THE PROCESS OF CHANGE AND DEVELOPMENT OF VERTICAL ALIGNMENT OF THE CURRICULUM IN FOUR SCHOOLS

A Dissertation

by

## Lamont Freeman Foster

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APPROVED BY aw

Harold E. Wilson Chairperson, Dissertation Committee

Dale V. Eineder

Co-Chairperson, Dissertation Committee

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Verne Bacharach Member, Dissertation Committee

John Janewiak

Member, Dissertation Committee

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Kenneth D. Jenkins Member, Dissertation Committee

Sara O. Zimmerman Member, Dissertation Committee

Michael W. Dale, Acting Director

Jane VLaurence

Joyce V. Lawrence Dean of Graduate Studies and Research

## ABSTRACT

## THE PROCESS OF CHANGE AND DEVELOPMENT OF VERTICAL ALIGNMENT OF THE CURRICULUM IN FOUR SCHOOLS

Lamont Freeman Foster, B.S., University of Connecticut M.A., North Carolina Central University Dissertation Chairperson: Harold E. Wilson Co-Chairperson: Dale V. Eineder

The purpose of this study was to investigate the process of educational change in four schools where administrators and teachers designed and implemented a vertical alignment of the curriculum project. The likelihood of adoption or abandonment of the new vertical curriculum alignment project was investigated using Berman and McLaughlin's (1975) three stages of change (initiation, implementation, incorporation), the results of the Change Evaluation Instrument (29 statements drawn from the change theory literature that support the initiation, implementation and incorporation of an innovation), narrative examples, interviews, surveys/questionnaires, and discussion groups.

The results of the study show that the development of the new vertical curriculum alignment project at the four sites reflects Berman and McLaughlin's standard stages of change (1975). This change model (initiation, implementation, incorporation) was helpful in tracking the change process in four (4) schools. The North attendance area schools had a number of positive responses on the Change Evaluation Instrument, and based on the narrative examples and interviews, the likelihood of incorporation can be good. The North attendance area schools were designated as "successful sites." In the 29 items for the Change Evaluation Instrument, 19 of the item requirements were either met in full or partially met. Three items in the initiation stage, three items in the implementation stage, and four items in the incorporation stage of the innovation were unmet. Change theory predicts that it will take three to five years before incorporation. However, based on the data, the researcher predicts that the chances of incorporation of the project are good.

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