, Charts, Internships</li> <li>16. Effective, Diverse learners, Evidence of learning, projects, papers, portfolios</li> <li>17. Dedicated, late hours, professional development</li> <li>18. Service Board, Service Requirements for students</li> <li>19. Organizational Consequences</li> <li>20. Collective Decision Making</li> <li>21. High support</li> <li>22. Shared, guided by adults</li> <li>23. High Moral Authority (All Players)</li> </ol>
<ol style="list-style-type: none"> <li>15. Competency (or lack of)</li> <li>16. Student learning</li> <li>17. Teacher work</li> <li>18. Community relations</li> <li>19. Organizational Consequences</li> <li>20. Decision Making</li> <li>21. Support of Innovations</li> <li>22. Social Control</li> <li>23. Moral Authority</li> </ol>	<ol style="list-style-type: none"> <li>15. Competency – Low to Middle (Limited Variety of Instruction)</li> <li>16. Minimal, Not Engaged</li> <li>17. Monotonous, bare minimum</li> <li>18. Not evident</li> <li>19. Organizational Consequences</li> <li>20. Authority Based</li> <li>21. none</li> <li>22. Dominated by Administration</li> <li>23. Limited Moral Authority</li> </ol>	

## Chapter 5

### Conclusions

The purpose of this study was to examine the impact of social trust levels found in schools as it correlates to an effective learning environment to bring about school organizational reform and improvement. Concepts from Bryk and Schneider's, Trust in Schools, and Morgan's Images of Organization, were used to fully examine the critical incidents that existed within Northeast HS and Central Park East HS.

Comment [s14]: Awk

Paradoxical elements found in both schools depicted varying levels of relational trust. As Morgan states in Images of Organization, metaphors are inherently paradoxical. They use images to create constructive falsehoods.

A metaphor for Northeast HS can be described as an assembly line in a factory. This creates an image of orderly routines, procedures and predicted outcomes. Students observed receiving traditional instruction with minimal opportunity for individuality or creativity. Students were viewed as cookie cutter products. Although, assembly line factory procedures allowed for efficient delivery of instruction further study of the DNA reveals a culture where power and authority were found to be oppressive in student's ability to be creative. Northeast HS was found to have a lack of collaboration amongst the members of the learning community and did not venture outside of their assigned roles. This mentality created a group of learners that could not demonstrate the ability to think for themselves. No evidence of student collaboration or higher level thinking that promoted higher level discussions was found.

Picturing a blank canvas in a room filled with a variety of art supplies of varying mediums is the metaphor for Central Park East HS. It was found to be a learning community that focused on fostering an environment that allowed for student individuality and creativity. Staff

assisted in this process serving as facilitators. Students and staff could both be perceived to be the blank canvas that used the educational experiences (art supplies) to create their own masterpiece.

**Comment [s15]:** This is a constructive falsehood as all of them were vital not blank.

**Comment [s16]:** This is the true point

Further study of the DNA found that foundational integrity, regard and respect were clearly demonstrated by all members of the learning community. Referring to staff by first names, class debates, presentations of internship experiences and collaborative discussions about future educational goals and plans, were just a few of the concrete examples of the high levels of relational trust that existed.

The ability of this learning community to utilize collaboration in all educational settings enables this organization to continually evolve and improve upon the personal and professional experiences of all involved.

Although both metaphors show a strategic representation of the perspective schools, one must remember the metaphor is paradoxical in nature. Therefore, the metaphor of an assembly line may seem as a positive representation of efficiency and effectiveness, one could argue that it also sheds light on the negative aspects of cookie cutter education. Similarly, the metaphor of a blank canvas' positive representation allows for creativity it may negatively represent ambiguity in instruction. Using metaphors to frame an organization helps depict the concrete nature of the organization while incorporating the unseen underlying DNA that drives the organization.

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**Appendix**

Number	Bin	Northeast High School	Number	Bin	Central Park East High School
A01	Env. P	Dairy truck, row homes, factories	B01	Env. P	City School, traffic, busses, high rise buildings
A02	Trans.	Hallways - moving quietly, orderly	B02	Trans.	Kids entering school, kids on bikes - art covered doors
A03	Trans.	Adult herding kids into the building	B03	I SS	Teacher discussion - homeless, no guidance, socialism, ethnic diversity of staff
A04	Env. R&P	Daily Bulletin - Thought for the Day (cause and effect) students listening - choice/no choice	B04	Trans.	Hallways - crowded, art on the walls
A05	I WL	Foreign Language Class - repetitive, taking notes, wrote/memorization	B05	G	Student presentation - internship with Stock Exchange, Lehman Brothers, wants to go to college
A06	I MU	Music/Band - rehearsing, practicing percussion	B06	G	2 adults/staff - this HS works best for students who want to be here, co directors white, most of staff white?
A07	D	AP - Discipline - not respectful dialogue, Phys. Ed - not wanting to change, We'll determine that (Don't talk - just listen)	B07	D	Parent - different if more teachers were Latino, Black, ethnic, "give more respect" real feelings, control for actions, students refer to staff first name basis, mom-all adults deserve respect, no matter what the color, race, all of us have a little prejudice in us
A08	Trans.	Hallways - passing of students	B08	I SC	Science Class - Asian teacher, lab coat, discussion of bouncing ball, graph, what does it show, students discussing highest point, diversity
A09	I WL	French Class - questions - open ended referring to cuisine	B09	I MA	2 students (African American) one working, one not
A10	A	Grades/Evaluation, unfair grades - parent/admin conference, preconceived values	B10	I SS	Teacher SS lesson older student, maps, SF49ers, excellent questioning techniques
A11	D	Student/Admin - yelling at me, talk to her - you don't leave class, respect for authority, detention, argumentative, persistent, language, utterly ridiculous, be a man or take orders, follow rules & regulations, ask permission to talk, I'll take the detention under protest	B11	G	Situation (Teacher/Student)- not a passing grade, what to do to receive a passing grade, speak with Joe before the end of class, "Don't be bullshitting me", Great Books, Advisory, Electronics (all classes doing well in)
A12	Trans.	Hallway - admin...questions kids at their lockers, phones, coming from lunch, followed the student	B12	Tech.	Students working on computers, working independently
A13	I MU	Music, dance rehearsal, exercise class, stretching, uniforms, females	B13	Trans.	Hallways - empty - rows of lockers
A14	I E	English Class - poetry - teacher reading aloud, students listening, bored expressions, chewing on pen - some sleeping, fidgeting	B14	D	Discipline issue...Students - laughing joking, "beat up after school" This is a serious place for learning, very inappropriate, "playing around"

<b>A15</b>	I PE	Phys Ed - Softball	<b>B15</b>	I SC	Teacher/Student, journal, eggs, hatching, data, projected data, figure it out, dominant and recessive traits
<b>A16</b>	I FACS	FACS - cooking, recipes, chopping, teacher facilitator	<b>B16</b>	G	Return from teenage pregnancy (Mom, daughter and brother) father is a friend of brother and teenage mom), birth control, trouble with the "father's girlfriend" not in this school - if you have any problems come see us, work with advisory
<b>A17</b>	I FASH	Fashion and Design Class - on stage - fashion show, culture, costumes, "thin legs honey", "I love you", "Weight problem and she knows it", walking one foot in front of the other	<b>B17</b>	Trans.	2 boys at locker
<b>A18</b>	I	"Any questions?" Begin typing - speed, accuracy, Ring on finger, Traditional, hunting game?	<b>B18</b>	G	Kid crumpled up paper - don't throw it away, head down "I'll come back in a little while to see how you are doing" Talk with other kids...student picks up head
<b>A19</b>	I HE	Family - all boys, mother taking care of offspring, mate for life or seasonal, Moses, Bible, Women get in accidentally, cleaning, bills, buying a car	<b>B19</b>	Tech.	Kids working, students on computers
<b>A20</b>	I HE	Speaker - Assembly (rings) health, birth control, the pill - doctor laughing, "can't have what you want when you want it"	<b>B20</b>	I E	Teacher - thesis, looking at the questions, call me & show me, opening sentences, discussion points
<b>A21</b>	D	Principal's office, style, majority, long gown vs. cocktail length - prom - formal long gowns, nice to be individualistic, one time no suits...must be a tux even with no \$\$	<b>B21</b>	I SC	Student in front of room, addressing lateness, other students working, walking around, fruit flies, working on computers
<b>A22</b>	I PE	Phys Ed - hanging on chin up bar	<b>B22</b>	I SC	Female student - good info, needs to be structured, Down's Syndrome causes MR
<b>A23</b>	Env. P	Janitor/Custodian - sweeping hallway with large broom	<b>B23</b>	I SC	Male student w/ hat "You're behind" double period, fruit flies
<b>A24</b>	I E	Simon/Garfunkel - English class - penmanship on the board, poetic devices, reads poem twice then listen to song, old fashion tape player, students taking notes	<b>B24</b>	G	5 habits of mind - ways of thinking, tape recorder, discussion of visitors
<b>A25</b>	Trans.	Student in the hallway	<b>B25</b>	Trans.	Computers being wheeled on carts/artwork posters on walls
<b>A26</b>	Env. HR	Kitchen Lady w/Box	<b>B26</b>	G	Meeting-Teacher, parent, student teenage mom new baby "Nice to see you back", brother supporting him teaching him about cars, determined to graduate, complicated social dilemmas in school, other schools babies come to school with them
<b>A27</b>	D	AP's office - fighting, hitting, spell your name Who do you think you are? Don't strike or hit nobody, not even with glasses,	<b>B27</b>	Trans.	Hallway - one student walking

		suspended		
<b>A28</b>	D	Student with mom - office mtg. "Locked in closet" Manicured nails/ring, husband messing around, talking back to the teacher, disrespectful, set standards on what you know, someone needs to be mature and break away...be a real force, pleasant manner vs. offensive	<b>B28</b>	G Student and 2 teachers - get more work done
<b>A29</b>	G	College talk with Counselor - get higher degree, ask father about how much to contribute \$1000-\$1500 - needs to apply for scholarships, financial aid	<b>B29</b>	Trans. Kids walking in and out of class
<b>A30</b>	G	Go to any college, beauty school, disappoint parents, father is accepting? Not guilty, work as hard as you can, smart as is strong, gym comment, necessary for graduation	<b>B30</b>	I E Small group discussion - fiction, sitting at a cluster of desks - book talk Shakespeare, Mafia, Macbeth, types of love
<b>A31</b>	Env. R&P	Announcement	<b>B31</b>	G Parent Meeting, evaluations worried about how he is doing, don't want to get in trouble, incomplete or late work, silent about things not completed, dialogue open, mature, dad has high expectations, what is your goal?
<b>A32</b>	Env. HR	Faculty Lunch - all men sitting around - appreciation	<b>B32</b>	Env. HR Admin on phone - visit, tour, application, report card information, test scores
<b>A33</b>	I SS	Evolution poster, rows, teacher at desk, "JO" collage of pictures, lack of security, community w, l conditions	<b>B33</b>	D Student/Teacher phone conversation - student not in school didn't come home last night - where could she be? Asking friend on phone for information.
<b>A34</b>	I E	American, reference to book, The Other American, \$9000 comfortable, member of club, minority members	<b>B34</b>	Env. HR Two staff members conversation in office, alcoholic/dysfunctional family, picketing chanting heard in background
<b>A35</b>	I MU	Choir - sol-feg, drill and practice, sight read	<b>B35</b>	Env. C Kids sitting at desk discussion shooting, guns and cars, another teenage parent referring to baby and responsibilities - putting baby in the trunk? "I'll never get a girl pregnant?" Too many teenage parents, saw the baby born, proud we had the baby - it is a life, too late for abortion, knows weight, describes birth, saw birth, jobs in the evening to get by, wants to go to college
<b>A36</b>	I SS	Sunglasses, school stinks, attitude toward education, cloistered, secluded, You kids don't belong, Diversity class discussion, affectionate, kissing, female facilitator, young	<b>B36</b>	Trans. Couch - tie shoes in the doorway

<b>A37</b>	I SS	Elder faculty, new flag, Express things, Success comes before work, MLK spectators club	<b>B37</b>	Trans.	Hallway - artwork
<b>A38</b>	Env. C	Police in hallway	<b>B38</b>	Env. C	Student sitting in classroom - empty - head on desk
<b>A39</b>	Env. C	Pep Rally - stage auditorium - reverse rolls (football players as cheerleaders)	<b>B39</b>	I E	Student reading and eating a lollipop
<b>A40</b>	I HE	Health Class - male speaker, male audience, marriage and divorce rates, questions answered, clapping, Virginity is a state of mind, male gynecologist, if you are not prepared...	<b>B40</b>	Trans.	Student with hood on, wheeling TV cart down hallways, line of tape down center of hallway on floor, no garbage on floor, white trash cans
<b>A41</b>	I PE	Phys. Ed - Volleyball - military man talking with teacher, injury, cast, crutches, melancholy, adjusted	<b>B41</b>	I SC	Kids discussing (Curve/ozone) facilitated by teacher, graphing showing data, "What do you think?" Evidence to back up thought and details, doesn't have to be exact
<b>A42</b>	I PE	Phys. Ed - large ball hit around - mass of people	<b>B42</b>	I SC	Science - currents batteries, AC/DC, name parts of atoms, draw a picture, diagram
<b>A43</b>	I SC	Broadcasting - moon hatch is clear, astronauts, beard, helmets, Operation SPARC, 193 hours simulated flight, security, law enforcement, health officials, All Boys Club?"	<b>B43</b>	Env. C	Kids - student council, march, demonstration, students talking, Rodney King,
<b>A44</b>	I MU	Drum Major, Band, rehearsal, rings	<b>B44</b>	Trans.	Hallways, outside stairs, both sides of stairs - up and down, exit building, security guard
<b>A45</b>	Env. C	Reading a letter average student, a few teachers who cared and made a difference, plane trip - In God's Hands Now, cooking classes, scholarship...insurance \$10,000 "Don't You Value Life?"	<b>B45</b>	I E	Teacher and student conferencing, lots of papers on desk, "I think you should be more clear, brainstorm, humanism, need evidence, interactive, lengthy - spends lots of time with students
			<b>B46</b>	Env. C	3rd shooting this week two staff members - mustache/elderly woman (Co Directors)
			<b>B47</b>	I	Students and teachers at table, hear what cops have to say about the rallies, sirens in the background, loud n long
			<b>B48</b>	Trans.	Hallways - student sleeping on couch
			<b>B49</b>	Env. HR	Faculty - views, diverse, fidgety, Friday's event, voted on proposal, Parent Association 3-5, staff endorsed event, cookies, milk, seltzer, ginger snaps, one person talking at a time, calendars, community service
			<b>B50</b>	D	Mediator session, two young students two older students, teacher toward the end - intervened, comments about mom got physical - poking each other pushing shoving, make compromises, agree to stay away from each other - hard to - in all the same classes together mention of the guard's station - out the solution in their hands

<b>B51</b>	Trans.	Ushered from the hallways to class, water fountain, walking to class
<b>B52</b>	Env. HR	Teacher meeting, rdg/book/week 2 hours a night, open from 3-5PM and Saturday morning
<b>B53</b>	G	Habits of mind, habits of work, talk to parent, phone rings, going to doctor, journals need to be serious
<b>B54</b>	G	Criminology, Meeting with counselor/advisor, detective work, mom "his decision and I'll respect it" Sirens, mention of colleges Plattsburgh, Albany, feels comfortable in the city - that could be dangerous
<b>B55</b>	Trans.	Hallways - Community Bulletin Board
<b>B56</b>	A	Faculty meeting - exit portfolio Sirens, Satisfactory/Unsatisfactory (loose general or strict rigid guidelines debate among staff) "Fuck You" I'm going to do it my way School organized - rubrics literature paper vs. historical paper Our students should be able to pass AP English test, not need to take remedial classes in college, Senior Institute
<b>B57</b>	Env. P	Sirens/outside ambulance drives by
<b>B58</b>	I HE	Home visit with staff - Condom workshop, instructions, demonstration, HIV's concern...mentioned more than pregnancy
<b>B59</b>	Env. C	Assembly - long and hard week and difficult last 24 hours - visit from Michigan Choir (staff alma mater) visiting and competing (similar to a NYSSMA) Girls choir - some kids talking once singing starts
<b>B60</b>	I SS	Policy - present it, Debate class - have fun - challenge each other - don't speak one at a time, no order - kids talking take control of class
<b>B61</b>	Trans.	Hallway - pushing and shoving
<b>B62</b>	I E	Teacher reading lesson - editing and conferencing with student - paper on Rodney King
<b>B63</b>	G	Students talking, papers, community, fathers not a presence, abusive relationships - explain, mixed group - advisory perhaps
<b>B64</b>	Trans.	Hallway - water fountain
<b>B65</b>	D	Advisor/Parent/Discipline - get up and get your hat - "You have a problem?" "You decide to come back to class" or go see Debbie
<b>B66</b>	D	Joanne - volunteer - write this? Thursday trip gossip, cousin involved "jumped" - rumors Student not in school, someone call mother, if you feel threatened tell us

<b>B67</b>	I E	Students discussion about a play, stuff written on the board, teacher sitting amongst students at the desk, all participating, Canterbury, Raisin in the Sun, Hairspray analogy
<b>B68</b>	I E	Silent Reading Poster in Hallway - nothing happens except silent reading - until 9:30AM
<b>B69</b>	Trans.	Walking in hallways
<b>B70</b>	G	Staff discussion of colleges students/grad have attended (Wesleyan, Vassar, Hampshire, Clark, SVA, Columbia, Howard) 60% attend 4yr college - copy machine in background
<b>B71</b>	Env. P	Hallway - get to advisory announcement
<b>B72</b>	A	Mustache man - mom - we need to hear from you, missing work, feeling bad, prepare you for today, letting yourself down, student doesn't agree with his grades, S's - always trying - teacher disagrees - willing to change one grade - Rubric/grid "all is well, major area of strength, needs improvement, a serious problem"
<b>B73</b>	I E	Book reading - Sports Illustrated - no go to the Library and get a book
<b>B74</b>	I SS	Land was empty - migration
<b>B75</b>	G	Family Conference - school planning
<b>B76</b>	I MA	Math - kids discussing cosine, hypotenuse, adjacent, kids on computers
<b>B77</b>	G	Co-Director speaking to prospective parents, Oxford/Cambridge, Kindergarten
<b>B78</b>	Env. P	Outside school - groups congregating, talking