The Effect of Tribes training in a Beginning-Teacher-Education Program

by

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A thesis submitted in conformity with the requirements for the degree of Doctor of Education
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Abstract

Research is emerging that documents the use of the Tribes process in elementary and secondary schools. Inquiry into the use of Tribes in beginning-teacher-education programs has not been conducted. This study investigated teacher candidates’ perceptions of the effectiveness of Tribes training in enhancing their learning, their concerns about implementing the Tribes process, and their levels of use of Tribes during the beginning-teacher-education program and their first years of teaching.

A mixed-method research design was employed to collect data to determine the value of Tribes training during the beginning-teacher-education program. The Concerns Based Adoption Model provided a conceptual framework to measure, describe, and explain the process of change experienced by teachers implementing Tribes in their classrooms as well as how that change process was affected by the leadership and collegial support in the schools.

The findings describe a belief in Tribes that was developed during the training in the beginning-teacher-education program. This belief in the value of Tribes and the importance of creating learning communities helped to solidify the teacher candidates’ belief systems about teaching and provided them with a vision of their future classrooms and a framework for their philosophies of education. The findings reveal that the
knowledge and skills gained during the training in the beginning-teacher-education year were transferred into the practice of all graduates.

The interviews and the questionnaires indicated an array of concerns. The data revealed that high-intensity informational and personal concerns were most evident in the profiles of the newest graduates. The profiles of some of the most experienced teachers indicated lower self and task concerns, and increased impact concerns. All groups identified collaboration concerns related to resistance from colleagues and a perceived lack of leadership for change.

The findings from the interviews revealed that all but two teachers were using the Tribes process with their classes from Junior Kindergarten to Grade 12 Calculus. Participants highlighted the importance of school culture as well as leadership style and behaviours as important factors in the implementation of Tribes.
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# Table of Contents

Title Page ................................................................................................................................. i  
Abstract ................................................................................................................................. ii  
Acknowledgements ................................................................................................................ iv  
Table of Contents .................................................................................................................. v  
List of Tables .......................................................................................................................... viii  
List of Figures ......................................................................................................................... ix  
List of Appendices .................................................................................................................. x  
Dedication ............................................................................................................................... xi  

**Chapter 1: Introduction** ...................................................................................................... 1  
  
Background ............................................................................................................................. 3  
Statement of the Context ....................................................................................................... 6  
Purpose of this Study ............................................................................................................... 7  
Research Questions .............................................................................................................. 8  
Rationale ................................................................................................................................. 8  
Thesis Organization ............................................................................................................... 11  

**Chapter 2: Literature Review** ........................................................................................... 12  
  
Tribes Learning Communities .............................................................................................. 13  
  My Tribes Journey .............................................................................................................. 15  
  The Tribes Process ............................................................................................................. 18  
  History of Tribes Learning Communities ......................................................................... 30  
Growth of Tribes at the National and International Level .................................................. 33  
  Tribes Learning Communities and Research ................................................................... 33  
  Professional Learning Communities .................................................................................. 37  
Initial Teacher Education ..................................................................................................... 42  

**Chapter 3: Methodology** ................................................................................................... 52  
  
Research Questions ............................................................................................................... 53  
Research Design ..................................................................................................................... 54  
  The Program ....................................................................................................................... 57  
  The Participants .................................................................................................................. 58  
Concerns Based Adoption Model ......................................................................................... 60  
  Stages of Concern ................................................................................................................ 61  
  Levels of Use ....................................................................................................................... 63  
Research Instruments ........................................................................................................... 66  
  CenterSource Tribes Training Participant Evaluation .................................................... 66
CenterSource Tribes Trainer’s Report ..........................................................67
Interviews ...........................................................................................................68
Interviews with Faculty Advisors .................................................................73
Questionnaire ....................................................................................................73
Sample ..................................................................................................................80

Timing ..................................................................................................................82

Summary of Chapter ...........................................................................................84

Chapter 4: Results ............................................................................................85

The Participants ...................................................................................................85

The Effects of Tribes Training in the Beginning-Teacher-Education Program ....86

Overall Perceptions ............................................................................................86

The Effects of Tribes Training on Beliefs About Teaching ...............................92
  Building Community .........................................................................................93
  Safe Learning Environments ..........................................................................100
  Problem Solving and Conflict Resolution Strategies ....................................101
  Trusting the Tribes Process ...........................................................................104
  Cooperative Group Learning .........................................................................105
  Leadership Styles ............................................................................................106

The Effects of Training on Preparedness to Implement Tribes .......................107

The Effects of Training on Overall Preparedness as Teachers .......................111
  The Development of a Personal Philosophy of Teaching ................................112
  Learning a Range of Strategies for Teaching ..............................................113
  Maximization of Learning Opportunities ....................................................115
  Experience as a Member of a Professional Learning Community .............118
  Preparation for the Job Search ......................................................................119
  Bridging the Gap .............................................................................................120
  Learning Before The Taint ............................................................................121

Findings: Concerns Related to Implementation of the Tribes Process ..........124

  Adapted Stages of Concern Questionnaire ..................................................125
  Open-ended Statement of Concern ................................................................125
    Informational Concerns ..............................................................................126
    Personal Concerns ......................................................................................126
    Management Concerns ..............................................................................127
    Consequence Concerns .............................................................................130
    Collaboration Concerns .............................................................................131
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages of Concern Questionnaire</td>
<td>132</td>
</tr>
<tr>
<td>Interviews with Experienced Teachers and New Graduates</td>
<td>134</td>
</tr>
<tr>
<td>Big W Profile 1</td>
<td>134</td>
</tr>
<tr>
<td>Big W Profile 2</td>
<td>139</td>
</tr>
<tr>
<td>Summary of Stages of Concern</td>
<td>141</td>
</tr>
<tr>
<td>Findings: The Use of Tribes</td>
<td>142</td>
</tr>
<tr>
<td>Levels of Use Component of CBAM</td>
<td>142</td>
</tr>
<tr>
<td>Patterns in Teacher Level of Use</td>
<td>149</td>
</tr>
<tr>
<td>Level of Use III Mechanical</td>
<td>149</td>
</tr>
<tr>
<td>Level of Use IVA Routine</td>
<td>151</td>
</tr>
<tr>
<td>Level of Use IVB Refinement</td>
<td>152</td>
</tr>
<tr>
<td>Level of Use V Integration</td>
<td>154</td>
</tr>
<tr>
<td>Level of Use VI Renewal</td>
<td>156</td>
</tr>
<tr>
<td>Additional Feedback from Second Analyst</td>
<td>156</td>
</tr>
<tr>
<td>Summary of Levels of Use by Participants</td>
<td>157</td>
</tr>
<tr>
<td>Summary of Chapter</td>
<td>158</td>
</tr>
<tr>
<td>Chapter 5: Discussion</td>
<td>159</td>
</tr>
<tr>
<td>Summary of the Study</td>
<td>160</td>
</tr>
<tr>
<td>Perceptions of Effects of Tribes Training</td>
<td>160</td>
</tr>
<tr>
<td>Concerns Related to Implementation of Tribes</td>
<td>166</td>
</tr>
<tr>
<td>Use of Tribes</td>
<td>169</td>
</tr>
<tr>
<td>Discussion</td>
<td>170</td>
</tr>
<tr>
<td>Use of Tribes</td>
<td>171</td>
</tr>
<tr>
<td>Dissonance Between Teacher-Education Program and Schools</td>
<td>174</td>
</tr>
<tr>
<td>Nature of Tribes Training</td>
<td>178</td>
</tr>
<tr>
<td>Implications for Practice</td>
<td>179</td>
</tr>
<tr>
<td>Implications for Further Research</td>
<td>180</td>
</tr>
<tr>
<td>Limitations</td>
<td>181</td>
</tr>
<tr>
<td>Conclusion</td>
<td>183</td>
</tr>
<tr>
<td>References</td>
<td>188</td>
</tr>
</tbody>
</table>
List of Tables

Table 1 Research Design .................................................................55
Table 2 Stages of Concern: Typical Expressions of Concern about the Innovation ....62
Table 3 Levels of Use of the Innovation .............................................64
Table 4 Sample Overview ...................................................................81
Table 5 Phases in Study .....................................................................83
Table 6 Ratings in Answer to Statement 1 ...........................................88
Table 7 Ratings in Answer to Statement 2 ...........................................90
Table 8 Responses to Statement 2 by Cohort Groups .........................91
Table 9 Responses to Statement 1 by Cohort Groups ..........................108
Table 10 Summary of Responses with a Rating of 4 or 5 to Items in Section 1 of the Tribes Training Evaluation Form .................................................................109
Table 11 Summary of Participants’ Certification and Teaching Assignments ..........144
List of Figures

Figure 1 Levels of Use Interview Ratings per Cohort Group .................................................. 147
List of Appendices

Appendix A Tribes TLC Learning Community Participant Evaluation Form ..........199
Appendix B Framework for Understanding Teaching and Learning ..........................200
Appendix C CBAM Stages of Concern Questionnaire ........................................201
Appendix D Tribes Stages of Concern Questionnaire for Teachers (Draft 1) ..........205
Appendix E Adaptation of CBAM Stages of Concern Questionnaire (Draft 2) ......208
Appendix F Questions for Interviews with Experienced Teachers ......................211
Appendix G Questions for Interviews with New Graduates ..................................212
Appendix H Questions for Interviews with Faculty Advisors ...............................213
Appendix I Summary of Responses to Section 1 of the Tribes TLC Learning Community Participant Evaluation Form .................................................................214
Appendix J Consent Letter to a Teacher from the 2005-2006 Counseling Group at the Faculty of Education from the Researcher .........................................................219
Appendix K Consent Form to be signed by a teacher from the 2005-2006 Counseling Group at the Faculty of Education .................................................................221
Appendix L Consent Letter to a Teacher from the 2006-2007 Counseling Group at the Faculty of Education from the Researcher .........................................................222
Appendix M Consent Form to be signed by a teacher from the 2005-2006 Counseling Group at the Faculty of Education .................................................................224
Appendix N Consent Letter to a Teacher from the 2007-2008 Counseling Group at the Faculty of Education from the Researcher .........................................................225
Appendix O Consent Form to be signed by a teacher from the 2007-2008 Counseling Group at the Faculty of Education .................................................................227
Appendix P Consent Letter to a Teacher from the 2008-2009 Cohort Group at the Faculty of Education from the Researcher .........................................................228
Appendix Q Consent Form to be signed by a teacher from the 2008-2009 Cohort Group at the Faculty of Education .................................................................230
Appendix R Consent Letter to a Faculty Advisor of the 2008-2009 Cohort Group at the Faculty of Education from the Researcher

Appendix S Consent Form to be signed by a Faculty Advisor for the 2008-2009 Cohort group at the Faculty of Education
Dedication

To Mom and Dad

To Chuck

You are the wind beneath my wings.
Chapter 1

Introduction

Learning is a social endeavor, requiring meaningful interaction between and among persons within an environment that deliberately encourages collaboration, inquiry, and creative problem solving. For educators holding this view, knowledge … is dynamically constructed through the relationship between and among persons and their social and physical environment. (Miller, 2004, p. 23)

*Tribes Learning Communities* (TLC), a process created by Jeanne Gibbs, is based on relationships and the value of school culture and community-building in order to construct meaningful and safe environments for learning and improved professional practice. The principles and practices of the Tribes process are based on research and literature in the areas of democratic group process, cooperative group learning, high-risk children, resiliency theory, child development and educational change. Gibbs (2005) advocates for educational change and urges schools to be “a model home, a complete community” (p. 1). Gibbs (2006a) believes that student well being and success are “not a result of curriculum, instruction and assessment—nor of intelligence—but the result of a school focusing on the growth and whole human development of its students in all aspects of their individual uniqueness” (p. 431). Gibbs’s beliefs echo those of Dewey and Freire. Dewey and Dewey (1915) advocated for schools that “should prepare children for the life they are to lead in the world … making the connection between the child and his environment as complete and intelligent as possible, both for the welfare of the child and for the sake of the community” (pp. 288-289). Like Gibbs, Freire (2004) argues that the purpose of education must be more than an emphasis on the cognitive and the curriculum. Spirituality and contemplation are integrated into his humanistic educational beliefs, which focus on the development of the whole person, a person who is connected and
responsible to the environment and others with a moral purpose of acting to relieve human suffering. Freire (2004) “challenges us to imagine a world that is less dehumanizing, more just, less discriminatory, and more humane” (p. ix).

The initial model of the Tribes process, which began to evolve in elementary schools in California during the 1970s, was based on concerns related to children’s motivation to learn, management of behaviour problems, and the number of good teachers leaving the profession. It later expanded to include a focus on adolescent development and best practices in middle and secondary schools. As educators began to learn about the Tribes TLC process, an increasing number of boards and districts across North America began to implement it in their schools. In 1993, a small group of 30 educators in the Central Oahu School District of Honolulu, Hawaii, began to implement the Tribes process. Four years later the number of educators implementing Tribes in their classrooms had increased to more than 2,500 at both the elementary and secondary levels (Brown & Ushijima, 1998, p. 1).

The Tribes TLC process that began during the 1970s in California has now expanded worldwide. Thousands of schools throughout the United States, Canada, Australia, South America and other countries have become Tribes Learning Communities, focusing on the creation of powerful learning communities to support and nurture the development of “future compassionate citizens capable of leading the democratic communities most of us long to live in” (Gibbs, 1998, p. 6).

In recent years, Tribes training has expanded from in-service professional development for experienced teachers implementing the Tribes process in their classrooms, to include training for teacher candidates in some beginning-teacher-
education programs. The Doncrest Option, a field-based program in Elementary Initial Teacher Education at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), “offers teacher candidates the opportunity to participate in an integrated learning environment . . . which is integrative in nature, [and] centres on becoming an instructionally intelligent teacher” (University of Toronto, Ontario Institute for Studies in Education, 2007). This unique teacher education option begins with an intensive 4-day Tribes Institute.

**Background**

Educational research can be defined as the systematic collection and analysis of data in order to develop valid, generalizable descriptions, predictions, interventions, and explanations relating to various aspects of education. It is this reliance on carefully collected and analyzed data that most strongly distinguishes between research knowledge and the personal knowledge that we gain through experience. (Gall, Gall, & Borg, 2005, p. 3)

Although extensive research exists that documents the positive benefits of Tribes TLC at elementary and secondary levels (Brown & Ushijima, 1998, 2000; Cheswass, Davis, & Hanson, 2003; Holt, 2000; Kiger, 2000a, 2000b), no research currently exists on the impact of Tribes training and experiences during beginning-teacher-education programs, on teacher candidates’ beliefs about teaching, their preparedness to implement Tribes, and their use of the Tribes process and strategies once they become practicing teachers. This report describes an investigation of the impact of Tribes training on participants’ attitudes and teaching behaviours during an elementary beginning-teacher-education program and the first years of teaching.

Given that my knowledge about the Tribes process has been gained through personal experience and training, one of my challenges as the researcher was to put procedures and safeguards in place to minimize researcher errors, biases and subjectivity.
I am not only a Tribes trainer and user of the process, but also the instructor for the Elementary Cohort Group course at the Faculty of Education and for the Tribes TLC certification course taken by all of the participants. My goal, when I began my doctoral studies, was to continue my work in the field of French as a Second Language (FSL). I hoped to contribute to the research related to Instructional Intelligence (Bennett & Rolheiser, 2001) through an investigation of the impact of highly effective instruction on student oral literacy in Core French. Midway through my studies, I changed the focus of my research from oral literacy in FSL to an investigation of the use of the Tribes process and the Tribes TLC Basic training during the beginning-teacher-education program. I made this decision because of the changes that I noticed once I began implementing the Tribes process with my cohort group and my FSL classes at the Faculty of Education.

The influence of my experiences with Tribes had to be considered in the research design. My action research, initiated to inform and strengthen my practice, had evolved to scholarly research and the systematic collection and analysis of data in order to determine the value of Tribes training during the beginning-teacher-education program. The use of sound qualitative and quantitative research methods incorporating multiple data-collection methods, data sources, and a second analyst were essential to enhance the credibility of the study. “This use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question” (Denzil & Lincoln, 1994, p. 2). The use of triangulation for purposes of cross-validating data and clarifying themes is essential, as sometimes it “does not produce convergence, but instead illustrates inconsistencies or contradictions among findings about the same phenomenon” (Gall, Gall, & Borg, 2005, p. 321). For example, one section of the Tribes TLC Learning
Community Participant Evaluation form (Appendix A), which is completed at the end of the training, uses 5-level Likert items to assess participants’ perceptions of their preparedness to implement nine criteria related to the Tribes process. On several occasions, participants have ranked their degree of preparedness to “engage students to resolve classroom issues and problems” as “5” (the highest level), and in the section of the questionnaire that contains open-ended sentence-completion items, they have written that they need more conflict resolution and problem-solving strategies. Although such inconsistencies may be explained by or validated through other data-collection methods, they reinforce the necessity and value of scholarly research.

The use of research in the field of education is an essential component of the decision-making process related to improving practice and student learning. Faculties of education make countless decisions on a cyclical basis related to the nature of their beginning-teacher-education programs. Despite the importance of these programs and the decisions that impact their effectiveness, in an extensive pan-Canadian study, Crocker and Dibbon (2008) found little systematic research related to the content and structure of beginning-teacher-education programs in Canada or the views of key stakeholders regarding the quality of the programs (p. 11). Studies conducted in the United States reflect similar findings and echo the need for investigation in the area of beginning-teacher-education program design and delivery (Darling-Hammond, 2006; Darling-Hammond, Chung, & Frelow, 2002).

Crocker and Dibbon (2008) emphasize that “societal demands and expectations for teachers and hence teacher education institutions have changed significantly since the 1990s,
... [and that] teachers need to know and be able to do things that their predecessors did not” (p. 12). This has significant implications for the content and delivery of beginning-teacher-education programs and the accompanying research that will be necessary to make informed decisions.

In their study, Crocker and Dibbon (2008) provide an overview of Canadian beginning-teacher-education programs and a summary of data obtained from faculties of education, new teachers, and school principals (p. ix). The researchers identified “significant variations in respondents’ views on program content, the degree of emphasis given to various areas, and their perceptions of quality” (p. 105). The researchers used a four-point scale (not at all well, not very well, fairly well, very well) to record responses to the question “How well did your teacher education program prepare you for teaching?” (p. 73). Although 60% of the respondents indicated that the program prepared them “fairly well,” the small percentage of 14% who indicated that they were “very well” prepared for teaching is significant and speaks not only to the quality and content of the programs but also the need for research to determine factors that can increase the percentage of students who describe themselves as “very well” prepared for teaching.

**Statement of the Context**

The beginning-teacher-education program is not only a crucial year in terms of teacher development and capacity building but also a stressful one. Teacher candidates need to look ahead and ask instructors and peers the questions that lead to the learning that can guide their practice. This requires not only discussion, practice, problem solving and reflection during the teacher education year, but also a safe, collaborative environment and community with multiple opportunities to engage in inquiry related to
teaching and learning. Hall and Hord (2006) emphasize the importance of creating “organizational settings (the school) that honor all individuals . . . in a caring, productive environment that invites and sustains a continuous quest for improvement” (p. 35).

Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2005b) identify the critical role of inquiry in teacher-education programs and the importance of a “lifelong ability to learn from teaching, rather than a more contained image of teaching for learning” (p. 405).

Hammerness, et al., (2005) highlight “the problem of knowing something but failing to have it guide one’s actions . . . and the dangers of inert knowledge” (p. 372). They argue that the knowledge, skills and attitudes needed for optimal teaching cannot be developed fully in beginning-teacher-education programs and that, for this reason, the programs should lay the foundation for lifelong learning through inquiry in order to help teacher candidates “develop the metacognitive habits of mind that can guide decisions and reflection on practice” (p. 359). Teacher candidates need to be able to use “knowledge in action” (Hammerness, et al., 2005, p. 372). They may be able to use getting-to-know-you Tribes activities during teaching practicum blocks and to discuss the Tribes process in an interview, for example, but the knowledge is inert if they fail to employ it to guide their future thinking, decision-making, and actions once they have their own classrooms.

**Purpose of This Study**

In *Teacher Education in Canada*, Crocker and Dibbon (2008) identify six areas of study in their articulation of the need for systemic and rigorous research to inform best practice in beginning-teacher-education. One of the six areas is based on the notion that
faculties of education are frequently investigating, piloting, and implementing new innovations in their programs but rarely examine their impact in the field (p. 114).

The implementation of the Tribes TLC process during the beginning-teacher-education year is an example of an unexamined innovation. Investigating whether and how a specific learning opportunity such as Tribes TLC Basic training in a beginning-teacher-education program helps beginning teachers to transfer and act upon their knowledge and to deepen their skills is complex. It requires documenting not only what and how teachers learn but also how they apply what they have learned, for which purpose and to what effect in terms of guiding their future practice.

**Research Questions**

1. What are teacher candidates’ perceptions of the effects of Tribes TLC Basic training in their beginning-teacher-education program on (a) their beliefs about teaching, (b) their preparedness to implement the Tribes process and instructional strategies in the classroom, and (c) their overall preparedness as teachers?

2. What are the concerns of teacher candidates regarding implementation of the Tribes process in their own practice during the beginning-teacher-education year, and how do these concerns shift as they begin to implement the Tribes process in the first years of their teaching careers?

3. How are teachers trained in the Tribes process as part of their beginning-teacher-education program using Tribes during their teacher-education year and during their first years of teaching?

**Rationale**

For the past 5 years, I have facilitated the Tribes TLC (24-hour) Basic level
training at the Faculty of Education. The course is optional, and all participants make a
time and financial commitment in order to take it. The participants are teacher candidates
from both the consecutive and concurrent Bachelor of Education programs at the
Primary/Junior (Junior Kindergarten-Grade 6), Junior/Intermediate (Grade 4-Grade 10)
and Intermediate/Senior (Grade 7-Grade 12) levels. At the end of each training session,
the Tribes TLC Learning Community Participant Evaluation form (Appendix A) must be
completed by all participants and sent to the Tribes organization in California. The
following quotes are representative of the comments related to their beliefs of the
usefulness of Tribes training during the beginning-teacher-education program: “Fantastic
program—all cohort groups should have this!” (May 20, 2010). “Tribes should be a
mandated course at the Faculty of Education. This training made me want to be a teacher
more than before!” (January 16, 2009). “I will go so far as to say that this was more
relevant than most things we did at the Faculty of Education” (May 15, 2008). “Tribes
should be a compulsory course in the teacher education program” (January 26, 2007).
These participant statements reflect the feedback received on the form as well as the
comments and reflections shared in the closing circle at the end of each course. The high
value that the teacher candidates consistently place on their learning in the course led me
to this investigation of Tribes training in a beginning-teacher-education program, as a
means to enhance and extend teacher preparedness and effectiveness.

Darling-Hammond (2006) highlights “one of the most damaging myths in
education . . . that good teachers are born and not made” and argues that this belief has
impacted educational policies, which place far too little emphasis on “systematic,
sustained initiatives to ensure that all teachers have the opportunity to become well
prepared” (p. ix). Darling-Hammond also identifies the “companion myth . . . that good teacher education programs are virtually non-existent and perhaps even impossible to construct” and asserts that powerful teacher education “can give new teachers the knowledge and skills they need to teach effectively” (p. ix). Darling-Hammond contends that “the extent and quality of teacher education matter for teachers’ effectiveness . . . and [reminds us] that teaching all students for problem-solving, invention, and application of knowledge . . . is no mean feat” (p. 20).

Research indicates that a teacher can make a bigger difference in a student’s success than most other variables. Sanders (1998) states that “of all the contextual variables . . . (indicators of school socioeconomic status, class size, student variability within classrooms, etc.), the single largest factor effecting academic growth of populations of students is differences in effectiveness of individual classroom teachers” (p. 5). Sanders and Rivers (1996) found that students who have a series of highly effective teachers show significantly greater gains in achievement than those with several ineffective teachers. Both very effective and ineffective teachers impact student learning not only in the year that they teach a class but also in later years, with residual effects measurable two years later, regardless of the effectiveness of teachers in subsequent years.

In her extensive research in the area of resiliency, Benard (2004) highlights “the power of a teacher, often unbeknownst to him or her, to tip the scale from risk to resilience” (p. 69). Werner (2000) notes that a teacher is one of “the most frequently encountered positive role models in the lives of children . . . outside of the family circle” (p. 126).
Investigating if and how specific learning opportunities, such as Tribes training, can help teacher candidates to deepen their skills and to transfer and act upon their knowledge in order to become highly effective teachers and positive role models for children and adolescents is of paramount importance. Such research has the potential to inform best practice at faculties of education and to impact faculty, graduates of the program, the students in their future classrooms, and the communities in which we all teach and learn.

**Thesis Organization**

This thesis is presented in five chapters. Chapter 1 includes an introduction to the research, the background of the research, the statement of context, the purpose of the study, the proposal of research questions, the rationale for the study, and this overview. Chapter 2 presents a literature review outlining Tribes Learning Communities (TLC), professional learning communities, beginning-teacher-education, and relevant previous research. In Chapter 3, I describe the methodology for data collection. Chapter 4 presents the findings of the data collection. In the last chapter, Chapter 5, I discuss the findings and limitations of this study.
Chapter 2

Literature Review

Research is emerging that documents the implementation of Tribes Learning Communities in elementary schools (Chesswas, Davis, & Hanson, 2003; Chesswas & Sosenko, 2004; Holt, 2000; Kiger, 2000a, 2000b; Dworkin & Griffith, 1999). Recent research (Gibbs & Ushijima, 2008; Brown & Ushijima, 2000) has begun to investigate the impact of implementing the Tribes process in secondary schools. To date, inquiry into the effectiveness of Tribes training in beginning-teacher-education programs, on teacher candidates’ beliefs about teaching, their preparedness to implement Tribes, and their use of the Tribes process and strategies once they become practicing teachers, has not been conducted. This emerging area of research has the potential to provide data on the design of beginning-teacher-education programs to maximize the teaching and learning opportunities of new teachers entering the profession.

The first section of the literature review examines the Tribes Learning Community (TLC) process, including my Tribes journey, the history of Tribes Learning Communities, the growth of Tribes at the national and international levels, and the existing literature focusing on Tribes TLC. The second section deals with professional learning communities, with a focus on teacher learning communities. Darling-Hammond, et al. (2005c) discuss the potential of a strong learning community in teacher education, noting that “scholars and practitioners in higher education have not always paid attention to the importance of community-building in universities” (p. 454). The Concerns Based Adoption Model (CBAM), a conceptual framework used to document and support the implementation of educational innovations and the corresponding process of change (Hall
& Hord, 2006), is also introduced in the second section. The third section presents an overview of beginning-teacher-education programs within a North American context.

**Tribes Learning Communities**

The democracy that proclaims equality of opportunity as its ideal requires an education in which learning and social application, ideas and practice, work and recognition of the meaning of what is done, are united from the beginning and for all. (Dewey & Dewey, 1915, p. 315)

Dewey’s writings reflect a passion for democracy and a belief in the pivotal role of schools in helping to move from an autocratic society to a democratic one. Dewey (1915) viewed education as a process for improving “the whole of society by helping the whole individual” (p. 59). He urged educators to develop curriculum and teaching strategies that provided learning opportunities to ensure that all students gained the confidence to act and think for themselves within a democratic community. Dewey emphasized his belief that students need to understand the concept of freedom “so that they will know what its use means when they become the controlling body . . . they must be allowed to develop active qualities of initiative, independence, and resourcefulness” (p. 304).

Like Dewey, Jeanne Gibbs (2005), creator of the process known as “Tribes Learning Communities” (TLC) or simply “Tribes”, urges teachers to provide opportunities for students to practice democracy and to create schools that are “a model home, a complete community” (p. 1).

Caring community environments give us a way not only to support human learning and resilience, but perhaps our only path to nurturing the development of future compassionate citizens capable of leading the democratic communities most of us long to live in. (Gibbs, 1998, p. 6)

Throughout her career, Gibbs has focused on developing and implementing processes to
support children’s development and prevent youth problems. When asked to define Tribes, Gibbs (2006a) stated that the answer is never the same, “since it keeps changing as more and more schools report the impact that the process of Tribes brings to their students, teachers and whole school system” (p. x). Gibbs emphasizes that Tribes is not a curriculum, a program or a packaged series of activities. Tribes is “an on-going goal-oriented process based on sound principles and practices that maximize academic, social and emotional development and learning for today’s children” (p. x). These principles and practices are based on the research and literature in the areas of democratic group process, cooperative group learning, high-risk children, resiliency theory, learning theory, child development and educational change. Gibbs believes that meeting the individual needs of all students, and maximizing their learning and growth, requires the efforts of all in the school community focusing on the whole child and all aspects of human development. Gibbs emphasizes that student well being and success are dependent on more than curriculum, instruction and assessment.

Curriculum, instruction, and assessment are, however, integral components of teaching and learning. One of the challenges faced by educators who implement the Tribes process in their classrooms and school communities is the necessity to meet the demands of mandated curricula and, in some cases, prepare students for provincial or state assessments, while balancing their social and emotional needs. This task is especially arduous given the current educational and political climate. Many provincial, state, and national mandates focus on literacy-and numeracy-improvement initiatives that emphasize accountability. Educators need to address these rigorous expectations and to meet the academic needs of all of their students. They also need to create and sustain a
positive and collegial learning community. Finding the time and developing the expertise to simultaneously address all these components is a daunting task for an experienced teacher and can be overwhelming for those who are new to the profession. Darling-Hammond (2006) underscores this complexity in teaching and learning.

Thus teachers must learn how to maintain a healthy dialectic between the goals of teaching subject matter toward a common set of curriculum objectives and teaching students in ways that attend to their diverse interests, abilities starting points, and pathways. This is like simultaneously pursuing both sides of a double helix that repeatedly intertwines and separates and intertwines again: the teacher bends the curriculum toward the students by making connections and adaptations and then nudges students toward the curriculum by scaffolding and motivating their learning. Attending to the demands of the curriculum and the needs of the child without losing sight of either requires deep understanding of subject matter and students, and the potential for connections between the two. (p. 40)

My Tribes journey. My introduction to Tribes occurred in 1987 with my colleagues in the curriculum department of a large Ontario school board. Tribes was a system initiative, and we worked with schools to support its implementation. In 1997, a change in system priorities suspended the Tribes project, as the board began to focus all initiatives on implementation of the new curriculum policy documents (e.g., Language Arts, Mathematics, Science and Technology) that were being released by the Ontario Ministry of Education. Although Tribes disappeared from the radar, the belief system continued to be fostered within certain school communities in the board.

Throughout my career, I was fortunate to work with many inspiring colleagues and administrators who valued positive cultures and built Professional Learning Communities before the term had been created. In 1997 a change in the senior administration led to a dramatic shift in the culture of our department. Power and control became the mode of operation. Burns (1978) discusses the “fundamental difference between . . . ‘power-wielders’ and true leaders” (cited in Alfred, 1999, p. 45). The
department moved from working with true leaders to working for power-wielders. A team that had been connected became fragmented. The respect for balance was no longer evident, and although the system began to falter, the problems and challenges were never discussed. People just started to leave.

In 2003, I accepted a teaching position at a Faculty of Education. The distance from the politics of the board helped me to find peace and renewed energy. Our classes at the Faculty are organized into cohort groups, based on geographic location with a link to one specific school board. My first year was an extraordinary one, and I smiled on the last day of class as I watched my students excited and ready for the next step in their adventure. Their growth during the year had been incredible; however, as I looked around the room, I was struck by the observation that all of my students had “their own” chairs and tables, based on their group affiliation: the Primary group, the Intermediates, the quiet ones, the studious ones, and those who liked to party.

During the summer, as I reflected on the past year and began to set goals for the next, I realized that, if I wanted to create the conditions for the development of a community, I needed to be to put processes in place so that everyone in my group did not have their own chair. For this reason, I began to weave the belief systems of the Tribes process together with the theory and practices related to “instructional intelligence” (Bennett, 2002, p.1), in order to create a powerful learning community. Such a learning community requires a safe, collaborative environment with multiple opportunities to teach and learn with a variety of collegial groups.

As university educators, we understand that what we teach, which strategies we use to teach it, how we assess learning, and how we respond to our students’ academic
and social needs have an impact on their educational experience. We hope that the impact is a positive one and, yet, we are too often left unaware of the impact we have had in their lives. They graduate, leave the school, move on with their lives, and then, some of them come back into our circle. One of my former Bachelor of Education students, a gifted and creative woman with a laugh that filled our classroom and the hearts of her colleagues, had suffered from an eating disorder and spent a considerable amount of time in hospital as a young teenager. During the first couple of months at the Faculty of Education, her struggles surfaced again. We met formally once a week as well as touching base frequently on a more informal basis. We spent a lot of time together. She is a strong and resilient woman, and her energies to get back on an even keel were fired by her passion for teaching and children. She also benefited enormously from the incredible support of her colleagues in class. Ours was a Tribes classroom, and we all thrived in the learning community that we created together. Like many in her group, she has stayed in touch, and I hear from her every few months. She is an extraordinary teacher and is currently working in an Ontario school board. In the fall of her second year of teaching, I received an email from her:

I wanted to share with you the most important thing that I learned about being a teacher. Last year, I told my Grade 1s that we all had jobs and responsibilities. From the beginning I told my students that my most important job as their teacher was to keep them safe . . . I had a little girl in my class . . . [who was] precocious, unable to sit still, and very, very needy. She kept me on my toes . . . On Valentine’s Day last year, [she] told me she couldn’t make a valentine for her dad because she didn’t love him . . . She disclosed to me that her
father was molesting her. . . . The CAS workers told me that it was the worst case of sexual abuse that they had seen where the child didn’t die. That evening at the police station, the detectives asked her why she told me. She told them ‘because [my teacher] said she would keep me safe.’ [Gail, at the Faculty of Education,] you told me that you teach children, not curriculum. I will never forget that . . . I learned so much from you . . . I’ll never forget how you kept me safe. (Personal communication, Cohort 1, Participant 22, October 29, 2007)

In all of my years of teaching, nothing prepared me for this message or reinforced so powerfully the vital importance of creating safe learning environments for all.

**The Tribes Process.** The key outcome of the Tribes process is the development of “a positive environment that promotes human growth and learning” for all individuals (Gibbs, 2006a, p. 9). In a school committed to the Tribes process, all teachers, administrators, support staff, students, families, and community members work together “as a learning community that is dedicated to caring and support, active participation, and positive expectations for all students” (p. 10). Building a positive environment begins with the four basic Tribes agreements of attentive listening, appreciation/no put-downs, the right to pass, and mutual respect. Gibbs (2001) describes Tribes agreements as “positive and relational, defining how people want to relate to and treat each other” (p. 213). Schmuck and Schmuck (2001), renowned researchers of group process in organizations and in the classroom, also emphasize the importance of group agreements or norms, defining norms as “shared expectations for how the participants of a classroom should perceive, think, feel and behave” (p. 213).

Attentive listening, the first agreement, encompasses listening with the eyes, ears,
and heart, “paying attention not only to the words but also to the feelings behind the words” (Gibbs, 2006a, p. 86). Attentive listening means valuing and respecting the person who is speaking; letting go of the need to be constructing answers while someone else is still speaking; and forgoing judgment and evaluation of what is being said. It means listening to understand instead of listening to answer. Miller (2006) notes that “the rush and noise of our world makes [this] difficult” (p. 76). Too often, we only half-listen to what others are saying, preparing a response in our heads before the other person has finished speaking. We are uncomfortable with silence and plunge ahead with more talk if there is a gap in the conversation. Miller (2006) reminds us as educators of the importance of valuing respectful silence, recognizing the significance of non-verbal communication, and being “fully present” and mindful. Miller says,

> When we focus on the nonverbal, or that silent space, we become aware of how we carry ourselves, how we engage others through eye contact, and the tone of our voice. We realize that the quality of our being and presence has as much impact on student development as anything we say. When we become aware of the nonverbal, then a balance can develop between talk and silence. At all levels, education has focused on the head and verbal exchange. We have forgotten about the rest of our bodies and how we can communicate in silence (p. 136-137).

The second agreement, appreciation/no put-downs, focuses on recognizing, valuing, and stating appreciation of the gifts and skills of others, as well as avoiding negative, hurtful words, gestures, or behaviours. Gibbs (2006a) notes, “It is a sad commentary on our society when we make five times as many negative comments as statements that affirm how we value each other” (p. 88). Minimizing put-downs and replacing them with appreciation statements is a challenge. Gibbs reminds us that “kids know when something doesn’t ring true” (p. 88). When first introduced, appreciations may be difficult, sounding phony or forced. Modelling and the use of strategies such as
sentence starters (e.g., You really understood and helped me when . . .) provide support, encouragement and opportunities for all to practice sincere and honest appreciations. Schmuck and Schmuck (2001) advocate for this type of “explicit group agreements . . . that support individual diversity and uniqueness . . . not only because they have value in themselves, but also because individuals’ learning . . . tends to progress with less anxiety when they feel supported by their peers” (p. 199).

The right to pass, the third agreement, can mean choosing not only whether to share personal information or feelings with others but also whether to participate actively or to observe quietly for a short period of time. It allows for time to think and make decisions, not to opt out of learning tasks or commitments to the community or group.

Students need to learn and practice when and how to assert their individuality, their own decision-making, and their right to pass. Gibbs (2006a) emphasizes that “healthy human development and resiliency depend upon young people becoming inner-directed rather than remaining dependent upon outer control from others” (p. 89).

The fourth agreement, mutual respect, was expanded from an original one called “confidentiality/no rumors—no gossip” and emphasizes respect for individual cultures, beliefs, and values (Gibbs, 2006a, p. 88). Tangentially, Levine (2002), a pediatrician who developed a program known as “All Kinds of Minds”, emphasizes respect and tolerance, and advocates for schools as safe zones.

A school for all kinds of minds should be a microcosm in which students come to tolerate and respect one another, a young society in which the words ‘weird’ and ‘cool’ lose much of their meaningfulness. It should be a place where social conformity and peer pressure are dampened in favor of the celebration and encouragement of healthy differences. (p. 320)

The four Tribes agreements are the foundation of the process. The second
foundational component is the Tribes Trail. The Tribes Trail illustrates the three sequential stages of group development identified by Gibbs (2006a): Inclusion, Influence, and Community (p. 70). Benard (2005) notes that these “three sequential stages that are at the heart of both the Tribes community circle and cooperative learning groups correspond to our basic human needs” (p. 132).

During the inclusion stage, which focuses on the needs for safety and belonging, a variety of strategies are used to allow all members of the class to introduce themselves, to state their needs and expectations, and to be acknowledged. At the same time, teachers must make instructional decisions to ensure that the curriculum expectations are met. Selecting inclusion strategies that are meaningful and appropriate for the age, interests, intelligences, learning styles, and cultures of the students as well as relevant to the curriculum is of vital importance. Gibbs (2006a) emphasizes that “time spent up front, building inclusion and trust is the most valuable commitment a group can make [and] although it takes a bit longer at first, the pay-off in achievement makes all the difference” (p. 74). Cummings (2000), an expert in the field of proactive classroom management, also emphasizes the importance of using strategies to make connections with students and their world.

I don’t believe any teacher consciously wants to disconnect from students. Yet, there are everyday events in classrooms that leave students thinking they are zeros. Getting to know each student and taking the time to have a meaningful dialogue with each builds a strong teacher-student connection. . . . Helping students get to know one another builds classroom community. Networking with parents and families cements the connection. Taking the time . . . establishes bonds that stretch beyond the school year. (p. 30)

In addition to a significant amount of time dedicated to building inclusion at the beginning of the school year, inclusion activities are an ongoing essential component of
the Tribes Trail throughout the year. Inclusion must be built into tasks each time groups work together to ensure that everyone feels included and of value to others. “If a person does not feel included, he/she will create his own inclusion by grabbing influence—attracting attention, creating a controversy, demanding power, or withdrawing into passive belligerence” (Gibbs, 2006a, p. 72).

The influence stage, which focuses on the needs for self-worth, respect, autonomy, and identity, provides opportunities for setting goals together, opinions and feelings, sharing ideas without fear of judgment, managing conflict, problem-solving, sharing leadership responsibilities, and valuing differences and diversity. During the stage of influence, the role of the teacher is to provide strategies and learning opportunities for resolving the inevitable conflicts and misunderstandings that will occur. At this point, traveling on the Tribes Trail can become challenging, and if the conflicts are not addressed, the community can disintegrate. Gibbs and Ushijima (2008) describe the conflicts and misunderstandings as “a vital dynamic of the process” (p. 113). A positive learning community depends upon collaboration and a “group of people deliberately creating inclusion for all members, and working through the nitty-gritty issues of influence” (Gibbs, 2006a, p. 77).

Facing the nitty-gritty issues is of vital importance on the journey along the Tribes Trail. The inclusion stage of the Tribes Trail usually results in smiles, laughter, and easy conversation. At one point, however, the teacher will notice a restlessness that can be seen and felt throughout the community. Some students may begin to take more initiative, to question and to criticize. People may not be as polite or as patient with each other. Tension between individuals and self-selected peer groups can be felt and seen
during certain tasks and discussions. Body language and tone of voice indicate that conflicts are beginning to occur. This situation is to be expected. Tuckman (1965) examined the stages of group development and proposed the “forming, storming, norming, performing” model (p. 396). In the Forming Stage, the groups get to know each other and begin to establish dependency relationships with others in the group. This orientation stage compares to the inclusion stage of the Tribes trail. The Storming Stage is “characterized by conflict and polarization around interpersonal issues” (p. 396) and would be found where the Tribes trail begins to dip on the path toward the influence stage. The signpost marks a critical phase in the process. The ability of the groups and teachers to work through this stage together determines whether the Tribes process will continue or not. Gibbs (2006a) stresses the importance of this phase:

> [the teacher must recognize] these indicators [of tension] as positive signs. The new restlessness and resistance means that the time spent in building inclusion, trust, kindness, and a sense of belonging has been achieved. People are now ready to really work on tasks together … the stage of influence has arrived. (p. 75)

If these indicators are perceived as evidence that the Tribes process has failed to work once the group gets beyond the fun stage of getting-to-know-each-other games and activities, the Tribes Trail ends at the dip in the road. If, on the other hand, they are perceived as “a natural part, a vital dynamic, of the process … [that] cannot be ignored, they can be resolved through a variety of strategies,” including discussion about the situation, constructive feedback, role-play, negotiation, and reflection (p. 75).

As described by Tuckman (1965), the tension and resistance is overcome in the Norming Stage and is characterized by group cohesiveness (p. 396). On the Tribes Trail, the Norming Stage would occur as the tribes move out of the dip and start to climb up the hill together. In the Performing Stage, which parallels the Community Stage on the
Tribes Trail, “roles become flexible and functional, and the group energy is channeled into the task. Structural issues have been resolved” (p. 396). The Community Stage focuses on “the need to be connected to something larger than ourselves that gives our life meaning and purpose” (Benard, 2005, p. 133). Gibbs notes, “as the influence stage progresses and issues become resolved, shared leadership begins to emerge from group members . . . [and ultimately] community . . . happens when many minds and hearts come together toward a common good” (p. 76). At this point, students are ready to become members of a long-term learning group (a tribe). Both Gibbs and Tuck maintain that all stages are necessary and inevitable. To ignore them or fight against them, particularly in the Storming Stage is to risk the process and potentially become mired in groupthink, a term coined by William Whyte. Whyte (1952) defined groupthink as “rationalized conformity” (as cited in Safire, 2004).

Groupthink occurs when the pressure to conform within a group interferes with that group’s analysis of a problem and causes poor group decision making. Individual creativity, uniqueness, and independent thinking are lost in the pursuit of group cohesiveness, as are the advantages of reasonable balance in choice and thought that might normally be obtained by making decisions as a group. (Groupthink, 2009, para. 1)

Janis (1972), who investigated groupthink extensively, defined it as “a mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members’ strivings for unanimity override their motivation to realistically appraise alternative courses of action” (p. 9). Moving beyond groupthink, valuing and recognizing individual ideas and differing perspectives, and reaching consensus through critical thinking, analysis of information, and problem solving are especially critical in the implementation of the Tribes process, since students become members of long-term learning groups for the school year rather than rotating in and out of random groups on a
frequent basis.

Long-term learning groups—Tribes or Learning Communities—a unique and key feature of the Tribes process, are based on research that indicates that “people perform better on learning tasks when they are members of ‘high cohesion’ rather than ‘low cohesion’ groups, [and] students who feel more comfortable with their peers utilize their academic abilities more fully than those who do not” (Fox, Luszki, & Schmuck, 1966, cited in Gibbs & Ushijima, 2008, p. 110; Lott, Lott, & Bernice, 1966). In Tribes/Learning Communities, students work on tasks cooperatively. The community stage of the Tribes Trail emphasizes maximizing the unique capacities of all members of the group, working together collaboratively to achieve common goals, and feeling a sense of membership and accountability to the group (Gibbs, 2006a, p. 71). “All learning is social. It is with our peers that we will ultimately find our voice and change our world. It is in community that our lives are transformed. Small groups can change the world” (Sparks, 2003, p. 5).

Creating a positive and safe learning community in the classroom and school requires that everyone understands, believes in, and models the four community agreements and the three stages of the Tribes Trail. This cannot happen if educators perceive that the Tribes process is a bandwagon that will disappear like many before it, or that Tribes is simply a series of getting-to-know-you activities for the beginning of the year or a bank of strategies to get students up and moving when they need to energize their bodies and brains—all of which can be positive experiences but can take valuable teaching time away from curriculum content and “important” system initiatives, such as literacy and numeracy. All those involved in the school community must understand, believe in, internalize, model, and act upon all of the Tribes agreements in order to create
a positive, caring learning community. The Tribes agreements must be more than posters on the wall, parroted phrases, random PA announcements made at the beginning of each school day or certificates handed out once a month at Tribes assemblies. Students and teachers must have opportunities not only to learn about the agreements but also to discuss and practice them in meaningful contexts and to live them if they are expected to use them in real situations.

Fullan, Hill, and Crévola (2006) challenge schools and systems to “move from slogan to reality” (p. xvii). Moving beyond the facade of the posters of the Tribes Trail and four agreements and implementing the Tribes process in the daily reality of the classroom is a daunting task. Fullan, et al. (2006) emphasize that “there is nothing more difficult to address [in school reform] than the case where people think that they are doing something when in reality they are not” (p. 6). Many teachers have opportunities to attend Tribes training sessions and leave feeling energized and motivated to create a positive and caring community in their classrooms. They put the posters up on their classroom walls, choose energizers and strategies to get to know each other at the beginning of the school year, and say that they are “doing Tribes” when, in reality, they are scratching the surface of a very complex process. Understanding what it means to do Tribes, what Tribes looks like in the context of the school community, how to connect it to an already overcrowded curriculum at each grade level, and how to implement and sustain it throughout the school year, is challenging and can be problematic.

The problem [is that] there is almost no opportunity for teachers to engage in continuous and sustained learning about their practice in the setting in which they actually work, observing and being observed by their colleagues in their own classrooms and classrooms of other teachers in other schools confronting similar problems of practice. (Elmore, 2004, p. 127)
Problems implementing the Tribes process are discussed in some of the research that has been carried out in Tribes schools. Chesswas and Sosenko (2004) conducted a 2-year evaluation of the implementation and impact of the Tribes process in more than 40 schools across the United States and documented many benefits of the process, particularly in terms of a decline in behavioural problems and an increase in respect between students. Barriers to implementation were also identified.

Almost all respondents in the interviews indicated that time was a real barrier to implementation, and that this was often due to the fact that teachers had too much content to cover, and that there were too many other things going on. In addition, some interviewees indicated that teacher and student turnover posed challenges to implementation. (p. 17)

Kiger (2000a) also documented many benefits of the Tribes process in a study commissioned by a school district in Wisconsin. Evidence generated through teacher surveys and focus group interviews indicated a more positive learning environment, and more respectful and caring interactions between students as well as with teachers in highly effective Tribes classrooms. Teachers reported that “the more efficient and ‘learner friendly’ environment provided opportunity for accelerated content coverage” (p. 3). They also noted impediments in implementing the Tribes process:

- The absence of school-wide commitment/implementation and administrator support was perceived as a hindrance. This was especially apparent at the middle schools and high school.
- Teachers did not perceive a clear connection between Tribes, content standards, instruction, and achievement, which may have affected staff “buy in”.
- Time constraints introduced by other initiatives and responsibilities were also impediments to Tribes.
- In addition, lack of opportunities for Tribes ‘refreshers’ and other growth opportunities were cited as impediments. (p. 4)

The Wisconsin research data also suggest a greater degree of implementation of the Tribes process at the elementary level. Kiger notes that “the structure of elementary
school classrooms (one teacher, one classroom) may be naturally conducive to the Tribes process whereas middle school classrooms may present special challenges” (p. 2). At the secondary level, homeroom class groupings may not exist. Classes generally do not move together as a cohort group and each student often has an individual timetable. These challenges, combined with the nature of the adolescent learner and the impact of peer pressure, can lead to significant obstacles when students are working in groups.

Research documents the effectiveness of cooperative group learning in terms of higher academic achievement, greater competency in critical thinking, improved collaboration skills, more positive interpersonal relationships, and self-esteem (Johnson, Johnson, & Holubec, 1991, pp. 3:02-3:23). The use of cooperative group learning strategies and structures is an integral component of the Tribes process. The stages of the Tribes Trail help to create a positive context for cooperative group learning. Bennett and Rolheiser (2001) identify three dimensions of cooperative group learning that teachers need to understand: the Structural Approach, the Process Approach and the Safe Classroom Approach (p. 144). The Structural Approach focuses on “a variety of ways groups carry out tasks to achieve different effects” (p. 144) and is depicted in the work of Spencer Kagan and Robert Slavin. Slavin (2002) focuses on academic learning and defines cooperative group learning as “instructional programs in which students work in small groups to help one another master content” (p. 115). Kagan (1989) advocates for the use of precise structures such as 4 Corners, Numbered Heads Together, Three-step Interview and Jigsaw in the “academic, cognitive, and social domains” (p. 12).

The Process Approach, which is reflected in the work of Johnson and Johnson, Cohen and Schmuck, “focuses on the social theory of how groups function in relation to
both academic and social learning” (Bennett & Rolheiser, 2001, p. 144). Johnson et al. (1991) identify five basic elements of cooperative group learning: Positive Interdependence, Individual Accountability, Face-to-face Interaction, Group Processing, and Interpersonal and Small Group Skills (p. 33). These essential elements are woven into the Tribes process and linked to the stages on the Tribes Trail.

The Safe Classroom Approach, the third dimension of cooperative group learning as described by Bennett and Rolheiser (2001, p. 144) is linked closely to the fight-or-flight syndrome and the brain research related to the need for a safe and positive environment to maximize learning. When students are afraid in class or feel that they are at risk on a personal, social or academic level, their capacity to learn is diminished. For this reason, the Tribes process focuses primarily on the Safe Classroom Approach in contrast to the Structural and Process Approaches, which are more directly connected to academic learning. The Tribes process is connected to social learning, building a positive learning community through the four agreements and a set of collaborative skills.

Gibbs (2006a) identifies 12 collaborative skills, which are taught and strengthened during the three stages of the Tribes process. The Inclusion Stage focuses on participating fully, listening attentively, expressing appreciation, and reflecting on experience. The Influence Stage targets valuing diversity, thinking constructively, making responsible decisions, and resolving conflict. The Community Stage encompasses solving problems creatively, working together on tasks, assessing improvement, and celebrating achievement (p. 91) This primary connectedness to social learning as opposed to academic learning can lead to the barriers and impediments in implementing the Tribes process, which are reflected in the literature (Chesswas &
Sosenko, 2004; Kiger, 2000b). Making connections between the Tribes process and the mandated curriculum can be challenging for teachers and requires a solid understanding of the Tribes process and the curriculum, as well as the skills to skillfully weave them together in a meaningful way through a range of instructional strategies, including cooperative group learning.

**History of Tribes Learning Communities.** The Tribes process began to evolve in the early 1970s when educators in 18 school districts in California were looking for ways to prevent substance use and abuse, manage behavioural problems, improve academic test scores, and keep good teachers from leaving the profession (Gibbs, 2003, p. 1). Gibbs (2008) observed that student achievement and behaviour in schools “seemed to be influenced by the quality of the classroom and school environment” (p. 479), and in 1974 the California Department of Education funded a grant to enable elementary school teachers to pilot a group-development process designed by Gibbs. The initial design of this process was labeled Tribes, and in 1976 Gibbs published the first instructional manual entitled *Tribes: A Human Development Process for Educational Systems*. In 1978, Gibbs published the first of many Tribes books, entitled *Tribes: A Process for Peer Involvement*.

The initial design of the Tribes process focused on substance abuse prevention through a twofold strategy: “to develop inclusion, a sense of value and community for [all students] . . . to overcome the risk of isolation and acting-out behavior; and to have well-trained teachers use small groups to teach . . . the drug education curriculum in an active way” (Gibbs, 2003, p. 1). The schools involved in the project reported “significant decreases in student behavior problems, increases in student self-esteem and self-
responsibility, and improvements in school climate” (p. 2). The project also resulted in two additional unanticipated outcomes. Teachers discovered that core academic content could also be taught using small groups, which led to requests from both individual teachers and whole schools for training and professional development opportunities in cooperative group learning. These outcomes resulted in the second design, the Tribes cooperative learning approach, which was grounded in the research related to cooperative group learning, social development and group process. Gibbs published Tribes: A Process for Social Development and Cooperative Learning in 1987. This design emphasized the development of sustainable, positive culture through the cooperative group learning model and the four Tribes community agreements (Gibbs, 2006a, p. 9). In this approach, teachers were trained to build long-term, small-membership groups of students (tribes) in their classrooms for peer support and responsibility; to teach and develop essential democratic group skills; and to integrate and apply cooperative group learning strategies into the teaching and learning process in a variety of curriculum content areas (Gibbs, 2003, p. 2).

Tribes, A New Way of Learning and Being Together, a more comprehensive version of the original text incorporating new research, concepts, and methods, was published in 1994. In 1995, interest in the Tribes process and increased requests for training resulted in the development of a new organization, CenterSource Systems, LLC, whose mandate was “to develop a research-based whole school model and to create a capacity-building training system” (Gibbs, 2003, p. 3). The Tribes text was revised in 1995 and 2001. Reaching All by Creating Tribes Learning Communities, published in 2006, focuses on the whole school community.
The design . . . is grounded in a synthesis of a wide-range of literature and research on human development, child and adolescent development, elements of ideal cultures for learning, resilience, cognitive theory, brain compatible learning, multiple intelligences, cooperative group learning, project learning/constructivism, multicultural/gender equity, democratic group process, school climate, classroom management, reflective practice, system change, professional development and authentic assessment . . . approximately 16 research-based components for effective pedagogy and school reform. (Gibbs, 2003, p. 3)

Although Gibbs researched and wrote Discovering Gifts in Middle School: Learning in a Caring Culture Called Tribes (2001) to address the unique challenges of working with adolescents, teachers and school communities struggled to implement the Tribes process, especially in traditional rotary-timetable settings. Meeting the needs of students in Grades 6 to 12 and actively engaging them in meaningful learning opportunities appropriate to the curriculum is a complex and demanding task. Dewey (1956) noted that connecting subject matter and the learner is “part of the ongoing, generative negotiation that must always occur in teaching” (p. 11). Darling-Hammond (2006) states that “one of the greatest challenges in teaching is creating intersections between the concerns of children and those of content” and emphasizes that “maintaining both the rigor of the curriculum and its relevance to the learner is not an either—or decision” (pp. 189-190).

The goal is to bring students to the subject in a way that allows them to understand it deeply and make it part of their own experience without watering down the content or neglecting the fundamental concepts and modes of inquiry that characterize the discipline. (p. 190)

In response to the challenges of meeting the needs of adolescents, Gibbs and Ushijima declared that “the time is now . . . [to] listen to the voices” of secondary school students (p. xii) and published a new text in 2008. Engaging All by Creating High School Learning Communities (2008a) brings the Tribes process to secondary schools in a
meaningful way and provides educators with the research, tools, and strategies to personalize secondary schools and create school cultures that maximize student learning. Gibbs and Ushijima focus on the importance of listening to secondary school students and reinforce the message that the “transformation of the factory model high school system depends upon stakeholders … realizing that the fundamental purpose of school is [not about teaching . . . it is about learning!]” (p. 132).

**Growth of Tribes Learning Communities at the national and international levels.** The process that began during the 1970s in 18 school districts in California has now expanded worldwide with approximately 1200 certified and active Tribes trainers, including over 800 trainers across 28 American states, 200 trainers in six Canadian provinces as well as Nunavut and the Northwest Territories, and more than 100 trainers in Australia. Schools in Venezuela, Ecuador, Colombia, the Dominican Republic, New Zealand, Tasmania, Mexico, the United Kingdom, Dakar, Senegal, Uganda, Japan, China, and the South Pacific have become Tribes Learning Communities (Lindhjem, 2008). Interestingly, the growth of the Tribes process at both the national and international levels has occurred without advertising campaigns or speaking tours. In a keynote address (2008b), Gibbs stated that the 1200 international trainers are the change agents who are spreading the message that education needs to be different and can be different.

**Tribes Learning Communities and research.** Gibbs (2006a) has always emphasized the importance of reflection “to develop metacognition (learning about our learning) and responsibility among students to improve their learning groups (tribes)” (p. 397). Every learning strategy and energizer in the Tribes materials contains suggested reflection
questions, which Gibbs (2006a) classifies in three groups: content/thinking questions, collaborative/social questions and personal questions (p. 93). Empirical studies, such as “The Impact of Group Processing on Achievement in Cooperative Group Learning” by Yager, Johnson, Johnson, and Snider (1986) confirm that time spent on group processing leads to greater retention of knowledge and higher achievement and reinforce Gibb’s emphasis on reflection as part of the Tribes process (p. 397). Subsequent research projects have evaluated the effectiveness of Tribes in elementary and secondary settings (Brown & Ushijima, 2000; Cheswass, Davis, & Hanson, 2003; Cheswass, & Sosenko, 2004; Davis, Hanson, & Chesswas, 2004; Dworkin & Griffith,1999; Holt, 2000; Kiger, 2000a, 2000b). These studies, which have examined the impact of the Tribes process on student behaviour, academic performance, school culture, and teacher collegiality, have documented that:

- Tribes TLC has a positive impact on classroom environment
- teachers report spending less time managing student behavior
- students are significantly less likely to be referred for disciplinary problems
- the Tribes process helps teachers address performance and content standards
- students in well-implemented classrooms score significantly higher on standardized tests than students from comparison groups
- teachers report increased staff collegiality and planning. (Gibbs, 2006a, p. 410)

West Ed, a nonprofit research, development, and service agency, conducted a 2-year study of the implementation and impact of the Tribes process (Chewswass, Davis, & Hanson, 2003; Cheswass & Sosenko, 2004; Davis, Hanson, & Chesswas, 2004). The study involved administering surveys in 13 schools and collecting standardized test results from 40 Tribes schools and 40 control schools (students from low-performing Tribes classrooms and students from non-Tribes classrooms). Qualitative data were collected through structured surveys and interviews with students, teachers, and
principals. Quantitative data involved a multivariate statistical analysis of standardized test scores of students from high-performing Tribes classrooms and those of the control groups to determine if one group showed a greater improvement in scores over the course of one academic year (Chesswas, Davis, & Hanson, 2003, p. 1). Conclusions at the end of the first year included:

- Evidence of improved student inclusion, respect for multicultural populations, sense of value, collaboration, safe and supportive learning environment and resiliency from teachers, students and principals; significant and increased student engagement; . . . safe and supportive classroom and school environments; most students able to work collaboratively . . . and able to build social collaborative skills; and scores in . . . reading and mathematics that increased more than in comparison schools. (Chesswas, Davis, & Hanson, 2003, p. 1)

In the second year of the study, Chesswas and Sosenko (2004) noted similar findings as well as reports from teachers, principals, and Tribes trainers indicating a decline in student referrals and suspensions (p. 18).

A comprehensive study of the effectiveness and the impact of Tribes was also conducted with 3,000 elementary and middle school students in the school district of Beloit, Wisconsin from 1996 to 1999 (Kiger, 2000b). Qualitative data were collected through teacher and student surveys and teacher focus groups. A multivariate statistical analysis of 100 Grade 4 students’ standardized Comprehensive Test of Basic Skills (CTBS-5) test scores compared “students from high effective and low effective Tribes classrooms controlling for pretest scale scores, student characteristics, and teacher experiences” (Kiger 2006a, p. 3). In a paper presented at the American Education Research Association (AERA) annual meeting, Kiger (2001) reported that Grade 4 students in well-implemented Tribes classrooms “scored significantly higher on the Comprehensive Test of Basic Skills than their counterparts from less well-implemented
Tribes classrooms. In addition, 59.7 percent of the teachers surveyed reported that they spent less time managing student behavior because of Tribes” (p. 1).

The findings of a study of discipline-referral frequencies and types involving Grade 6 teachers and students in Tulsa, Oklahoma (Holt, 2000) indicated that Tribes training and experiences lowered the incidence of referral actions for discipline problems of all types, including disruptive behaviour, refusal to work and follow directions, and fighting (p. 1). The study concluded that the use of cooperative group learning strategies, which require reflection and a focus on the Tribes community agreements, are “effective interventions in the prevention and elimination of referable discipline problems in the classroom and other school settings” (p. 3). Similar results were found in a study conducted in 17 elementary schools in the Central Oahu School District, Hawaii, (Brown & Ushijima, 2000) and in a Tribes evaluation survey of 55 teachers and their students in Spring Brand Independent School District in Texas (Dworkin & Griffin, 1999).

Gibbs emphasizes that such significant changes in student behaviour and achievement are not the result of new curriculum documents and programs, changes in roles, tougher discipline policies, increased teaching time, or standards and testing: “The focus [in a Tribes school] is on the students. All policy, structures, decisions, curriculum and pedagogy depend upon the response to one question: How and to what extent will ‘this’ support the learning and developmental needs of these students?” (p. 5). In a keynote address, Gibbs (2006b) stated that standards are necessary but not the standardized, narrow tests that are currently used across much of North America. Gibbs commented on the “rising tide of mediocrity in traditional schools” and noted that, although educators have been focusing on literacy and numeracy for over 150 years,
more students than ever continue to struggle in these areas and are dropping out of school. Gibbs (2001) challenges educators to focus on the student and to raise three rarely discussed questions:

1. What proof did we ever have that educational excellence could be achieved through wave after wave of singular reform initiatives?
2. Why is the field of education,... resistant to staying current—to learn and implement valuable cognitive research, developmental studies and effective pedagogy?
3. Why are school communities not concerned with the growth and development of the full spectrum of children’s development in addition to academic (intellectual) learning? (p. 12)

A school or system culture influences the ways people think, feel, and act and Benard (2005) notes that “a culture can either be a risk factor... or a protective factor; it can either enhance or hinder learning—for both students and staff” (pp. 46-47). Tribes is founded on an understanding of the important role of a positive school culture and community to bring about the changes necessary to support the learning and developmental needs of all students. “Ultimately, a school’s culture has far more influence on life and learning in the schoolhouse than the state department of education, the superintendent, the school board, or even the principal can ever have” (Barth, 2001, p. 7).

**Professional Learning Communities**

Much has been written about Professional Learning Communities (Dufour, Eaker, & Dufour, 2005; Dufour, Dufour, Eaker, & Many, 2006; Newmann, King, & Youngs, 2000; Darling-Hammond & McLaughlin, 1995; McLaughlin & Talbert, 2001; Lieberman, 1995). For the purpose of this project, learning communities for teacher candidates during the beginning-teacher-education year will be the main focus of the literature review. In *Learning by doing: A handbook of professional learning*
Dufour, et al. (2006) emphasize that a Professional Learning Community (PLC) focuses on and is committed to the learning of all students. The primary purpose of a school operating as a PLC is to work collaboratively and interdependently “to achieve [common goals] linked to the purpose of learning for all” (p. 3). As described by Sergiovanni (1996), professional learning communities

- encourage teachers to reflect on their own practice
- acknowledge that teachers develop at different rates, and that at any given time are more ready to learn some things than others
- acknowledge that teachers have different talents and interests
- give priority to conversation and dialogue among teachers
- provide for collaborative learning among teachers
- emphasize caring relationships and felt interdependencies
- call upon teachers to respond morally to their work, and
- view teachers as supervisors of learning communities. (p. 142)

In a keynote address, Gibbs (2008a) advocated for the term Collegial Learning Communities rather than Professional Learning Communities, arguing that all educators are professionals and that collegiality is the key to creating highly effective learning communities. Little (1982) documented the powerful impact of norms of collegiality among staff in successful schools.

Gibbs and Ushijima (2008) emphasize the importance of Collegial Learning Communities to “continually increase the professional capacity of the whole instructional staff to learn, apply and assess effective forms of instruction and pedagogy that respond to how today’s students best can learn” (p. 153). If collegiality does not exist, teachers can feel lost, even in a small school. Although educators often refer to bygone eras when
teachers worked in isolation in their classrooms, many would argue that fragmentation and isolation still exist not only in many elementary and secondary schools but also in faculties of education. Learning communities do not just happen because people work together in the same building or because they work together on a system or school initiative. Learning communities are built through shared vision and depend upon collaboration.

Gibbs (2006a) identifies 12 collaborative skills, which are developed during the stages of the Tribes Trail (p. 91). Johnson, et al. (1991) identify four levels of cooperative skills.

1. Forming: The bottom-line skills needed to establish a functioning cooperative learning group.
2. Functioning: The skills needed to manage the group’s activities in completing the task and in maintaining effective working relationships among members.
3. Formulating: The skills needed to build deeper-level understanding of the material being studied, to stimulate the use of higher quality reasoning strategies, and to maximize mastery and retention of the assigned material.
4. Fermenting: The skills needed to stimulate reconceptualization of the material being studied, cognitive conflict, the search for more information, and the communication of the rationale behind one’s conclusions. (p. 59)

Bennett and Rolheiser (2001) identify a hierarchically interdependent sequence of collaborative skills—social skills, communication skills, and critical thinking skills—and reinforce the importance of actively teaching each of them (p. 151). The Ontario Ministry of Education (2006) literacy initiative emphasizes the importance of collaboration to enhance student learning and identifies the same groupings of collaborative skills: social skills (e.g., getting into groups, bringing necessary materials, staying with the group until the task is done), communication skills (e.g., attentive listening, giving or following instructions, disagreeing politely), and critical thinking skills (e.g., paraphrasing to show understanding, asking for or giving feedback, persuading others, compromising) (p. 102).
Collaboration skills among colleagues are also important. Educators must learn and use collaborative group skills with each other in a meaningful and significant way to help to shape a collegial community within a school. Barth (2006) describes the range of relationships among colleagues within a school, from “vigorously healthy to dangerously competitive,” and reinforces the impact of these relationships on school culture and on improved professional practice (p. 8). Barth raises the issue of “nondiscussables”: important matters such as administrative leadership, the underperforming teacher and the nature of relationships at the school that, as a profession, we seldom openly discuss or do anything meaningful to change. Barth points out that educators discuss these important issues but usually in the school halls and parking lots. The subjects are of such an incendiary nature that they often cannot be raised at staff and faculty meetings (p. 8).

Barth challenges us to “discuss the elephant in the room” in order to create a culture for learning and change (p. 8). Barth identifies one of the elephants in the room as the forms of relationships among the adults in a school and categorizes them in four ways: “parallel play, adversarial relationships, congenial relationships and collegial relationships” (p. 8). Isolation is a key characteristic of schools that operate with a norm of parallel play. Teachers work behind the closed doors of their classrooms with little or no meaningful interaction with colleagues. Adversarial relationships in schools range from blatant conflicts between teachers to subtle behaviours, such as withholding ideas or knowledge (Barth, 2006, p. 9). Teachers can also become adversaries through competition with their colleagues for resources and recognition. Congenial relationships can be found in all schools. Barth (2006) notes that these personal, interactive, and friendly relationships often centre on food (e.g., getting coffee for a colleague) and daily
living routines (e.g., carpooling) (p. 9). Barth emphasizes that collegiality is the most important relationship but the hardest to establish. He identifies the four indicators of collegiality among teachers and administrators: “Educators talking with one another about practice, educators sharing their craft knowledge, educators observing one another while they are engaged in practice [and] educators rooting for one another’s success” (p. 10). Like Gibbs, Barth emphasizes that collegiality must be in place to bring about meaningful improvement and sustained change (p. 13).

Darling-Hammond (2006) emphasizes that a belief in the importance of collegiality and learning within a professional community must be instilled and fostered during the teacher education year(s) and advocates for teacher education programs that “seek to develop teachers who can learn [from] teaching as well as learn [for] teaching . . . [and that help] pre-service teachers learn how to be reflective practitioners who can be proactive in their own professional learning” (pp. 109-110). Darling-Hammond (2006) notes that teacher education programs have long been criticized as “a weak intervention in the life of a teacher,” rife with complaints about program fragmentation, weak content, ineffective pedagogy and disconnect from the real world of schools (p. 6). In a case-study research project, Darling-Hammond (2006) examined seven highly effective teacher education programs and the commonalities among how they prepare people to teach. The purpose of the study was to “learn how good teachers can be ‘made’ and how the critical components of effective preparation can become more widely available” (p. 7). Darling-Hammond (2006) found that all of the extremely effective teacher education programs placed a high value on creating a foundation for teacher-candidates’ lifelong learning within a professional community.
The programs conceptualize the knowledge base for teaching as unbounded, not finite, and as collegially developed, not individually acquired and owned. They view professional teaching as inherently collective, something to be developed with colleagues who are partners in learning and problem solving. (p. 109)

Barth (1990) describes a learning community as “a place where students and adults alike are engaged as active learners in matters of special importance to them and where everyone is thereby encouraging everyone else’s learning” (p. 9). When preservice students participate in learning communities during their teacher education year(s), they “internalize the expectation that working together on improving teaching is the rule rather than the exception” (Darling-Hammond, 2006, p. 110). Hammerness, et al. (2005) note that collegial learning communities during the foundational teacher education year(s) can “play a central role in developing and transmitting knowledge from practice to research and back again” (p. 383). Lifelong learning within a collegial community must be more than educational jargon used by beginning teachers in their resumes and interviews; it must be lived.

Finding the time for inquiry, discussion, practice, and reflection within an overcrowded and often fragmented curriculum in a teacher education program is a daunting challenge that must be addressed and met. Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2005b) suggest that “learning about teaching develops through participation in a community of learners where content is encountered in contexts in which it can be applied” (p. 405). Such a community can have a profound impact on the capacity and success of both beginning teachers and their students.

**Initial Teacher Education**

The following questions provide a framework for all educators to expand their understanding of curriculum, instruction and assessment through an inquiry process that
focuses on extending and enhancing teachers’ professional practice and maximizing the learning of all students. This process has the potential to bring together all stakeholders in any educational setting, from kindergarten to the university level, with the purpose of creating a shared vision for the school and a powerful learning community for all. These questions are currently driving Ontario school board initiatives related to assessment and instruction.

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we deepen the learning for students who have already mastered essential knowledge and skills? (Dufour, Eaker, & Dufour, 2005, p. 15)

Much has been written about teacher education, on-going professional learning, and standards, which articulate the knowledge, skills, and attitudes necessary for expert teachers. For the purpose of this project, beginning-teacher-education will be the main focus of the literature review. The questions posed by Dufour, et al. (2005) are pivotal ones for those involved in beginning-teacher-education and push us to identify the critical components of a highly effective beginning-teacher-education program. What do we want our teacher-candidates to understand and be able to do by the end of their beginning-teacher-education program to ensure that they have the knowledge and competencies to meet the complex demands of teaching and to create a dynamic learning community for themselves and for the diverse groups of learners who will be in their classrooms? What attitudes and beliefs should be fostered among teacher-candidates in order to prepare them to meet the challenges of today’s schools, students, and cultures in a highly effective and meaningful way? As teacher-educators, how will we know when our students understand how people learn, how to choose instructional strategies and
tasks to engage all students in their learning, and how to make multiple complex instructional decisions simultaneously as they work with their students? As Darling-Hammond (2006) observes, “attending to the demands of the curriculum and the needs of the child without losing sight of either requires deep understanding of subject matter and students, and the potential for connections between the two” (p. 40). As teacher-educators, how will we respond and address the needs of students in the beginning-teacher-education program who struggle as well as those who are ready to extend and deepen their learning in both the academic and practicum components of the program? How will we know that they are ready to apply their knowledge effectively in their practice and make a smooth transition into the profession, given the fact that many of them will begin their careers in less than ideal jobs in extremely challenging situations with little or no support?

Those questions and the challenges of coming to consensus about the answers become more complex, given the large diversity of teacher education programs across North America. In a comprehensive study of undergraduate teacher education programs at Canadian universities, Crocker and Dibbon (2008) documented a wide range in program elements related to size, scope, structure, duration, philosophy, admission requirements, and practicum placements (pp. 21-33). Faculties of education in Canada offer, for example, 1- and 2-year consecutive programs, which lead to a professional degree (Bachelor of Education or BEd). Four and 5-year concurrent programs, leading to one degree (BEd) or two degrees (e.g., Bachelor of Child and Youth Studies and BEd) obtained concurrently are also offered at Canadian universities (pp. 24-25). This multiplicity in programs creates challenging questions for all educators. The lack of a
universal approach and standards for beginning-teacher-education both in Canada and the United States is problematic not only for the institutions offering the programs, the teacher-candidates, and their associate teachers but also for the school boards in which they will work. Tom (1997) highlights the issue: “In many ways everyone is in charge of teacher education, yet nobody is” (p. 7).

A consistent theme in the literature related to beginning-teacher-education centers on the criticisms and perceptions of the programs. Crocker and Dibbon (2008) cite many recent studies in Canada and the United States that “point to a perceived inadequacy of traditional teacher preparation programs” from the viewpoints of key stakeholders (p. 40). Darling-Hammond (2006) notes that preservice teacher education “has long been criticized as a weak intervention in the life of a teacher, barely able to make a dent in the ideas and behaviors teachers bring with them into the classroom from their own days as a student” (p. 6).

Dissatisfaction with beginning-teacher-education has been a key topic of discussion among educators for many years. As a student at a faculty of education over 30 years ago, I remember saying that what I learned about teaching happened when I was out in schools during my teaching blocks as opposed to attending classes at the university. My experiences in schools with the students and my associate teachers were outstanding learning opportunities and fuelled my passion for teaching and learning. At the end of each of my four teaching blocks I left the school tired but inspired. My classmates and I used to joke that we were going back to the Faculty to catch up on our sleep, which, unfortunately, was often the case. At the Faculty, we went to our classes, took notes during lectures, and did our assignments. Few connections were made between
the theories presented to us in class and the practice out in the schools. Nonetheless, I graduated feeling that I was ready to teach and prepared all summer for the classes that I was going to meet in the fall. By the end of the first week I knew that I was at the place that Darling-Hammond (2006) identifies as “where the rubber meets the road” (p. 24). Many of the 300+ students who were in my French classes that first year were happy to tell me that they had made the previous teacher quit and that they would do the same to me. I realized that I was not as prepared as I thought and that my teaching blocks had been very successful due to the fact I had been placed with excellent teachers who had set the climate for learning and expectations for their students before I arrived. Thankfully, I had the boundless energy and naivety of a beginning teacher, and although my passion for teaching flickered at times, it continued to spark new ideas and strategies. I also benefited enormously from the guidance, mentoring, and support from my colleagues and administrators, who were working as a Professional Learning Community before the term had even been coined. My story is not an unusual one. Criticisms of faculties of education often list a disconnection with schools, an emphasis on theory without connections to practice, fragmented curriculum, busywork as opposed to meaningful, engaging tasks, and ineffective instructional strategies as problematic issues in teacher education. In Teacher Education in Canada, Crocker and Dibbon (2008) found similar concerns among the responses of recent graduates and school principals with respect to program and program content.

Relatively few [graduates] (about 13%) gave ‘excellent’ ratings to their teacher education programs, while about half gave ‘good’ ratings.’ Graduate ratings of program content showed significant discrepancies between emphasis (lower) and usefulness (higher) in areas such as classroom management, using assessment, motivating students, teaching special needs children, and dealing with parents and
the community. There were large discrepancies in principal ratings of usefulness of program content and graduate preparedness in these areas. (p. ix)

Responding to the criticisms and problems that plague beginning-teacher-education will require all stakeholders to arrive at consensus around the essential components of a highly effective and powerful program, through in-depth inquiry and collaborative problem solving. Meaningful collaboration between school systems and faculties of education is of paramount importance. Growing evidence indicates that “the extent and quality of teacher education matter for teachers’ effectiveness and add significant value to the general knowledge and skills that teachers . . . bring to the classroom” (Darling-Hammond 2006, p. 20). For this reason, Darling-Hammond argues for “universal standards for teacher education,” including a core curriculum and “a policy framework that can support high-quality teacher education and increase the odds that all teachers will have access to the knowledge they need to teach well” (p. 313). Although this task is gargantuan, the value would be immense for all. New graduates would be more prepared to meet the challenges of teaching and learning in our complex and demanding society. During their beginning-teacher-education program, teacher-candidates would be immersed in meaningful and rich tasks in order to build a strong foundation, to enhance and enrich their learning, and to instill a belief system in the importance of lifelong learning. Such a program would maximize the learning of teacher-candidates, which, in turn, would maximize the learning of their future students. Several studies highlight the significant relationships between the quality of teacher education programs and student achievement (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005a; Ferguson, 1991; Goldhaber & Brewer, 2000; Strauss & Sawyer, 1986). “The better prepared teachers are, the more their practice becomes differentiated in response to
the needs of individual students, rather than routinized” (Darling-Hammond, 2006, p. 11). Hanushek (2004) underscores the extreme importance of having highly effective teachers in all classrooms, documenting that “teacher quality is the single most important school variable influencing student achievement” (p. 24).

Much of the research on the quality and essential components of highly effective beginning-teacher-education has been conducted in the United States, Europe, and Australia (Darling-Hammond, 2006; Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005b; Darling-Hammond & McLaughlin, 1995; Fullan, Galluzo, Morris, & Watson, 1998). In a landmark study, the U.S. National Academy of Education (NAE), through its Committee on Teacher Education (CTE) investigated learning and the instructional practices that support it within beginning-teacher-education programs. The committee investigated

(1) what new teachers need to know, (2) how teacher education programs can help candidates cultivate that knowledge, (3) how this knowledge relates to career-long professional development for teachers, and (4) how this information can be most useful in various teacher education contexts that must also take into account such complex factors as the licensing structures that govern the teaching profession and education regulations of many other kinds. (p. x)

Their report, *Preparing teachers for a changing world: What teachers should learn and be able to do*, “outlines core concepts and strategies that should inform initial teacher preparation, whether it is delivered in traditional or nontraditional settings” (Darling-Hammond & Bransford, 2005, p. vii). The report focuses on the content considered essential in an initial-teacher-education curriculum “based on strong professional consensus and on research evidence . . . with a major emphasis on preparing teachers for future learning as professionals” (p. ix). The committee created a framework (see Appendix B) to be used as an organizer for the immense amount of information and
literature related to teaching and learning. The framework illustrates three key areas of knowledge, skills, and dispositions that are considered essential for all highly effective teachers and that, therefore, should be a foundation for beginning-teacher-education programs:

- knowledge of [learners] and how they [learn and develop] within social contexts.
- conceptions of [curriculum content and goals]: an understanding of the subject matter and skills to be taught in light of the societal purposes of education, and
- an understanding of [teaching] in light of the content and learners to be taught, as informed by assessment and supported by classroom environments.

In a follow-up study, Darling-Hammond (2006) investigated seven teacher education programs that had been identified as exemplary for “preparing prospective teachers to engage in skillful, learner-centered practice; . . . [for] the capabilities of the prospective teachers; . . . and [for their] policies, organizational features, resources and relationships” (pp. 16-17). Although each educational setting and program was different, Darling-Hammond found common features in each of these teacher education programs.

- A common, clear vision of good teaching permeates all coursework and clinical experiences.
- Well-defined standards of practice and performance are used to guide and evaluate coursework and clinical work.
- Curriculum is grounded in knowledge of child and adolescent development, learning, social contexts, and subject matter pedagogy, taught in the context of practice.
- Extended clinical experiences are carefully developed to support the ideas and practices presented in simultaneous, closely interwoven coursework.
- Explicit strategies help students (1) confront their own deep-seated beliefs and assumptions about learning and students and (2) learn about the experiences of people different from themselves.
- Strong relationships, common knowledge, and shared beliefs link school- and university-based faculty.
- Case-study methods, teacher research, performance assessments, and portfolio evaluation apply learning to real problems of practice. (p. 41)
Although Canada has more than 55 universities offering initial-teacher-education programs, from which approximately 18,000 new teachers graduate annually, little research on the programs and the viewpoints of the stakeholders in a Canadian context has been conducted (Crocker & Dibbon, 2008, p. 11). Although similarities exist between the American and Canadian education systems, differences between the two are significant in some areas. In their landmark pan-Canadian study, *Teacher education in Canada*, Crocker and Dibbon (2008) provided the first baseline portrait of Canadian teacher education programs. Crocker and Dibbon investigated and highlighted not only the structure and content of teacher education programs (including the practicum component, graduates’ teaching knowledge, skills and preparedness, and the collaboration between faculties of education and their partner school systems) but also the perceptions of graduates, school administrators and members of faculties of education (pp. ix-x). Their report outlines four recommendations for strengthening teacher education:

- Research on Teacher Education . . . to provide solid data on which assessments of program efficacy and optimum design can reasonably be made (p. 113)
- A Shared Vision . . . the diversity [of program content and structure] suggests the need for stakeholder conversations around forging consensus on a shared vision for teacher education and the competencies graduates should possess (p. 115)
- Supporting the Transition to Teaching . . . the demand for more classroom experience was a persistent theme in [the] research . . . [which] points to the need for universal formal induction and mentoring programs (p. 116)
- Innovative Partnerships Between Schools and Faculty . . . improving the quality of this linkage has the potential to strengthen both the performance of the school system and the relevance and impact of the work of faculties of education (p. 117).

One consistent theme in all studies and reports underscores the need for further rigorous research to learn more about teacher education and to be able to articulate and
replicate the components and characteristics of a highly effective teacher education program. The face of education and the demands on teachers, schools, students, and parents have changed dramatically in recent years. Information technologies have brought the world into the classroom and broadened the horizon of learning and inquiry. Beginning-teacher-education programs must meet the challenge of preparing tomorrow’s teachers for their important and vital work with students in our complex modern world. Darling-Hammond (2006) emphasizes that “in a world where education matters more than it ever has before, parents and policymakers alike are asking how to find the extraordinary teachers who can help all children acquire the increasingly complex knowledge and skills they need” (p. 4). How do we find the extraordinary teachers who can help all children? Knowing more about the characteristics and key components of highly effective beginning-teacher-education and what it looks like in practice is a critical first step. Creating the programs that embody the characteristics of exemplary teacher education must be a nonnegotiable priority for all in the educational community.
Chapter 3

Methodology

Education needs a system that will support the day-to-day transformation of instruction for all students - a system that is both practical and powerful. . . . The key to this transformation lies in the smart use of data to drive instruction. (Fullan, Hill, & Crévola, 2006, pp. xv-xvi)

Research plays a critical role in efforts to improve and transform educational practice. Fullan (2002) notes that “we can readily agree that teachers should become more instructionally sophisticated and interpersonally effective, but the bigger question is how could they become this good?” (p. 52). One answer to how teachers could become “this good” begins with beginning-teacher-education programs at faculties of education.

The guiding principles and the key themes of the Ontario Ministry of Education policy document *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, Kindergarten to Grade 6* (2005), focus on a belief that all students can succeed (p. 2) and emphasize the responsibilities of all teachers “to create the best possible learning environment for each and every student in their classrooms” (p. 4). The mission statement of another Ontario Ministry document, *Reach Every Student: Energizing Ontario Education* (2008), highlights a Provincial commitment to every student: “[ensuring] that we develop strategies to help every student learn, no matter their personal circumstances” (p. 2). The draft of *Learning for all K-12* (2009) outlines a vision and purpose of learning and “describes knowing your students as an important first step in an integrating process of assessment and instruction to improve student learning at both the elementary and secondary levels” (p. 7). Given the expectations from the Ontario Ministry of Education in these documents, the efforts to improve and transform educational practice must begin
This study has three objectives:

- to investigate teacher candidates’ perceptions of the effect of Tribes TLC Basic training in their beginning-teaching-education program in terms of meeting their needs and enriching their learning;
- to document teacher candidates’ concerns regarding implementation of the Tribes process in their beginning-teaching-education program through the transition into the teaching profession and the first years of their teaching career; and
- to determine teacher candidates’ use of the Tribes process during the beginning-teaching-education program and into the first years of their teaching careers.

This chapter describes the process that was followed to meet these objectives. It outlines the research questions, the research design, the program, the participants, an overview of the Concerns Based Adoption Model (CBAM), and the research instruments used.

**Research Questions**

This research examined Tribes TLC Basic training as a component of the beginning-teaching-education program at one faculty of education in Ontario. The study involved investigating teacher candidates’ perceptions of the effectiveness of the training in enhancing their learning, their concerns about implementing the Tribes process, and their levels of use of Tribes during the beginning-teaching-education program and their first years of teaching. Specifically, this study sought to answer the following research questions:
1. What are teacher candidates’ perceptions of the effects of Tribes TLC Basic training in their beginning-teacher-education program on (a) their beliefs about teaching, (b) their preparedness to implement the Tribes process and instructional strategies in the classroom, and (c) their overall preparedness as teachers?

2. What are the concerns of teacher candidates regarding implementation of the Tribes process in their own practice during the beginning-teacher-education year, and how do these concerns shift as they begin to implement the Tribes process in the first years of their teaching careers?

3. How are teachers trained in the Tribes process as part of their beginning-teacher-education program, using Tribes during their beginning-teacher-education year and during their first years of teaching?

**Research Design**

Research plays a critical role in making judgments about the merit or value of implementing an innovation in a beginning-teacher-education program. A mixed-method research design was employed to collect data from individual interviews, questionnaires, and document reviews, to determine the value of Tribes training during the beginning-teacher-education program. The research included quantitative and qualitative phases to explore (a) teacher candidates’ perceptions of the effects of Tribes TLC training during the beginning-teacher-education program, (b) their concerns related to implementation of the process, and (c) their use of the Tribes process during the beginning-teacher-education year and their first years of teaching. Table 1 provides an overview of the research design.
### Table 1

*Research Design*

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Data-gathering instruments</th>
<th>Sample data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidates’ perceptions of the effects of Tribes TLC Basic training</td>
<td>• Tribes Training Participant Evaluation form (CenterSource Tribes TLC): 5-level Likert items and open-ended sentence-completion items</td>
<td>• Perceptions of learning during Tribes Training course</td>
</tr>
<tr>
<td></td>
<td>• Experienced teacher interviews with representatives from cohort groups 2005-2006, 2006-2007, 2007-2008</td>
<td>• Perceptions of the effects of Tribes training during teacher education year and first years of teaching</td>
</tr>
<tr>
<td></td>
<td>• New graduate/teacher candidate interviews with representatives of 2008-2009 cohort group</td>
<td>• Perceptions of the effects of Tribes training during teacher education year and in fall term of the first year of teaching</td>
</tr>
<tr>
<td></td>
<td>• Questionnaire adapted from CBAM Stages of Concern questionnaire (two questions) completed by experienced teachers and new graduates</td>
<td>• Assessment of validity of interview data related to perceptions of the effects of Tribes training</td>
</tr>
<tr>
<td>Concerns regarding implementation of the Tribes process</td>
<td>• Community circle discussion and “one-legged interviews” (Hall &amp; Hord, 2006, p. 145)</td>
<td>• Patterns in teacher candidates’ concerns</td>
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<td>-------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>• 32 item questionnaire adapted from CBAM Stages of Concern questionnaire (7-point rating scale) and one open-ended question; completed by experienced teachers and new graduates / teacher candidates</td>
<td>• Peak concerns</td>
<td>• Concerns based on seven specific categories as described in CBAM model</td>
</tr>
<tr>
<td>• Experienced teacher interviews with representatives from cohorts 2005-2006, 2006-2007, 2007-2008</td>
<td>• Concerns based on seven specific categories as described in CBAM model</td>
<td>• Concerns based on seven specific categories as described in CBAM model</td>
</tr>
<tr>
<td>• New graduate/teacher candidate interviews with 2008-2009 cohort group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Use of the Tribes process | • Experienced teacher and new graduate/teacher candidate Levels of Use “Branching Interviews” (as described in | • Participants’ use of Tribes; concrete examples of use of Tribes process and resources |
| CBAM model) with representatives from each cohort group | • Descriptors of behaviour for each level of use (“Decision Points,” as described in CBAM model) |
| • Documents | • Observations of use of Tribes process during practicum placements |
| • Interviews with cohort group faculty advisors; open-ended questions |

**The program.** For the past six years, I have implemented the Tribes process as an integral component of the teacher candidate cohort group course, Principles and Practices for Professional Certification–Primary/Junior/Intermediate, that I teach at the Faculty of Education. At the request of my cohort group, I have also facilitated a Tribes training course for the past 5 years, with over 90% of the students in each of the cohort groups successfully completing the course. The first day of 24-hour training takes place just before the first practicum placement, with the remaining days being held just before the second block.

The cohort group course is a pivotal component of the teacher education program at the Faculty of Education. One of the important roles of the cohort group course is to provide teacher candidates with both peer and faculty advisor support throughout the program, both in terms of coursework at the university and teaching experiences in schools. The course includes an orientation to the teacher education program, discussions and tasks that connect educational theory and practice with reference to the Ontario
College of Teachers’ *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* as well as internship, microteaching, and practice teaching experiences in schools.

Each cohort group at the Faculty of Education is associated with one of the school boards within the catchment area of the University. In the application process, teacher candidates are asked to list their top three choices among the school boards. In the first phase of class building at the Faculty of Education, the University organizes the teacher candidates into two main groupings, based on the divisions that they have chosen for their future teacher certification. Those wishing to be certified in either the Primary/Junior division or the Junior/Intermediate division are placed in elementary cohort groups. Intermediate/Senior teacher candidates are placed in secondary cohort groups. In the second phase of class building, teacher candidates are placed into a specific cohort group, based on their choices for the school board placements. Student placements for internship days and teaching blocks are completed in the school board associated with each cohort group.

**The participants.** The participants in this study were teacher candidates from four of my cohort groups (2005-2006, 2006-2007, 2007-2008, 2008-2009). Each of the cohort groups comprised 27 to 29 teacher candidates. The one common characteristic of all teacher candidates in my cohort group is that they had chosen the same board of education for their placements. A wide range of variation exists for many other characteristics. The class comprises students from both the concurrent and consecutive programs in either the Primary/Junior or Junior/Intermediate stream. Students in the Junior/Intermediate stream are also obtaining their certification in a teachable area (e.g.,
Geography). During the teaching blocks, some of the Junior/Intermediate teacher candidates teach a specific subject area (e.g., Math, Science) at the Intermediate level while others teach virtually all subjects in a homeroom setting. In addition to a range of teachable subjects, some Primary/Junior and Junior/Intermediate students are taking an extra course to become certified to teach French as a Second Language (FSL) and do one of their placements in either Core French or Immersion. Some of the concurrent students are in their 4th year of undergraduate studies; whereas other students have completed Masters degrees and additional professional certifications. The students range from 20 to 63 years of age, with diverse career backgrounds. For many of them, teaching is their second or third career.

Due to the limited number of teaching positions available to new graduates in the past few years, significant variety exists in their contract status and job history once they have graduated and obtained their Ontario Teacher Certificate (OTC). The majority of the teacher candidates are teaching at the elementary level in various roles in the same school board, which is the board where they completed their teaching practicum placements during their beginning-teacher-education year. The schools in the board are organized with a range of configurations (e.g., JK-Grade 5, JK-Grade 8, Grades 6-8, Grades 7-12, dual-track and single-track French Immersion). Over 55% of the teacher candidates in the cohort groups have obtained part-time or full-time permanent teaching contracts. Many of them were declared surplus to their schools (not to the system) after their first year of teaching, which necessitated a change in schools. Some of the graduates of the teacher education program (approximately 18%) have had multiple long-term occasional (LTO) contracts; whereas others (approximately 9%) are working
as supply teachers in a variety of schools, gaining experience as they wait to obtain permanent-contract status. A few are working part time while pursuing a Masters degree in Education. Most of the participants in the study have worked not only in different schools but also with different administrators, staff and grade/division teams. They have taught in homeroom, self-contained, and rotary-timetable situations across a range of subjects and grades. They have worked in rural and urban schools of varying sizes (150 to 1150 students), each with its own culture and set of norms.

**Concerns Based Adoption Model (CBAM).** CBAM is a conceptual framework that has been widely used to document and support the implementation of educational innovations and the corresponding process of change. CBAM was developed in the early 1970s by a team at the University of Texas Research and Development Center for Teacher Education. Anderson (1997) describes and outlines the key components of the CBAM model.

The model is concerned with measuring, describing and explaining the process of change experienced by teachers involved in attempts to implement new curriculum materials and instructional practices, and with how that process is affected by interventions from persons acting in change-facilitating roles. The key components of the model include some basic assumptions about this genre of educational change, and the concepts of Stages of Concern (SoC), Levels of Use (LoU), Innovation Configurations (IC), change facilitator styles, and interventions. (p. 331)

Hall and Hord (2006) outline the principles of change that are the basis for the CBAM model.

1. Change is a process, not an event.
2. There are significant differences in what is entailed in development and implementation of an innovation.
3. An organization does not change until the individuals within it change.
4. Innovations come in different sizes.
5. Interventions are the actions and events that are key to the success of the change process.
6. There will be no change in outcomes until new practices are implemented.
7. Administrator leadership is essential to long-term change success.
8. Mandates can work.
9. The school is the primary unit of change.
10. Facilitating change is a team effort.
11. Appropriate interventions reduce resistance to change.
12. The context of the school influences the process of change. (pp. 4-14)

In this study, I used research methods adapted from tools associated with the Concerns Based Adoption Model (CBAM) for measuring teachers’ concerns about and the use of instructional innovations. Specifically, I applied the CBAM Stages of Concern (SoC) framework and questionnaire to investigate teachers’ evolving concerns about the use of the Tribes process. I applied the CBAM Levels of Use (LoU) framework and interview approach to assess their use of Tribes.

**Stages of Concern.** The Stages of Concern (SoC) are linked to the personal side of change that is experienced by all those involved in implementing an innovation. Hall and Hord (2006) identify and define seven specific categories of concerns that represent the “feelings, preoccupation, thought, and considerations given to a particular issue or task” (p. 138) (See Table 2).
Table 2

*Stages of Concern: Typical Expressions of Concern about the Innovation*

<table>
<thead>
<tr>
<th>Stages of concern</th>
<th>Expressions of concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Refocusing: I have some ideas about something that would work even better.</td>
</tr>
<tr>
<td>Impact</td>
<td>5  Collaboration: I am concerned about relating what I am doing with what my co-workers are doing.</td>
</tr>
<tr>
<td></td>
<td>4  Consequence: How is my use affecting clients?</td>
</tr>
<tr>
<td>Task</td>
<td>3  Management: I seem to be spending all of my time getting materials ready.</td>
</tr>
<tr>
<td>Self</td>
<td>2  Personal: How will using it affect me?</td>
</tr>
<tr>
<td></td>
<td>1  Informational: I would like to know more about it.</td>
</tr>
<tr>
<td>Unrelated</td>
<td>0  Awareness: I am not concerned about it.</td>
</tr>
</tbody>
</table>

(Hall & Hord, 2006, p. 139)

These seven Stages of Concern are organized in four groups: unrelated, self, task, and impact—as defined by Fuller’s (1969) research, which investigated the concerns of teacher candidates. Although Table 2 specifies four levels, the concerns of teachers and teacher candidates do not necessarily progress through the four levels and seven stages in a linear fashion, and most teachers will have concerns at more than one stage at the same time.

A questionnaire based on the Stages of Concern (SoC) component of the Concerns Based Adoption Model (CBAM) was the main data-gathering instrument used.
to investigate concerns of new graduates and experienced teachers regarding the implementation of Tribes. Interviews with both groups also provided data related to concerns.

In addition, concerns were raised through group discussions in community circles during each day of the training sessions, using the open-ended statement “When you think about Tribes, what concerns do you have?” “One-legged interviews,” as described by Hall and Hord (2006, p. 145) were also used to assess concerns. Although the data from the community circles and one-legged interviews held during the training sessions is not valid or reliable as qualitative research, the patterns in teacher candidates’ concerns, which emerged through the 10 trainings that I facilitated in the past 5 years, helped to frame some of the questions that were used in the individual interviews to elicit information related to concerns.

**Levels of Use.** The Levels of Use (LoU) framework and interview approach were the main data-gathering instruments to assess the use of the Tribes process during the beginning-teacher-education program and the first years of their teaching careers. The CBAM Levels of Use framework focuses on teachers’ behaviours as they adopt and implement new ideas and innovations, or ignore them. “Whereas Stages of Concern (SoC) addresses the affective side of change–people’s reactions, feelings, perceptions, and attitudes–Levels of Use has to do with behaviors and portrays how people are acting with respect to a specified change” (Hall & Hord, p. 159). Hall and Hord identify eight levels of behaviour related to the implementation of an educational change: three levels of nonuse and five of use (See Table 3).
### Levels of Use of the Innovation

<table>
<thead>
<tr>
<th>Users</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Users VI</td>
<td><strong>Renewal:</strong></td>
<td>State in which the user re-evaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.</td>
</tr>
<tr>
<td>Users V</td>
<td><strong>Integration:</strong></td>
<td>State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.</td>
</tr>
<tr>
<td>Users IVB</td>
<td><strong>Refinement:</strong></td>
<td>State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.</td>
</tr>
<tr>
<td>Users IVA</td>
<td><strong>Routine:</strong></td>
<td>Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.</td>
</tr>
<tr>
<td>Users III</td>
<td><strong>Mechanical Use:</strong></td>
<td>State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the task required to use the innovation, often resulting in disjointed and superficial use.</td>
</tr>
</tbody>
</table>
Non-users II Preparation: State in which the user is preparing for first use of the innovation.

Non-users I Orientation: State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system.

Non-users 0 Nonuse: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.

(Hall & Hord, 2006, p. 160)

As with the Stages of Concern (SoC), the Levels of Use (LoU) are presented in a developmental and logical sequence. Hall and Hord (2006) emphasize that, although teachers generally move sequentially from LoU 0 to LoU IVA and then may move up, down, or stay at LoU IVA, this is not always the case (p. 161). Their Level of Use for a particular innovation is dependent on many factors, including experience with the innovation, time, support, and pressure from administrators. Hall and Hord emphasize that LoU may be assessed only through long-term observation or the use of two specific interview formats: the LoU branching interview and the LoU focused interview (p. 165). The LoU branching interview, which was used in this study, is conducted with the use of a framework that identifies descriptors of behaviours, called “Decision Points” for each Level of Use (p. 166).

The branching interview is constructed so that the facilitator, through a series of questions, gains information about the user’s innovation-related behaviors. . . . The key in the interview is to stimulate the person to describe and provide examples of behaviours that he or she is taking in relation to the innovation. The
interviewer then refers to the decision points and LoU definitions to determine the person’s LoU. (p. 167)

Research Instruments

CenterSource Tribes Training Participant Evaluation. At the end of each Tribes Training course, participants are asked to evaluate the training by completing a questionnaire created by CenterSource Systems (2002). The participants are not identified by name, which may encourage more honesty in the answers. As a registered Tribes trainer, I am required to collate and summarize the data. The first section of the questionnaire uses 5-level Likert items to assess participants’ perceptions of their learning and preparedness related to nine criteria:

1. begin to implement the Tribes process in [their] classroom;
2. expand [their] teaching role beyond whole class instruction to facilitating student-centered cooperative learning;
3. model and teach the twelve collaborative Tribes skills and community agreements;
4. create a classroom that offers equal opportunities in learning for boys and girls, multi-ethnic populations and students of multiple learning styles;
5. transfer responsibility to student groups for working on academics and honoring the Tribes agreements;
6. engage students to resolve classroom issues and problems;
7. assess the stages of group development and select appropriate strategies for learning experiences;
8. use the Tribes process and strategies to design meaningful lessons using brain compatible, cooperative learning and multiple intelligences strategies; [and]
9. utilize the Tribes process in various groups to sustain the process within the faculty and school community. (CenterSource Systems, 2002)

The Likert-item section of the questionnaire is a helpful instrument to measure the attitude of the participants and to indicate perceived needs for additional learning and practice. It also serves as a starting point for my personal reflections upon completion of the course and informs my instructional practice. One of the limitations of this section of the questionnaire is that the participants’ thinking and rationale are left to the
interpretation of the facilitator. A second limitation arises from the sophistication and complexity of some of the concepts that are being measured (e.g., facilitating student-centered cooperative learning, assessing the stages of group development, and selecting appropriate strategies for learning experiences). The respondents’ answers may reflect their perception at the moment but may not necessarily be factually accurate.

The second section of the questionnaire also uses 5-level Likert items to assess participants’ rankings of the training:

1. [the] Presentation—Trainer’s skills, knowledge of material, organization, and effectiveness;
2. Training Content—Relevant, current, understandable and applicable information;
3. Opportunity for Involvement—Process, strategies, interaction; and
4. Overall Rating of Training.

In this section of the questionnaire, respondents are asked to provide a written comment for any item rated below 3. The final section of the questionnaire contains open-ended sentence-completion items (“What I found most helpful …,” “What I need more of …,” “The effectiveness of the trainer …”) as well as an opportunity for additional comments or suggestions. The qualitative data in these two sections provides explanations and some insight into the participants’ responses and concerns, which can be of value for both instructional and research purposes.

**CenterSource Tribes Trainer’s report.** As a Tribes trainer, in addition to the participant evaluation forms and summary, I am required to submit a trainer’s report for each course to CenterSource Systems (2002). This report consists of the following open-ended questions:

- What conditions contributed to the success of this training?
- What did you do that seemed especially effective for participants?
• What changes will you consider for your next training?
• Were there any negatives with this group?

This report also provides an opportunity to include additional comments or suggestions. I prepare my reports using three sources of information: (a) videos and pictures that I take during the training (with the participants’ permission), (b) ideas, concerns, and other information shared during community circles, and (c) my journal, which I maintain throughout the training. The students and I use our journals to record new ideas and to document our reflections over the course of the 24-hour training. On at least two occasions each day, participants are invited to share ideas or reflections from their journals during a community circle. Patterns and interesting questions arise and, although the data are not valid or reliable as qualitative research, they provided input for the questions that were designed for the interview phase of the study.

**Interviews.** The interviews followed a semi-structured format. Questions were open ended yet focused on predetermined inquiry areas to guide the interview. Preliminary sets of questions for experienced teachers and for new graduates (teacher candidates) were developed and field tested to check for content and clarity with one representative from each of four cohort groups (2005-2006, 2006-2007, 2007-2008, 2008-2009). Based on this input, some questions were revised to allow for more open-ended answers. By the time that the interviews were administered, all but two of the participants had teaching jobs. For this reason, the same questions were used in the interviews for all of the participants, with the exception of adding a specific question in the new graduate-interview about the teacher candidates’ ability to find jobs (e.g., whether Tribes training was included in the job postings and in the interview questions).
Interviews were conducted with six representatives from each of the four cohort groups, who were chosen using “maximum variation sampling” (Patton, 1990, p. 172), with sampling criteria based on educational background, contract status, teaching assignments and teaching experience.

This strategy aims at capturing and describing the central themes or principal outcomes that cut across a great deal of participant or program variation. For small samples a great deal of heterogeneity can be a problem because individual cases are so different from each other. The maximum variation sampling strategy turns that apparent weakness into a strength by applying the following logic: Any common patterns that emerge from great variation are of particular interest and value in capturing the core experiences and central, shared aspects or impacts of a program. (Patton, 1990, p. 172)

In addition to the six interviews for each of the four cohort groups, an interview was conducted with one representative from the 2004-2005 cohort group. This teacher was asked to participate in an interview as she was the teacher candidate who first requested Tribes training for her cohort group and persisted in efforts to organize the training for the group, in spite of significant challenges in terms of logistics and the availability of a certified trainer.

The interview process was one of the methods used to collect qualitative data related to teacher candidates’ perceptions of the effect of Tribes training during the beginning-teacher-education year and during the first years of their teaching careers, and it provided opportunities for the researcher to document the details of their recollections.

In addition, data related to teachers’ concerns with the implementation of the Tribes process were also collected during the individual interviews. Some of the interview questions incorporated the seven Stages of Concern described by Hall and Hord (2006, p. 139-140). The data was coded according to the Stages of Concern and collapsed to form general patterns.
The interview also included and open-ended statement of concern. Respondents were asked to respond to the question: “What are your concerns when you think about implementing Tribes in your classroom?” The researcher and the second analyst scored the responses to this question according to the methodology outlined by Newlove and Hall (1976). First, the analyst “reads through the complete statement, developing a general feel for the affect, motivation and needs” of the respondent (p. 25). Second, the analyst rereads the response and “focus[es] in more detail on the substance of each sentence” (p. 25). The concerns are then scored according to the Stages of Concern. The response is divided into content units using parentheses. “A content unit may be one of more sentences but should be representative of only one thought or idea. If the thought is restated in a second sentence, then there would be two units” (p. 26). The analyst assigns a number to the content unit, representing the appropriate Stage of Concern. Newlove and Hall note that “the numerical picture indicating one of more Stages of Concern can help the clinician get a better perspective on the individual’s overall concerns and how focused versus diverse they are” (p. 26).

The interviews also provided data related to the LoU of Tribes by the experienced teachers from the 2005-2006, 2006-2007, and 2007-2008 cohort groups. LoU branching was a key component of the interview process (see Appendix F). Each respondent’s placement at a LoU was determined by the decision points, which describe actions or behaviours. The researcher determined nonusers and users depending on the response to the question, “Are you using Tribes in your classroom?” As described by Hall and Hord (2006), the “no” or “yes” branch of the interview was followed to determine the types of nonusers and users (p. 167). The LoU branching section of the interview explored more
concretely teacher implementation and understanding of key components of the Tribes process (the Tribes Trail, the four agreements, the use of community circles, the use of strategies specific to the Inclusion and Inference sections of the Tribes Trail, the 12 collaborative skills, and putting students into Tribes). Probe questions were added to explore changes in the use of these key components that the participants may have made over time and the reasons for these changes, which were relevant in establishing their current Level of Use. The data was coded according to the eight Levels of Use.

LoU branching was also included in the interview with the new graduate teachers from the 2008-2009 cohort group (Appendix G). Levels of Use related to implementation of the Tribes process by this group during their beginning-teacher-education year was, however, investigated in a minimal way, for two reasons: (a) the two teaching blocks of 4 and 7 weeks did not allow for long-term observation and (b) their experience with Tribes in the classroom was limited by the Level of Use of the associate teacher.

Some of the new graduates from the 2008-2009 cohort group had been successful in the interview process and had accepted permanent or long term-occasional teaching (LTO) contracts in elementary schools for the fall of 2009. Other new graduates were working as supply teachers in a variety of schools and settings within the board where they completed their practicum placements. Levels of Use branching was also included in the interviews with these participants; however, their Levels of Use related to the implementation of Tribes in their own classrooms was investigated in a minimal way, due to their limited experience.

Participants were asked to bring documents that could be shared during the interviews, to illustrate and give concrete examples of how they are using the Tribes
process in their classrooms. Documents such as resources, photographs of their classroom set-up, lesson plans, unit plans, teacher goals from their Annual Learning Plan (ALP), and goals from the School Effectiveness Plans, provided rich description. The participants’ explanations and elaboration on the nature of these documents assisted me in making valid interpretations of the interview transcripts and in constructing meaning.

In addition, interviews with some of the participants were conducted in their classrooms, which allowed for opportunities to highlight the set-up of the classroom (e.g., desks, tables, work areas, display spaces) and the resources used to support student learning through the Tribes process.

As their former instructor and Tribes trainer, the participants view me as a trusted confidante. This relationship of mutual trust and respect, which was developed and nurtured over the course of the beginning-teacher-education year and, in most instances, carried through into the first years of teaching, enhanced the richness of the interviews. A key limitation of the study would be if the participants provided responses that they believed to be consistent with the researcher’s philosophy of education and practice. The positive and collegial learning community that was developed in the cohort groups, combined with a collection of data from a variety of sources, lessened the likelihood of this scenario.

All of the interviews were completed face to face, recorded, and transcribed verbatim. Participants were invited to edit and elaborate on their comments from those interviews. An open coding process as described by Corbin and Strauss (2007, p. 195) was used to identify the categories that emerged from the data. The data was then
collapsed to form general patterns and themes. Triangulation of data was enhanced through the use of a second analyst to code the data from the interviews.

**Interviews with Faculty Advisors.** As part of the study, interviews were also conducted with the two faculty advisors for the cohort group (Appendix H). The faculty advisors have a dual role: they are instructors of one component of the Principles and Practices for Professional Certification–Primary/Junior/Intermediate course, and they also assess and formally evaluate the teacher candidates at least three times during the teaching blocks. In their role as co-instructors of the cohort group, they observe the use of the Tribes process to create community within the groups and support the trainer during the cohort groups’ Tribes TLC Certification course. Given they had observed the Tribes process in action with the cohort groups, they shared their impressions of the value of incorporating Tribes into the cohort-group program as well as any concerns. Interviews with the faculty advisors also provided some data related to the teacher candidates’ LoU of Tribes during the practicum placements. The interviews were completed face to face, recorded, and transcribed verbatim. Participants were invited to edit and elaborate on their comments in those interviews. An open coding process as described by Corbin and Strauss (2007, p. 195) was used to identify the categories that emerged from the data. Triangulation of data was enhanced through the use of a second analyst to code the data from the interviews.

**Questionnaire.** A questionnaire was the main tool used to determine teacher candidates’ concerns regarding the implementation of the Tribes process in their beginning-teacher-education program through the transition into the teaching profession and the first years of a teaching career. In December 2007, a pilot test involving two
different SoC questionnaires was conducted with representatives from four cohort
These 10 representatives were chosen using “maximum variation sampling” (Patton,
1990, p. 195), with sampling criteria based on teaching experience, division, grade,
subject(s) taught, gender, and age groupings (20-29, 30-39, 40-49, 50-59, 60-69).
Responses were received from all 10 representatives in the pilot test. The first
questionnaire administered was the CBAM 35-item Stages of Concern Questionnaire
(SoCQ) (Appendix C). The SoCQ has five items linked to each of the seven Stages in
the CBAM framework and uses a 7-point rating scale for each item, measuring the
extent to which the respondents believe the statement in the item accurately describes
their current situation (0: Irrelevant, 1-2: Not true of me now, 3-4: Somewhat true of me
now, 5-7: Very true of me now). Hall and Hord (2006) describe the SoCQ as “the most
rigorous technique for measuring concerns” (p. 147).

[The SoCQ] has strong reliability estimates (test/retest reliabilities range from .65
to .86) and internal consistence (alpha-coefficients range from .64 to .83). The
SoCQ was constructed to apply to all educational innovations. The questionnaire
items stay the same, with the only change being the insertion of the name of the
specific innovation on the cover page. (p. 147)

Feedback from participants reflected concerns with the SoCQ in terms of clarity
of some of the statements. Statement 19 of the SoCQ, for example, is, “I am concerned
about evaluating my impact on students” (Hall and Hord, 2006, p. 281). Participants in
the pilot test found it difficult to respond to this statement because they were unsure if the
statement dealt with evaluating the impact of using Tribes with their students or with
evaluating their impact as teachers on the students. Participants also identified Statement
7, “I would like to know the effect of implementing Tribes on my professional status” (p.
280) as unclear and suggested that perhaps it reflected teacher certification processes in the American system. Statement 8, “I am concerned about the conflict between my interests and responsibilities” (p. 280), was also described as unclear. This may reflect the fact that all of the participants teach in a school board that identifies Tribes as a system priority and that expects all schools to implement the Tribes process.

Other feedback from participants reflected concerns with the SoCQ in terms of a perceived negative tone in some of the statements as: for example, Statement 11, “I am concerned about how Tribes affects students” (p. 280). Other participants suggested that their answers to some of the Statements could be viewed in a negative way as; for example, in Statement 16, “I am concerned about my inability to manage all that Tribes requires” (p. 280) and Statement 34, “Coordination of tasks and people will take too much of my time” (p. 281).

Some Statements were identified as problematic since they were perceived as too narrow as; for example, Statement 1, “I am concerned about students’ attitudes to Tribes” (p. 280). Participants said that problems with students’ attitudes were larger than any given innovation and needed to be addressed in a holistic manner. Other statements were identified as umbrella statements that were too broad as; for example, Statement 5, “I would like to help other teachers in their use of Tribes” (p. 280). Participants stated that the big umbrella statements could be read and answered differently given the individual teacher’s context. One participant explained that she answered “Not true of me now” to Statement 5, as the culture in her school is a negative one and sharing ideas and supporting other teachers is not the norm. She explained further that she had the expertise to help other teachers in their use of Tribes and had done this in a previous teaching
assignment in a different school and, at that point, would have answered “Very true of me now.” She expressed concern that the broadness of some of the statements did not allow for accurate interpretation of the answers, explaining that two different people could have placed themselves at the same point on the scale for two very different reasons, or could have placed themselves on opposite ends of the scale for the same reason.

Participants also raised concerns about the rating scale in the SoCQ, saying that they worried that the number of times they chose Irrelevant skewed the results of the questionnaire. Once again, this situation may reflect the fact that all of the participants teach in a school board that identifies Tribes as a system priority and expects all teachers to be implementing the Tribes process in their classrooms and school communities.

The researcher developed a second questionnaire that was also pilot tested, in December 2007, with the same 10 representatives from the four cohort groups (see Appendix D). This questionnaire, an adaptation of the CBAM SoCQ based on the participants’ feedback, was an attempt to clarify the intent of some of the SoCQ statements, to use language with which the teacher candidates were familiar, and to reflect the context of the school board in which all of participants did their placements and in which most of them currently teach. This questionnaire had five items linked to six of the seven Stages in the CBAM framework and used a 5-point Likert scale (strongly agree, agree, undecided, disagree, strongly disagree). The five items linked to the Awareness Stage were removed, as all participants had successfully completed the Tribes TLC Basic training and had experience in Tribes schools through their practicum teaching blocks. The intention of the adapted questionnaire was to collect quantitative data related to the teachers’ concerns that would be used to help the researcher in
identifying patterns. Feedback from the participants in the pilot test indicated that the
questionnaire statements were clearer than those on the SoCQ and linked to the
participants’ personal context. Suggestions were made to clarify the language in some of
the questions as; for example, Statement 2, “I need more information about what Tribes
looks like at my grade level/in my subject area” (Appendix D). Participants also
suggested that some of the statements be divided into two separate ones, given they
encompassed two distinct concepts as; for example, Statement 7, “I would like to develop
a network of teachers using the Tribes process in my school/and in other schools”
(Appendix D). Some respondents said that they would like to work with other teachers in
their schools, specifically, with their grade or division teams, but did not feel ready to
participate in a teacher network at a family of schools and/or at a school-board level.
Beginning teachers expressed a lack of comfort and confidence to share with teachers
outside of their schools. Similar feedback was also provided on Statement 6, “I need
more information and practice with cooperative group learning.” Respondents stated that
they had sufficient information about cooperative group learning but needed much more
practice using it in a real classroom setting. Participants noted that Statement 16, “I have
concerns about getting beyond the ‘Inclusion’ stage and moving to the ‘Influence’ stage”
was also problematic, since the culture of the school can affect what individual teachers
are able do in their classrooms.

The feedback from the pilot test of the adapted SoCQ was valuable in creating the
questionnaire that was ultimately used in the study; however, given the questionnaire did
not go through rigorous psychometric testing to establish its validity and reliability as a
measure of the SoC, the results, therefore, could not be used to accurately and
appropriately document the respondents’ concerns about Tribes in relation to the seven Stages of Concerns described in the CBAM model.

To ensure a questionnaire that would provide valid and reliable data, a second pilot test was conducted in July 2009 with three representatives from each of the four cohort groups. Those representatives were chosen, once again, using “maximum variation sampling” (Patton, 1990, p. 195) with a range of years of teaching experience, teaching assignments (Primary, Junior, and Intermediate), employment status (long-term occasional and permanent contract positions) and educational background (concurrent and consecutive teacher-education programs). Participants were asked to complete the standardized SoCQ and the adaptation of the CBAM SoCQ. An analysis of the data, in terms of identifying peak concerns, indicated that the results from the two questionnaires were different. Follow-up interviews, conducted with six of the participants to discuss the results and to identify and clarify their concerns, indicated that neither questionnaire accurately captured their peak concerns. Field notes were taken during the interviews. A second analyst studied the results of both questionnaires and the field notes from the interviews and provided input for a revised version of the questionnaire (Appendix E).

The revised questionnaire (Appendix E) has five items linked to each of the six Stages in the CBAM framework. As in the first draft, the five items linked to the Awareness Stage were not included. The questionnaire uses the same 7-point rating scale as the SoCQ for each item, with one minor revision. Instead of using 0 (Irrelevant), the adapted scale uses N/A (not applicable). Two statements were added as a validity check of the participants’ perceptions of the effect of Tribes TLC Basic training in their beginning-teacher-education program, in terms of meeting their needs and enriching their
learning:

1. Learning about the Tribes process is important in the preservice program at the Faculty of Education.

2. Tribes training should be a compulsory component of the preservice program at the Faculty of Education.

The questionnaire also included a final open-ended question: “When you think about Tribes, what other concerns, if any, do you have at this time? Please describe them.” This open-ended question was included as an additional validity check on the assessment of the participants’ Stages of Concern. Hall and Hord suggest that these open-ended questions may also help in understanding why some Stages of Concern are more, and less, intense (p. 144).

The new, revised questionnaire (Appendix E), and the CBAM SoCQ were field tested again in August 2009 with six of the participants who had completed the two questionnaires and a follow-up interview after the July pilot test. The data from both questionnaires were analyzed to determine participants’ peak concerns, which, this time, were identical. Follow-up interviews were conducted with three of the participants to determine if the results accurately and appropriately documented their concerns about Tribes in relation to the seven Stages of Concerns described in the CBAM model. The follow-up interviews confirmed that the data from the questionnaire were accurate and valid and reflected participants’ concerns. The participants’ feedback on the revised questionnaire was positive. They indicated that the statements were clear and concise, and addressed the concerns that could arise with the implementation of the Tribes process. One participant noted that the final open-ended question allowed for an
opportunity to reflect on the implementation of the Tribes process.

In September 2009, all former students from each of the four cohort groups (2005-2006, 2006-2007, 2007-2008, 2008-2009) were contacted and asked to participate in the study and to complete the adapted CBAM SoC questionnaire (Appendix E). The data from the questionnaires were scored manually, following the steps in the CBAM SoCQ scoring device, to arrive at an assessment of a respondent’s peak Stage or Stages of Concern (Parker and Griffin as cited in Hall and Hord, 2006, p. 283-284). Data from the open-ended statement of concern was analyzed following the steps outlined by Newlove and Hall (1976). A second analyst coded the narratives in the open-ended section of the questionnaire to enhance validity and reliability and to minimize researcher bias.

**Sample.** The return rate for the questionnaire and the willingness to participate in the interview process were excellent, with 95 of the 111 teacher candidates (85.5%) completing the questionnaire component of the study and a majority (over 70%) also offering to participate in the interview component. An overview of the sample for each data-gathering instrument is contained in Table 4.
### Table 4

**Sample Overview**

<table>
<thead>
<tr>
<th>Data-gathering instrument</th>
<th>Cohort</th>
<th>Total sample</th>
<th>Achieved sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>CenterSource Tribes Training Participant</td>
<td>2005-2006</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Evaluation</td>
<td>2006-2007</td>
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<td>24</td>
</tr>
<tr>
<td></td>
<td>2007-2008</td>
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<td></td>
<td>2008-2009</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Experienced-teacher interviews</td>
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<td>1</td>
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<td>2005-2006</td>
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<tr>
<td></td>
<td>2006-2007</td>
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<td>6</td>
</tr>
<tr>
<td></td>
<td>2007-2008</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>New graduate/teacher candidate interviews</td>
<td>2008-2009</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Adapted CBAM SoC questionnaire</td>
<td>2005-2006</td>
<td>27</td>
<td>23</td>
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<td></td>
<td>2006-2007</td>
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<td>2007-2008</td>
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<td>23</td>
</tr>
<tr>
<td></td>
<td>2008-2009</td>
<td>29</td>
<td>28</td>
</tr>
</tbody>
</table>
Timing

This study had nine phases as summarized in Table 5 below. These included:

- Phase 1: Completion of CenterSource Tribes Training Participant Evaluation form;
- Phase 2: Piloting of two Stages of Concern questionnaires;
- Phase 3: Piloting of interview questions with experienced teachers, new graduates/teacher candidates and faculty advisors;
- Phase 4: Piloting of revised Stages of Concern questionnaire;
- Phase 5: Piloting of second revised Stages of Concern questionnaire;
- Phase 6: Questionnaire completion;
- Phase 7: Interviews with experienced teachers and new graduates/teacher candidates;
- Phase 8: Interviews with faculty advisors; and
- Phase 9: Analysis of findings and reporting of the results.
Table 5

*Phases in Study*

<table>
<thead>
<tr>
<th>Phase</th>
<th>Period</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>At the end of each Tribes Training</td>
<td>Participants completed an evaluation form to assess their learning and preparedness to implement the Tribes process based on nine criteria.</td>
</tr>
<tr>
<td>2</td>
<td>December 2007</td>
<td>The CBAM Stages of Concern (SoC) questionnaire and an adapted version were piloted with two representatives from each of five cohorts.</td>
</tr>
<tr>
<td>3</td>
<td>May 2009</td>
<td>Interview questions for experienced teachers, teacher candidates and faculty advisors were piloted.</td>
</tr>
<tr>
<td>4</td>
<td>July 2009</td>
<td>A revised Stages of Concern questionnaire was piloted with representatives from each of four cohort groups, with follow-up interviews to ensure valid and reliable data.</td>
</tr>
<tr>
<td>5</td>
<td>August 2009</td>
<td>Based on the pilot test of the SoC questionnaire and follow-up interviews, a new version of the SoC questionnaire was field tested with representatives from each of four cohort groups, with follow-up interviews to confirm that the data from the questionnaire were accurate and valid and reflected participants’ concerns.</td>
</tr>
<tr>
<td>6</td>
<td>September - December 2009</td>
<td>All participants (experienced teachers and new graduates/teacher candidates) completed the SoC questionnaire.</td>
</tr>
<tr>
<td>7</td>
<td>November 2009-February 2010</td>
<td>Interviews were conducted with six representatives from each of four cohort groups (experienced teachers and new graduates).</td>
</tr>
<tr>
<td>8</td>
<td>May 2010</td>
<td>Interviews were conducted with faculty advisors of cohort groups to provide data related to teacher candidates’ use of the Tribes process during practicum placements.</td>
</tr>
<tr>
<td>9</td>
<td>May 2010</td>
<td>Data analysis took place. Findings were reported and thesis writing begun.</td>
</tr>
</tbody>
</table>
Summary

Chapter 3 described both the qualitative and the quantitative research methods that were used in this mixed-method study. The qualitative methods were the individual interviews with experienced teachers and new graduates/teacher candidates from the four cohort groups (2005-2006, 2006-2007, 2007-2008, 2008-2009), the individual interviews with the faculty advisors, and the open-ended statements from the adapted CBAM SoC questionnaire and the CenterSource Tribes TLC training Participant Evaluation form. The quantitative methods were the adapted CBAM Stages of Concern (SoC) questionnaire, the LoU branching interview framework with Decision Points and the 5-level Likert items on the CenterSource Tribes TLC training evaluation form. Two approaches were used to minimize researcher bias: first, the use of second analysts to code the data from the open-ended question on the Stages of Concern questionnaire and the data from the individual interviews and, second, the use of the data from the normed CBAM framework. In Chapter 4, a detailed description of the participating teacher candidates and teachers will be provided as well as the findings of the data collection.
Chapter 4

Results

A mixed-method research design was employed to collect data from individual interviews, questionnaires, and document reviews, to determine the value of Tribes training during a beginning-teacher-education program. The research included quantitative and qualitative phases to explore (a) teacher candidates’ perceptions of the effects of Tribes TLC training during the beginning-teacher-education program, (b) their concerns related to implementation of the process, and (c) their use of the Tribes process during the beginning-teacher-education year and their first years of teaching. The participants were experienced teachers, new graduates and faculty advisors from four cohort groups (2005-2009) in the elementary stream (JK-Grade 8) at a faculty of education. In this chapter, I begin with a description of the participants and then present the results emerging from the investigation. The chapter is organized in relation to the three research areas identified above.

The Participants

The participants in this study were former teacher candidates in cohort groups at a faculty of education (2005-2006, 2006-2007, 2007-2008, 2008-2009). Each of the cohort groups comprised 27 to 29 teacher candidates. All were invited to participate in the research project and asked to complete the adapted Stages of Concern (SoC) questionnaire. Follow-up interviews were conducted with five to seven representatives from each group. For the purpose of readability, the cohort groups have been numbered:

- Cohort Group 2005-2006 = Cohort 1
- Cohort Group 2006-2007 = Cohort 2
• Cohort Group 2007-2008 = Cohort 3
• Cohort Group 2008-2009 = Cohort 4.

To ensure anonymity, each participant was assigned a number (1-29 dependant on the enrolment in the cohort group). One representative from the 2004-2005-cohort group participated in the study and is identified as Cohort 2004-2005, Participant 1.

The effects of Tribes training in the beginning-teacher-education year

In this section, data from three instruments, the adapted Stages of Concern (SoC) questionnaire, the interviews with experienced teachers and new graduates, and the CenterSource Tribes Training evaluation form, were used to answer the first research question.

What are teacher candidates’ perceptions of the effects of Tribes TLC Basic training in their beginning-teacher-education program on (a) their beliefs about teaching, (b) their preparedness to implement the Tribes process and instructional strategies in the classroom, and (c) their overall preparedness as teachers?

Overall Perceptions

The participants’ positive perceptions of the Tribes training in the beginning-teacher-education program are reflected in their responses to the two following statements on the questionnaire.

1. Learning about the Tribes process is important in the preservice (beginning-teacher-education) program at the Faculty of Education.

2. Tribes training should be a compulsory component of the preservice (beginning-teacher-education) program at the Faculty of Education.

The return rate for the questionnaire was excellent, with 96 of the 111 participants
(86.4%) completing it. An analysis of the responses to statement 1 points to positive effects of Tribes training in the beginning-teacher-education program. Data indicate a high degree of importance placed on learning about the Tribes process, with 87% of participants from all four cohort groups responding with a rating of 5 or 6 (on a 6-level scale). Data from the follow-up interviews indicate that the slight increase in percentage of answers with a rating of 5 or 6 (from 84% in 2005-2006 to 89% in 2008-2009) reflects the decline in the number of available teaching positions in the province and teacher candidates’ efforts to make themselves more marketable. As one participant said,

I took Tribes because I knew it was important within the school board and there was a big push towards it. I took it because I thought it would help me in my future towards getting a job, and it did. (Cohort Group 4, Participant 25)

The high degree of importance placed on learning about the Tribes process by all four cohort groups is reflected in the responses of graduates from both the concurrent and consecutive programs, with 88% of all Primary/Junior (P/J) respondents from both programs and 84% of respondents from the consecutive Junior/Intermediate (J/I) program responding with a rating of 5 or 6. All respondents from the concurrent Junior/Intermediate program responded with a rating of level 6. An overview of the responses is contained in Table 6.
Table 6

*Ratings in answer to statement 1:* Learning about the Tribes process is important in the beginning-teacher-education program at the Faculty of Education.

<table>
<thead>
<tr>
<th>Teacher education program</th>
<th>Cohort year</th>
<th>N/A</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>P/J concurrent</td>
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<td>J/I concurrent</td>
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<td>2007-2008</td>
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<td></td>
<td>2008-2009</td>
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<td>2</td>
<td>4</td>
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</tbody>
</table>

*Note.* A response to this question was provided by 94 of the 111 respondents.


*Note.* Given that no J/I concurrent teacher candidates were in the 2005-2006 and 2006-2007 cohort groups, the corresponding cells are empty.
Data analyses of the responses to statement 2, which investigated whether Tribes training should be a compulsory component of the beginning-teaching-education program, also indicated a positive effect of learning about the Tribes process during the beginning-teaching-education year. The value placed on the training is reflected in the responses of the graduates from both the concurrent and consecutive programs, with 70% of the P/J and J/I respondents from the consecutive program and 88% of respondents from the concurrent P/J program rating the statement 5 or 6. All respondents from the concurrent Junior/Intermediate program responded with a rating of 6. An overview of the responses is contained in Table 7.
Table 7

*Ratings in answer to statement 2:* Tribes training should be a compulsory component of the beginning-teacher-education program at the Faculty of Education.

<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>Cohort year</th>
<th>N/A</th>
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<td>5</td>
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</table>

*Note.* A response to this question was provided by 94 of the 111 respondents.


*Note.* Given that no J/I concurrent teacher candidates were in the 2005-2006 and 2006-2007 cohort groups, the corresponding cells are empty.
Overall, 73% of the participants from the four groups responded with a rating of 5 or 6 and 17% with a rating of 4 (on a 6-level scale) in support of Tribes training as a compulsory component of the beginning-teacher-education program. Variation in the ratings is obvious, however, in the responses from each of the four cohort groups, which range from 58% of the participants from the 2006-2007 cohort group to 93% of the 2008-2009 cohort group responding with a rating of 5 or 6. Factors that may have influenced this range in percentages include the declining availability of teaching positions in boards across the province and the value placed on Tribes training by school boards, and the number of ads for teaching positions stating that Tribes training is an asset or requirement. An overview of the data is contained in Table 8.

Table 8

Responses to statement 2 by Cohort Groups: Tribes training should be a compulsory component of the beginning-teacher-education program at the Faculty of Education.

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<td>19%</td>
<td>48%</td>
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<td>13%</td>
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<td>11%</td>
<td>82%</td>
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</table>

Note. No value in cell = no rating at this level.

Data from the follow-up interviews with all 4 cohort groups indicate that the participants viewed the training as an extension of their learning that reinforced and enhanced their experiences in the cohort-group course. Having experienced Tribes with their own class,
they had an understanding of the process and felt ready to apply it in their practicum placements before completing the training. As participants said,

   In all honesty, we were doing a great deal of Tribes activities anyways before the ‘real’ training. You were openly saying that it was Tribes and it helped to create the community that we had. (Cohort 1, Participant 18)

   We were already living it. You created it in the classroom. . . . That’s why our class was so good . . . we were doing it. (Cohort 1, Participant 22)

   [You] had built it into our preservice program and what we did as a cohort group. It allowed us as a group to get a sense of what it was and how we can apply it in our classrooms before the training. (Cohort 1, Participant 9)

**The effects of Tribes training on beliefs about teaching**

Data to determine the effects of Tribes training on participants’ beliefs about teaching were gathered through the interviews with experienced teachers and with new graduates. Information was gathered from the responses to a direct question, How did the Tribes training at the Faculty of Education influence your beliefs about teaching?, as well as through other questions related to Tribes training and use of the process during the beginning-teacher-education year. The interview data were coded and categorized and then collapsed to form general patterns and themes. A second analyst coded the data from the interviews to verify the credibility of the themes.

A number of recurring ideas resonated in the 25 interviews that were conducted, with consistent messages from participants of all cohort groups across the concurrent and consecutive programs, divisional certifications (Primary, Junior, Intermediate and Senior), a teaching experiences, and contract statuses. The common ideas were organized
into six themes: (a) the importance of building community, (b) the importance of creating a safe learning environment that promotes risk-taking, (c) the value of incorporating problem-solving and conflict resolution strategies into learning opportunities, (d) the significance of trusting the Tribes process and implementing it in practice, (e) the positive impact of cooperative group learning, and (f) the value of leadership styles that promote inclusion, influence and community.

Building Community

All interview participants highlighted a belief in the importance of creating a community in the classroom, indicating that a community had been developed and nurtured through the Tribes experiences that they had experienced with their cohort group during the beginning-teacher-education year.

I think that Tribes helped us to realize the importance of building a community with our students . . . that when kids feel safe and comfortable in their learning then they’re going to be more open to share their ideas and explore their curiosity. If they don’t have that feeling of trust and respect from their peers and know that they’re attentively listening, if they don’t have that, then they’re not going to be willing to open up and learn, and to ask the questions that they want to ask. I think [Tribes] made us realize that you need to have that foundation before you can even get to the curriculum. You need to have that first. (Cohort 4, Participant 1)

All interview participants highlighted their experiences in their cohort group, describing the academic, social, and personal benefits of the community that was created within the class. Comments reflect the value placed on creating a community within the cohort group both in terms of understanding the Tribes process and in gaining the necessary
skills and strategies to implement it with their own classes. One participant explained, “Creating a community in our class helped us to understand what you were talking about . . . it helped to show what a Tribes community can do and how to do it” (Cohort 2, Participant 2).

In addition to the effect of Tribes informed instructional practices, the structure of the cohort group model of the beginning-teacher-education program might also be a factor that strengthens the students’ sense of community. The program at the Faculty of Education begins with 2 full days spent together as a cohort group. This special program opportunity provides time for faculty advisors and teacher candidates to begin to get to know each other and to set the stage for the learning that will take place during the year, both in course work and practicum placements. The regular class schedule begins the following week, and teacher candidates spend the next 9 weeks learning about teaching and experiencing the world of schools, with 3 days of classes on campus (including a weekly 2-hour cohort-group class) and 2 days offsite in an internship centre. A minimum of 9 days must be spent at the internship centre, which allows for some flexibility in planning for the cohort group. As faculty advisors for our cohort group, we have made a decision each year to extend the beginning of the program from 2 days to 4 days. We use these days to continue to build our learning community and to focus on the key learnings necessary for a successful year (e.g., the Standards of Practice from the Ontario College of Teachers, lesson design and planning, investigation of Ministry of Education curriculum documents). Many of the participants spoke about the importance of those first few days at the Faculty of Education.
I felt that the community that you created with our class, beginning on the first day, was so valuable. We were a room of strangers at the beginning of the day and by the end of the first few days, I felt comfortable with everyone. (Cohort 2, Participant 6)

Just getting to know each other and finding those similarities between each other and things you had in common really helped with community building within our class. (Cohort 4, Participant 25)

These days allowed us to get to know each other, so you’re breaking down the barriers and building connections with everyone. (Cohort Group 4, Participant 6)

Research participants also commented on the growth of the community during the beginning-teacher-education year.

We felt comfortable to go to each other. It did get to a point where we shared a lot with each other. We weren’t forced into groups . . . it was something that happened at a really good time. We respected each other. We still had those situations where everyone didn’t get along and didn’t share the same opinions, but we could at least talk about things. We respected the others’ opinions. (Cohort 1, Participant 9)

The life maps that we did were good, but sad. You got to see a whole other side of people that we saw every day. You learned a lot about people. (Cohort 4, Participant 8)

In January each year, after 4 months of course work and a practicum placement, the teacher candidates become members of a long-term learning group (a tribe) and work cooperatively together on a range of tasks (e.g., group investigation, the use of an
instructional strategy such as Academic Controversy to debate issues, preparation for job interviews). Research participants’ statements about this stage of the year reflect change and growth in the cohort group community.

As the cohort group instructor and their Tribes facilitator, I use a range of assessment information and data about the teacher candidates to help form the groups (e.g., divisional certification, concurrent or consecutive program, gender, multiple intelligences, leadership styles, social network connections). “Seven Friends,” one of the strategies that I use to help create effective working tribes, provides me with an opportunity to collect input about the formation of the groups from the teacher candidates (Gibbs, 2006, p. 102). Everyone is given an index card, asked to put their name in the center of the card and to write the names of seven other people with whom they would like to work in a tribe. As the facilitator, I guarantee that at least one person on their card will be in their tribe. I used this strategy successfully with the cohort group of 2005-2006. When I handed out the cards to the 2006-2007 cohort, I was almost instantly aware of some uncertainty within the group. Although a few had started to write their names on the cards, the rest were looking down or around the room, until one of the teacher candidates said, “I can’t do this.” One of the interview participants described the situation that day.

Everyone was so awkward. You can’t choose. I remember that we told you that we couldn’t pick just seven names. I think that showed you right there how close we all had become just through Tribes activities and working together throughout the year, and feeling like we could share things with one another. (Cohort 2, Participant 6)
The same situation was repeated with Cohort Group 4. In both instances, the teacher candidates asked me to form the groups without their input. I created the groups based on the information and assessment data that I had collected during the year. Research participants reported that the composition of the groups was effective.

I don’t know how you formed the groups, but, however you chose those tribes, they worked really well. I found that these were all people that I could relate to. I probably would have found that regardless of whatever tribe I was placed in, but I loved working with my tribe. That last day, when we put together the play, was the best day. (Cohort 2, Participant 6)

Preparation for interviews is one of the tasks undertaken by the tribes. Given that the beginning-teacher-education year is a competitive one, particularly with the current shortage of teaching jobs in the province, the ability of the tribes to complete this task in a meaningful way requires trust and effective group collaboration.

I look back at the mock interview day and how everyone bonded together to help each other through [it]. They were fake interviews but still everyone was scared and even if it was someone you didn’t hang out with, you still helped them out. Our Tribes community had a lot to do with that. (Cohort 3, Participant 21)

We had built this community . . . so as soon as the [job] list was open in the board, everyone was sending the emails and texts because we all want to see each other succeed just as well as ourselves. (Cohort 4, Participant 1)

We became that much closer throughout the year so that when it came time for jobs, we were telling each other the questions in the interviews because it wasn’t cut throat. We were trying to help each other shine. (Cohort 2, Participant 2)
One of the faculty advisors for the cohort groups highlighted the benefits derived from the experience of the community.

Immense value is derived from incorporating the Tribes process into the cohort group experience in terms of building cohesion within the class and establishing a positive learning environment and prosocial environment in the classroom. Most enter thinking it will be quite competitive because that’s the way they’ve had to operate throughout their late high school and university years... so to come into an environment where, of course, success matters, however, the recognition that individual success comes from group success, and that they can be generous of both themselves and not compromise their own success, but, in fact, will enhance their own success, that’s been immensely important to the success of the group.

(Faculty Advisor 1)

The sense of group success and cohesiveness extends across the cohort groups from one year to another.

I remember going to my placement and talking with teachers from our cohort group [from previous years]. They came to welcome me to the school and told me to come to them if I needed anything or had questions. This is really rooted in Tribes. (Cohort 4, Participant 26).

In April 2010, I received an unsolicited email from a teacher who had been in the 2007-2008 cohort.

I had two interviews last week for positions that I applied to for next year. I thought I would share the topics of questions I was asked so that you could let your [cohort] group know what is currently being asked, so that they can prepare
for their interviews in June . . . I hope this helps some of your teachers-to-be! I look forward to teaching with them in the future. (Personal communication, Cohort 3, Participant 6, April 21, 2010)

The sense of community extended beyond the academic side of the program and the job preparation. Interview participants also spoke about the importance of the community when dealing with situations of tragedy and loss within the cohort group—the sudden and accidental death of a child, the death of a wife and young mother, the disappearance of a member of the cohort group and the ensuing police investigation, and the loss of parents and grandparents.

When [a classmate’s] son passed away, it made it easier for the people in the class because we were so comfortable with each other and could talk about what happened. We all went to the viewing. There was a comfort level there that you maybe wouldn’t have with just another classmate. We had those connections. (Cohort 2, Participant 19)

The community helped our group to get through stuff that year. Because we were so vulnerable to each other, we could get through it. We knew each other well but the tribes took it further. We didn’t have to hide anything with each other. It didn’t matter if people were crying, etc. We were comfortable enough to rally together. (Cohort 2, Participant 4)

I remember when your dad passed away. We were all there. (Cohort 1, Participant 10)

For me, teacher’s college was a rollercoaster. Thing after thing happened . . . your dad passed, my dad left my family and separated from my mom, my boyfriend of
7 years broke up with me. It was such a tough year personally . . . and then we did Tribes. We started to know more about each other and I have never felt more supported . . . I felt safe enough to be angry or sad. I could have just not said anything about my dad, but I felt safe so I let it out. (Cohort 2, Participant 9)

**Safe Learning Environments**

The importance of creating a safe learning environment, which promotes risk-taking, is a second theme that emerged through the interviews. Participants highlighted a belief about a safe learning environment that was developed through learning about the Tribes process, and identified the protective factors that they viewed as necessary to foster resiliency and an environment in which all students can succeed (e.g., caring, support, positive expectations, active involvement).

Knowing each other’s names builds a safety net. That is the starting-off point. Tribes takes the ‘name thing’ to the next level, it’s very intentional. It establishes safety so it allows you to take the risks and get to know people at a deeper level. When you know the person a little better, you know how to work together to figure out a problem. (Cohort 2004-2005, Participant 1)

Forming a community and making a place that feels safe is really important. The way I teach now is because of the [Tribes] training. The things that the kids tell me and the way that they open up to each other is pretty remarkable. You don’t think that primary students have that many emotions but they do and they sure tell you if they feel safe enough to do so. . . . I feel that if I know more about their personal side then I can help them on their academic side. I can work better with the parents, too. (Cohort 2, Participant 9)
One participant discussed the concept of safety in her role as a teacher, identifying keeping students safe as her number-one priority, and emphasizing that students need to feel safe to learn. She teaches Grade 5 in a large inner-city JK-Grade 5 school. The school is in the poorest area of the board with the second highest ESL population in the system. The concept of safety is a critical one that she discusses with her students from the first day of school.

I ask the students what they think my most important job is and they say to teach us Math, to make sure we get to Grade 6, to make sure we don’t get in trouble at recess. I tell them that my most important job is to keep them safe. (Cohort 1, Participant 22).

She outlined two related key learnings from her experiences with her students.

1. I promise the kids that they can talk to me about anything and I’ve learned that, if you say that to the kids, you better be prepared to hear it.

2. I try my best to keep my students safe, but I’ve learned that I can’t keep them safe. I can help them and I can teach them strategies to help themselves and others. (Cohort 1, Participant 22)

Problem solving and Conflict Resolution Strategies

Participants identified the stage of Influence as a key feature of the Tribes process, and highlighted the effect of the Tribes experience during the beginning-teacher-education year on developing their understanding of this stage. Comments reflect the importance of the skills associated with this stage on the Tribes trail: setting goals, managing conflict, making decisions, solving problems and celebrating differences (Gibbs, 2006, p. 71). All of the interview participants in one of the cohort groups
described an incident that had taken place during their beginning-teacher-education year. In addition to their comments, I have my journal notes and observations about the incident as well as the related information in my trainer’s report to the CenterSource Tribes organization. We had known since September that a new professor would be joining our cohort group in January. He had accepted a position with the Faculty of Education to teach Drama and would be joining our group to learn about this component of the program before working with his own cohort group in the following year. In the spirit of creating a community, we had been including him in our discussions and planning with our teacher candidates. They had decided to write a song and create an accompanying dance to introduce themselves and to welcome him to the group when he arrived in January. During the last class in December, they subdivided into working groups to brainstorm ideas for the song, and each group shared their ideas with the class. When one of the teacher candidates questioned the ideas of another group, tension between individuals and groups could be felt and seen. Body language and tone of voice indicated that a conflict was beginning to occur. Through discussion, feedback, and negotiation, the teacher candidates did complete the task together.

A follow-up discussion in a community circle during the first week back in January indicated that many members of our cohort group, including me, had left class in December feeling upset by the tension within the group. We discussed Gibb’s belief that these indicators of tension are positive signs that mean that a sense of belonging and inclusion has been achieved and that the stage of Influence has arrived (2006a, p. 75). The following week, we formed tribes, and the group energy was channeled into a range of tasks. Over the next few weeks, issues became resolved and shared leadership began to
emerge from the group members. The teacher candidates worked through tasks together to achieve common goals, valuing and recognizing individual ideas and different perspectives, and reaching consensus through critical thinking and problem solving. One of the people who questioned the ideas of one of the groups recalled the situation and the effect of the Tribes process in terms of conflict resolution and problem solving.

Certainly within our [cohort] group we went through the path of Tribes. In the beginning, we didn’t know each other so well and a lot of those activities helped us get to know each other . . . and then when things came to a lower point and people weren’t getting along . . . you need to revamp it so that everybody can respect one another. Tribes was what pulled us through, in addition to having you as a leader who really believed in Tribes, and like I said before, seeing is believing and having that belief and incorporation into our group itself and watching it work. By the end of the year everybody, you know, even the people who at that low point didn’t like me very much . . . have written on my Face Book wall to say Happy Birthday, Congratulations on your engagement . . . and at that low part, I never would have guessed in a million years that would happen.

You know that was really hard for me because I’ve never been a person in my life to struggle with social relations until that year . . . it was hard being around people who at first didn’t really see what you meant by things and then, once Tribes gets you together, they see, ‘Oh you’re not so bad after all. You’re kind of like us a little bit.’ Sometimes people just need to put their judgements aside, and Tribes does that. Tribes allows you to put your judgements aside and to see people for
who they really are, and not just for how they might come across. (Cohort 3, Participant 6)

One of the other members of the group whose ideas had been questioned, described the same incident.

I remember the ‘blow-up’ day. It was the greatest Tribes learning ever, but the worst because everyone left upset, but it helped to understand why Tribes works. People need to sit down and talk about conflict in an environment where you’re free to voice your opinion as long as you’re not putting someone else down. I think it really brought the class closer together. There were a lot of different types of people in that class. There was such a range. It was quite interesting. I think having Tribes there and being able to say things diplomatically was a big help . . . you might not have felt that somebody was your friend, but you were able to talk to them and respect each other. By the end [of the year], we did get to a point where everyone respected everyone. (Cohort 3, Participant 7)

*Trusting the Tribes process*

The “blow-up” day and the ensuing community that was developed by deliberately creating inclusion for all members of the cohort group, and working through the issues of influence, had an effect on our beliefs about teaching—both for the teacher candidates and for myself as their instructor and Tribes facilitator. Although we had all read Gibb’s “Trust the process” (2002, p. 4) mantra many times, only through living it did we come to truly believe and understand it. As one of the participants said, “Our cohort group got to see all year long how [the process] worked. It was easy to want to do it . . . because we weren’t just told—we saw all the time how it worked, we experienced
it” (Cohort 3, Participant 6). Participants from the other cohort groups emphasized the value of living the Tribes process during the beginning-teacher-education year and the resulting effect on teaching beliefs.

Using Tribes in our group allowed us to get a sense of what it was and how to apply it in our classrooms. It started my learning about the importance of building community . . . as a way of being. (Cohort 1, Participant 9)

Using Tribes in [our] cohort group helped to show what a Tribes community can do and solidified how important it was to have processes in place, especially with the year we had. (Cohort 2, Participant 2)

Going through the process was extremely important. You learn a lot about other people and build relationships to form communities . . . [and] when the bad stuff happens, you have built that relationship with one another so that you can rely on one another and feel safe to have the tough conversations. Seeing how to create that community was priceless. (Cohort 4, Participant 8)

**Cooperative Group Learning**

Many of the tasks in the cohort groups involved cooperative group learning. During the Tribes training, time was spent learning about the five essential elements of cooperative group learning, practicing them within a context, and discussing the research related to the impact of group processing on student achievement in cooperative learning tasks. Interview participants’ comments reflect the effect of this learning on their beliefs about teaching. “The training shaped my beliefs about the importance of cooperative group learning. Tribes helped to increase my knowledge about cooperative learning and
how to use it to make a classroom more inclusive to all students” (Cohort 3, Participant 11).

*Leadership Styles*

The last theme, related to the effects of Tribes training on beliefs about teaching, focuses on leadership styles. Participants’ comments reflect an understanding of the role of leadership style in creating an environment that promotes inclusion, influence, and community, highlighting the effect of different leadership styles on the development of a learning community.

We felt that the process was such a good one at the Faculty of Education because you were teaching it, but you said [that] it was the other way around. It was a good process because we were there and that we were all learning together. That’s the difference. Think about that and compare it with a school with a principal or vice-principal . . . who is intentionally positioning themselves to be better or higher up. I don’t know how you connect yourself to others when you start out like that. . . . Truly a good leader is not a person who is ‘at the top.’ It is the person who says, here we are, and we’re all in this together. This is the only way that this process really happens. (Cohort 1, Participant 9)

The topic of school leadership in relation to the implementation of Tribes will be discussed further in addressing the research questions related to concerns with the implementation of the Tribes process, and the use of the Tribes process during the first years of teaching.
The effects of Tribes training on preparedness to implement the Tribes process

Data to determine teacher candidates’ perceptions of the effects of Tribes training on their preparedness to implement the Tribes process were gathered through the interviews with experienced teachers and with new graduates as well as through the CenterSource Tribes Training evaluation form that all participants complete on the last day of the training (Appendix A).

The first section of the Tribes Training evaluation form uses 5-level Likert items to assess participants’ perceptions of their learning and preparedness related to nine criteria. All participants in each of the training courses completed the evaluation form and the data were collated and summarized. Data from the 2009-2010 cohort group were available before the study was completed and have been added to the summary to provide additional information related to patterns and trends.

Statement 1 on the evaluation form, “Note the degree to which the training prepared you to begin to implement the Tribes TLC process in the classroom,” focuses on the key question of the participants’ perception of their preparedness to begin to implement Tribes. Responses indicate a high degree of preparedness, with a majority responding with a rating of 5 (on the 5 point scale). Responses are summarized in Table 9.
Responses to statement 1 by Cohort Groups: Note the degree to which the training prepared you to begin to implement the Tribes TLC process in the classroom.

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</table>

*Note.* No value in cell = no rating at this level.

Factors that may have influenced the increasing percentage of teacher candidates responding with a rating of 5 in terms of preparedness to begin to implement the Tribes process will be discussed in Chapter 5. The remaining statements, focusing on other criteria such as facilitating cooperative group learning, teaching the 12 collaborative skills, transferring responsibility to student groups, and engaging students to resolve classroom issues and problems, reflect similar patterns across the 5-level scale and the cohort groups. Overall, the vast majority of students responded with a rating of 4 or 5 (on a 5-level scale) for each of the criteria. Variation is evident, however, in the responses from each of the cohort groups, ranging from 81% to 100% with a rating of 4 or 5 for each of the statements. Factors that may have influenced the range in percentages of teacher candidates responding with a rating of 4 or 5 will be discussed in Chapter 5. An overview of the data is contained in Table 10 with a complete summary in Appendix I.
Table 10

Summary of Responses with a rating of 4 or 5 to the 9 Items (Statements) in Section 1 of the Tribes Training Evaluation Form

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
<th>Item 7</th>
<th>Item 8</th>
<th>Item 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>100%</td>
<td>96%</td>
<td>82%</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
<td>81%</td>
<td>92%</td>
<td>88%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>92%</td>
<td>96%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
<td>96%</td>
<td>88%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>100%</td>
<td>92%</td>
<td>84%</td>
<td>88%</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
</tr>
</tbody>
</table>

The responses to the statements relating to teaching the 12 collaborative skills (Item 3), assessing the stages of group development and selecting appropriate strategies for learning experiences (Item 7) as well as sustaining the Tribes process within the faculty and community (Item 9), reflect a lower degree of a sense of preparedness. These topics will be discussed further in addressing the research questions related to concerns with the implementation of the Tribes process, and the use of the Tribes process during the first years of teaching.

Additional information related to teacher candidates’ perceptions of their preparedness to implement Tribes is indicated in their responses to the open-ended statement, “What I need more of …” in the final section of the Tribes Training Participant Evaluation form. Data from the responses to this statement were coded and categorized and then collapsed to form general patterns and themes. A number of recurring ideas resonated in the responses, with consistent messages from participants of
all cohort groups. The common ideas were organized into nine themes, which are listed in order of frequency of response.

1. Experience and practice with the Tribes process.
2. Time to read and process the information in the text.
3. Connections with specific curriculum areas and grades.
4. Ideas and plans to implement the Tribes process on a day-to-day basis.
   Specific examples of what teachers do daily.
5. Strategies to meet the needs of a diverse, multicultural student population.
6. Strategies to address individual differences, including gender.
7. Strategies to respond to issues and conflict situations in the classroom.
8. Ideas for modelling and teaching the 12 collaborative skills.
9. Practice using cooperative group learning

Several teacher candidates also mentioned a need for additional training geared towards beginning teachers during the first year of teaching once they have a context for their learning and practice.

As indicated earlier in this chapter, data from the follow-up interviews with the four cohort groups indicate that the participants viewed the training as an extension that reinforced and enhanced their learning. Having experienced Tribes with their own cohort group, they had an understanding of the process and felt ready to apply it in their practicum placements before completing the training. Several indicated an ongoing need for specific links to the curriculum.

I know I’m prepared to build a safe environment in my classroom. I need to be more prepared in terms of curriculum connections. Sometimes it stresses me out
that it’s not there with my academics, but that will come with time. (Cohort 3, Participant 21)

Other participants identified a need for additional preparation to implement the process in the Intermediate division, with attention to the needs of adolescent learners and the rigor of the curriculum. Two interview participants identified a need for more specific learning related to implementation of the Tribes process in Mathematics and Science. Three participants identified a need for further learning and problem solving in rotary situations, in terms of both the number of student contacts per teacher and the number of teachers for one class as well as the limitations of not teaching in the same classroom all the time. As one participant said, “Using Tribes when on rotary is doable. It becomes a little more challenging.” (Cohort 2004-2005, Participant 1)

The effects of Tribes Training on overall preparedness as teachers

Data to determine teacher candidates’ perceptions of the effects of Tribes training on their overall preparedness as teachers were gathered through the interviews with experienced teachers and with new graduates. Information was gathered from the responses to two direct questions.

1. How did the Tribes training at the Faculty of Education meet your needs during the preservice (beginning-teacher-education) year?

2. How would you describe Tribes training to a teacher candidate entering the Bachelor of Education program?

In addition, data were collected through other questions related to Tribes training and use of the Tribes process during the beginning-teacher-education year and the first years of teaching. The interview data were coded and categorized, and then collapsed to form
general patterns and themes. A second analyst coded the data to verify the credibility of the themes.

A number of recurring ideas emerged from the 25 interviews that were conducted, with consistent messages from participants of all cohort groups across the concurrent and consecutive programs, divisional certifications (Primary, Junior, Intermediate and Senior), teaching experiences, and contract statuses. The common ideas were organized into seven themes: (a) the development of a personal philosophy of teaching and learning, (b) the learning of a range of strategies for teaching, (c) the maximization of learning opportunities during the beginning-teacher-education year, (d) the experience as a member of a Professional Learning Community (PLC), (e) the preparation for the job search, (f) the support in bridging the gap between the beginning-teacher-education year and the first year of teaching, and (g) the significance of learning before the taint.

The Development of a Personal Philosophy of Teaching and Learning

Several participants discussed the impact of Tribes on the development of their personal philosophy of teaching and learning, noting that the Tribes process mirrored their core values. The training helped them to solidify their belief systems about teaching and provided them with a vision of their future classrooms and a framework for their philosophies of education.

Tribes spoke to me on an intellectual level. Through past experiences, I knew it would be important in teaching . . . it was a teaching pedagogy that I knew I would use in my classroom. (Cohort 2004-2005, Participant 1)

Tribes is reflective of my core beliefs . . . I think Tribes takes your core beliefs and gives you a really nice way of applying them to curriculum and teaching. It
takes what I instinctively do as a teacher and puts a name on it and then gives me other ways to do the same thing. (Cohort 1, Participant 22)

So much of the philosophy of the Tribes agreements and the respect for people is based on moral values. I was brought up that way . . . treating my students with respect and making everyone feel safe and welcome is really important to me as a teacher and as a person. My whole philosophy of education and being a teacher is based on these ideas . . . and the training solidified it. (Cohort 3, Participant 23)

So many teacher candidates in the 2008-2009 cohort group highlighted the Tribes process and experiences in their Philosophy of Education assignment for the Foundational Methods course that the instructor came to see me, wanting to know more about Tribes.

*Learning a Range of Strategies for Teaching*

All interview participants highlighted the value of the strategies for teaching that they learned and practiced during the Tribes training and experiences with their cohort groups. As one participant explained, “Having more tools is an advantage in my teaching” (Cohort 2, Participant 4). They identified the importance of using a range of strategies to establish positive rapport with students and build a sense of community within the classroom, listing strategies such as Extended Name Tag, Community Circle, I Like My Neighbour, Partner Introduction, and Milling to Music. Another participant noted, “Milling to Music is really good for journal activities. It gets [the students] thinking about what they did this summer or weekend and getting them to share informally and then getting them to write” (Cohort 2, Participant 6). Several mentioned the Life Maps, commenting on their effectiveness in strengthening the connections within the community of the cohort group and their classrooms.
Participants also highlighted the value of learning about different strategies for grouping students, commenting not only on the wide variety of ideas learned through the training but also on the value of grouping students in many different ways.

Tribes training gave me ideas for grouping of students. I like to do group work, especially with my Math. You never have that kid without a group. There is always a space for them. . . . The grouping ideas worked really well with my general learning class as well . . . particularly with four students who were very introverted . . . now they want to work in groups. (Cohort 1, Participant 10)

Several participants discussed the benefit of learning about Tribes Energizers and their value in the classroom, using them to increase daily physical activity as well as to create a safe learning environment. One participant noted that the Energizers “calm the students down and then they want to be engaged and they want to do more” (Cohort 1, Participant 10). Another discussed the value of energizers with second language learners, emphasizing that when “you’re asking students to speak another language, you need to create a safe classroom . . . [the students] need to feel comfortable, they need to laugh and smile . . . and the energizers are key” (Cohort 2, Participant 4).

Interview participants from all cohort groups also outlined the value of the Tribes strategies in helping to create an inclusive classroom and to differentiate instruction to meet the needs of all students. As one participant explained, “With Tribes, the walls come down, all the barriers. . . . It’s a really nice balance of how to teach and how to get to know someone in order to teach them better” (Cohort 1, Participant 7). One participant commented on the use of Tribes strategies in a student success program, aimed at supporting students who are struggling with academics. Another described the use of
Tribes strategies to enhance the learning of students in a self-contained Grade 1 and 2 Primary Language Class (PLC).

**Maximization of Learning Opportunities during the Beginning-Teacher-Education Year**

Ideas shared by the interview participants indicated two key areas related to the Tribes training that helped to maximize their learning and preparedness as teachers: (a) the academic component of the program, and (b) the practicum teaching blocks. In the academic component of the program, the participants highlighted the value of the community developed within the cohort group. As one participant said, the support of their colleagues during an “incredibly demanding, stressful and overwhelming year” was important (Cohort 3, Participant 23).

> It was a relief to go to cohort group, to come back to that community, knowing that there were definitely people there [who] were going through the same thing. I really liked coming to school. It helped me in that sense . . . to know that we were all in it together and that I wasn’t on my own. (Cohort 3, Participant 23)

Teacher’s college is about survival. It’s not overly taxing work but it’s piled on. . . . If someone was in trouble, you got together to help. If it was a test, people would study together and share the resources, so I absolutely think that the community helped in the learning. (Cohort 1, Participant 18)

They also emphasized the value of using and practicing Tribes strategies and ideas. “I appreciated that you didn’t just give us a textbook and say, ‘Read this.’ . . . You walked us through the steps by having us involved, which was really valuable in helping me to prepare to be a teacher” (Cohort 2, Participant 6).
Several participants raised the topic of balance and the importance of linking theory to practice, noting that the Tribes experience helped them to put a context to the theory that they were learning in their course work. “Seeing the theory in action and participating helped me to see the connections and solidified my learning. You can see how it works in a school setting” (Cohort 3, Participant 7). Insight into the connections between theory and practice carried through into the practicum component of the program and provided a framework for planning during the teaching blocks.

Participants also focused on the balanced perspective that the Tribes experience provided in terms of the curriculum, indicating that learning about Tribes gave them a deeper understanding of holistic curriculum and the value of a curriculum that includes caring about each other, the larger community, and the environment. “We were doing so much theory at school and focusing on our academics and what we were going to be teaching in terms of the curriculum. Tribes brought out that other part of teaching. It helped in that way” (Cohort 3, Participant 21). “It was helpful because it focused on the social part of learning, not just the academic” (Cohort 1, Participant 7).

Several discussed the impact of provincial and board assessments and the efforts to maintain a balance between ensuring accountability and creating community, noting that the belief in balance that had been nurtured through the Tribes experience at the Faculty of Education was difficult to maintain, at times, given the dynamics in some schools. One participant noted that teachers on staff felt tremendous pressure to link every student task to specific curriculum expectations, to be accountable, and to improve standardized test scores.
What’s happened in our school is [that] the curriculum and testing are so intense, and teachers are terrified that they won’t get through all the curriculum expectations. . . . you can’t create community and get through all these curriculum expectations and be pre- and post-assessing all the time, and evaluating reading levels, and marking these post assessments and putting them on the strategy wall, and at the same time making sure that everyone’s creating community. There has to be a little bit of give and take. (Cohort 3, Participant 5)

Tribes is really emphasizing what the overall goal is in terms of teaching life skills so that kids will be successful in later life. . . . It’s not about getting kids from a Level 2 to a 3 or a Level 3 to a 4. It’s about the whole person . . . and it is so much more than an academic thing. Where I am with these kids, their whole life is about social interaction, and they need the skills. It is all about learning these skills. (Cohort 2, Participant 4)

Another area of discussion highlighted the value that the teacher candidates placed on asking questions to maximize the learning opportunities at the Faculty of Education. They articulated the importance of learning from each other as teachers, not only through sharing ideas, but also through asking questions and using creative and critical thinking to solve problems. “It felt safe to have the tough conversations” (Cohort 4, Participant 8). One participant noted the risk of asking the “big questions” in the absence of a safe environment, identifying the sense of vulnerability that can impede learning (Cohort 3, Participant 5). Others highlighted the collaboration within the cohort group and the significance of the mutual respect that had been established. “We respected each other. We had situations where everyone didn’t share the same opinions or ideas but
... we respected the others’ opinions, we could talk about it and come to consensus” (Cohort 1, Participant 9).

One interview participant extended the discussion of collaborative talk and decision making, addressing the importance of reflection as a way to develop and promote metacognition.

It’s about people who have the same job talking about what they do. You get so busy and so in your own little world that you need that reflection. It is so important. ... That reflection piece is such a powerful learning tool. (Cohort 3, Participant 23)

*Experience as a Member of a Professional Learning Community (PLC)*

All participants highlighted the development of a PLC within the cohort group and the impact on their overall learning and preparedness for teaching, describing the academic, social and personal benefits of the community that was created within the group. One of the faculty advisors highlighted the importance of Tribes training and the benefits of an experience as a member of a PLC during the beginning-teacher-education year.

Tribes training is meeting a very important need at the Faculty of Education. I firmly believe that the teacher candidates are learning about some of the necessary skills of being a successful staff member. We always have to remember [that] you can be an outstanding teacher but not be an effective teacher, because you’re not team focused, you’re not willing to share with others, or you’re not willing to partake of what is being offered to you by others. As a result, many people who start off in the field of education with great potential, stall or stratify, and never
truly reach their potential. The teacher candidates in Tribes training have a leg up in working with children, [and] they also have a leg up working with other staff and being part of a PLC. I think that’s something we need to pay close attention to. (Faculty Advisor 1)

The benefits for each of the cohort groups have been discussed earlier in this chapter. Several interview participants also identified the additional benefit of the larger learning community that exists between all of the cohort groups across the years. Each cohort year is linked to the others, which is evidenced through on-going shared projects, such as a pen-pal literacy initiative between the teacher candidates and the primary students in former graduates’ classes as well as on-going support for each other. Several talked about former cohort group members welcoming them in the practicum schools on the first day of their teaching blocks, checking on them, and offering support during the blocks as well as their willingness to become associate teachers and share their experience and expertise. As mentioned earlier, each group shares interview questions with the new graduates, invites them to spend time in their classrooms after graduation and, once they have received their teacher certification, they request them as supply teachers and support them in obtaining a contract position.

Preparation for the Job Search

Getting a teaching contract is the ultimate goal of teacher candidates. Many of the interview participants spoke of the value of the Tribes training in terms of preparing them for the job process, from writing their resumes to articulating their beliefs and experiences in interview situations. One participant described Tribes training as critical.
Tribes training was a requirement on every job ad that I have seen in the board. It was an asset in the interview. They asked me about [Tribes], and it helped to be able to talk about using it in my practicum placements. It got me a job. (Cohort 4, Participant 9)

One of the faculty advisors also addressed the value of Tribes training in relation to preparation for the job search.

Prosocial programming is tremendously important in any school environment and so to give the students from the cohort group the tools to go out and to be able to work successfully in the class as well as to be positive and proactive in their approach to classroom leadership . . . is also tremendously important from the standpoint of their employability. Many of the students are focused on getting a job in [a specific] school board and the fact that the board is committed to the Tribes program gives them a leg up in terms of their employability. (Faculty Advisor 1)

Bridging the Gap Between the Teacher-Education-Program and the First Year of Teaching

The transition from the teacher education year to the first year of teaching is a challenging one. In addition to the support from former cohort group members, participants identified their Tribes experience and training as an important factor in easing the transition for two reasons. First, learning about Tribes and the strategies that are embedded in the process helped the new graduates to understand more about teaching. “There’s so much about teaching that you can’t know, understand, get, [and] learn until you are in the classroom and Tribes helps you to bridge that gap” (Cohort 1,
Participant 7). This participant noted that she felt like the teacher candidates could ask “the right questions” during the teacher education program because the risk was eliminated. Second, the participants described the nervousness of entering the profession and the value of the Tribes experience in preparing them to meet their first classes.

[Teaching] was a big culture shock at first. Tribes set me up for what was coming. It set me up for what to expect going into the classroom. . . . Tribes helps you to get over the nervousness. The kids are just as nervous as you are. How do you break down those barriers—yours and theirs—to get to where they are? Tribes helps. It gives you strategies. (Cohort 2, Participant 2)

As a teacher, Tribes gave me something to provide me with hope. It is scary to be a first year teacher. You have lots of doubts, lots to figure out. Can I do the curriculum? Can I do the class management piece? Tribes is like the glue that makes it all come together. You can do the classroom management and the curriculum if you have the Tribes working and then they work together. (Cohort 3, Participant 6)

*Learning Before “The Taint”*

All of the teacher candidates completed their practicum placements in a school board that self-identifies as a Tribes Learning Community board, and the majority of the graduates are now teaching on a contract basis in this board. As previously mentioned, the ads for jobs in this board state that Tribes training is an asset or requirement. Data from the interviews with the experienced teachers and the new graduates indicate, however, that, although Tribes may be a system initiative, the sense of community and values embedded in the Tribes process are not always reflected in the ways that several of
the schools operate.

The interview participants attest to the value not only of learning about Tribes with their cohort group at the Faculty of Education but also, more important, of incorporating the Tribes process into their belief systems and philosophies of education before beginning their teaching careers. They emphasize the importance of entering the profession with a strong conviction in the value of the process . . . before “the taint.” This expression used by several of the participants, refers the attitudes and beliefs about Tribes of some of their colleagues as well as students in the school board, based on experiences with the implementation of the process. Several factors have led to this situation: (a) a perception that Tribes is another system initiative (“bandwagon”), as opposed to a key belief system for all, (b) mandated training by school administrators, (c) lack of transfer from the 24-hour Tribes training to practice, (d) lack of fidelity to the Tribes process across all classrooms in a school, (e) lack of support for full implementation, and (f) lack of follow-up and system initiatives to sustain the Tribes process in all schools. These factors are reflected in the comments of the interview participants.

I was talking to colleagues who were mentioning that they were getting free Tribes training through the board. They were saying that I shouldn’t have spent the money [at the Faculty of Education] when I could have waited and done it for free in the board. . . . I don’t regret spending the money. The training is so beneficial, especially when you do it with fellow teachers’ college members. It lends to its success. I believe that it’s better to get [training] before you get a job, and someone either tells you [that] you have to have it or someone says it’s bad and puts a taint on it. (Cohort 4, Participant 9)
One participant described the dichotomy between the beginning-teacher-education year and the reality in schools. “The Tribes training at the Faculty was amazing. We didn’t have negative people trying to squash the whole thing but, when you leave the Faculty, it turns into this whole different world with people who are negative” (Cohort 1, Participant 9). Several participants spoke about talk in the staffroom and opinions about Tribes that were shared by colleagues. The participants underscored the importance of staying true to their belief systems, noting that the training in the beginning-teacher-education year helped to maintain a commitment to the Tribes process.

Learning about Tribes in the Bachelor of Education program is beneficial—doing it while you’re still open to it and before you go out and get some of that taint. People will say good things, bad things, great things, [and] terrible things all within an hour in the staffroom. You need to avoid those preconceived notions.

(Cohort 2, Participant 4)

This participant described a situation in which a new administrator made Tribes a major initiative for the school and insisted that all staff complete Tribes training. Those who were resistant or who saw it as a bandwagon were angry that they were being told to participate in the training and frustrated at a process that required them “go out on a limb and take risks with people [with whom] they weren’t comfortable” (Cohort 2, Participant 4). This participant said that it was “very un-Tribes-like to ask people to make connections with people they don’t know and make themselves vulnerable in a 24-hour time span.” Another participant described a similar situation.

Somebody on staff was talking about Tribes and brought up an activity where you sit in four chairs and pretend you’re riding a bike or another form of
transportation [pause] Hitchhiker. The person was saying, ‘This is so stupid. I never felt so ridiculous,’ and my mind flashed back to the fact that I have never laughed so hard in my entire life as when we did this activity in our cohort group.

(Cohort 2, Participant 9)

Creating a Tribes Learning Community requires that all those involved in the school community understand, believe in, internalize, model, and act upon all of the Tribes agreements in order to create a positive, caring learning community. Interview participants emphasized that a top-down approach hinders the process. They reflected about the differences between schools, noting that the Tribes agreements must be more than posters on the wall, parroted phrases, random P. A. announcements made at the beginning of each school day, or certificates handed out once a month at Tribes assemblies. Students and teachers must have opportunities not only to learn about the agreements but also to discuss and practice them in meaningful contexts if they are expected to use them in real situations. If “the [Tribes] name taints the practice, . . . the process slowly breaks down. . . . I liked the way that we did it with our cohort group. It seemed natural” (Cohort 1, Participant 18).

Findings: Concerns related to implementation of the Tribes process

In this section, data from two instruments—the adapted Stages of Concern (SoC) questionnaire with an open-ended statement of concern, and the open-ended question in the interviews with experienced teachers and new graduates—are used to answer the second research question:

What are the concerns of teacher candidates regarding implementation of the Tribes process in their own practice during the beginning-teacher-education year,
and how do these concerns shift as they begin to implement the Tribes process in the first years of their teaching careers?

**Adapted Stages of Concern Questionnaire**

The Stages of Concern (SoC) are linked to the personal side of change that is experienced by all involved in implementing an innovation such as Tribes. Hall and Hord (2006) identify and define seven categories of concerns (Awareness, Informational, Personal, Management, Consequence, Collaboration, Refocusing) that represent the “feelings, preoccupations, thoughts, and considerations given to a particular issue or task” (pp. 138-139). As teachers implement an innovation such as Tribes, their concerns will vary in kind and in intensity, shifting from Self concerns (Stages 0-2), to Task concerns (Stage 3), to student impact concerns (Stages 4-6).

The adapted 32-item Stages of Concern Questionnaire, with an open-ended statement of concern, was administered to all former teacher candidates (111) in the four cohort groups (2005-2009) at the beginning of the 2009 school year. Completed questionnaires were returned by 96 respondents (86.4%). Ninety participants provided open-ended concerns statements.

**Open-ended Statement of Concern**

No concerns were identified related to implementation of the Tribes process during the beginning-teacher-education year. This lack of concerns is expected, given that the teacher candidates had not yet completed their Tribes training and the second practicum placement, and that they were still gathering information about the Tribes process. In addition, they felt supported by their Faculty Advisors and associate teachers.
A number of recurring ideas regarding implementation of the Tribes process in the first years of teaching did, however, emerge from the open-ended concern statement in the SoC questionnaire. The common areas of concern were organized based on the Stages of Concern: (a) Informational, (b) Personal, (c) Management, (d) Consequence, and (e) Collaboration. Teachers from all cohort groups identified similar concerns, with some variation in rationale and intensity depending on the respondent’s teaching assignment, teaching experience, and contract status.

Informational Concerns

“I feel like I need more information and training to move beyond just referring to the Tribes agreements. In my school we haven’t moved past that first stage, and it seems difficult to do so” (Cohort 1, Participant 16). A need for additional training and learning is a theme that is woven throughout the responses of all groups. Many respondents identified opportunities for growth and professional learning in the areas of curriculum integration, engagement of the adolescent learners, differentiated instruction, and strategies to develop problem-solving skills, critical thinking and group decision-making.

Personal Concerns

“The initial training does not provide a full understanding of how to implement Tribes. I am worried that I am not ready” (Cohort 1, Participant 2). “I am concerned that I did not see Tribes ‘in action’ enough. I utilized some strategies in my placements, but I would have liked to have seen experienced Tribes teachers using it” (Cohort 4, Participant 11). “I have some concerns about implementing Tribes appropriately in the Primary division. Currently, the main components [that] I use are the agreements and community circle. I wonder if I could be doing more” (Cohort 1, Participant 6).
All of the participants in the study had less than 5 years of teaching experience. Even though they had completed Tribes training during the beginning-teacher-education year and experienced the process with their cohort groups, and had used components of the Tribes process during the teaching blocks, personal concerns related to preparedness to implement Tribes were identified. Self concerns and a sense of inadequacy are expected as new teachers embark on their careers, making the transition from the Faculty of Education into their own classrooms in schools. One respondent noted that a sense of readiness, and an understanding of how Tribes translates into the everyday reality of the classroom, partially depended on the level of use of the associate teachers, given that rich experiences in Tribes classrooms during the practicum blocks can enhance the learning from the 24-hour Basic Tribes training and the ability to implement the process effectively.

Management Concerns

Management concerns were identified related to two areas—time and curriculum integration. Many respondents identified concerns related to finding time in the day to implement Tribes, time to practice the instructional strategies embedded in the Tribes process, and time for reflection and dialogue with colleagues.

Respondents described feeling overwhelmed by the demands of teaching, particularly at busy times of year such as report card time. “My main concern is finding the time to continue Tribes once report cards are approaching and the focus is on having adequate evidence to support student grades” (Cohort 3, Participant 8). Other mandated Ministry of Education, board, and school initiatives, such as the Ministry of Education: Education Quality and Accountability Office (EQAO) assessments for reading, writing
and mathematics, Developmental Reading Assessments (DRA), and school and team planning based on the Teaching-Learning Critical Pathway (TLCP), all compete for time in an overloaded curriculum. “I strongly agree with Tribes, but with the time constraints and the busyness of planning (TLCP, DRA, OFIP, etc.), it becomes overwhelming” (Cohort 1, Participant 11). Respondents were concerned with making decisions about how and where to focus their energies and time, and described the conflicting messages between coming from initiatives such as Tribes, with a focus on the importance of creating a safe and positive learning community for all students and assessing the whole child, and high profile, mandated initiatives such as the provincial EQAO standardized assessments, which do not assess the whole child or curriculum and can be stressful for students and teachers.

Respondents also identified the need for time to practice the skills and strategies necessary to implement the Tribes process. The ability to use strategies, including cooperative group learning, in a highly effective manner requires multiple opportunities for practice in a classroom setting. Time for reflection, dialogue with colleagues and peer coaching must also be added to the equation. One participant noted, “I have made my best attempt to incorporate the strategies into my program, but I need more time for reflection and dialogue” (Cohort 1, Participant 3).

Management concerns related to integrating Tribes into the curriculum focused not only on finding the time for Tribes given the demands of the provincial curriculum expectations but also on ways to make specific connections with the curriculum. “I am concerned about integrating Tribes into the curriculum. With a subject like Math, I find it difficult to plan with Tribes in mind. I don’t have a lot of ideas that suit Math” (Cohort 3,
Participant 4). Interestingly, key concepts as well as specific expectations in all Ontario curriculum documents, focus on affective outcomes.

[In Social Studies], the learning activities used to teach the curriculum should be inclusive in nature, and should reflect diverse points of view and experiences to enable students to become more sensitive to the experiences and perceptions of others. Students also learn that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are essential components of responsible citizenship. (Ontario Ministry of Education, 2004, p. 17)

[In Mathematics], students’ attitudes have a significant effect on how they approach problem solving and how well they succeed in mathematics. . . . [Students] need to believe that they are capable of finding solutions. It is common for people to think that if they cannot solve problems quickly and easily, they must be inadequate. Teachers can help students understand that problem solving of almost any kind often requires a considerable expenditure of time and energy and a good deal of perseverance. Once students have this understanding, teachers can encourage them to develop the willingness to persist, to investigate, to reason and explore alternative solutions, and to take the risks necessary to become successful problem solvers. (Ontario Ministry of Education, 2005b, p. 26)

In addition to the affective outcomes and statements in the Ontario curriculum documents, the mission statement of the school board, in which the teacher candidates complete their practicum placements and in which the majority of them currently teach, focuses on both the academic and affective components of learning.

The . . . Board is committed to every student. We will inspire and support learning; create safe, healthy and engaging environments; and provide opportunities for challenge and choice. We value relationships, respect, responsibility, [and] ingenuity. We will build and maintain partnerships; encourage cooperation, collaboration, and compassion; communicate effectively, [and] align our words and actions. . . . We will acknowledge and appreciate diversity. . . . We will measure and report results. . . . We will demonstrate and encourage initiative and creativity. (Halton District School Board, 2010, pp. 1-2)

Interview data indicate, however, that the beginning teachers are primarily concerned with meeting the responsibility and accountability component of the Board mission statement as well as the academic expectations in Ontario’s curriculum
documents.

Making connections between the Tribes process and the mandated curriculum can be challenging and requires a solid understanding of the Tribes process and the curriculum as well as the skills to weave them together in a meaningful way. A lack of strategies to support the academic component of teachers’ programs can lead to barriers and impediments in implementing the Tribes process, particularly in the first years of teaching. Several respondents expressed a need for additional Tribes training and resources to help make the connections with the expectations for the specific grades and areas of the curriculum in their teaching assignments.

Consequence Concerns

Consequence concerns focused on the area of student engagement. Respondents highlighted both the early Primary (JK-Grade 2) and the Intermediate (Grades 7-9) divisions as challenging or problematic in terms of implementing Tribes. Two participants, who work with Primary students, listed the students’ age, developmental stage, and vocabulary development as limiting factors. Those working with Intermediate students commented on the challenges of engaging adolescents in the Tribes process, particularly if “they have negative, preconceived notions about Tribes” (Cohort 2, Participant 7). “I find Tribes has the image of being geared towards younger students and this can effect the attitude and engagement of Intermediate students” (Cohort 2, Participant 21). Finding ways to get adolescent learners to buy into the process, and responding to teachers’ concerns in this area, are critical.

Concerns related to student engagement were also raised in relation to the respondents’ teaching assignment. Teachers whose assignments are to provide planning
time for other teachers in the school or who are subject specialists in the Primary and Junior divisions (e.g., Itinerant Music) and may see the students for as little as 50 minutes per week, identified a concern with the limited teacher-student contact time. One of the challenges described by respondents who teach in the Intermediate and Senior divisions (Grades 7-12) is rooted in a traditional rotary timetable with subject specialists, who see each of their classes for 50-75 minutes a day. Creating a learning community in such a scenario can be problematic, especially if other teachers working with these students do not have Tribes training or an understanding of the philosophy, are not incorporating Tribes in their programs, or are resistant to implementing the process in their classes.

**Collaboration Concerns**

Collaboration concerns were identified related to two areas—resistance from colleagues and sustainability. Resistance from colleagues is a theme that pervades the responses from all groups, not only across the grades and subjects taught but also across the 4 cohort groups. Respondents highlighted concerns related to colleagues’ perceptions of Tribes. “Some teachers hold negative attitudes towards Tribes. They say it’s a fad, or the flavor of the month, or impractical to implement in the classroom” (Cohort 4, Participant 2). One respondent identified a concern related to colleagues’ resistance to Tribes and how other teachers’ negative attitudes can impact how Tribes is scaffolded through the grades and divisions in a school. This affects not only teachers’ abilities to implement learning communities effectively but also students’ perceptions of them.

Several participants identified concerns about implementing the process in isolation, without the support and efforts of all in the school community, noting that a lack of continuity across grades and a shared belief system impacts the degree and quality of the
Respondents also identified concerns related to sustaining the Tribes process in a school community. Some outlined a need to know how to move from the Inclusion to the Influence stage of Tribes and to learn strategies to accomplish this shift effectively. Others emphasized the impact of the school culture and the important role of school leadership. “I am concerned about sustaining Tribes in the classroom and school community. Support and advocacy from administration is crucial to Tribes implementation beyond posting the agreements” (Cohort 2004-2005, Participant 1).

**Stages of Concern Questionnaire**

The adapted SoC questionnaire was used to construct Concerns Profiles for all respondents. Those profiles were used to identify and analyze their concerns. Respondents had an array of concerns that represented several stages, with some more intense than others and some absent (e.g., awareness), which is expected when implementing an innovation such as Tribes. Patterns emerged through the study of the high and low points on the respondents’ profiles. The majority of the high-intensity concerns across all cohort groups were at the Management stage, which would be expected for teachers within the first few years of their careers. High-intensity Informational and Personal concerns were most evident in the profiles of the newest graduates (Cohorts 3 and 4). The profiles of some of the most experienced teachers (Cohort 1, Cohort 2004-2005) indicated increased Impact concerns.

Hall and Hord (2006) describe an “ideal wave motion” of intensity through the seven stages of concerns in the profiles of the Nonuser, the Inexperienced User, the Experienced User, and the Renewing User, pointing out however that “this idealized
evolution does not always occur,” due to the complex nature of the change process (pp. 143-144). The “ideal wave” pattern appears in less than 5% of the profiles in this study. The fact that the respondents teach in several schools, as opposed to one school setting, may be a factor in this result. The Big W Concerns Profile, as described by Hall and Hord (2006, p. 148), is evident in the majority of participants’ profiles.

Two different Big W Concerns Profiles emerged through the data. In the first type of Big W profile, Stage 3 Management concerns are very intense, and Stages 1 Informational, 2 Personal, 4 Consequence as well as Stage 5 Collaboration are much less intense. Intense concerns peak for a second time at Stage 6 Refocusing. Hall and Hord (2006) explain that this combination of peaks and valleys, and “tailing up” (p. 148) at Stage 6 indicate “that there are strongly held ideas about what ought to be done differently with this innovation (Stage 6) that are related to the very high (and unresolved) management concerns” (p. 148). The interviews with the experienced teachers provided an opportunity to determine the causes of the high Management and Refocusing concerns. The concerns and causes for those concerns are outlined in the next section of this chapter.

In the second type of Big W profile, Stage 1 Informational and Stage 3 Management concerns are very intense, and Stages 2 Personal, 4 Consequence as well as Stage 6 Refocusing are of much lower intensity, with a tailing up at Stage 5 Collaboration. This profile is a frequent one among the Intermediate subject-specialist teachers on rotary timetables, the Primary/Junior Itinerant Music teachers, the teachers of self-contained Gifted and Special Needs classes, and the teachers assigned to provide planning time for other teachers. The follow-up interviews with representatives from each
of these groups provided an opportunity to determine the causes of the high-intensity concerns. The concerns and causes of those concerns are outlined in the next section of this chapter.

*Interviews with Experienced Teachers and New Graduates*

Data to determine concerns about the implementation of the Tribes process were gathered through the interviews with experienced teachers and with new graduates. Information was gathered from the responses to a direct question—What are your concerns when you think about implementing Tribes in your classroom? The interview data were coded and categorized, and then collapsed to form general patterns and themes. A second analyst coded the data to verify the credibility of the themes.

A number of recurring ideas regarding implementation of the Tribes process in the first years of teaching emerged from the concern question in the interview. The common areas of concern matched those identified in the open-ended concern statement in the SoC questionnaire: (a) informational, (b) personal, (c) management (time and curriculum integration), (d) consequence (student engagement), and (e) collaboration (resistance from colleagues and sustainability). Given that most of the information about the concerns is the same as that provided through the SoC questionnaire, further discussion and examples of participants’ comments are not included in this section of the study. The causes of some of the high-intensity concerns, specifically those related to the Big W profiles, were discussed in the interviews.

*Big W Profile 1*

In the first type of Big W profile, Stage 3 Management concerns are intense, and intense concerns peak for a second time at Stage 6 Refocusing. Concerns at the other
stages are much less intense. In the interviews, all participants with this Concern Profile discussed the leadership style in the school. “They talk the talk, but they aren’t walking the walk” (Cohort 2, Participant 2). One participant described the implications of the administrator’s leadership style and behaviours.

It’s all about high to low. If the principal isn’t into Tribes, the VP isn’t going to be into it, so then the staff isn’t into it, which means that the students aren’t into it. It’s a rippling effect and that needs to stop, unless it’s a good ripple.” (Cohort 2, Participant 9)

The principal’s leadership style and behaviours are key factors in the implementation process. The staff’s perception of the value placed on Tribes by administrators is often reflected in the staff’s response to the initiative and ability to manage the implementation. In response to the direct question—“Is your school a Tribes school?”—many of the answers of participants in this Big W profile were similar.

Technically, we call ourselves a Tribes school, but we are not. The posters are up on the wall and Tribes is discussed at assemblies. . . . I sometimes think our administrators organize Tribes assemblies as an afterthought, and it’s something that’s ‘Oh, we have to do this because we are expected to do this by the board.’ It’s not like it’s actually a core value of our school. We do it to look good.” (Cohort 2, Participant 9)

The expectations from the administration are that you have to have the four agreements posted in your room, and the kids have to sign them. . . . They are seen as rules. They are posted so everyone knows the rules. If you break them, you will be sent to the office and will be punished, and will have consequences.
They are not seen as a way of forming community . . . it’s don’t do this, don’t do that. . . . As a staff, it’s hard to get people excited about it. When you get told to do something, you have less energy to do it.” (Cohort 3, Participant 23)

Several participants emphasized the role of the school board and its system initiative for all schools to be Tribes schools, noting that this expectation often results in the four agreement posters on the walls as compliance to the initiative without the necessary support systems in place to take it beyond the facade of the posters to the reality of schools actually living the Tribes process. “The board needs to look at what they’re hoping to get out of it. What’s the overall goal?” (Cohort 3, Participant 5).

In many of the interviews, participants addressed the topic of the Tribes veneer—how some schools look like Tribes schools but are not. Given that Tribes is a system initiative, staff and administrators appear to be advocates and implementers of the Tribes process, but much of what happens at the school is window dressing. The implementation of Tribes is a stated goal, generally included on the school website and in parent information, as opposed to a common belief system and true school initiative determined through discussion, reflection, practice, and learning. One participant discussed the problem of an initiative without depth in meaning. “If it happens too quickly and suddenly everyone is supposedly on board, you’ve got to look at it and say, ‘OK, what’s happening here?’ It’s too fast, too soon, and not deep enough” (Cohort 2, Participant 8).

Hall and Hord (2006) suggest that high Refocusing concerns are associated with dissatisfaction with the innovation (e.g., the innovation isn’t producing the expected effects) or with a fundamental disagreement with the innovation (e.g., the innovation doesn’t fit the implementer’s philosophy of teaching and preferred practices). The
research findings suggest a third possibility based on a perceived absence of genuine administrative leadership and collegial support for implementation beyond the veneer. This lack of leadership and support is also an impediment in getting beyond the high Management concerns.

Staff learning through combined leadership is essential to a change process. Making an innovation, such as Tribes, a board initiative and belief system does not necessarily translate into successful implementation. Staff need opportunities to learn, practice, discuss and reflect as they move the change process, with a leadership team that is attuned to the needs of the group.

One participant emphasized that staff also need to go through the same learning process as the students, highlighting the struggles when the staff still need to develop a deeper understanding of the four agreements, and an ability to follow and model them not only with their students but with each other.

Our staff needs more work with basic collaborative group skills. Listening is a skill that we need to practice. I feel like at our school, we will never get to that place where everyone feels comfortable because no one listens. (Cohort 1, Participant 9)

At our school, no one respects each other. Regardless of what you agree with, listen and understand that someone else has an opinion and it may differ with your own, and move on from there. When you walk into our staff room, it looks like everyone is listening. It looks very Tribes-like. We are in groups, but we typically sit with people with whom we are comfortable so we are able to discuss topics and listen to one another, but as a whole we don’t. The leadership teams at the
school often alienate individuals. Very few people truly say what it is on their mind . . . we rarely problem solve or talk things out. (Cohort 2, Participant 8)

I need help trying to manage everything and to find the time and best ways to integrate Tribes. I need help to get ideas and make me better. I don’t get this help and I do not feel supported in my learning.” (Cohort 3, Participant 21)

Some participants addressed the type of support at the school level, emphasizing the needs of adult learners. The issue raised most frequently was the use of energizers at staff meetings and the resulting teacher frustration. This frustration stems not only from the fatigue at the end of the day and a desire to go home and be with family, but also from teachers’ perceptions that too much emphasis on energizers minimizes other key concepts in the Tribes process.

Energizers are about 10% of Tribes. When we do them at staff meetings and talk for 20 minutes about how we can put them into different subjects, it is not very helpful. I can do that on my own. What I need to talk about with my colleagues are the big questions. How do I get the students to listen to each other? How do I get them to respect each other? How can I get them to a point where they can problem solve and be more independent? (Cohort 2, Participant 8)

Other participants, with a profile different than this Big W concerns profile, commented on the effectiveness of energizers at meetings in terms of building community among the staff and leadership team and of engaging staff in discussion of using Tribes strategies. Teachers’ perceptions of why they are being asked to do something effect their reactions to it.

Interview participants’ comments reflect the research related to learning
communities and shared leadership. As described earlier, Little (1982) and Lieberman (1995) documented the powerful impact of norms of collegiality among staff in successful schools. Similarly, Rosenholtz (1989) highlighted the positive benefits of learning communities and support for teachers, and outlined the factors in teachers’ workplace that encourage collaboration, sharing of ideas and solutions to problems as well as shared learning about educational practice. Rosenholtz emphasized that as teachers learn from each other and improve their practice, benefits to students increase.

**Big W Profile 2**

In the second type of Big W profile, Stage 1 Informational and Stage 3 Management concerns are intense, and peak again at Stage 5 Collaboration. Concerns at the other stages are much less intense. In the interviews, all participants with this Concern Profile discussed the challenges related to their specific teaching assignment. This group included Grade 7 to 9 subject specialist teachers, particularly Math and Science, the Primary/Junior Itinerant Music teachers, the teachers of self-contained Gifted and Special Needs classes, and the teachers assigned to provide planning time for other teachers. The challenges were two fold, with one related to knowing what Tribes should look like in their situations, and the other focused on a sense of isolation and lack of connection with other staff, even those in a school that they described as a true Tribes learning community.

High Management concerns combined with high Informational concerns is a common two-peak pattern for beginning teachers (Fuller, 1970; Hall & Hord, 2006), who may be struggling to master an innovation and need specific information to enhance their practice. Knowing how to bridge the gap between theory and practice, and being able to
transfer, adapt and apply the learning from the Tribes Basic training in a specific curriculum context can be daunting challenge. Subject-specialist teachers, particularly in Math and Science, identified Informational and Management concerns, and described the struggles of integrating Tribes into demanding and rigorous curriculum areas with high public accountability.

Both the Primary/Junior Itinerant Music teachers and those providing planning time for other teachers described a sense of isolation and the limitations of seeing students for as little as 50 minutes per week. As one participant described the situation, “I feel like I’m a supply teacher. It’s a different dynamic. People see you differently. It’s hard to belong when you aren’t there very much” (Cohort 3, Participant 12).

Teachers of self-contained classes discussed the challenges of programming for individual student needs as well as the different group dynamics in a class with as few as seven students. They expressed a need to understand how to implement Tribes most effectively in their teaching situations. Several described the benefits of working collaboratively with colleagues and the support of the learning community at the school, and at the same time, a sense of loneliness and isolation given that they were the only teachers on staff with a particular specialized teaching assignment. Their comments reflect the work of Rosenholtz (1989), who discussed the issue of teacher isolation in the workplace, noting that teachers who are supported in their learning and practice are more likely to stay in the profession.

The uniqueness of this Big W concerns profile lies in the high Collaboration concerns. Hall and Hord (2006) document “a quasi-developmental path to the concerns as a change process unfolds” but emphasize that “the flow of concerns is not always
guaranteed, nor does it always move in one direction” (p. 141).

If the innovation is appropriate, if the leaders are initiating, and if the change process is carefully facilitated, then implementers will move from early self concerns to task concerns (during the first years of use), and ultimately to impact concerns (after three to five years). Unfortunately, all of these ‘ifs’ are not always present. . . . In these situations, concerns do not progress from self to task to impact. Instead, progress is arrested, with Stage 3 Management concerns continuing to be intense. If these conditions do not change, in time many teachers return to self concerns. (p. 141)

The findings suggest that colleague resistance, and the perceived absence of administrative leadership to support teachers in making specific curriculum connections and applying Tribes, are reflected in the high Collaborative concerns. Common planning time for grade and subject teams and focused, meaningful professional development opportunities for all staff might be beneficial in addressing these concerns.

**Summary of Stages of Concerns**

Common stages of concern can be seen across all cohort groups in the areas of Informational, Personal, Management, Consequence and Collaboration, with some variation in rationale and intensity dependant on the respondent’s teaching assignment, teaching experience, and contract status. A need for additional training and learning is a theme running through the Informational, Personal and Management concerns. These concerns speak to the challenges of bridging the gap between theory and practice as well as the skills, experience, and support needed to transfer, adapt and apply the learning from the basic, general Tribes training to a specific teaching assignment. The Consequence concerns are also related to specific assignments, particularly for teachers in the early years (JK-Grade 2), adolescent years (Grades 7-9), and those with specialized roles (e.g., Itinerant Music, planning time). Collaboration concerns revolve around resistance from colleagues and issues of sustainability, and reflect the implications of
leadership styles and behaviours as well as an absence of meaningful collegial support. The prevalence of dual and multi-peak concern profiles reflects those difficulties in the implementation and change process.

**Findings: The Use of Tribes**

In this section, data from two instruments—the interviews with experienced teachers and new graduates as well as the interviews with the Faculty Advisors for the cohort group—were used to answer the third research question:

How are teachers trained in the Tribes process as part of their beginning-teacher-education program using Tribes during their teacher education year and during their first years of teaching?

**Levels of Use Component of CBAM**

The LoU component of CBAM goes beyond the simple question, Is the teacher using Tribes? to investigate the more complex question, How is the teacher using Tribes? The LoU framework identifies eight levels to assess the behaviours of nonusers and users.

Level of Use (LoU) branching interviews, a type of specialized interview designed by Loucks, Newlove, and Hall (1975), were organized with participants from each cohort group to determine their LoU of the Tribes process. In November-December 2009 and January-February 2010, the interviews were conducted with representatives from each of the four cohort groups as well as with one representative from the 2004-2005 cohort group. Representatives were chosen using “maximum variation sampling” (Patton, 1990, p. 195) with sampling criteria based on teacher education background (certification), teaching assignments, contract status, and teaching experience. An
overview of the participants’ Ontario teacher certification, teaching assignment or grade, and contract status (Permanent or Long Term Occasional) is summarized in Table 11. Given that all participants began teaching in the fall following their beginning-teacher-education year, the cohort group year reflects their teaching experience (e.g., cohort 2005-2006 = 4 years teaching experience).
Table 11

*Summary of Interview Participants’ Certification and Teaching Assignments*

<table>
<thead>
<tr>
<th>Cohort year</th>
<th>Participant</th>
<th>Teacher certification</th>
<th>Current assignment</th>
<th>Contract status$^b$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>Participant 1</td>
<td>JK-Grade 6$^a$</td>
<td>Grade 6</td>
<td>Perm.</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Participant 7</td>
<td>JK-Grade 6$^a$</td>
<td>Grade 1</td>
<td>Perm.</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Participant 10</td>
<td>Grade 4-10</td>
<td>Grade 10-12 Math;</td>
<td>Perm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 9 General Learning Skills</td>
<td></td>
</tr>
<tr>
<td>2005-2006</td>
<td>Participant 18</td>
<td>JK-Grade 6</td>
<td>Grade 1</td>
<td>Perm.</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Participant 22</td>
<td>JK-Grade 6</td>
<td>Grade 5</td>
<td>Perm.</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Participant 2</td>
<td>Grade 4-10</td>
<td>Grade 7-8 Math, Social Studies, Language</td>
<td>Perm.</td>
</tr>
<tr>
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<td>Grade 4-10</td>
<td>Grade 7-8 French</td>
<td>Perm.</td>
</tr>
<tr>
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<td>Grade 4-10</td>
<td>Grade 4-5</td>
<td>LTO</td>
</tr>
<tr>
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<td>JK-Grade 6</td>
<td>Grade 1/2 Primary Learning Class</td>
<td>Perm.</td>
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<td>JK-Grade 6$^a$</td>
<td>Grade 2</td>
<td>Perm.</td>
</tr>
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<td>Grade 4-10</td>
<td>Grade 8 Language;</td>
<td>Perm.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 2-6 Itinerant Music</td>
<td></td>
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<tr>
<td>2007-2008</td>
<td>Participant 6</td>
<td>Grade 4-10$^a$</td>
<td>Grade 8 Language, Social Studies, Guidance</td>
<td>Perm.</td>
</tr>
<tr>
<td>Cohort year</td>
<td>Participant</td>
<td>Teacher certification</td>
<td>Current assignment</td>
<td>Contract status&lt;sup&gt;b&lt;/sup&gt;</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>2007-2008</td>
<td>Participant 7</td>
<td>JK-Grade 6</td>
<td>Grade 2</td>
<td>LTO</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Participant 11</td>
<td>Grade 4-10</td>
<td>Grade 8 Science &amp; Supply</td>
<td>LTO</td>
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<td>2007-2008</td>
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<td>Grade 2-4 Itinerant Music &amp; Supply</td>
<td>Perm.</td>
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<td>2007-2008</td>
<td>Participant 21</td>
<td>JK-Grade 6</td>
<td>Grade 2</td>
<td>LTO</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Participant 23</td>
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<td>Grade 5</td>
<td>Perm.</td>
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<td>Grade 6-7</td>
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<td>2008-2009</td>
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<td>JK-Grade 6&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Planning Time JK-Grade 5</td>
<td>LTO</td>
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<tr>
<td>2008-2009</td>
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<td>JK-Grade 6</td>
<td>Supply</td>
<td>LTO</td>
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<tr>
<td>2008-2009</td>
<td>Participant 9</td>
<td>JK-Grade 6</td>
<td>Planning Time JK-Grade 5</td>
<td>Perm.</td>
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<td>Participant 25</td>
<td>Grade 4-10</td>
<td>Grade 6</td>
<td>Perm.</td>
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<td>2008-2009</td>
<td>Participant 26</td>
<td>Grade 4-10</td>
<td>Grade 5/6 Gifted; Grade 8 Science</td>
<td>LTO</td>
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</tbody>
</table>
All interview participants described using Tribes during their practicum placements. The data from the interviews with the faculty advisors, who observed the teacher candidates during their teaching placements, confirm this information.

During my visits I’ve had the opportunity to see teacher candidates using the Tribes Agreements in their classes. . . . I’ve seen them use the Tribes Agreements effectively when setting the tone for a class and also when working with students who have gone through some minor transgression and have to be reminded about respectful listening or one of the other Agreements. The other thing that I have seen on a pretty consistent basis is the use of Energizers to keep the class focused, to warm them up for particular learning activities, [and] to work on building a social community in the classroom as well. (Faculty Advisor 1)

Teacher candidates’ use of Tribes generally reflected the Level of Use of the associate teacher, although some teacher candidates introduced Tribes strategies and the use of the process during placements in which the associate teachers were not implementers of Tribes. Those teacher candidates reported successful use of the Tribes and an influence on the practice of the associate teacher.

I used Tribes during my placements. In my first placement, the posters were posted in the front hall of the school but not in the classrooms. The students knew about Tribes because Gotcha appreciations were given during the morning announcements to recognize someone doing something good, but that was the extent of Tribes in the school. My associate didn’t incorporate Tribes into the classroom. . . . I used a lot of Tribes strategies like the Talking Stick and the Energizers. I used different grouping methods all the time, and the kids loved all
the different groups and the strategies to form them. . . . I used Community Circles frequently to discuss the agreements . . . and the importance of building positive relationships with one another because of the bullying issues that we had. The students really liked it, and [my associate] kept doing it after I left, which is nice. (Cohort 4, Participant 8)

To establish the Level of Use of the Tribes process during the first years of the participants’ teaching careers, the interviewer used LoU branching interviews. A second analyst rated the interviews to check for reliability in data. The distribution of participants by LoU, for the individual cohort groups is presented in Figure 1. A number of patterns can be drawn from this data.

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*Figure 1. Levels of Use interview ratings per cohort group*
Given that all of the participants had successfully completed the Tribes Basic 24-hour Certification course, had participated in a Tribes community during their beginning-teacher-education program, and had actively engaged with the implementation of Tribes in either their practicum teaching blocks and/or in their own classes, the interviewer determined that all except two participants were Users of the Tribes process. One participant identified himself as a Nonuser, stating that he was not using Tribes because of the branding of the name Tribes. He described Tribes, however, as very good teaching and gave examples of using components of the program to build community with his class. The other participant is an Itinerant Music teacher from Grade 2 to Grade 4 and sees each class for only 40-50 minutes per week. Information shared during her interview indicates that she is at Level of Use II Preparation. She plans to use the Tribes process when she gets her own class. “I haven’t had a chance to use Tribes . . . but I am looking forward to doing it and seeing it in action” (Cohort 3, Participant 12). This teacher’s comments suggest that, although school culture and commitment to Tribes is an important facilitating factor on whether a teacher moves beyond Mechanical to Routine/Refined LoU, teachers’ specific assignments might be a more powerful influence on their opportunity to practice and enhance their use of the Tribes process.

Although it would not be appropriate to assume that all other participants would be users of the Tribes process simply based on their teacher-education background and the fact that they taught in Tribes schools, their responses in the branching interviews indicate Level of Use III Mechanical or higher.
Patterns in Teacher Level of Use

Level of Use III Mechanical

At Level of Use III Mechanical, “the user focuses most efforts on the short-term, day-to-day use of the innovation [Tribes] with little time for reflection” (Hall & Hord, 2006, p. 160). The user is trying to implement Tribes in the classroom, making adaptations to manage the time, resources and logistics of the strategies embedded in the Tribes process (e.g., group formation, cooperative group learning). As described by Hall and Hord (2006), “the user is primarily engaged in a stepwise attempt to master the tasks required . . . often resulting in disjointed and superficial use” (p. 160). The data from the branching interviews show that a significant percentage of users in both the combined cohort group and the individual cohort groups are rated at Level of Use III Mechanical in the implementation of Tribes. Forty-four percent of all participants, and from 40% in the 2005-2006 cohort group to 57% in the 2007-2008 cohort group, are rated at Level of Use III Mechanical, which would be expected with beginning teachers. Their comments reflect a need for more time, practice, and support to strengthen their understanding of Tribes and the teaching strategies necessary to implement the process. The following are examples of comments by teachers at Level of Use III Mechanical.

I do use Tribes. I’m still at the beginning where I’m trying to figure out where it fits in. I’m having a hard time fitting everything together but I know that I’m building a community. (Cohort 3, Participant 21)

I use Tribes . . . I do a lot of icebreakers and energizers. . . . [The students] aren’t in Tribes, but we do a lot of talking and Community Circles. . . . We do a lot of discussion around encouraging words, learning how to support one another, [and]
how to talk to each other. . . [Tribes] seems a little disjointed at first. It’s hard when you get in the classroom to synthesize it all, and pull it all together, especially in that first year of teaching. (Cohort 3, Participant 5)

I use Tribes with my General Learning Skills class. I’ve adapted ideas from Tribes, like grouping strategies, in my other Math classes. . . . I started off with Energizers, Milling to Music, the People Search . . . I put them into different groups and switched up the groups. . . . I give them a lot of brainteasers because it is reading and problem-solving . . . they did the cards to choose their Tribes. . . . but when students are absent, it’s hard to do stuff to bring them together. . . . How do I bring in the outsiders? . . . I need guidance from an outsider’s point of view. I need someone with Tribes experience to come and watch my class and say, ‘OK, this is what you should be doing. This is what you are doing well, and here’s where you’re going to go next’ . . . I don’t have that. If anything were going to stop me from doing it, it would be because I don’t know where to go with it, even though I know the benefits of it from our [cohort] group. (Cohort 1, Participant 10)

The challenges to move beyond Level III, particularly for the newest graduates, occur at times as a result of their teaching assignments. One participant teaches in a Tribes school, in which the staff, students, and community focus on the Tribes process, Trail and Agreements. Tribes is an integral part of the belief system of the school community and is embedded in all aspects of school life. The participant described the Teacher Performance Appraisal, which at this school includes a component focused on Tribes. Teachers must identify for the school administration where they are on the Tribes
Trail, and must develop specific goals related to Tribes for their professional-development action plan. This teacher (Cohort 4, Participant 9) is in the first year of teaching, with a permanent contract. Her assignment is to provide planning time for the other teachers at the school. In this role, she teaches Science, Social Studies, Math, Physical Education and Health, Drama, Art and Music from Kindergarten to Grade 5, including three split classes—a 3/5, 1/2, and 2/3. She described her efforts to implement Tribes.

The teachers are using Tribes in their classrooms. It’s so hard for me, with what I would like to do and see, because I don’t have my own classroom. As well, each of the classes is at different places on the Trail, and it’s up to me to see where they are and what they are doing. . . . The energizers are helpful when I’m moving room to room. I’ve used the Talking Stick with Community Circle. . . . I feel that there is so much more that I could do and that I want to do. I want to have my own classroom next September and build my own community, letting the students know that it is a safe place. (Cohort 4, Participant 9)

Level of Use IVA Routine

At Level of Use IVA, the user is comfortable with the Tribes process and able to incorporate it into short-and long-term planning in a natural manner. The user “reports that personal use of the innovation is going along satisfactorily with few, if any, problems” (Hall, Loucks, Rutherford, & Newlove cited in Hall & Hord, 2006, p. 287). The interview responses of the one participant rated at LoU IVA indicate a comfort and an established pattern of using Tribes on an ongoing basis, with few or no changes to the process, which signifies Level of Use IVA Routine.
My school is a true Tribes school. You can tell it’s a Tribes school the minute you walk into the school. The students all know about Tribes. . . . I am using Tribes with my class. . . . On the first day, we made classroom agreements together . . . I have done I Like My Neighbour, Extended Name Tag, Mingling to Music . . . we did Life Maps. . . . I do Community Circles from the first day of class. . . . I use Tribes Energizers even in transition time when we’re moving from Language to Social Studies. . . . Tribes training is definitely something valuable to have as a teacher. (Cohort 2, Participant 6)

*Level of Use IVB Refinement*

At Level of Use IVB Refinement, “the user varies the use of the innovation to increase the impact on clients within the immediate sphere of influence” (Hall & Hord, 2006, p. 160). In this case, the clients are the students in the participants’ classes. The distinguishing qualifier of Level of Use IVB Refinement is the focus on adapting the Tribes process to benefit students. Reflection and student assessments are key components of the teacher’s short-and long-term planning at this level. The data from the branching interviews reflect that a significant percentage of users in both the combined cohort group and the individual cohort groups were rated at Level of Use IVB Refinement in the implementation of Tribes. Forty-four percent of all participants, and a range from 29% in the 2007-2008 cohort group to 60% in the 2005-2006 cohort group, are rated at Level of Use IVB Refinement. Their comments are student focused and reflect interest in continuing to learn new ways to implement the Tribes process as successfully as possible to maximize student learning and growth. The following are examples of comments by teachers at Level of Use IVB Refinement.
Our school is a real Tribes school. . . . We have a school-wide system that recognizes students for doing good things at school, in the class or outside. . . . The students learn to be positively vocal towards someone else even if they are not best friends, and to get that in return. It’s interesting when the students are trying to figure out what to say. That’s a lesson in itself. . . . The Tribes approaches and strategies help fragile eggs [sic] to come out of their shell—different ways of thinking and the removal of fear help groups work. . . . I would like more ideas. Tribes refreshers would be great. People need the sharing.

(Cohort 1, Participant 7)

Kids come into your class for a reason, and they can learn from you, and you can learn from them, if you open that door. It’s up to us to decide to do what it takes. . . . The kids aren’t going to remember if I was the best long-division teacher or that ancient Egypt had such and such a king, but they are going to remember that I sat with them and cried with them when their dad died, or that I sat with them and listened to them when they didn’t know what to do when they got their period, or that I listened to them when they sat down and talked about bullying and I actually did something about it. . . . There’s so much we can do for these kids, and Tribes just helps it through. . . . With Tribes, you become more conscious of each thing you do, every time that you do it. I would love to be a Tribes trainer. It would give me more training. (Cohort 1, Participant 22)

Tribes helps to create a safe place in my classroom. . . . We’re using the agreements daily. I find that I can’t do some of the curriculum if I haven’t done some of the Tribes problem-solving. I have a challenging group and they come in
from recess with problems every day. We use Community Circles to try and problem solve. . . . I would like a Tribes forum, where you could go in and say, ‘This is my issue. What can I use to help my students and me?’ It would be great to share ideas about what is working. (Cohort 3, Participant 7)

During the interviews, participants used a variety of strategies to describe and document their use of Tribes, sharing lesson and unit plans as well as strategies that they use to implement the Tribes process. Several had photographs of their classroom to highlight their descriptions. One participant shared a book list that she had created with links to Tribes and the four agreements as well as to the Ontario curriculum. Another shared titles of books (e.g., *The Keeping Quilt*, *Chicken Sundae*) that take learning beyond the classroom to the students’ world, giving them opportunities to talk about issues and problems. One participant discussed the connection between early literacy and Tribes, highlighting the book *How Full is Your Bucket?* and the corresponding student tasks, to introduce and reinforce the concept of self-esteem with Primary students. All of the documents provided clear examples of student-centered teaching and learning that reflect Level of Use IVB Refinement.

*Level of Use V Integration*

At Level of Use V Integration, the user works collaboratively with other users to “plan and carry out adaptations . . . that will benefit their students” (Hall & Hord, 2006, p. 164). The interview responses of the one participant rated at LoU V indicate significant and consistent efforts to work with others in the implementation of the Tribes process to promote changes that will benefit students. This type of behaviour signifies Level of Use V Refinement. This participant was the teacher candidate who first requested Tribes
training for her cohort group during the beginning-teacher-education program and persisted in efforts to organize the training for the group, in spite of significant challenges in terms of logistics and the availability of a certified trainer. She began implementing the Tribes process in her first year of teaching, and was chosen by the school board to attend the Training of Trainers (TOT) session after her first year of teaching, in preparation for becoming a Tribes trainer for her board. She is currently teaching in a JK to Grade 8 school and is one of the cadre of Tribes trainers leading the 24-hour Basic Tribes Training certification courses for teachers in the board. In this role, she collaborates with the other Tribes trainers as well as with the teachers attending the training, and her colleagues on staff at the school. Her comments reflect Level of Use V Refinement both in terms of her focus on increasing the impact of Tribes on her students and in the ongoing collaboration with colleagues.

I certainly get my support from my fellow trainers and by doing trainings. I did three trainings last year and that was just tremendous for my learning, and you pick ideas up. It’s like seeing a movie. You pick up all these different nuances. . . . With [the principal who leads the board Tribes trainers team] I picked up [that] she was really honing in on the Collaborative Skills Flower, and so I took that from her. I learn from my fellow trainers and from the teachers that are coming, because they’re doing a lot of Tribes strategies in the classroom and in different schools and . . . I learn just sharing ideas with them [and] what works. (Cohort 2004-2005, Participant 1).

During the interview, this participant documented her use of Tribes through sharing examples of Tribes strategies embedded in lesson and unit plans, tasks created for
students, photographs of her classroom, and a PowerPoint presentation created for a Tribes information meeting for parents.

Tribes is about life skills, about being a good person, and going out in the world and treating people with respect and listening to them. That’s why I did a Tribes parent-information meeting and that’s what I keyed in on. To me, it’s not about whether your son or daughter gets an A. I celebrate any grade level as long as they’re doing their best, but it does matter that they can work with one another because that’s how they’re going to survive in the world.

Level of Use VI Renewal

At this LoU, “the user is exploring or implementing some means to modify the innovation in major ways or to replace it altogether” (Hall & Hord, 2006, p. 164). Interview data indicate that none of the participants was at this level.

Additional Feedback from the Second Analyst

Although gender was not one of the sampling criteria used in this study, due to the limited number of male teacher candidates in the beginning-teacher-education program, the second analyst noted differences in the responses of the male and female participants. The analyst described the female teachers as more passionate about the Tribes process than their male counterparts. The analyst also noted a difference in the approaches to implementation of the Tribes process, stating that the answers of the male participants focused more on use of the Energizers and the Inclusion stage of the Tribes trail (e.g., getting to know each other, putting students at ease, creating a welcoming and safe environment); whereas the answers of the female participants focused more on the Influence stage of the Tribes trail (e.g., making connections with issues in the students’
lives and world, problem solving). The issue of how gender influences the implementation of Tribes, from the perspective of both the teachers and students, would be a question to explore in future research.

**Summary of Levels of Use by Participants**

A majority of the experienced teachers and new graduates were rated at Level of Use III or higher. Generally, the patterns reflect the developmental path of concerns as anticipated in the Concerns Based Adoption Model, moving from self to task to impact concerns. For the 2005-2006 cohort group, for example, fewer teachers are at LoU III and more are at LoU IVB, which is what CBAM predicts over time. The pattern for the 2008-2009 cohort group is not transparently predicted by CBAM developmental theory, given that equal numbers of teachers are at Mechanical and Refined LoU. The experience and increasing effectiveness of the trainer over the 4-year period might be a factor in this pattern of LoU. Additional factors that may have influenced the pattern in the Levels of Use will be discussed in Chapter 5.

**Summary**

Chapter 4 described the results emerging from the investigation of the three research questions. The findings describe a belief in the Tribes process that was developed through the beginning-teacher-education experiences with Tribes. This belief in the value of Tribes and the importance of creating learning communities in the classroom helped to shape participants’ beliefs about teaching and the Tribes process. The knowledge and skills gained during the training in the beginning-teacher-education year as well as the academic and practicum components of the program were transferred into the practice of all graduates of the cohort group. The interviews and the
questionnaires indicate a range of Levels of Use of the Tribes process as well as an array of concerns related to implementation. Participants highlighted the importance of school culture as well as leadership style and behaviours as important factors in the implementation of Tribes. In Chapter 5, a summary and discussion of the findings of study will be provided as well as implications for practice and further research, and limitations.
Chapter 5

Discussion

In an extensive pan-Canadian study, Crocker and Dibbon (2008) found little systematic research related to the content and structure of beginning-teacher-education programs in Canada or the views of the key stakeholders regarding the quality of the programs (p. 11). Studies conducted in the United States reflect similar findings and echo the need for investigation in the area of beginning teacher program design and delivery (Darling-Hammond, 2006; Darling-Hammond, Chung, & Frelow, 2002).

The purpose of this study was to investigate, in a more systematic way, whether and how Tribes TLC Basic training in a beginning-teacher-education program helps teachers to transfer and act upon their knowledge, and to deepen their skills. To date, inquiry into the effectiveness of Tribes training in a beginning-teacher-education program has not been conducted. This study advanced the existing literature about the Tribes process by illuminating how Tribes training, during the beginning-teacher-education year, influenced teachers’ perceptions of Tribes and their preparedness as teachers, their use of Tribes in their practice, and their concerns related to implementation of the Tribes process. In this chapter, a summary and discussion of the findings, and the limitations of this study, are provided as well as implications for practice and further research.

As stated in Chapter 3, a mixed-method research design was employed to collect data. Three sets of data were collected, including interviews with experienced teachers, new graduates, and faculty advisors; document reviews; and an adapted Stages of Concern (SoC) questionnaire. Information was also collected from the CenterSource Tribes Training Participant Evaluation form that is completed after each Tribes Basic
training course.

**Summary of the Study**

*Perceptions of the Effects of Tribes Training in a Beginning-Teacher-Education Program*

Data related to teachers’ perceptions of the effects of Tribes training were gathered from interviews with the experienced teachers and the new graduates as well as from the CenterSource Tribes Training evaluation form. The interviews, held from November 2009 to February 2010 with 25 of the research participants, were the primary source of data, with individual interview times ranging from 45 minutes to 3 hours. The participants shared information about their experiences with Tribes during the beginning-teacher-education year and the first years of their teaching career, supporting their answers with descriptions of specific events and experiences as well as with documents such as unit plans, student tasks, and photographs of their classrooms. They described the use of Tribes at their individual schools and reflected on the similarities and differences between their experiences with the cohort group and their experiences as teachers and staff members in a school.

All participants described the positive effects of Tribes training on their beliefs about teaching. During the interviews, the participants voiced a common message about the effects of Tribes training on their personal philosophies of education, noting that the training helped them to solidify their belief systems about teaching and provided them with a vision of their future classrooms and a framework for their philosophy of education. As noted by one participant, “Seeing is believing” (Cohort 3, Participant 6). Living the process during the beginning-teacher-education year provided an opportunity for the teacher candidates to experience first-hand the benefits of the Tribes process. As a
result, the key concepts of the Tribes process were woven into their belief systems, with the conviction that comes through personal experience, and were then transferred into practice with their own classes.

All participants highlighted a commitment to creating a learning community in the classroom as a critical component of their philosophy of education, noting that this belief was fostered through the Professional Learning Community (PLC) created within the cohort group using Tribes. They emphasized the impact of the Professional Learning Community (PLC), not only on their learning and success during the beginning-teacher-education program and the first years of their career but also on their personal teaching philosophies. Much has been written about Professional Learning Communities (Darling-Hammond & McLaughlin, 1995; Dufour, Dufour, Eaker & Many, 2006; Dufour, Eaker & Dufour, 2005; Lieberman, 1995; McLaughlin & Talbert, 2001; Newmann, King & Youngs, 2000). Gibbs and Ushijima (2008) underscore the role and importance of collegial learning communities in increasing teachers’ professional capacity. Dufour (2006) focuses on the primordial importance of collaboration among teachers in a PLC, working towards common goals that are linked to learning for all group members. Interview participants described the value of the learning community during the beginning-teacher-education year, and how experiences with the whole group as well as with their smaller cohort-group tribes helped them to learn and practice the skills needed to become effective teachers. They shared this common goal of becoming a teacher.

Research documents the importance of educators using collaborative skills to learn together interdependently, emphasizing the importance of the relationships among teachers and the value of their shared dialogue and reflections (Barth, 2006;
Sergiovanni, 1996). Researchers in the field of beginning-teacher-education have reinforced the value of collegial learning communities (Darling-Hammond, 2006; Hammerness, et al. 2005) and the role that they can play in bringing theory and practice together in a meaningful and insightful manner to ensure that educational talk becomes more than the repetition of jargon. The principles and practices of the Tribes process are based on the research and literature in the areas of democratic group process, cooperative group learning, high-risk children, resiliency theory, learning theory, child development, and educational change (Gibbs, 2006a). Interview participants were able to discuss these concepts, which are embedded in the theories of the Tribes process, in relation to their practice as teachers. The Four Agreements, the stages on the Tribes Trail, and the Twelve Collaborative Skills, as described by Gibbs were more than labels to them. As teacher candidates, they had participated and been engaged in the Tribes process, rather than just reading about it in a book. They felt prepared to begin to implement Tribes in their classrooms. Given that they had been trained in Tribes during the beginning-teacher-education year and lived the Tribes experience within the professional learning community created in their cohort groups, the Tribes process became a salient personal and professional experience for all of them.

The Tribes experience and training not only prepared the teacher candidates to begin to implement the Tribes process, but it also enhanced their overall preparedness as teachers. Participants highlighted the benefits of the Tribes training in terms of their professional learning and growth in the areas of instructional strategies, cooperative group learning, planning with the curriculum and individual student needs in mind, and problem solving and conflict resolution strategies.
Participants also described the value of the Tribes training with regards to their personal learning and growth. Personal lives are always woven into professional lives to a certain degree, and participants shared examples of the cohort community supporting other group members through a personal crisis or tragedy. One participant commented during the interview that someone from another group had labeled the cohort as the “Bad Luck Group”. She answered by saying that everyone lived through difficult times and that teacher candidates in other groups were also experiencing challenges and troubles, but their colleagues “just didn’t know about them” (Cohort 2, Participant 9). She emphasized that people in her cohort group knew each other and what they were going through in their personal as well as professional lives, and supported each other. Her answer speaks to a deep understanding of the concept and importance of community (Benard, 2005; Gibbs, 2006a).

Creating this strong, collegial learning community requires highly effective school leadership. The Tribes training and experiences during the beginning-teacher-education year also shaped the participants’ beliefs about leadership in schools. Their comments reflect an understanding of the role of leadership in promoting change and in creating an environment that promotes inclusion, influence, and community. Hall and Hord (2006) discuss the concept of leadership in the context of implementing change and outline the three change-facilitator styles that are often seen in schools, and the related implications for change. Those change leadership styles are reflected in the interview data. Teachers clearly articulated the role of the school leadership team in the implementation of the Tribes process. In some cases, Tribes was implemented in a superficial manner in order to meet the requirements of a system initiative; whereas, in
others, the Tribes process was implemented in a careful and thorough way to create a rich learning community for all. Participants discussed the differences in the implementation of Tribes in relation to the leadership provided at the school and expressed a keen desire to teach and learn in a Tribes school, with a leadership team that supported the process and were advocates for it.

The value placed on the Tribes experience in terms of teacher candidates’ overall preparedness as teachers is reflected in their opinions regarding Tribes training as a compulsory component of the beginning-teacher-education program. Data from the SoC questionnaire documents that a large majority of graduates from both the concurrent and consecutive education programs, across all teacher-certification divisions (Primary, Junior, Intermediate, Senior), support the notion of compulsory Tribes training for all teacher candidates, emphasizing that it helped prepare them to meet the increasing demands on and high level expectations of teachers (Crocker & Dibbon, 2008; Darling-Hammond, Hammerness, Grossman, Rust & Shulman, 2005b; Hammerness, et al., 2005).

Participants conveyed a consistent message about the timing of the training to maximize the learning opportunities and enhance their sense of preparedness, emphasizing that the Tribes Basic training course should not be conducted at the beginning of the academic year. All noted that the time spent together during the first weeks of school was an essential component in the process of getting to know each other and becoming a community. Several commented that they would not have felt ready to experience the training in September. Participants noted that having the training once they knew each other allowed for more in-depth discussions in a safe learning community that encouraged the big questions, and helped to shape their learning in a meaningful
way.

Participants suggested a model in which Day 1 of the Tribes training would take place just before the first practicum placement in November, with the remaining training days being offered in January and/or February before the second block. They felt that such a scenario would provide teacher candidates with a basic understanding of the Tribes process before the first teaching block. This framework would help them to better understand Tribes and their associate teachers’ use of the process and provide opportunities to practice some of the Tribes strategies during the blocks. Follow-up discussions and reflection would occur in the second part of the training and, combined with the additional learning from the remainder of the training, would enhance their abilities to implement Tribes in the second teaching block. Several participants also suggested a follow-up session midway through the second block or at the end of the year to ask questions, discuss challenges, and share successes.

A discussion with an instructor at another faculty of education, about the timing of the Basic Tribes TLC training, provided interesting information. At that faculty of education, the training had first been offered in December. Based on students’ request for earlier training, it was offered in October the following year. At the end of that year, based on student feedback, the Tribes training was changed to the first 4 days of the beginning-teacher-education program. Students indicated that they felt better prepared to understand and implement the Tribes training if they experienced the training before the year began. The issue of the timing of the training to maximize learning would be a question to explore in future research.
Concerns Related to Implementation of the Tribes Process

Data related to teachers’ evolving concerns about the use of the Tribes process was gathered from two sources: (a) the adapted Stages of Concern (SoC) questionnaire with an open-ended statement of concern, and (b) the open-ended question in the interviews with experienced teachers and new graduates. Stages of Concern is a key component of the CBAM framework, which has been widely used to document and support the implementation of educational innovations and the corresponding process of change. Hall and Hord (2006) identify and describe seven categories of concerns organized into four groups. As teachers implement an innovation such as Tribes, their concerns will vary in kind and in intensity, shifting from self concerns (Stages 0-2), to task concerns (Stage 3), to student impact concerns (Stages 4-6).

The adapted SoC questionnaire was the main tool used to determine concerns about the implementation of the Tribes process. The return rate for the questionnaire was excellent, with 96 of the 111 teacher candidates (86.6%) completing the questionnaire component of the study. The data from the questionnaires were scored manually, using the CBAM SoCQ process, to arrive at an assessment of a respondent’s peak stage or stages of concern (Hall & Hord, 2006). A second analyst coded the narratives in the open-ended section of the questionnaire to enhance validity and reliability, and to minimize researcher bias.

As described earlier, no concerns were identified related to the implementation of Tribes during the beginning-teacher-education year. The teacher candidates felt supported by their faculty advisors and associate teachers and began to implement Tribes in their practicum placements. Once they began to teach their own classes, respondents had an
array of concerns that represented several stages, with some more intense than others and some absent (e.g., awareness). This scenario is expected when implementing an innovation such as Tribes (Anderson, 1997; Hall & Hord, 2006).

Patterns emerged through the study of the high and low points on the respondents’ profiles. A shift in concerns can be seen across the cohort groups as the participants gained experience. The data revealed that high-intensity Informational and Personal concerns were most evident in the profiles of the newest graduates. Self concerns and a sense of inadequacy are expected as new teachers embark on their careers, making the transition from the Faculty of Education into their own classrooms (Fuller, 2002; Hall & Hord, 2006).

The majority of the high-intensity concerns across all cohort groups were at the Management stage, which would also be expected for teachers within the first few years of their careers (Crocker & Dibbon, 2008; Fuller, 2002). Participants identified concerns related to managing the time in the school day effectively to implement Tribes and described feeling overwhelmed by the demands of teaching, particularly at busy times of year such as report-card time. Finding the time for Tribes in both short-and long-term planning was often described as problematic, particularly given the demands of high-accountability provincial and board initiatives, such as the mandated literacy assessments and the Teaching-Learning Critical Pathway (TLCP) planning model. Participants also described Management concerns related to making the connections between Tribes and the Ontario curriculum expectations, especially in Mathematics and Science. The primary connectedness of Tribes to social learning, as opposed to academic learning, can lead to those concerns and impediments in implementation of the process (Chesswas & Sosenko,
2004; Kiger, 2000b). Interview data indicate, however, that although both the board mission statement and several expectations in all provincial curriculum documents focus on affective outcomes, the beginning teachers were primarily concerned with meeting the responsibility and accountability component of the mission statement as well as the academic expectations in the provincial curriculum documents.

The profiles of some of the most experienced teachers indicated lower self and task concerns and increased impact concerns, which is a natural progression that would be expected (Hall & Hord, 2006).

Participants described Consequence concerns related to making and managing the connections with students’ lives and interests, particularly those in the Intermediate division. Those concerns were, in a few situations, tied to the teachers’ assignments and limited teacher-student contact.

Collaboration concerns were identified related to resistance from colleagues and sustainability. Resistance from colleagues, and a perceived lack of leadership for change, are themes that pervade the concern statements from all groups, not only across the grades and subjects taught but also across the four cohort groups. Respondents highlighted the negative perception of Tribes by some colleagues and identified concerns about implementing the process in isolation, without the support and efforts of all in their school communities. A lack of continuity across grades and a shared belief system can impact the degree and quality of the implementation of an innovation as well as an ability to sustain it (Barth, 2006).

As stated earlier, the Ideal Wave Concern Pattern described by Hall and Hord (2006) appears in less than 5% of the profiles generated by the SoC questionnaire;
whereas Big W Concerns are evident in the majority of profiles. Follow-up interviews revealed two patterns in those Big W Concerns Profiles, one resulting from concerns with leadership in the school and the impact on implementation of Tribes, and the other resulting from specific teaching assignments. Grade 7 to 9 subject-specialist teachers, particularly Math and Science, as well as Primary/Junior Itinerant Music teachers, teachers of self-contained Gifted and Special Needs classes, and teachers assigned to provide planning time for other teachers, outlined their concerns in the interviews. The challenges were twofold, with one related to knowing what Tribes should look like in a particular teaching situation and the other focused on a sense of isolation and lack of connection with other staff, even for those in a school that they described as a true Tribes learning community.

Use of Tribes

Beginning teachers’ use of the Tribes process was determined based on the Level of Use component of CBAM, which goes beyond asking if teachers are using Tribes to an investigation of the more complex question of how they are using it (Hall & Hord, 2006). Data were gathered from LoU Branching Interviews with the participants (Loucks, Newlove, & Hall, 1975). Additional data were collected through interviews with the cohort-group faculty advisors.

All interview participants described using Tribes during their practicum placements. The data from the interviews with the faculty advisors, who observed the teacher candidates during their teaching placements, confirm this information.

Data from the LoU Branching Interviews indicates that all participants, with the exception of two teachers, were users of the Tribes process. One of the participants not
using Tribes was a Grade 2-4 Itinerant Music teacher, who saw each class for only 40-50 minutes per week. This minimal student–teacher contact time prevented implementation of Tribes. The other participant, who stated that he was not using Tribes per se, explained that the name Tribes was problematic for him due to the taint he associated with it. Nonetheless, he described the Tribes process as “good teaching” and “very valuable,” and gave examples of using the language of the agreements and the elements of Tribes to build community with his class (Cohort 1, Participant 18).

All other interview participants’ answers and supporting documents (e.g., sample student tasks, photos of classrooms) indicate a Level of Use III Mechanical or higher. Teachers at Level of Use III Mechanical described day-to-day use and efforts to master the strategies embedded in the Tribes process with limited or no opportunities for practice, discussion, and reflection with colleagues (Hall & Hord, 2006). The one participant rated at LoU IVA described comfort with Tribes and an established pattern of using it on an ongoing basis, with few or no changes.

The data from the branching interviews show a significant percentage of the participants at Level of Use IVB Refinement in their implementation of Tribes. This group incorporated Tribes in short-and long-term planning, with a focus on making adaptations to maximize student learning and growth. The interview responses from one participant indicated this same focus on the students, with the additional component of working collaboratively with colleagues in the implementation of Tribes, which describes LoU V (Hall & Hord, 2006).

Discussion

This section outlines three key findings from the study. The first relates to the use
of the Tribes process by teachers who complete Tribes training during the beginning-teacher-education year with their cohort group. The second focuses on the dissonance between the Tribes experiences that the teacher candidates lived during the beginning-teacher-education year and their experiences in schools during the first years of their teaching careers. The third centres on the nature of Tribes training during the beginning-teacher-education year. This section also addresses the need for additional training and specific learning opportunities in the first years of teaching, and the potential of this training to sustain the Tribes process in schools.

Use of Tribes

Research is emerging that documents the use of Tribes Learning Communities in elementary schools (Chesswas, Davis, & Hanson, 2003; Chesswas & Sosenko, 2004; Dworkin & Griffith, 1999; Holt, 2000; Kiger, 2000a, 2000b) and in secondary schools (Brown & Ushijima, 2000; Gibbs & Ushijima, 2008). Inquiry into the use of Tribes in beginning-teacher-education programs has not been conducted. This study documents the use of the Tribes process by teacher candidates and beginning teachers. The first finding relates to the use of the Tribes process.

Meeting the demands of mandated curriculum and large-scale assessments, particularly in an education climate that emphasizes accountability, while creating and maintaining a positive and safe learning community, is a daunting task. Darling-Hammond (2006) highlights the sophistication and complexity of this task, which is challenging for all teachers and can be overwhelming for those new to the profession. Hall and Hord (2006) also emphasize the challenges of implementing an innovation such as Tribes, for both new and experienced teachers.
In spite of the challenges of being a teacher, particularly for those within their first 5 years, the data clearly indicate that all of the participants in the study, except the two previously described, are using the Tribes process with classes from Junior Kindergarten to Grade 12 Calculus. Although they are at different places in terms of their Level of Use and Stages of Concern, they are all involved in implementation of the Tribes process. This level of commitment to the implementation of Tribes is surprising in light of the literature related to the change process in schools (Fullan, Galluzo, Morris, & Watson, 1998; Fullan, Hill, & Crévola, 2006; Hall & Hord, 2006).

Such a sustained effort on the part of beginning teachers to implement the Tribes process is unexpected, given the competing demands on their time and efforts and the inadequacy often felt by teachers in the first years of their career (Darling-Hammond, et al., 2005d; Hall & Hord, 2006). The perseverance to create learning communities with their classes is exciting, given the “problem of enactment” (Hammerness, et al., 2005, p. 370) and the challenges of helping teacher candidates not only to “think like a teacher” (p. 370) but also to put their intentions into action in practice.

One explanation for such commitment and perseverance lies in the Tribes training and experiences that the teacher candidates lived during their beginning-teacher-education year. They described the sense of community that was created and sustained with the other members of the cohort group, and the strength that came from meeting the challenges of teaching and learning together. The collaborative work, the discussion of tough questions, the problem solving, and the reflections on their academic learning and teaching practice, had an impact on their philosophies of education and their belief systems. For many, the experiences solidified core values and gave them the confidence
to act in accordance with them. For others, the experiences allowed them to experience the impact of a positive learning environment. Their apprehension, lack of confidence, worries, and, for some, fears of failure, resonated through the narratives of pivotal moments in their learning at school and in their personal lives. They wanted to create learning communities for their students in the hopes that their students might not suffer, as some of them had once suffered. For the teacher candidates, the proof was in the Tribes experience and the training that they had shared with their cohort group. Learning about the process through discussion, demonstration, guided practice, feedback, and reflection helped to prepare them to go beyond thinking like teachers, acting upon their beliefs. The impact of the peer coaching training model, as described by Showers and Joyce (1996), supported their learning and implementation of Tribes.

Acting upon those beliefs requires addressing some of the challenges of implementing Tribes that were identified by the participants. Integrating the Tribes process with curriculum expectations is one of those challenges. Darling-Hammond (2006) describes this as the pursuit of both strands of “a double helix that repeatedly intertwines and separates and intertwines again: the teacher bends the curriculum toward the students by making connections and adaptations and then nudges students toward the curriculum by scaffolding and motivating their learning” (p. 40). The impediments and challenges of intertwining curriculum content and the key elements of the Tribes process are documented in the literature (Chesswas & Sosenko, 2004; Kiger, 2000a) and were discussed by some of the participants in the study. Kiger suggested a greater degree of implementation at the elementary level within the structure of one classroom and one teacher (p. 2) and documented special challenges in rotary-timetable situations in Grades
7 to 12, in addition to the challenges of teaching adolescent learners. Some of the interview participants shared similar concerns. Their perseverance and commitment to overcoming those challenges are remarkable.

Other groupings of teachers described similar challenges in implementing Tribes. The challenges for the Itinerant Music teachers and the teachers providing planning time were expected. The interview responses and data from the SoC questionnaire from the teachers of self-contained classes were unexpected but enlightening, providing insight into the unique challenges of working with very small classes as well as classes in which every student has identified special needs and an individualized education plan. The teachers of these classes also described a sense of isolation in having a unique teaching assignment, which can compound the situation. Specialized Tribes training for this group of teachers may help to address these challenges.

Dissonance between the beginning-teacher-education program and the reality of schools: Learning before the taint

The second research finding focuses on the dissonance between the Tribes experiences that the teacher candidates lived during the beginning-teacher-education year, and their experiences in schools during the first years of their teaching careers. All of the teacher candidates in this study completed their practicum placements in a school system that self-identifies as a Tribes Learning Community board. All except 2 of the 25 interview participants are now teaching in this board. Given that some of them teach in the same school, 17 schools in the board are represented in the interview data. As previously mentioned, the job ads in this board state that Tribes training is an asset or requirement.
A commitment to the Tribes process at all levels of the board and significant efforts to sustain it would be expected; yet, in response to the question, Is your school a Tribes school?, respondents from 10 of the schools said yes, six said no, and two respondents teaching at the same school replied that the status of Tribes in the school was undetermined. A check of the school websites reflects a similar pattern, with 11 of the schools including information about Tribes on their website and 7 schools with no mention of Tribes on their websites. Interestingly, a correlation does not exist between the websites and interview data. At one school, for example, all teachers are Tribes trained, and the interview participant described the school as a true Tribes school; yet, Tribes is not mentioned on the school website. Others schools list Tribes on their websites as school initiatives; yet, the interview participants stated clearly, and sometimes adamantly, that the school was not a Tribes school or that the school was a Tribes school in name only, with the posters on the wall as the sole indicators of the Tribes process.

The explanation of the situation in which two interview participants described their school’s status in terms of Tribes as undetermined, was interesting. The teachers explained that the former principal of the school had been an advocate for Tribes and embedded it in several aspects of the school culture. The staff worked in Tribes and the process worked smoothly until a few teachers who “didn’t like it, pushed and pushed, and it slowly broke down” (Cohort 1, Participant 18). When a new principal came to the school, he asked the staff, at a meeting related to the November report cards, if the school was a Tribes school. The interview participants indicated that people were unsure of how to respond to the question so the principal explained his rationale for asking it. He said
that since his arrival at the school, he had seen the Tribes posters up on the walls and
heard common use of some of the Tribes language; yet, only one of the 25 teachers on
staff had used Tribes language in the comments in the learning skills section of the report
card. He explained that, if the school was a Tribes school, the report card comments
related to learning skills should reflect this; if not, staff would need to determine a
common language to use without reference to Tribes. He indicated that a discussion
related to the status of Tribes at the school would be held during an upcoming
Professional Development day, that the staff would work together to make a decision,
and that they would then act upon it.

Participants used common language in the interviews, referring to “real” and
“true” Tribes schools, or “the posters on the wall” schools. Interestingly, these descriptors
have become part of the vernacular in the system. Although the teacher candidates had
discussed these two scenarios during the Tribes training with their cohort group, they did
not gain a deep understanding of the difference between the two, and the implications for
their practice, until they were hired by a school and began to teach. In the schools that
were identified as “the posters on the wall” schools, the beginning teachers were
confronted with two situations that were discordant with their experiences during the
beginning-teacher-education program.

In the first, the beginning teachers were working in schools that had self-
identified as Tribes schools and often looked like Tribes schools on the surface. Such
schools could be described as having a Tribes veneer, as opposed to a solid understanding
and deep commitment to the Tribes process. Given that Tribes is a system initiative, staff
and administrators appear to be advocates and implementers of the Tribes process, but
much of what happens at the school is window dressing. In those schools, the implementation of Tribes is a stated goal, as opposed to a common belief system and a true school initiative determined through collaborative discussion and decision-making.

In the second situation, some teachers on staff were openly resistant and negative about the Tribes process, and the beginning teachers were faced with the taint that some participants discussed in depth during the interviews. As stated earlier, this expression refers to attitudes and beliefs about Tribes and is linked to a combination of factors, including the perception of Tribes as a bandwagon, mandated or ineffective training, lack of transfer from theory to practice as well as lack of support and follow-up initiatives to sustain the process. This situation was challenging for three reasons; first, the implementation of Tribes in isolation and without a school-wide commitment is difficult; second, new teachers want to be seen as respected and valued colleagues, and to work collaboratively with their peers, which is difficult without a shared vision; third, new teachers need the support (mentoring and coaching) that experienced teachers can provide and face dilemmas if this support carries a message that is discordant with their learning and belief system. Barth (2006) emphasizes the impact of those dilemmas on improved professional practice (p. 8).

Given the challenges, the participants’ commitment to the Tribes process, and continued efforts to incorporate it into their practice, are inspiring. Their rich descriptions of the challenges suggest a need for additional support in their beginning-teacher-education program to help overcome them. Hammerness, et al. (2005) discuss that need and argue that beginning-teacher-education programs should “reframe their instruction and focus on the goal of helping students to think about the challenges of teaching
effectively in an imperfect world” (p. 365).

The Nature of Tribes Training

The third finding from the research centres on the nature of the Tribes training during the beginning-teacher-education year as well as on the need for additional training and specific learning opportunities in the first years of teaching. It also focuses on the nature of that training to increase the potential to sustain the Tribes process in schools.

The interview participants’ comments on the nature of the training during the beginning-teacher-education program are interesting. First, they underscore the value of taking the training together as members of a cohort group. Several questioned whether training with teacher candidates from a variety of cohort groups would have been as effective. Second, participants commented on the timing of the course. Although the timing of the Tribes training during the beginning-teacher-education year was not one of the interview questions, many participants identified it as one of the reasons for its success. As stated previously, they highlighted the value of the model in which the first day of Tribes training takes place just before the first practicum placement, with the remaining days being held just before the second block. They emphasized that this framework helped them to better understand Tribes and their associate teachers’ use of the process, as well as gave them opportunities to practice some of the Tribes strategies during their block. The importance they placed on composition of the group as well as, the timing of the training, has implications for practice.

The success of the training may be related to the cohort group model and the nature of the learning within it. Data indicate that the teacher candidates’ learning was enhanced by the PLC created within the cohort group during the days spent together at
the internship site, as well as during the weekly classes at the Faculty and the Tribes training with the cohort group. Studies suggest that when teachers learn, practice, and discuss new strategies with colleagues in a learning community, they are more likely to use them effectively in practice (Cohen & Hill, 2000; Hammerness, et al., 2005; Lieberman & Wood, 2003). The peer coaching process—presentation, demonstration, guided practice, feedback and coaching—embedded in the cohort group model, enhanced the teaching and learning (Joyce & Showers, 1996).

The vast majority of participants in the study expressed strong interest in further Tribes training. Several identified areas for professional development that were specific to their assignments and reflected the needs of teachers within the first 5 years of their careers.

The initial training was fantastic. . . . When you experience the initial training, you are at one place in your career. After teaching in different schools, with different grades, students, and colleagues, you are different as a teacher. To grow, you need to be challenged and reminded of the steps, skills, and techniques.

(Cohort 3, Participant 10)

Surprisingly, participants reported very few opportunities for additional Tribes training. Development of additional learning opportunities should be investigated to help sustain the Tribes process and to support the teachers implementing it.

**Implications for Practice**

Results of this research demonstrate the importance of creating and fostering a learning community in a beginning-teacher-education program to prepare teacher candidates to enter the profession with the belief systems, knowledge, and skills
necessary to maximize the learning of all students in today’s world. Creating beginning-teacher-education programs based on collegial learning communities will require changes in program design and delivery at faculties of education as well as research to inform related best practices. The abilities of the faculties of education to transform their practice will be a key factor in the change process, particularly in research-focused universities with high expectations for faculty in terms of scholarship. Finding ways to recognize scholarship, teaching, and service that take into account the time and energy required to provide a highly effective beginning teacher program will be critical.

This research also demonstrates the need to create a wide range of learning opportunities for teachers implementing Tribes to enhance and extend their knowledge, skills, and understanding of the process. Without appropriate and meaningful support, teachers may find it difficult to move beyond Level of Use III Mechanical and to sustain the Tribes process.

Finally, this study illustrates the need for schools and school boards to collaborate with all stakeholders to determine initiatives and to weave them into the culture of the system in a significant way. In terms of the Tribes process, this would mean identifying and addressing concerns as well as putting measures in place to support and assess implementation, so that schools and systems can meet the challenge articulated by Fullan, Hill & Crévola (2006) and “move from slogan to reality” (p. xvii).

Implications for Further Research

Given that this study involved teacher candidates from the cohort groups linked to one school board at a faculty of education, further research into the effects of Tribes training is necessary. The following list provides some suggestions for research topics.
1. A comparison between the perceptions and experiences of teacher candidates who take Tribes training with their cohort group and those of a mixed group who take it with teacher candidates from other cohort groups.

2. A comparison with the perceptions and experiences of teacher candidates who take Tribes training at other faculties of education that use different training formats (e.g., number of days, timing of training).

3. The timing of the training (e.g., beginning of the school year, before and after practicum placements, at the end of the academic year after all courses and practicum placements have been completed).

4. The role and impact of trainers (e.g., faculty advisor or non-faculty staff) on teacher candidates’ perceptions of preparedness to implement Tribes.

5. The effects of Tribes training for teacher candidates with identified special needs.

6. The effects of teacher gender in the implementation of the Tribes process, once teachers have hired by school boards.

7. A comparison of the implementation of Tribes by teachers trained during the beginning-teacher-education year and those trained later in their careers.

8. The effect of Tribes training on administrators’ hiring decisions.

9. Student perceptions (at both the elementary and secondary panels) of the effects of the Tribes process.

**Limitations**

This section outlines the shortcomings and limitations of the study in terms of its design and the instruments used.
One limitation is the small number of participants, which reduces the validity and ability to generalize the findings about the effect of Tribes training in beginning-teacher-education programs. Similarly, the restriction of the data collection to one faculty of education and one demographic cohort group within that faculty of education is a limitation. Restricting the area of focus to the one cohort group, albeit that four different years were represented, confined the discussion of the participants’ perceptions of the effect of Tribes, their Stages of Concern and their Levels of Use of the process. A wider understanding could have been gained through the use of the questionnaire and interviews with teacher candidates who had also experienced Tribes training during their beginning-teacher-education year, but at another faculty of education.

All participants completed their practicum placements in the same school board, in which Tribes implementation is a priority, and the majority of them now teach in this board. This limits the discussion of the implementation of the Tribes process to the situation and culture in that school board. Including participants from different cohort groups who completed the training with the same facilitator but did their practicum placements and teach in different school boards, would have been beneficial in terms of comparative data.

In addition, all participants completed the Tribes training with their cohort group, as opposed to a mixed grouping from other cohort groups. The sense of community built within the cohort group before the training narrows the findings. The preexisting relationships among the participants may have allowed for a deeper level of engagement in the training experiences and enhanced their learning.

Another limitation is related to the specific Tribes trainer, as all cohort groups
completed the course with the same facilitator. The data reflect a perception of higher levels of preparedness among teacher candidates across the four cohort groups, which may be related to the increasing effectiveness and experience of the trainer. The trainer was also the instructor of the cohort group course, Principles and Practices for Professional Certification—Primary/Junior/Intermediate, and had already established a rapport with the teacher candidates prior to the training, which limits the findings as well.

The role of the researcher could be considered another limitation. The relationship between the teacher candidates and the researcher was one of trust. It afforded them the opportunity to be open about their perceptions and the information shared. This relationship was founded in the cohort group course experiences and the Tribes training, and nurtured not only over the course of the beginning-teacher-education year but also over the first years of the participants’ teaching careers. Participants could have provided responses that they believed were consistent with the researcher’s wishes and belief systems. The collection of data from multiple sources lessens the likelihood of such a response bias. In addition, the use of a second analyst to code the narratives in the open-ended section of the questionnaire and the interview transcripts minimizes researcher bias and enhances the validity and reliability of the findings.

**Conclusion**

This study documented the effects of Tribes training in a beginning teacher program and teachers’ preparedness to implement the Tribes process as well as their concerns and their use of Tribes during the first years of teaching. The Concerns Based Adoption Model provided a valuable conceptual framework to measure, describe, and explain the process of change experienced by teachers implementing Tribes in their
classrooms as well as how that change process was affected by the leadership and collegial support in the schools.

The findings reflect the principles of change that are the basis of CBAM, particularly, the importance of administrator leadership to effect long-term change success, and the influences of the context of the school in the process of change (Hall & Hord, 2006, pp. 4-14). In this study, however, the data does not reflect the CBAM change principle that “mandates can work” (p. 11). Many participants highlighted Collaboration concerns related to collegial resistance that often stemmed from the board mandate to implement Tribes across all schools in the system. This mandate filtered down from school administrators as an expectation for all teachers. The teachers’ concerns, however, were a result of more than a top-down orientation to the implementation. Although the board continues to provide training and to fund Tribes initiatives, teachers perceived not only a lack of genuine commitment by administrators but also a minimal understanding of the Tribes process, and the active, informed, support necessary to implement the process. Those perceptions are reflected in the Big W and multi-peak concerns. One of the key arguments of CBAM is that concerns are developmental. This study suggests that the organizational influences of the specific schools in which the beginning teachers are hired to teach, may outweigh the developmental process.

In spite of those influences and challenges, the study documents the participants’ commitment to the Tribes process, and continued efforts to incorporate it into their practice. The findings suggest the positive impact of that training on teacher candidates’ learning at the faculty of education and on their practice in the first years of their careers. Participants clearly articulated a belief in Tribes that was developed through their
experiences with the process during the beginning-teacher-education program. This belief in the value of Tribes and the importance of creating learning communities in the classroom helped to shape participants’ beliefs about teaching and enhanced their preparedness to teach. They highlighted the value of their learning related to building community, creating a safe learning environment for all learners, using problem-solving and conflict resolution strategies, implementing cooperative group learning, and understanding the effect of leadership styles. The research documents that the knowledge and skills gained during the Tribes training as well as in the academic and practicum components of the program transferred into the practice of the graduates of the cohort group.

The experiences during the beginning-teacher-education year also gave the teacher candidates the determination to overcome the challenges of implementing Tribes in an imperfect world, and a commitment to create positive learning communities to maximize the learning opportunities of all students and to prepare them to be successful citizens in a democratic society.

The importance of a strong and effective beginning-teacher-education program is paramount. Recent literature underscores the value of teachers’ learning and a strong teaching profession.

[Evidence] suggests that schools do make a noticeable contribution to what children learn and that teachers are an important part of what matters. . . . Recent studies have found that a student’s assigned teacher has a much stronger influence on how much she learns than other factors like class size and composition. . . . Students who are assigned to several highly effective teachers in a row have significantly greater gains in achievement than those who are assigned to less effective teachers; furthermore, the influence of each teacher has effects that spill over into later years. (Bransford, et al., 2005, p. 13)

Enabling educators to become highly effective teachers is a primary goal of
faculties of education. Research participants identified learning about the Tribes process as one of the fundamental components in their beginning-teacher-education program that helped them to become more effective teachers. An unsolicited email message from one of the participants, reflecting on her experiences during a Long Term Occasional contract with Grade 6 classes from January to June, underscores this belief in the process and the commitment of these beginning teachers to implement Tribes in the classroom.

I love the Tribes process and, even though no one else at my school joins in, other teachers always say how my class is so nice and how the students take care of each other and are just all around happier since I started teaching. I know that it is because I took the time to do the team building and to create trust, and to teach them that our class is an extended family and it paid off huge! I even integrated Tribes into my Social Studies unit, and the kids didn’t even know it was Tribes. I felt like a parent feeding my child carrots stuffed in cake—they didn’t notice the veggies but were suddenly much healthier. (Personal communication, Cohort 4, Participant 1, June 16, 2010)

Gibbs (1998) underscores the importance of creating a sense of trust and collaborative work in learning communities in all classrooms.

Caring community environments give us a way not only to support human learning and resilience, but perhaps our only path to nurturing the development of future compassionate citizens capable of leading the democratic communities most of us long to live in. (p. 6)

Investigating whether and how specific learning opportunities such as Tribes training can help teacher candidates to become highly effective teachers and positive role models for children and adolescents is of paramount importance. Such research has the potential to inform best practice at faculties of education and to impact faculty, graduates
of the program, the students in their future classrooms, and the communities in which we all teach and learn. In the words of one of the participants, “Think about what could happen if the Tribes process was carried throughout a student’s whole educational experience from Kindergarten to Grade 12. What a tremendous difference it would make in the lives of kids and the world!” (Cohort 4, Participant 25). Just think about it . . . and imagine.
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Appendix A

TRIBES TLC® Participant Evaluation – Basic Training

Position □ Teacher □ Administrator □ Support Staff □ Parent
□ Community Member □ Other (specify) ______________

Using a scale of 1 to 5, please note the degree to which the training prepared you to:

___ 1. Begin to implement the Tribes TLC® process in your classroom.

___ 2. Expand your teaching role beyond whole class instruction to facilitating student-centered cooperative learning.

___ 3. Model and teach students the twelve collaborative Tribes skills and community agreements.

___ 4. Create a classroom that offers equal opportunities in learning for boys and girls, multi-ethnic populations and students of multiple learning styles.

___ 5. Transfer responsibility to student groups for working on academics and honoring the Tribes agreements.

___ 6. Engage students to resolve classroom issues and problems.

___ 7. Assess the stages of group development and select appropriate strategies for learning experiences.

___ 8. Use the Tribes process and strategies to design meaningful lessons using brain compatible, cooperative learning, and multiple intelligences strategies.

___ 9. Utilize the Tribes process in various groups and to sustain the process within the faculty and school community.

Using a scale of 1 to 5 (highest score is 5), please rate the following:

Note: If you rated any item below “3”, we would appreciate a written comment.

___ 1. PRESENTATION – Trainer’s skills, knowledge of material, organization, and effectiveness.

___ 2. TRAINING CONTENT – Relevant, current, understandable and applicable information

___ 3. OPPORTUNITY FOR INVOLVEMENT – Process, strategies, interaction

___ 4. OVERALL RATING OF TRAINING

What I found most helpful:

What I need more of:

Effectiveness of trainer.s:

Additional comments or suggestions:

Source: Tribes TLC, CenterSource Systems, 2002
Appendix B

Framework for Understanding Teaching and Learning

Source: Darling-Hammond, 2005, p. 11
Appendix C

CBAM Stages of Concern Questionnaire

STAGES OF CONCERN QUESTIONNAIRE

Name ________________________________

Date Completed ________________________________

It is very important for continuity in processing this data that we have a unique number that you can remember. Please use:

Last four digits of your Social Security No. _____ _____ _____ _____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle “0” on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

This statement is very true of me at this time. 0 1 2 3 4 5 6 7

This statement is somewhat true of me now. 0 1 2 3 4 5 6 7

This statement is not at all true of me at this time. 0 1 2 3 4 5 6 7

This statement is irrelevant to me. 0 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with _____. We do not hold to any one definition of this program, so please think of it in terms of your own perceptions of what it involves. Since this questionnaire is used for a variety of innovations, the name _____ never appears. However, phrases such as “the innovation,” “this approach,” and “the new system” all refer to _____. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with _____.

Thank you for taking time to complete this task.

Source: Hall & Hord, 2006, pp. 279-282
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1. I am concerned about students’ attitudes toward this innovation. 0 1 2 3 4 5 6 7
2. I now know of some other approaches that might work better. 0 1 2 3 4 5 6 7
3. I don’t even know what the innovation is. 0 1 2 3 4 5 6 7
4. I am concerned about not having enough time to organize myself each day. 0 1 2 3 4 5 6 7
5. I would like to help other faculty in their use of the innovation. 0 1 2 3 4 5 6 7
6. I have a very limited knowledge about the innovation. 0 1 2 3 4 5 6 7
7. I would like to know the effect of this reorganization on my professional status. 0 1 2 3 4 5 6 7
8. I am concerned about conflict between my interests and my responsibilities. 0 1 2 3 4 5 6 7
9. I am concerned about revising my use of the innovation. 0 1 2 3 4 5 6 7
10. I would like to develop working relationships with both our faculty and outside faculty using this innovation. 0 1 2 3 4 5 6 7
11. I am concerned about how the innovation affects students. 0 1 2 3 4 5 6 7
12. I am not concerned about this innovation. 0 1 2 3 4 5 6 7
13. I would like to know who will make the decisions in the new system. 0 1 2 3 4 5 6 7
14. I would like to discuss the possibility of using the innovation. 0 1 2 3 4 5 6 7
15. I would like to know what resources are available if we decide to adopt this innovation. 0 1 2 3 4 5 6 7
16. I am concerned about my inability to manage all the innovation requires. 0 1 2 3 4 5 6 7
17. I would like to know how my teaching or administration is supposed to change. 0 1 2 3 4 5 6 7
18. I would like to familiarize other departments or persons with the progress of this new approach. 0 1 2 3 4 5 6 7
<table>
<thead>
<tr>
<th></th>
<th>Irrelevant</th>
<th>Not true of me now</th>
<th>Somewhat true of me now</th>
<th>Very true of me now</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>I am concerned about evaluating my impact on students.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>20.</td>
<td>I would like to revise the innovation’s instructional approach.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>21.</td>
<td>I am completely occupied with other things.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>22.</td>
<td>I would like to modify our use of the innovation based on the experiences of our students.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>23.</td>
<td>Although I don’t know about this innovation, I am concerned about other things in the area.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>24.</td>
<td>I would like to excite my students about their part in this approach.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>25.</td>
<td>I am concerned about my time spent working with nonacademic problems related to this innovation.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>26.</td>
<td>I would like to know what the use of the innovation will require in the immediate future.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>27.</td>
<td>I would like to coordinate my efforts with others to maximize the innovation’s effects.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>28.</td>
<td>I would like to have more information on time and energy commitments required by this innovation.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>29.</td>
<td>I would like to know what other faculty are doing in this area.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>30.</td>
<td>At this time, I am not interested in learning about the innovation.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>31.</td>
<td>I would like to determine how to supplement, enhance, or replace the innovation.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>32.</td>
<td>I would like to use feedback from students to change the program.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>33.</td>
<td>I would like to know how my role will change when I am using the innovation.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>34.</td>
<td>Coordination of tasks and people is taking too much of my time.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>35.</td>
<td>I would like to know how this innovation is better than what we have now.</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>
APPENDIX 1  STAGES OF CONCERN QUESTIONNAIRE

PLEASE COMPLETE THE FOLLOWING:

36. What other concerns, if any, do you have at this time? (Please describe them using complete sentences.)

37. Briefly describe your job function.
Appendix D

Tribes Stages of Concern Questionnaire for teachers [Draft 1]

Questionnaire
The purpose of this questionnaire is to determine the effect of Tribes TLC training in a beginning teacher education program through the transition into the teaching profession and the first years of a teaching career.

Indicate how much you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>I have a limited knowledge about Tribes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I need more information about what Tribes looks like at my grade level/in my subject area.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I need more information about resources (e.g., books, novels, songs, skits, videos) that are available to support implementation of Tribes for the grade level(s) and area(s) of the curriculum that I teach.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I need more information about how to make direct links to the Ontario curriculum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I need more information and practice with cooperative group learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am concerned about my ability to implement the Tribes process in addition to everything else that is expected of me as a teacher.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I have concerns about classroom management during group work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am concerned that other teachers in the school know much more about Tribes than I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I have concerns about colleagues’ resistance or perceptions that Tribes is a “bandwagon” and not worth the time and effort given the demands of the curriculum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I have concerns that my ability to implement Tribes will impact my Teacher Performance Appraisal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am worried about parental concerns related to Tribes (e.g., too much time spent on community building instead of the Ontario curriculum expectations).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Strongly disagree</td>
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<tr>
<td>12. I need extra Tribes training now that I am teaching my own class(es) and have a context for learning.</td>
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<td>1</td>
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</tr>
<tr>
<td>13. I need time with my grade/division/subject team to talk about implementation of Tribes at our school.</td>
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<td>1</td>
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<tr>
<td>14. I have concerns about finding the time to incorporate Tribes into my planning given the pressures of the curriculum, EQAO and the board’s literacy and numeracy initiatives.</td>
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<td>5</td>
</tr>
<tr>
<td>15. I have concerns getting beyond the “Inclusion” stage and moving to the stage of “Influence” (e.g., I am still hearing and seeing put-downs in class and during breaks).</td>
<td></td>
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<td>1</td>
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</tr>
<tr>
<td>16. I have concerns about students’ attitudes towards Tribes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>17. I have concerns about the relevance of Tribes for my students given their needs (e.g., number of students at risk, number of E.S.L. students).</td>
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<td>1</td>
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<tr>
<td>18. I am worried about what to do when a new student arrives in my class partway through the school year.</td>
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<td>1</td>
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</tr>
<tr>
<td>19. I have concerns about what to do when there is a student that no one wants in the group or what to do if a Tribe isn’t working well together.</td>
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<tr>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>20. I am unsure of how to personalize Tribes to meet the individual needs of my students.</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. I would like to know what other teachers in the school are doing related to the Tribes process.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. I would like to share my progress using Tribes with other teachers at my school.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>23. I feel able/qualified to help other teachers in their use of the Tribes process.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>24. I would like to develop a network of teachers using the Tribes process in my school and in other schools.</td>
<td></td>
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<td>1</td>
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</tr>
<tr>
<td>25. I am working and planning with colleagues, administrators and parents to extend the Tribes process to the whole community.</td>
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<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Strongly disagree</td>
</tr>
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<td>3</td>
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<td>5</td>
</tr>
</tbody>
</table>

26. I would like to modify my use of Tribes based on my experiences with my students.

27. I would like to determine how to supplement and enhance the Tribes process.

28. I would like to revise my instructional approaches to maximize the effectiveness of Tribes.

29. I have some other approaches that might work better than Tribes.

30. I now know of an alternative program to Tribes that would help me to best meet the needs of my students.

Thank you for taking the time to complete this task.
### Appendix E

**Adaptation of CBAM Stages of Concern Questionnaire [Draft 2]**

<table>
<thead>
<tr>
<th>n/a</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>not applicable</td>
<td>Not true of me now</td>
<td>Somewhat true of me now</td>
<td>Very true of me now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td><em>I need more information about the philosophy and basic components of Tribes (e.g., Tribes trail, four agreements).</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td><em>I need more information about what Tribes looks like for a specific grade and/or subject.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td><em>I need more information about resources (e.g., books, novels, songs, skits, videos) that are available to support implementation of Tribes for a specific grade and/or subject.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td><em>I need more information about how to make direct links to the expectations in the Ontario curriculum documents.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td><em>I need more information about how to get beyond the “Inclusion” stage and move to the stage of “Influence”.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td><em>I have concerns about the energy and time commitment necessary for me to implement Tribes.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td><em>I have concerns about my ability to implement the Tribes process (e.g., my classroom management skills, my knowledge of instructional skills such as cooperative group learning).</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td><em>I have concerns about my ability to contribute when working with other teachers in the school who know more about Tribes than I do.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td><em>I have concerns about colleagues’ resistance or perceptions that Tribes is a “bandwagon” and/or not worth the time and effort given the demands of teaching.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td><em>I have concerns that my ability to implement Tribes will impact my career goals (e.g., Teacher Performance Appraisal, leadership roles).</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td><em>I have concerns about finding the time to incorporate Tribes into my day-to-day planning given the pressures of the curriculum, EQAO, and the board’s literacy and numeracy initiatives.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td><em>I have concerns about using my time/resources efficiently to maximize their impact.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td><em>I need specific follow-up Tribes training to help me balance community building and curriculum demands now that I am teaching my own class(es) and have a context for learning.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14.</td>
<td><em>I have concerns about finding the time to reflect and plan accordingly.</em></td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
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<td></td>
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</tr>
<tr>
<td>15.</td>
<td>Not applicable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>I have concerns about students’ attitudes towards Tribes.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>I have concerns about what to do when there is a student with whom no one wants to work and/ or what to do if a Tribe isn’t working well together.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18.</td>
<td>I have concerns about how to personalize Tribes to meet the individual needs of students and maximize their learning.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19.</td>
<td>I have concerns about making Tribes relevant for my students given their needs (social, emotional, behavioural, academic).</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>I have concerns about what to do when an unexpected event changes the day’s plans/priorities and the dynamics of the community (e.g., arrival of a new student, tragic event, conflict involving students).</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>I would like to collaborate with other teachers (grade/division/subject teams) to talk about implementation of Tribes.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>I would like to collaborate with other teachers who are at the same stage of learning/implementation of Tribes as me.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>I would like to collaborate with other teachers to work through challenges related to the implementation of Tribes (e.g., I am hearing put-downs – what do I do?)</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
<td>I would like to collaborate and plan with colleagues and administrators to extend the Tribes process into the whole school and community.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>I feel ready and able to help other teachers in their use of Tribes process.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>I would like to modify my use of Tribes based on my experiences with students.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>I would like to modify my use of Tribes based on my experiences with colleagues.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>I would like to enhance my instructional skill set to maximize the effectiveness of the Tribes process.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>I would like to modify my approach to Tribes and community building by incorporating other ideas.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30.</td>
<td>I would like to replace the Tribes process with an alternative program that would help me to best meet the needs of students.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31.</td>
<td>Learning about the Tribes process is important in the pre-service program at the Faculty of Education.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>-----</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>not applicable</td>
<td>Not true of me now</td>
<td>Somewhat true of me now</td>
<td>Very true of me now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Tribes training should be a compulsory component of the pre-service program at the Faculty of Education.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**PLEASE COMPLETE THE FOLLOWING:**

When you think about Tribes, what other concerns, if any, do you have at this time? Please describe them.

**Briefly describe your job.**
Appendix F

Questions for interviews with experienced teachers

1. Describe your current teaching assignment and school.

2. Why did you choose to take the Tribes training course at the Faculty of Education during your preservice year?

3. How did the Tribes training at the Faculty of Education meet your needs during the pre-service program?

4. How would you describe the influence of Tribes training with regards to the development of a community within our cohort group?

5. How would you describe Tribes training to a teacher-candidate entering the Bachelor of Education program?

6. Is your school a “Tribes” school? Are you using Tribes in your classroom? If so, describe specific examples of how you are incorporating Tribes.

7. What do you need now that you are teaching to support the implementation of Tribes in your classroom?

8. What are your concerns when you think about implementing Tribes in your classroom?

9. What recommendations (if any) would you make to enhance learning about Tribes at the Faculty of Education?
Appendix G

Questions for interviews with new grads (B.Ed. June 2009)

1. Why did you choose to take the Tribes training course at the Faculty of Education during your preservice year?

2. How did the Tribes training at the Faculty of Education meet your needs during the pre-service program?

3. How did the Tribes training at the Faculty of Education program influence your beliefs about teaching?

4. How would you describe the influence of Tribes training with regards to the development of a community within our cohort group?

5. How would you describe Tribes training to a teacher-candidate entering the Bachelor of Education program?

6. Were your practicum placements in “Tribes” schools? If yes,
   - Describe how you incorporated Tribes in your planning (specific examples where possible).

7. Have you applied for teaching jobs, which listed Tribes training as an asset or requirement on the job posting?
   - If you had an interview for a job which listed Tribes as an asset or prerequisite, did any of the interview questions focus on the implementation of Tribes or provide you with an opportunity to describe specific examples of how you used Tribes in a classroom setting?

8. What are your concerns when you think about implementing Tribes in your future classroom?

9. What recommendations (if any) would you make to enhance learning about Tribes at the Faculty of Education?
Appendix H

Questions for interviews with Faculty Advisors

1. Describe specific examples of teacher-candidates incorporating Tribes in their lessons that you observed during your visit.
   - Did the teacher-candidate use Tribes strategies effectively?
   - Describe any challenges using the Tribes strategies that you observed during your visit.
   - Did the teacher-candidate articulate any concerns about the use of Tribes during the practicum placement? If so, what were the areas of concern?

2. What are your impressions of the value of incorporating the Tribes process into the cohort group program during the preservice year?

3. What are your concerns when you think about incorporating the Tribes process into the cohort group program during the preservice year?

4. What are your impressions of the value of the Tribes basic training certification course during the preservice year?

5. Do you believe that Tribes training should be a component of the preservice program? Please explain your answer.

6. If you believe that Tribes training should be incorporated into the pre-service program, what recommendations (if any) would you make to enhance learning about Tribes at the Faculty of Education?

   If you do not believe that Tribes training should be incorporated into the program, what recommendations (if any) would you make to promote professional learning communities at the Faculty of Education?
Appendix I

Cohort Group 2005-2006: Summary of responses by percentage

TRIBES TLC® LEARNING COMMUNITY
Participant Evaluation – Basic Training

*Using a scale of 1 to 5 (highest score is 5), please note the degree to which the training prepared you to:*

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Begin to implement the Tribes TLC® process in your classroom.</td>
<td></td>
<td></td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>2.</td>
<td>Expand your teaching role beyond whole class instruction to facilitating student-centered cooperative learning.</td>
<td></td>
<td>4%</td>
<td>46%</td>
<td>50%</td>
</tr>
<tr>
<td>3.</td>
<td>Model and teach students the twelve collaborative Tribes skills and community agreements.</td>
<td></td>
<td>8%</td>
<td>58%</td>
<td>34%</td>
</tr>
<tr>
<td>4.</td>
<td>Create a classroom that offers equal opportunities in learning for boys and girls, multi-ethnic populations and students of multiple learning styles.</td>
<td></td>
<td></td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>5.</td>
<td>Transfer responsibility to student groups for working on academics and honoring the Tribes agreements.</td>
<td></td>
<td>4%</td>
<td>38%</td>
<td>58%</td>
</tr>
<tr>
<td>6.</td>
<td>Engage students to resolve classroom issues and problems.</td>
<td></td>
<td></td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>7.</td>
<td>Assess the stages of group development and select appropriate strategies for learning experiences.</td>
<td></td>
<td>19%</td>
<td>35%</td>
<td>46%</td>
</tr>
<tr>
<td>8.</td>
<td>Use the Tribes process and strategies to design meaningful lessons using brain compatible, cooperative learning, and multiple intelligences strategies.</td>
<td></td>
<td>8%</td>
<td>27%</td>
<td>65%</td>
</tr>
<tr>
<td>9.</td>
<td>Utilize the Tribes process in various groups and to sustain the process within the faculty and school community.</td>
<td></td>
<td>12%</td>
<td>34%</td>
<td>54%</td>
</tr>
</tbody>
</table>
# Cohort Group 2006-2007: Summary of responses by percentage

*Using a scale of 1 to 5 (highest score is 5), please note the degree to which the training prepared you to:*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Begin to implement the Tribes TLC® process in your classroom.</td>
<td></td>
<td>8%</td>
<td>20%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Expand your teaching role beyond whole class instruction to facilitating student-centered cooperative learning.</td>
<td></td>
<td>4%</td>
<td>24%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Model and teach students the twelve collaborative Tribes skills and community agreements.</td>
<td></td>
<td>20%</td>
<td>48%</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Create a classroom that offers equal opportunities in learning for boys and girls, multi-ethnic populations and students of multiple learning styles.</td>
<td></td>
<td></td>
<td>28%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Transfer responsibility to student groups for working on academics and honoring the Tribes agreements.</td>
<td></td>
<td>20%</td>
<td></td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Engage students to resolve classroom issues and problems.</td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Assess the stages of group development and select appropriate strategies for learning experiences.</td>
<td></td>
<td>8%</td>
<td>48%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Use the Tribes process and strategies to design meaningful lessons using brain compatible, cooperative learning, and multiple intelligences strategies.</td>
<td></td>
<td>4%</td>
<td>24%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Utilize the Tribes process in various groups and to sustain the process within the faculty and school community.</td>
<td></td>
<td>12%</td>
<td>28%</td>
<td>60%</td>
<td></td>
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Cohort Group 2007-2008: Summary of responses by percentage

Using a scale of 1 to 5 (highest score is 5), please note the degree to which the training prepared you to:

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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Begin to implement the Tribes TLC® process in your classroom.</td>
<td></td>
<td></td>
<td></td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>2</td>
<td>Expand your teaching role beyond whole class instruction to facilitating student-centered cooperative learning.</td>
<td></td>
<td></td>
<td>8%</td>
<td>24%</td>
<td>68%</td>
</tr>
<tr>
<td>3</td>
<td>Model and teach students the twelve collaborative Tribes skills and community agreements.</td>
<td></td>
<td></td>
<td>16%</td>
<td>28%</td>
<td>3456</td>
</tr>
<tr>
<td>4</td>
<td>Create a classroom that offers equal opportunities in learning for boys and girls, multi-ethnic populations and students of multiple learning styles.</td>
<td></td>
<td>4%</td>
<td>8%</td>
<td>28%</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>Transfer responsibility to student groups for working on academics and honoring the Tribes agreements.</td>
<td></td>
<td></td>
<td></td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>6</td>
<td>Engage students to resolve classroom issues and problems.</td>
<td></td>
<td></td>
<td></td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>7</td>
<td>Assess the stages of group development and select appropriate strategies for learning experiences.</td>
<td></td>
<td></td>
<td>4%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>8</td>
<td>Use the Tribes process and strategies to design meaningful lessons using brain compatible, cooperative learning, and multiple intelligences strategies.</td>
<td></td>
<td>4%</td>
<td>24%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Utilize the Tribes process in various groups and to sustain the process within the faculty and school community.</td>
<td></td>
<td>4%</td>
<td>24%</td>
<td>72%</td>
<td></td>
</tr>
</tbody>
</table>
Cohort Group 2008-2009: Summary of responses by percentage

*Using a scale of 1 to 5 (highest score is 5), please note the degree to which the training prepared you to:*

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<tr>
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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Begin to implement the Tribes TLC® process in your classroom.</td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
<td>93%</td>
</tr>
<tr>
<td>2.</td>
<td>Expand your teaching role beyond whole class instruction to facilitating student-centered cooperative learning.</td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>3.</td>
<td>Model and teach students the twelve collaborative Tribes skills and community agreements.</td>
<td></td>
<td></td>
<td></td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>4.</td>
<td>Create a classroom that offers equal opportunities in learning for boys and girls, multi-ethnic populations and students of multiple learning styles.</td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>5.</td>
<td>Transfer responsibility to student groups for working on academics and honoring the Tribes agreements.</td>
<td></td>
<td></td>
<td></td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>6.</td>
<td>Engage students to resolve classroom issues and problems.</td>
<td></td>
<td></td>
<td></td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>7.</td>
<td>Assess the stages of group development and select appropriate strategies for learning experiences.</td>
<td></td>
<td></td>
<td></td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>8.</td>
<td>Use the Tribes process and strategies to design meaningful lessons using brain compatible, cooperative learning, and multiple intelligences strategies.</td>
<td></td>
<td></td>
<td></td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>9.</td>
<td>Utilize the Tribes process in various groups and to sustain the process within the faculty and school community.</td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
<td>86%</td>
</tr>
</tbody>
</table>
**Cohort Group 2009-2010: Summary of responses by percentage**

*Using a scale of 1 to 5 (highest score is 5), please note the degree to which the training prepared you to:*

<table>
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<tr>
<th></th>
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<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Begin to implement the Tribes TLC® process in your classroom.</td>
<td>11%</td>
<td></td>
<td></td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Expand your teaching role beyond whole class instruction to facilitating student-centered cooperative learning.</td>
<td>4%</td>
<td></td>
<td></td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Model and teach students the twelve collaborative Tribes skills and community agreements.</td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>4</td>
<td>Create a classroom that offers equal opportunities in learning for boys and girls, multi-ethnic populations and students of multiple learning styles.</td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>5</td>
<td>Transfer responsibility to student groups for working on academics and honoring the Tribes agreements.</td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>6</td>
<td>Engage students to resolve classroom issues and problems.</td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>7</td>
<td>Assess the stages of group development and select appropriate strategies for learning experiences.</td>
<td></td>
<td></td>
<td></td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>8</td>
<td>Use the Tribes process and strategies to design meaningful lessons using brain compatible, cooperative learning, and multiple intelligences strategies.</td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>9</td>
<td>Utilize the Tribes process in various groups and to sustain the process within the faculty and school community.</td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
<td>93%</td>
</tr>
</tbody>
</table>
Appendix J

Consent Letter to a Teacher from the 2005-2006 Counseling Group at the Faculty of Education from the Researcher

_(printed on OISE letterhead)_

Date

(Name of teacher and address)

Dear (Name of teacher),

I am a doctoral student in the Curriculum, Teaching and Learning Department at the Ontario Institute for Studies in Education of the University of Toronto. As part of my thesis research, I am investigating perceptions about the effectiveness of Tribes training during the preservice year at the Faculty of Education and concerns related to implementing Tribes in the classroom. I want to know if Tribes training can help teacher-candidates to deepen their skills and if they transfer and act upon their knowledge in the first years of their teaching careers. The title of the research is: _The effect of Tribes training in a beginning teacher program._

The purpose of this letter is to invite you to participate in this study. I hope that knowledge generated from this study will inform best practice at faculties of education, and enhance and extend teacher preparedness and effectiveness.

I will be asking everyone in our Counseling Group (2005-2006) to complete a questionnaire related to the effect of Tribes training in the preservice year and the first years of their teaching career. Follow-up individual interviews will be conducted with ten representatives from our group. Group interviews may also be conducted with those of you who teach in the same school or family of schools. These interviews, which will take approximately 60 minutes, will be done at your convenience. The interviews will be audiotaped, transcribed and then shared with you, the participant. In addition to this, I would like permission to retain a copy of some of your lesson plans or Tribes strategies that you share during the interview. For the purpose of research, the collection of this data will provide documentation for my doctoral dissertation. Interview excerpts and data from the questionnaire will be shared through publications in journals and/or conferences.

Your participation in this research will be maintained in strict confidence. All data collected will be coded so that your name will not be associated with any information, and total anonymity will be insured. Similarly, your school and your school board will not be identified. My findings will be published in my doctoral thesis, which will be made available to you upon request. A summary of the thesis will also be made available upon request. All data and tape recordings will be kept in locked files accessible only to me and will be destroyed five years after the end of the study.
I hope that you will agree to participate in the study, as the findings may prove beneficial to future teacher-candidates and Faculties of Education. Your participation in this study is voluntary. You may refuse permission or withdraw from the study, or any part of the study, at any time without giving a reason.

If you have any questions about the study and your participation, please contact me at gail.phillips@brocku.ca or my supervisor, Dr. Barrie Bennett at bbennett@oise.utoronto.ca. For questions about your rights as a research participant, please contact the Office of Research Ethics (McMurrich Building, 12 Queen’s Park Crescent West, Toronto, ON, M5S 1S8, Telephone: 416.946.5606, Email: sshe.coordinator@utoronto.ca).

If you agree to take part in the study, please complete the attached consent form and return it to me, sealed in the envelope provided. You may retain the letter for your future reference. I appreciate your cooperation and time,

Gail Phillips
Ontario Institute for Studies in Education
University of Toronto
Appendix K

Consent Form to be signed by a teacher from the 2005-2006 Counseling Group at the Faculty of Education

Title of the Research: The effect of Tribes training in a beginning teacher program.

Name of the Researcher: Gail Phillips

Advisor: Dr. Barrie Bennett

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign and return to Gail Phillips in the envelope provided with your consent form.

Please check one of the three boxes.

☐ I, ______________________________ , agree to participate in the component of this study, which involves completion of a questionnaire. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

☐ I, ______________________________ , agree to participate in both components of this study, which involve completion of a questionnaire and an individual or group interview. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

☐ I, ______________________________ , do not wish to participate in this study. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

Signature of teacher: __________________________________________

Name (please print): __________________________________________

Date: __________________________________________
Appendix L

Consent Letter to a Teacher from the 2006-2007 Counseling Group at the Faculty of Education from the Researcher

(printed on OISE letterhead)

Date

(Name of teacher and address)

Dear (Name of teacher),

I am a doctoral student in the Curriculum, Teaching and Learning Department at the Ontario Institute for Studies in Education of the University of Toronto. As part of my thesis research, I am investigating perceptions about the effectiveness of Tribes training during the preservice year at the Faculty of Education and concerns related to implementing Tribes in the classroom. I want to know if Tribes training can help teacher-candidates to deepen their skills and if they transfer and act upon their knowledge in the first years of their teaching careers. The title of the research is: The effect of Tribes training in a beginning teacher program.

The purpose of this letter is to invite you to participate in this study. I hope that knowledge generated from this study will inform best practice at faculties of education, and enhance and extend teacher preparedness and effectiveness.

I will be asking everyone in our Counseling Group (2006-2007) to complete a questionnaire related to the effect of Tribes training in the preservice year and the first years of their teaching career. Follow-up individual interviews will be conducted with ten representatives from our group. Group interviews may also be conducted with those of you who teach in the same school or family of schools. These interviews, which will take approximately 60 minutes, will be done at your convenience. The interviews will be audiotaped, transcribed and then shared with you, the participant. In addition to this, I would like permission to retain a copy of some of your lesson plans or Tribes strategies that you share during the interview. For the purpose of research, the collection of this data will provide documentation for my doctoral dissertation. Interview excerpts and data from the questionnaire will be shared through publications in journals and/or conferences.

Your participation in this research will be maintained in strict confidence. All data collected will be coded so that your name will not be associated with any information, and total anonymity will be insured. Similarly, your school and your school board will not be identified. My findings will be published in my doctoral thesis, which will be made available to you upon request. A summary of the thesis will also be made available upon request. All data and tape recordings will be kept in locked files accessible only to me and will be destroyed five years after the end of the study.
I hope that you will agree to participate in the study, as the findings may prove beneficial to future teacher-candidates and Faculties of Education. Your participation in this study is voluntary. You may refuse permission or withdraw from the study, or any part of the study, at any time without giving a reason.

If you have any questions about the study and your participation, please contact me at gail.phillips@brocku.ca or my supervisor, Dr. Barrie Bennett at bbennett@oise.utoronto.ca. For questions about your rights as a research participant, please contact the Office of Research Ethics (McMurrich Building, 12 Queen’s Park Crescent West, Toronto, ON, M5S 1S8, Telephone: 416.946.5606, Email: sshe.coordinator@utoronto.ca).

If you agree to take part in the study, please complete the attached consent form and return it to me, sealed in the envelope provided. You may retain the letter for your future reference. I appreciate your cooperation and time,

Gail Phillips
Ontario Institute for Studies in Education
University of Toronto
Appendix M

Consent Form to be signed by a teacher from the 2006-2007 Counseling Group at the Faculty of Education

Title of the Research: The effect of Tribes training in a beginning teacher program.

Name of the Researcher: Gail Phillips

Advisor: Dr. Barrie Bennett

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign and return to Gail Phillips in the envelope provided with your consent form.

Please check one of the three boxes.

☐ I, ______________________________ , agree to participate in the component of this study, which involves completion of a questionnaire. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

☐ I, ______________________________ , agree to participate in both components of this study, which involve completion of a questionnaire and an individual or group interview. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

☐ I, ______________________________ , do not wish to participate in this study. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

Signature of teacher: ____________________________________________

Name (please print): ____________________________________________

Date: ____________________________________________
Appendix N

Consent Letter to a Teacher from the 2007-2008 Counseling Group at the Faculty of Education from the Researcher

(printed on OISE letterhead)

Date

(Name of teacher and address)

Dear (Name of teacher),

I am a doctoral student in the Curriculum, Teaching and Learning Department at the Ontario Institute for Studies in Education of the University of Toronto. As part of my thesis research, I am investigating perceptions about the effectiveness of Tribes training during the preservice year at the Faculty of Education and concerns related to implementing Tribes in the classroom. I want to know if Tribes training can help teacher-candidates to deepen their skills and if they transfer and act upon their knowledge in the first years of their teaching careers. The title of the research is: The effect of Tribes training in a beginning teacher program.

The purpose of this letter is to invite you to participate in this study. I hope that knowledge generated from this study will inform best practice at faculties of education, and enhance and extend teacher preparedness and effectiveness.

I will be asking everyone in our Counseling Group (2007-2008) to complete a questionnaire related to the effect of Tribes training in the preservice year and the first years of their teaching career. Follow-up individual interviews will be conducted with ten representatives from our group. Group interviews may also be conducted with those of you who teach in the same school or family of schools. These interviews, which will take approximately 60 minutes, will be done at your convenience. The interviews will be audiotaped, transcribed and then shared with you, the participant. In addition to this, I would like permission to retain a copy of some of your lesson plans or Tribes strategies that you share during the interview. For the purpose of research, the collection of this data will provide documentation for my doctoral dissertation. Interview excerpts and data from the questionnaire will be shared through publications in journals and/or conferences.

Your participation in this research will be maintained in strict confidence. All data collected will be coded so that your name will not be associated with any information, and total anonymity will be insured. Similarly, your school and your school board will not be identified. My findings will be published in my doctoral thesis, which will be made available to you upon request. A summary of the thesis will also be made available upon request. All data and tape recordings will be kept in locked files accessible only to me and will be destroyed five years after the end of the study.
I hope that you will agree to participate in the study, as the findings may prove beneficial to future teacher-candidates and Faculties of Education. Your participation in this study is voluntary. You may refuse permission or withdraw from the study, or any part of the study, at any time without giving a reason.

If you have any questions about the study and your participation, please contact me at gail.phillips@brocku.ca or my supervisor, Dr. Barrie Bennett at bbennett@oise.utoronto.ca. For questions about your rights as a research participant, please contact the Office of Research Ethics (McMurrich Building, 12 Queen’s Park Crescent West, Toronto, ON, M5S 1S8, Telephone: 416.946.5606, Email: sshe.coordinator@utoronto.ca).

If you agree to take part in the study, please complete the attached consent form and return it to me, sealed in the envelope provided. You may retain the letter for your future reference. I appreciate your cooperation and time,

Gail Phillips  
Ontario Institute for Studies in Education  
University of Toronto
Appendix O

Consent Form to be signed by a teacher from the 2007-2008 Counseling Group at the Faculty of Education

Title of the Research: The effect of Tribes training in a beginning teacher program.

Name of the Researcher: Gail Phillips

Advisor: Dr. Barrie Bennett

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign and return to Gail Phillips in the envelope provided with your consent form.

Please check one of the three boxes.

☐ I, ______________________________ , agree to participate in the component of this study, which involves completion of a questionnaire. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

☐ I, ______________________________ , agree to participate in both components of this study, which involve completion of a questionnaire and an individual or group interview. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

☐ I, ______________________________ , do not wish to participate in this study. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

Signature of teacher: __________________________________________

Name (please print): __________________________________________

Date: __________________________________________
Appendix P

Consent Letter to a Teacher from the 2008-2009 Cohort Group at the Faculty of Education from the Researcher

(printed on OISE letterhead)

Date

(Name of teacher and address)

Dear (Name of teacher),

I am a doctoral student in the Curriculum, Teaching and Learning Department at the Ontario Institute for Studies in Education of the University of Toronto. As part of my thesis research, I am investigating perceptions about the effectiveness of Tribes training during the preservice year at the Faculty of Education and concerns related to implementing Tribes in the classroom. I want to know if Tribes training can help teacher-candidates to deepen their skills and if they transfer and act upon their knowledge in the first years of their teaching careers. The title of the research is: The effect of Tribes training in a beginning teacher program.

The purpose of this letter is to invite you to participate in this study. I hope that knowledge generated from this study will inform best practice at faculties of education, and enhance and extend teacher preparedness and effectiveness.

I will be asking everyone in our Cohort Group (2008-2009) to complete a questionnaire related to the effect of Tribes training in the preservice year. Follow-up individual interviews will be conducted with ten representatives from our group. Group interviews may also be conducted with those of you who live in the same geographic area. These interviews, which will take approximately 60 minutes, will be done at your convenience. The interviews will be audiotaped, transcribed and then shared with you, the participant. In addition to this, I would like permission to retain a copy of some of your lesson plans or Tribes strategies that you share during the interview. For the purpose of research, the collection of this data will provide documentation for my doctoral dissertation. Interview excerpts and data from the questionnaire will be shared through publications in journals and/or conferences.

Your participation in this research will be maintained in strict confidence. All data collected will be coded so that your name will not be associated with any information, and total anonymity will be insured. My findings will be published in my doctoral thesis, which will be made available to you upon request. A summary of the thesis will also be made available upon request. All data and tape recordings will be kept in locked files accessible only to me and will be destroyed five years after the end of the study.
I hope that you will agree to participate in the study, as the findings may prove beneficial to future teacher-candidates and Faculties of Education. Your participation in this study is voluntary. You may refuse permission or withdraw from the study, or any part of the study, at any time without giving a reason.

If you have any questions about the study and your participation, please contact me at gail.phillips@brocku.ca or my supervisor, Dr. Barrie Bennett at bbennett@oise.utoronto.ca. For questions about your rights as a research participant, please contact the Office of Research Ethics (McMurrich Building, 12 Queen’s Park Crescent West, Toronto, ON, M5S 1S8, Telephone: 416.946.5606, Email: sshe.coordinator@utoronto.ca).

If you agree to take part in the study, please complete the attached consent form and return it to me, sealed in the envelope provided. You may retain the letter for your future reference. I appreciate your cooperation and time,

Gail Phillips
Ontario Institute for Studies in Education
University of Toronto
Appendix Q

Consent Form to be signed by a teacher from the 2008-2009 cohort group at the Faculty of Education

Title of the Research: The effect of Tribes training in a beginning teacher program.

Name of the Researcher: Gail Phillips

Advisor: Dr. Barrie Bennett

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign and return to Gail Phillips in the envelope provided with your consent form.

Please check one of the three boxes.

☐ I, ______________________________ , agree to participate in the component of this study, which involves completion of a questionnaire. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

☐ I, ______________________________ , agree to participate in both components of this study, which involve completion of a questionnaire and an individual or group interview. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

☐ I, ______________________________ , do not wish to participate in this study. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

Signature of teacher: __________________________________________________________

Name (please print): ____________________________________________________________

Date: ___________________________
Appendix R

Consent Letter to a Faculty Advisor of the 2008-2009 Cohort Group at the Faculty of Education from the Researcher

印刷于OISE信头

Date

(Name of Faculty Advisor and address)

Dear (Name of Faculty Advisor),

I am a doctoral student in the Curriculum, Teaching and Learning Department at the Ontario Institute for Studies in Education of the University of Toronto. As part of my thesis research, I am investigating perceptions about the effectiveness of Tribes training during the preservice year at the Faculty of Education and concerns related to implementing Tribes in the classroom. I want to know if Tribes training can help teacher-candidates to deepen their skills and if they transfer and act upon their knowledge in the first years of their teaching careers. The title of the research is: The effect of Tribes training in a beginning teacher program.

The purpose of this letter is to invite you to participate in this study. I hope that knowledge generated from this study will inform best practice at faculties of education, and enhance and extend teacher preparedness and effectiveness.

I will be asking all graduates of the 2008-2009 Cohort Group at the Faculty of Education to complete a questionnaire related to the effect of Tribes training in the preservice year. Follow-up individual interviews will be conducted with ten representatives from the group.

I am asking you to participate in an interview to provide some data related to the teacher candidates’ use of Tribes during the practicum placements that you observed. These interviews, which will take approximately 60 minutes, will be done at your convenience. The interviews will be audiotaped, transcribed and then shared with you, the participant. For the purpose of research, the collection of this data will provide documentation for my doctoral dissertation. Interview excerpts will be shared through publications in journals and/or conferences.

Your participation in this research will be maintained in strict confidence. All data collected will be coded so that your name will not be associated with any information, and total anonymity will be insured. My findings will be published in my doctoral thesis, which will be made available to you upon request. A summary of the thesis will also be made available upon request. All data and tape recordings will be kept in locked files accessible only to me and will be destroyed five years after the end of the study.
I hope that you will agree to participate in the study, as the findings may prove beneficial to future teacher-candidates and Faculties of Education. Your participation in this study is voluntary. You may refuse permission or withdraw from the study, or any part of the study, at any time without giving a reason.

If you have any questions about the study and your participation, please contact me at gail.phillips@brocku.ca or my supervisor, Dr. Barrie Bennett at bbennett@oise.utoronto.ca. For questions about your rights as a research participant, please contact the Office of Research Ethics (McMurrich Building, 12 Queen’s Park Crescent West, Toronto, ON, M5S 1S8, Telephone: 416.946.5606, Email: sshe.coordinator@utoronto.ca).

If you agree to take part in the study, please complete the attached consent form and return it to me, sealed in the envelope provided. You may retain the letter for your future reference. I appreciate your cooperation and time,

Gail Phillips  
Ontario Institute for Studies in Education  
University of Toronto
Appendix S

Consent Form to be signed by a Faculty Advisor for the 2008-2009 cohort group at the Faculty of Education

Title of the Research: The effect of Tribes training in a beginning teacher program.

Name of the Researcher: Gail Phillips

Advisor: Dr. Barrie Bennett

Institutional Affiliation: Ontario Institute for Studies in Education of the University of Toronto

Please complete, sign and return to Gail Phillips in the envelope provided with your consent form.

Please check one of the two boxes.

☐ I, ______________________________, agree to participate in this study, which involves an interview. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

☐ I, ______________________________, do not wish to participate in this study. I have had an opportunity to have my questions answered to my satisfaction and have received a copy of the information letter.

Signature of Faculty Advisor: ______________________________

Name (please print): ______________________________

Date: ______________________________