

Bryk and Conceptual Matrix/ Bins

Using McCourt/ Stone analysis of perspectives on theory building, the question is “What is Bryk’s et al’s perspective on theory building?” In other words, how does Bryk’s approach to research align with the McCourt / Stone dichotomy regarding approaches to research? Does his perspective fit in bin/ column A or bin/ Column B of the matrix? Is he primarily of one school or the other? If so, which one? If neither one, how would you modify McCourt’s dichotomy to account for Bryk’s approach to theory building? If you need to add a bin/ column C, what would you name it?

In *Organizing Schools for Improvement* Bryk discusses their perspective on the development of theory in pages 211-213: *Revisiting our Approach to Inquiry*. Elsewhere he talks about their framework:p.46-48, *An Alternative Perspective/ Connecting School Organization to Classroom Instruction*. He also talks about the nature of their conclusions: p. 203, *Revisiting the Analogy of “Baking a Cake.”*

Using these three cited sections of the text and any others that you find useful in an effort to explicate Bryk’s stance regarding the building of theory, as Team 5 construct a glossary that you can use to consider Bryk’s perspective on theory building. What key term does Bryk use to explain their stance on theory building?

When your Team 5 has that glossary, in the Forum "Bryk’s Place in Conceptual Matrix" enter your Team 5's analysis of Bryk’s stance in relation to the existing or modified dichotomy of McCourt / Stone; that is, to bin / column A, B or C in the matrix. In effect, you are asking is he more alike or different from Griffiths: do they belong in the same bin/ column of the matrix? Explain your conclusion.

It may be helpful to consider one central question: how do Griffiths' and Bryk's view of principal leadership compare? Are they more alike or different?

When your team has posted its placement of Bryk in the matrix, read and critique your colleagues's work in the postings.