

**TEACHERS' SELF-PERCEPTIONS OF THEIR ROLE AS GENERALIST:
A STUDY OF THE INTERPERSONAL SKILLS NECESSARY FOR
EFFECTIVE LEADERSHIP AND COUNSELING**

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(ABSTRACT)

This study was designed to examine the various duties and roles teachers are called upon to play, and the potential effect of the teachers' behaviors on the relationships they establish with their students. It was thought that by examining teacher behaviors, a road map could be created for maximizing the productive relationships that could be used by all teachers. The focus of this road map was based on the notion of teacher as "generalist," a term which denotes the multiple roles teachers play as a natural consequence of their vocation. The primary teaching roles considered in the study were leadership, and counseling.

The Questionnaire on Teacher Interaction (QTI) was used to ascertain the teachers' opinion of their own interpersonal skills as determined by the Model of Interpersonal Teacher Behavior. This was achieved by having the teachers complete the 64-item questionnaire about how they perceived themselves as teachers. Secondly, the teachers were asked to give written responses to a case method narrative that depicts a problem classroom scenario wherein the teacher abandons her unruly classroom. Then, three evaluators with expertise in pedagogy, leadership, and counseling, (respectively) were asked to complete a QTI for each teacher's responses to the case method narrative. The evaluators were instructed to base their responses on their own particular area of expertise, either, pedagogy, leadership, or counseling.

The QTI profiles produced by this process served as the basis for the conversations held individually with the teachers in Interview Two. The profiles also served as a tool that allowed the teachers to be grouped with other teachers having similar behavioral characteristics. Three focus groups were also created based on the teachers' QTI self-reports. Most of the teachers rated themselves highly in the areas of leadership and the counseling-type behaviors: helping & friendly, and understanding. They also agreed that leadership and counseling were necessary duties for a teacher. Thus, the importance of leadership and counseling as they apply to the performance requirements of a teacher was established. This fact was reiterated in all of the interviews and in each of the focus groups, as well as, in the review of the literature.

The crucial dilemma arose from the fact that the teachers stated in the various methods of data collection that they were leaders and counselors. Further, the literature noted that the "best" teachers are generalist with expertise and responsibilities in the areas of leadership and counseling. And, finally, common sense also seemed to dictate

that all teachers are required to be leaders and counselors. Yet, despite the apparent importance of leadership and counseling for all teachers, the teachers in this study stated that they were not sure of the source of their leadership and counseling knowledge and abilities. They also revealed that their leadership and counseling knowledge and abilities were innate; pedagogically related duties in the areas of leadership and counseling were based on behaviors that came naturally to them; they did not know the nomenclature and underlying theoretical tenets for formal leadership or counseling styles; their preservice teacher education programs did not prepare them for leadership or counseling duties; and that a greater understanding of leadership and counseling theory would help them to align their practice with their innate abilities. Further, they noted the potential advantages of being able to recognize the leadership dynamics that are utilized by their students. The ability to identify leadership and interpersonal characteristics in one's self and in others, particularly in students, peers, and superiors, was reported to be an ability that would be essential for teachers. Thus, the need to identify various leadership and counseling theories via their given title, name, or label, etc. arose as a matter of controversy. The value of having a uniform code for identifying leadership and counseling practices revealed itself to be one of the most interesting aspects of the study.

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This study taught me a great deal about the power of language, and even more about human nature. As such, it comes to me at this particular point-in-time that “nice” is a powerful word replete with caring, understanding, and kind deeds! My committee members have been very, very nice to me, and so have the teachers and the independent evaluators who volunteered to participate in this study. There were others, also, who always seemed to be there to help me with the procedural processes. For this, I would like to thank Bonnie Guthrie, and Tammie Smith.

This study identified the characteristics of what has been described as a “best” teacher. I have noticed that all of my committee members fit the profile of a “best” teacher. John Burton became a trusted friend and advisor soon after I arrived at Tech. I would like to thank him for always being there to give me advice, and for teaching me that I am much more of a behaviorist than I figured myself to be. Likewise, Kurt Eschenmann’s door was always open. He helped me to understand that people are motivated by a respect for people as individuals, and respect for the vocational activities they choose. And, special thanks for Jennifer Sughrue’s friendship and challenging dialogue. She transformed my thinking regarding many gender issues. Certainly, windows of opportunity should be open to all. Further, Ron Diss expressed a real interest in the questions I raised. It is very gratifying when one understands that another’s interest is sincere. And, there’s Terry! Terry Graham and I met on the steps of War Memorial Hall, and from the outset, we discovered a kinship that ranged from Cheeseburgers in Paradise to scholarly debate. Terry agreed to be my Chair, and took it upon himself to spend countless hours discussing the topics that are found in this paper. Indeed, our first interaction, then continued transactions appear to serve as a road map for the way to arrive at the transformations we discussed, time-and-time, again. I would like to express a special appreciation to Dr. Graham for inviting me into his family, for lively and challenging debate, for his interest in my research, for sharing his expertise and advice, and much, much more!

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CHAPTER ONE

Introduction

The purpose of this research was to examine teachers' self-perceptions of their roles, performances, and professional preparation as "generalist," a term Theodore Sizer (as cited in Jervis, 1996) used to describe the multifaceted skills and requirements of the everyday life of a professional educator (p. 148). This was done via an analysis of what the teachers were able to articulate about their roles as teacher, leader, and counselor. It was hoped that the study would reveal the teachers' ability to define the generalist roles they have been called upon to play, and how they communicate these roles to others, as well as to themselves. Jervis (1996) stated,

When teachers put language to what they do in the classroom, the conversation informs their practice and sharpens what they see. In turn, sharpened vision improves the ability to articulate assumptions, which improves practice, putting in place and reinforcing a hard-to-beat cycle of professional growth (p. 24).

Additionally, Jervis (1996) noted:

Teachers who articulate their practice have more control over the way it evolves. Teachers who face the hard issues beyond their own classrooms are more prepared to enter discussions of policy and to raise their voices in developing organizational structures that support their work. When teachers engage in these processes and increase their knowledge, they build their capacity to create more possibilities to enhance children's learning (p. 48-49).

Therefore, as a professional who is required to perform multiple tasks or varying aspects of the same task, a teacher might rightly be considered to be a "generalist" and would need to be able to articulate the roles and duties required of a generalist. Sizer (as cited in Jervis, 1996) stated that teachers should perceive themselves first as generalists, that is, teachers and scholars in general education, and as specialists second, "Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school" (p. 148). Thus, the purpose of this study was to examine what teachers report about their self-perceptions of their role as generalists, and to examine the implications of what teachers are able to articulate about the various aspects of this multifaceted role.

The Researcher

I was enrolled in a doctoral program in Teaching and Learning at Virginia Tech at the time of this study. My previous experiences included many years of teaching and coaching in various public school systems in Virginia. Other experiences included course work in counseling theory and technique. My purpose for enrolling in counseling courses was to equip myself with what I perceived to be necessary information that would allow me to motivate students and athletes alike. For purposes of this study, it should be noted that the non-directive counseling techniques, i.e., the use of paraphrasing and minimal encouragers, etc. served to be a valuable asset that enhanced the procedure of unbiased probing as suggested by focus group and other ethnographic guidelines.

It was the collective arrangement of these experiences that enhanced and prompted my self-concept to be one of a teacher who somehow "got through" to the motivated students, and what might be termed as non-motivated students, alike. As a consequence of my interpersonal skills (that had developed without examination, reflection, or self-inquiry) I seemed to be able to rejuvenate uninspired students and lead them to productive academic and athletic endeavors. Thus, the pursuit of leading non-productive students to productive behaviors became a challenge for me—a game if you will? Consequently, transformation became my main research interest.

During my tenure at Virginia Tech I discovered that many of the things I had done intuitively as a teacher were actually identified by formal, recognized theory and conventional leadership and counseling nomenclature. Therefore, it became my opinion that these practices could be identified, categorized, and articulated for many beneficial reasons, the main purpose being the creation of a road map for effective teaching and learning. The primary conceptual framework that came to my attention was the Model of Interpersonal Teacher Behavior. Reflections on my own practice led me to discover, retrospectively, that it was this model that brought about an understanding of my own practice. I came to understand that it was my own proclivities for leadership and the helping and friendly components of the model that had guided his practice. I also came to realize that my own professional preparation in the areas of leadership and counseling had come about in a somewhat serendipitous fashion. Thus, with the understanding that my experience was probably common for most teachers, I realized a need for teacher preservice education programs to include more preparation in counseling and leadership. Therefore, the Model of Interpersonal Teacher Behavior came to have both meaning and a prominent role in this study.

Understanding that “generalist” is an all-encompassing term, the aforementioned Sizer quote clarifies what he perceived to be three important areas in which a generalist needs to articulate him- or herself. As noted, these areas are teacher, counselor, and manager. Further, a delimitation of this study was that it was not designed to be a study of language, nomenclature, semantics, and the like. These dynamics arose, however, in a magnitude that could not be overlooked. The reader should be advised also that the dynamic of transactionalism came to have agency in this study. The purpose of highlighting this at the outset is to advise the reader that I could have gone to great lengths to clearly define such terms as “nomenclature,” and still, the term would have possessed somewhat of a different meaning for all who might read the study. Therefore, understand that nomenclature means, simply—a name; and, label means—a name (certainly, not the process of identifying an individual’s uniqueness).

To substantiate the teacher-as-generalist issue, particularly in regards to counseling, Edmund Williamson (as cited in Patterson, 1980), chiefly associated with the *Minnesota point of view* and the University of Minnesota for over forty years, described the basic educational tenets of this theory in the following way:

The basic purpose of education is not only to train the intellect but also to assist students to achieve those levels of social, civic, and emotional maturity which are within the range of their potentialities. ... The goals of education and counseling are the same, the optimum development of the individual as a whole person and not solely with respect to

his intellectual training. ... Counseling is not psychotherapy but a different concept, one that embraces and integrates vocational and educational guidance with personality dynamics and interpersonal relationships. (p. 9)

Throughout his writing, Williamson emphasized that education and counseling are one and the same. It is the whole person that we are concerned with, not just the intellect. Others have also noted the importance of the humanistic aspects of the teaching profession. Brand (1990) stated, "Teachers are still in a unique position to aid youngsters in making what is probably the most important discovery of all—a discovery of themselves" (p. 34). Further, Stamatelos and Mott (1983) stated that teachers should understand that "Any good classroom environment organized according to humanistic principles should be therapeutic" (p. 47). To conclude the rationale for examining the teacher as counselor, Hartman (1991) stated the following about "responding," a category she derives from the overall concept of interpersonal skills: "The behaviors in this category are counseling strategies. They communicate acceptance, assist in accurate communication, and help the teacher and the student gather diagnostic information" (p. 385).

The dynamic of "interpersonal skills" also came to be a significant component of this study. Therefore, it was deemed beneficial to highlight the research of Wubbels, Levy, and Brekelmans (1997), which pertains mainly to interpersonal skills and how teachers communicate their various roles to the student. They defined various aspects of teachers' roles and the interpersonal skills used to convey dominance, submission, opposition, and cooperation. Importantly, as Sizer did, Wubbels, Levy, and Brekelmans considered generalist areas and the specific generalist categories that they determined to identify the "best teachers." They stated:

According to students, the best teachers are strong classroom leaders who are friendlier and more understanding and less certain, dissatisfied, and critical than most teachers. Their best teachers also allow them more freedom than the norm. ... In general, then, good teachers are both highly dominant and highly cooperative. (p. 83)

Wubbels, Levy, and Brekelmans' research and materials were used extensively in this study. Thus, it seemed appropriate to expand on these researchers and educators by including brief biographical information (see Appendix A for Biographical Information).

Levy (personal communication, May 14, 1997) also considered the role of generalist to be an inevitable reality as it pertains to the relationship between teachers and students. He noted that what he refers to as "cooperative, helping & friendly, and understanding" behaviors would be synonymous with the characteristics of a counselor, and that leadership entails management. Therefore, the interpersonal skills that Levy considered to be essential for "the best teachers" appear to align with the generalist characteristics noted by Sizer: teacher, counselor, and manager.

Levy's (1997) Model of Interpersonal Teacher Behavior (see Appendix B for Model of Interpersonal Teacher Behavior) listed the leadership characteristics as: "notice what's happening, lead, organize, give orders, set tasks, determine procedure, structure the classroom situation, explain, hold students' attention" (p. 85). These descriptors apparently justify his agreement on the synonymous nature of leadership and

management. Further, Levy's model listed friendly and cooperative behaviors as, "assist, show interest, join, behave in a friendly or considerate manner, be able to make a joke, inspire confidence and trust" (p. 85). This underscores the agreement in what he termed cooperative and friendly behaviors as being aligned with the same behaviors that would be displayed by a counselor. Lastly, it was assumed that Levy considered a teacher's primary role to be that of a *teacher*, understanding that his research was geared toward ascertaining the characteristics of the "best" teacher.

Thus, the three important generalist roles of a teacher were identified to be teacher, leader, and counselor. It was also determined that a teacher should be able to communicate their practice to others in order to have a greater control of their practice. Therefore, sound reasoning was established to examine what teachers have to say about the generalist roles of teacher, leader, and counselor.

Purpose of the Study

The purpose of this research was to examine teachers' self-perceptions of their roles, performances, and professional preparation as generalist via what they were able to articulate about their respective roles as teacher, leader, and counselor. Borich (1988) noted that, "We've been searching for the Effective Teacher for more than a century" (p. vi). In the 1800s, the effective teacher was usually thought of as a good person and an honorable citizen who was well educated, and hardworking. No special skills were necessary, other than being well organized, disciplined, authoritative, and dedicated to children. Obviously, effective teaching, and the Effective Teacher, changes from era to era. This creates the need to make the search for effective teachers an ongoing process. A claim can thus be made that teachers of the present era need to be knowledgeable and competent in the role of instructor, and equally knowledgeable and competent in the roles of leader and counselor. Wubbels, Levy, and Brekelmans (1997) concluded:

In addition to mastering the methodology necessary to design lessons and implement the curriculum, teachers must develop the communicative techniques that establish favorable relationships with learners. Both sets of skills are equally important. In fact, relationship-building is a prerequisite to a positive classroom climate. Without this piece of the repertoire, teachers cannot fully develop in their practice. (p. 85-86)

The repertoire has also been reported to consist of other educational theories. They include various instructional, psychological, therapeutic, sociological, and leadership/management theories. Smith and Ragan (1993) stated:

A theory is an organized set of statements that allow us to explain, predict, or control events. The theories from which instructional design draws are of two kinds—descriptive theory and prescriptive theory. Descriptive theories describe phenomena as they are hypothesized to exist. Many learning theories are descriptive: They describe how learning occurs. Prescriptive theories prescribe actions to take that will lead to certain results. Instructional theories are basically prescriptive in nature: They suggest that if instruction includes certain features, it will lead to certain types and amounts of learning. (p. 14)

In addition to the research noting that teachers are required to be generalists, there was also evidence to suggest that effective teachers need to be able to articulate their practice. Importantly, it appeared that the ability to articulate one's practice stood in contrast to a "laissez-faire" mode of operation, wherein a teacher might operate on a much less formal code that is derived from personal experience and intuition. Hartman (1991) stated, "Most teachers do not systematically think, plan, teach, and evaluate their own teaching in the effective domain, nor have many been trained to do so" (p. 282). Thus, by examining the language with which teachers of the present era were able to articulate about the teaching, leadership, and counseling theories that they employed, it was possible to further the search for the effective teacher. It should be noted that this was not primarily a search for labels, or nomenclature, etc., but rather a search for how teachers identify and articulate their practice. Labeling, however, did appear to represent the most effective way to articulate one's thoughts and behaviors.

Patterson (1980) stated that labeling is important and noted that behavior can be divided into two levels. The first level consists of instrumental acts such as immediate, automatic responses, and the second consists of behavior that follows a series of meditated "internal responses, images, or thoughts called higher mental processes" (p. 120). The second level of thinking and behavior is called cue-producing responses. Patterson (1980) noted the following about the second level:

The important function here is one of serving as cues to the person making the responses. These cues producing responses are usually in the form of words and sentences. It is assumed that language and other cue producing responses, rather than thoughts that have not been articulated, are central to the higher mental processes. ... Drives elicited by words are called meditated learned drives. ... Verbal and other cue producing responses are important in helping one respond to future possibilities and thus in producing foresight. The association of motivational and instrumental responses with verbal cues makes great economy in verbal learning possible. (p. 120)

Further, Winnie and Marx (1977) noted that many teacher behaviors serve as nominal stimuli that become functional only when they are perceived as cues by students (p. 669). Thus, common sense dictated that an effective teacher would use higher mental processes, which in turn implied that these same teachers would also use cue producing responses, or labels. The labels would provide not only cues for behavior, but great economy as well. Hickman (1992) stated, "The emergence of mind among human beings is but a higher degree of organization, in which interaction with other organisms is effected through language, which he [John Dewey] calls the tool of tools" (p. 44).

CHAPTER TWO

Review of Literature

There are many theoretical concepts and established practices that a teacher might choose to employ in any of the generalist roles of teacher, leader, or counselor. The theories considered for the study were limited, but they were considered to be popularly recognized theories, and served to demonstrate theories that a teacher might articulate should they employ any of these concepts in their practice.

Further, common sense indicates that teacher behaviors are based on a plethora of experiences stored in their schemata and sound rational behavior learned as a consequence of being a parent, a child, a student, or an observer of human behavior, etc. As such, it is good to review what has been said about the value of "common sense." This practical dimension of behavior was thought to be important and has been considered as a rational and justified means of analyzing and evaluating this research. Silverman (1993) stated:

What is efficient and what is management structure cannot be separated from what the participants in the organisation do themselves. So, efficiency and structure are not stable realities but are defined and redefined in different organisational contexts. ... Scientism's mistake is to position itself entirely apart from, and superior to, common sense (p. 5).

Wolcott (1990) added that, "Common sense is held to be complex and sophisticated rather than naive and misguided" (p. 32).

Silverman (1993) also noted that standardized situations derive their sense from common conceptions. Therefore, scientism is derived from common sense knowledge about the everyday world. He noted that those involved in transactions rely upon their common sense knowledge of social structures to produce an adequate response, and he acknowledged the need to bring science into line with common sense (p.104).

Thus, a case has been established that it is necessary for teachers to serve as generalists, and that primary among the generalist's roles are teacher, leader, and counselor. As Jervis (1996) found, the best teachers are friendly, helping, understanding individuals with significant leadership ability. It has also been noted that teachers benefit from being able to articulate their practice. Therefore, teachers should be able to articulate their practice in the generalist areas as discussed. Based on this rationale, the theories one might expect to be articulated clearly and concretely by a teacher were in the areas of teaching, leadership, or counseling. Thus, these dynamics were chosen for the study.

The following specific leadership, and counseling theories were chosen by the researcher based on what he deemed to be a comprehensive sampling, as well as curricular content of meaning for future studies. These were not the only leadership, and counseling theories to be considered as valid representations and reports from the teachers, however. Common sense would appear to indicate that, as a consequence of knowing the proper nomenclature that represents the underlying theory, one would have a greater understanding of the totality of that theory. Accurate and succinct language not

only indicates a greater knowledge of the theory, but enhances communication among colleagues and others as well.

Cathy Skowron (as cited in Jervis, 1996) noted the importance of teachers putting "language to practice" by stating:

Just as self-reflection and talk about the process of learning give children power over their own school life, so, too, teachers gain control over their always evolving practice when they talk about teaching and learning with others. In a good team-teaching relationship, teachers can carve out a daily place to put language to practice. That ability to step back, to hash over, to reflect, to become increasingly clear about the dilemmas and decisions that underlie their pedagogy, is how craft develops. The Oxford English Dictionary's first definition of craft is art, skill, and intellectual power over a medium. Developing the craft of teaching through talk is an honorable challenge. (p. 56)

It is important to note that this study did not look for the existence of any particular pedagogical theory and the nomenclature that represents this "one" theory, i.e., "dictatorship." This study considered the existence of any and all bona fide theories represented by the appropriate nomenclature. Consequently, common sense indicated that any particular teacher whose language reflects a greater number of pedagogical theories as identified by the appropriate nomenclature would appear to possess a richer understanding of his or her profession. Conversely, common sense indicated that any teacher whose language is devoid of the nomenclature that represents theoretical practice would be as deficient as an attorney, a doctor, a mechanic, or any other professional who neither knows nor articulates the language of their respective trade.

Another common sense observation indicated that there would be a range of theories reported by teachers, and that there would be teachers who were rich in educational jargon and teachers who were not. Thus, another question was raised: Assuming that there were teachers who were rich in jargon, nomenclature, or language, could one make a common sense observation that these teachers operate according to the theoretical underpinnings of the language reported by them? Conversely, and importantly, what could one then assume about the teachers who were lacking in specific nomenclature or theory? Could one assume that they operated by: a) common sense, b) intuition, c) theories for which they had forgotten the name, d) practices they had observed and then emulated within their schools, e) trial and error experimentation, f) a null set of practices devoid of educational value, or g) other?

Jervis (1996) stated that each of the teachers described in her book had decided to take up teaching for a number of personal reasons. She stated that each teacher had also decided to take up the profession for one important reason that was not personal:

Each had encountered at least one theory that suggested they should, and the theory made sense to them. That is why the names of theorists are sprinkled across the stories: John Dewey, Pat Carini, Donald Graves, Ted Sizer, Howard Gardner, and so on. This is not to say that good teachers depend on theorist to tell them what to do. But a good idea or two, supplied from the outside, but with respect for the complexities of the

inside, can help a good teacher stand back from these complexities and reflect on them (p. 136-137).

Theories are based upon underlying tenets, as illustrated in the description of one instructional theory, cooperative learning. Those who practice a certain theory, either partially or in totality, should be able to articulate this theory to others, using the proper nomenclature. A sampling of counseling and leadership theories was considered necessary to understand the complexities and possibilities of theories one might expect the generalist to articulate.

Counseling

Counseling, like leadership, has a long history of researchers and practitioners. Exploration of the topic resulted in a multitude of varying theories that have been formulated over time. Examples of this diverse range of philosophies are: Transactional Analysis, directive vs. non-directive counseling, Gestalt Therapy, bibliotherapy, therapeutic writing, and Rational Emotive Therapy. The concept of transaction that developed during the research came to have a common link to teaching, leadership, and counseling; therefore, it is important to expand on the topic.

Patterson (1973) reported that transaction is a relatively new approach to psychology:

The term transaction has been taken from Dewey and Bentley. It applies to the treatment of events as processes in space and time and environment. A segment of time in this process is labeled a transaction and includes, in the case of man, the organism, or the individual, and the environment (p. 281-282).

This paragraph identifies the entities required for a transaction to occur. The two quotes that follow detail the difference between an interaction and a transaction. As can be seen, the same entities required for an interaction are required for a transaction. Importantly, however, an interaction does not require active participation in the event. An interaction requires a process between the organism and the environment; this does not necessitate an understanding of the event. Therefore, it seems important that students do more than merely interact with the school environment; they should transact with the school environment and the various personnel who make student transformations possible.

Patterson (1973) defined a transaction as "a psychological event in which all the parts or aspects of the concrete event derive their existence and nature from active-participation in the event." Further, he noted: "Man's activities cannot be treated as his alone, or even primarily his, but must be seen as processes of the organism-environment. That is, neither one exists or can be understood without the other" (p. 282).

Patterson (1973) explained that interactions are quite different from transactions. An interaction implies two separate, independently existing objects that merely interact with each other. When does an interaction cease to be an interaction and become a transaction? It is a mere interaction when two people pass one another on the sidewalk, and the extent of the conversation and cognitive activity is limited to a brief greeting. But if the parties pause to engage in conversation and thought, it is a transaction, an active engagement with another organism that has the potential to transform thought and action.

It can be concluded that teachers and students engage in many interactions and transactions throughout the course of time they spend with one another. Engaging students in transactions is essential for relationships to develop, which in turn creates the potential to transform students.

Transactional Analysis

"A teacher mused, 'I'm not teaching geography. I'm teaching people. My biggest problem is just keeping order. Why didn't anyone prepare me for this?' " (Jongeward, 1976, p. 1).

Transactional Analysis is a certain set of defining rules, guidelines, and terminology designed to make everyone a winner. It is a very humanistic approach to human interactions, transactions, and relationships which proclaims the notion that all individuals are born with the capacity to think and be aware of the world and its events, and to be creative and productive. Transactional Analysis defines a winner as a person who responds authentically by being credible, trustworthy, responsive, and genuine, both as an individual and as a member of society (Woollams & Brown, 1979).

All transactions can be classified as complementary, crossed, or ulterior. The four types of transactions are: a) I'm OK, You're OK; b) I'm OK, You're not OK; c) I'm not OK, You're OK; and d) I'm not OK, You're not OK (Jongeward, 1976, p. 2 - 5).

It is crucial to note that Jongeward (1976) stated: "Emotional fitness development is not therapy; it is nonclinical. There is no intervention. At no time does the instructor confront; neither does he assume that he is dealing with emotionally disturbed or otherwise 'Not OK' persons" (p. 233). Therefore, classroom teachers do have the potential to be excellent counselors, mentors, and guides. All classrooms have the potential to be therapeutic, which in turn means that students can find solace and remedies in the classroom for individual problems and difficulties. It has thus been noted that therapeutic strategies are appropriate for the classroom curriculum. Psychoanalysis, however, is another matter. Although psychoanalysis is also designed to be therapeutic, it is a classroom taboo and far from a concept one would expect to be articulated and practiced by a classroom teacher.

Transactional Analysis has been introduced due to its analytical potentials to categorize the various student personalities a teacher might encounter. Strategies like this provide tools for teachers to determine the proper path for establishing a relationship with any given student. Directive counseling, Rational Emotive Therapy, non-directive counseling, and gestalt therapy have also been considered. Directive and non-directive counseling represent respective extremes in counseling theory; Rational Emotive Therapy is a more balanced or centered style; and gestalt therapy is an all-inclusive, holistic style that might draw on any of the other counseling theories.

Directive Counseling

Directive counseling is demonstrated by George A. Kelly's psychology of personal constructs and counseling. Patterson (1973) stated that in this method of counseling, the therapist has been said to assume the role of God, or "the doctor knows best":

The counselor's basic conception of a role relationship is that the therapist, for example, subsumes the construct of the client by his acceptance

(defined as willingness to see the world through the client's eyes) and thus is able to construe things as the client does, which enables him to predict, or anticipate, the client's behavior. ... Kelly's basic postulate has a motivational aspect, including a goal or direction of all behavior (p. 323-324).

In other words, the client is to follow the therapist's directives without question. This is quite different from Rational Emotive Therapy, wherein the client is given a rational explanation and reasoning for any desired behavior.

Rational Emotive Therapy

Albert Ellis is the developer of a school of psychological training called Rational Emotive Therapy (RET). The basic tenets of his program are:

1. Humans are born with potentials for rational thinking and tendencies toward irrational thinking. They tend to fall victim to these irrational beliefs and often indoctrinate themselves to this thinking.
2. A variety of cognitive and affective techniques are tailored to suit individual clients. Techniques may include shame-attacking exercises, role-playing, imagery, bibliotherapy, or therapeutic writing.
3. RET is based on a caring, humanistic life philosophy.
4. Although scientific in nature, it does not dispute the existence of any spiritual or transcendental entity.
5. RET places humans squarely in the center of the universe, and in control of their own emotional fate. RET gives humans almost full responsibility for choosing whether to allow themselves to be seriously disturbed.

Philosophically, Ellis places himself among those who believe that neither freedom nor determinism can give a complete account of human behavior, and that it is necessary to recognize the restrictions on human choice by both biology and history, as well as, to emphasize human possibilities for choice and self-determination.

6. Human beings are verbal animals, and thinking usually occurs through the use of symbols or language (Ellis, 1973).

Patterson (1973) noted: The essential technique of rational-emotive therapy is active, directive teaching. After the initial stage the counselor assumes an active teaching role to reeducate the client. He demonstrates the illogical origins of the client's disturbance and the persistence of illogical self-verbalizations that continue the disturbance. Clients are shown 'that their internalized sentences are quite illogical and unrealistic in certain respects. ... The effective therapist should continually keep unmasking his patient's *past*, and, especially, his present illogical thinking or self-defeating verbalizations by a) bringing them forcefully to his attention or consciousness; b) showing him how they are causing and maintaining his disturbance and unhappiness; c) demonstrating exactly what the illogical links in his internalized sentences are; d) teaching him how to re-think, challenge, contradict, and reverbitalize these (and other similar) sentences so that his internalized thoughts become more logical and efficient' (p. 57-58).

Gestalt Therapy

Friedrich S. Perls is credited as being the founder of gestalt therapy. Patterson (1973) stated:

The organism is a whole and normally functions as a whole. Body, mind, and soul are not separate; there is not an I, which has a body, or a mind, or a soul, but we exist as organisms. The healthy organism is thus a feeling, thinking, and acting being. Emotions, for example, have thinking and action (physiological) as well as feeling aspects. Body, mind, and soul are all aspects of the same. ... Nowhere in the writing of gestalt therapist is there a systematic discussion of therapy ... because therapy is considered to be the resumption of normal growth, and thus not therapy in the corrective sense. The developing awareness of oneself and one's various parts or aspects, through exercises and role-playing of the various aspects of the self, apparently is assumed to free the individual to resume normal growth (p. 345 & 373).

These tenets of gestalt therapy are considered to be very appropriate guidelines for the teacher-student relationship. Therapy, as such, is not discussed in any form or fashion so as not to alarm the student, parents, or others. Also, gestalt therapy is considered a tool to help the student resume normal growth. This objective is very similar in nature, if not identical, to what teachers in this study have described as mentorship or facilitation.

Non-directive Counseling

Carl Rogers (1969), founder of Client-Centered Therapy, professed that "Man" is basically cooperative, constructive, and trustworthy. Rogers adds: "When he is free from defensiveness, his reactions are positive, forward moving, and constructive" (p. 380). His approach to counseling is non-directive, wherein the counselor does not assume that he has the knowledge or the authority to dictate to a client the actions and behaviors the client should adopt. The counselor is more of a confidant who is there to listen to the client as they air concerns. This is done time and time again until the client has the opportunity to verbally externalize his or her own specific set of circumstances, and thereby arrive at his or her own choices for actions and behaviors. Key to this counselor-client relationship is "unconditional positive regard: perception of the self-experiences of another without discrimination as to greater or lesser worthiness; prizing, acceptance" (Rogers, p. 383).

The foregoing discussion of counseling theories was not designed to be a complete list of counseling practices. Rather, the purpose of this selection has been to suggest various theories a generalist might be expected to articulate or identify by the professional nomenclature. The discussion is also intended to recognize the complexities of the role of generalist considering the range of counseling theories. The following discussion of leadership will emphasize these same complexities, as well as list additional theories a professional educator might choose to use in order to identify their practice.

Leadership

There are many different theories which suggest how to best lead and inspire others, just as there are many theories regarding the most appropriate approaches to counseling. As Daughtry (1995) stated,

Leadership has been viewed from many different perspectives and measured in many different ways. There was no widely agreed upon definition of leadership due to the multiple theoretical approaches to the concept. The interpretation of leadership varied from situation to situation, group to group, and individual to individual (p.29).

Five general categories that appear to cover a respectable spectrum of many leadership situations follow.

Laissez-faire Leadership

Laissez-faire leadership is also popularly referred to as non-leadership. This style of leadership demonstrates what Norris (1996) claimed to be the perspective directly opposite the active role taken by the transformational leader. Laissez-faire leaders abdicate the responsibility for influencing subordinates, other leadership roles, and decision making altogether, and ignore even the most troubling, disruptive, and problematic subordinate or situational issues (p. 21).

Transactional Leadership

Bass and Avolio (as cited in Daughtry, 1995) stated that "transactional leadership is a form of leadership in which an exchange is made between the leader and the follower. Transactional leadership 'depends on contingent reward' " (p. 17). Hollander (as cited in Norris, 1996) stated that, "Transactional leadership emphasizes the bargaining relationships between management and subordinates" (p. 10). This suggests a social exchange for benefits such as role clarification or pay. This leadership style is exemplified by the cliché, "a fair day's pay for a fair day's work" (Yukl, 1994, p. 53). Avolio and Bass (as cited in Norris, 1996) noted that many researchers criticize strict adherence to this style, saying that it maintains the status quo, thus leading to mediocrity. Furthermore, extraneous factors to the leader or the organization might minimize the transactional leader's effectiveness (p. 12).

Management By Exception (MBE)

While the two MBE styles, active and passive, are considered transactional styles, they are specific in nature and require further clarification. MBE as referred to by Norris (1996) can be active or passive. Active MBE takes place when the leader actively searches for negative performance incidents so as to issue punishment or reprimands as a stimulus to affect successful performance. Passive MBE is an attitude wherein the leader passively waits for mistakes to occur before taking action. It is aptly described by the cliché, "If it ain't broke, don't fix it" (p. 11).

Transformational Leadership

Norris (1996) described transformational leaders as capable of elevating subordinate performance beyond simple compliance:

a leader can transform followers by: (1) making them more aware of the importance and value of task outcomes, (2) including them to transcend their own self-interest for the sake of the organization or team, (3)

activating their higher order needs. Through such mechanisms, a transformational leader facilitates greater accomplishments from his/her subordinates than a strict transactional leader (p. 12).

Bass (as cited in Norris, 1996) identified three dimensions of transformational leadership: (a) charismatic/inspirational appeal, (b) individualized consideration, and (c) intellectual stimulation. According to Bass, these leadership qualities exceed transactional leadership in terms of quality associated with leader-member exchange, the attributes of the leader, and the manner in which subordinates positively respond to and are influenced by the leader (p. 13-14).

Thought Self-Leadership

Thought Self-Leadership (TSL) deserves special note due to the fact that it is based on Rational Emotive Therapy (RET). Neck, Neck, and Manz (1997) note that various researchers (Burns, 1980; Ellis, 1975; Seligman, 1994; Beck et al., 1979) have "emphasized the potential utility of managing personal beliefs. ... A recent training-based field study suggested that employees who participated in TSL training experienced enhanced performance, self-confidence, and good state over those employees not receiving the training" (p. 29).

A generalist does not need to be familiar with each and every theory described in this study. As it was considered reasonable to expect a teacher, generalist or not, to be able to articulate the theories they adhere to in their practice, a base of popular teaching, leadership, and counseling theories were considered as a guideline for this study.

The Model of Interpersonal Teacher Behavior

The teacher roles of teacher, leader, and counselor have been established as significant components of a teacher's daily routine, which made it relevant to examine the question of how a teacher might communicate these roles to the student to create a productive environment for student growth. The behavioral dynamics a teacher might use to establish these roles are the primary concern of the research by Wubbels, Levy, and Brekelmans (1997). Therefore, the following models and questionnaires used by Wubbels et al. were chosen for this study.

Wubbels et al. (1997) noted that, "Teachers' interpersonal skills are essential to creating a positive classroom climate. The Questionnaire for Teacher Interaction [QTI—developed in the Netherlands, the U.S., and Australia] provides a road map for professional improvement" (p. 82). This research study furthers the quest to identify tenets for the improvement of teacher performance, which will in turn have the potential to improve student achievement. As teachers can benefit from improved relationships with their students, an efficient and far-reaching arena for initiating a plan to prepare teachers for this component of their practice is the preservice teacher preparation program. Wubbels and Levy (1991) stated:

Adapting the Dutch QTI for use in the U.S. and other countries will also be useful for pre- and in-service teacher education. Dutch educators have used the QTI as a basis for developing training programs for a variety of teachers. Once other countries' data pools have been expanded similar efforts in teacher development can be made. Different techniques can then be compared across countries to discern effective training approaches. As

can be seen, this initial study and its establishment of a sound American QTI can lead to research which has important cross-cultural implications. (p. 16)

Wubbels et al. have collected data from over 50,000 students in the past ten years for this research series on communication styles and the classroom learning environment. Of equal importance is another study that was designed primarily to test the cross-national adoption of the QTI. Wubbels and Levy (1991) stated, "In terms of cross-national validation of the Leary model, the results of this study provide further support to Lonner's (1980) conclusions that the model seems to be culturally universal" (p. 15). The significance of this statement is that students worldwide could prosper under the tutelage of a teacher who is both highly dominant and highly cooperative at the same time. Therefore, it seemed appropriate to look at the ways and means in which teachers are able to articulate the dominance and cooperation they employ in the roles of teacher, leader, and counselor.

Being both highly dominant and highly cooperative at the same time initially seemed a contradictory style that would be difficult to manage and sustain. Still, Wubbels et al. (1997) supported the notion that, "The more dominant the teacher, the more his or her students achieve. Strict leadership and helpful/friendly behaviors are positively related to student behavior (p. 84)." The Model of Interpersonal Teacher Behavior reflects the complex task of managing this style of judgment as it relates to teacher behavior.

A more comprehensive study of the Model of Interpersonal Teacher Behavior revealed other factors that led to further considerations of its value for this study. Wubbels and Levy (1991) stated, "The Leary model of interpersonal behavior (1957) provided the measurement framework for the study. ... The Leary model has been extensively used in clinical psychology (p. 2)." They further noted that the Leary model (see Appendix C for Leary Model of Communication) has been important in describing parental relationships and cited Dunkin and Biddle (1974) as stating that the model can also be used to describe teachers' efforts to influence classroom events. Dunkin and Biddle (1974) are also cited as stating, "Directivity and warmth are two major factors necessary to describe teacher behavior "(p. 2).

Levy, Wubbels, Brekelmans, and Morganfield (1997) stated:

He [Leary] stated that people communicate according to two dimensions-- a Dominance-Submission (or Influence) dimension (e.g., who is controlling the communication) and a Cooperation-Opposition (or Proximity) dimension (how much cooperation there is between the people who are communicating). The model allows for a graphic representation of all human interaction (p. 35).

The significance of "all human interaction" was a paramount consideration for this study. Levy et al. (1997) added, "Wubbels, Creton, and Hooymayers (1985, 1987, 1988) subsequently applied the model to teacher behavior. They built a paradigm which divided Leary's original two dimensions into eight different behavior types shown in the classroom" (p. 35).

Appendix C indicates how the Leary model was divided into four main categories, each having two sub-categories: a) *dominance*, strict and leadership, b) *cooperation*, helping/friendly and understanding, c) *submission*, uncertain and responsibility, and d) *opposition*, dissatisfied and admonishing. Wubbels et al. (1997) stated: "Remember, however, that an effective teacher's repertoire covers all eight sectors of the model. ... Good teaching requires an interpersonal repertoire that is both broad and flexible (p. 84)."

As noted, Wubbels et al. do not use the term "counselor" in their model. They do use terms that are associated with counselor education: cooperative, friendly, helping, understanding, uncertain (meaning that the teacher is willing to admit mistakes and take risks). Many of these very same dynamics are employed in both directive and non-directive counseling. Accordingly, the claim that a teacher needs to be knowledgeable and competent not only in the role of teacher, but also in the roles of leader and counselor has been asserted in this study. With that in mind, Wubbels et al. (1997) were also cited earlier in this paper as stating: "Teachers must develop the communicative techniques that establish favorable relationships with learners. ... Without this piece of the repertoire, teachers cannot fully develop in their practice," (p. 85-86). Jervis (1996) added: "When teachers put language to what they do in the classroom, the conversation informs their practice and sharpens what they see. In turn, sharpened vision improves the ability to articulate assumptions," (p. 24). And, Lindfors (1987) has been cited later in this paper as stating that subjects in other studies: "possessed a certain communicative competency, or the knowledge sociolinguists have defined as the ability to respond appropriately in various social situations," (p. 318). Thus, the researcher has attempted to demonstrate a need for all teachers in any given culture to have the ability to communicate via the same language; particularly in the domains of the interpersonal skills that have been reported to determine what has been noted to be characteristics possessed by the "best" teachers. Again, chiefly among these characteristics are leadership and counseling behaviors and abilities.

Summary

A case was established for the need to examine the way teachers perceive themselves as generalists, meaning how they fill the roles of teachers, leaders, and counselors. Significant attention has been given to the complexities of the multi-faceted role of a generalist by reviewing a sampling of the various theoretical frameworks that a teacher might find advantageous to include in his/her repertoire of knowledge, skills, and practice. It has also been suggested that a teacher should have the ability to articulate their practice so as to be more effective. Goldman (1998) stated: "Leadership style is determined by deep-seated values and beliefs about how people learn. Leaders may call their leadership style whatever they wish—transactive, transformational, top-down, bottom-up—but ultimately, their deep-seated values and beliefs are mirrored throughout the school" (p. 21). Should this be the case regarding leadership style, it follows that similar dynamics might also be noted of teaching and counseling practices, as well as a "deep-seated" belief, or lack thereof, in interpersonal skills. Also, and importantly, this researcher practiced many of the theoretical concepts described in this paper during the daily, regular course of his activities as a teacher in various public school systems. This

was prior to knowing the proper nomenclature and without awareness of the importance of understanding the complete theoretical framework of the theories mentioned. Now, in retrospect, he has come to understand the value of not only being able to identify, articulate, and employ theoretical concepts, but to understand ones' own practice so as to construct/reconstruct it, direct it, and maintain consistency. Thus, it appeared entirely fitting to investigate what others teachers were able to report about their practice in the generalist areas of teaching, leadership, and counseling. Thus, the following research question emerged.

Research Question

The following research question was designed to guide the study: What do teachers articulate about the theories they employ in the various generalist roles they are called upon to play in the performance of their duties?

CHAPTER THREE

Research Design

The study was designed to elicit information from teachers about their practice. The generalist roles leadership and counseling were of particular interest. The information reported by the teachers was analyzed and evaluated for concrete responses, e.g., clear identification or the use of appropriate labels to describe their practice. The degree to which a teacher could articulate, accurately and clearly, the specific nature of their practice (versus a more laissez-faire, intuitive approach) was examined. The three-step process of data collection was accompanied by corresponding assignments. Following is an outline of the process, which is followed by a brief description. This is followed by a more thorough, detailed description of the individual components and processes that were used for collecting the data.

Outline

Data Collection

Step 1

Interview 1

Assignments

Personal survey/completed during interview one

CMN/distributed, explained, completed at a later time

QTI/distributed, explained, completed at a later time

Step 2

Interview 2

Assignments

CMN profiles/distributed and discussed

QTI self-report profiles/distributed and discussed

Step 3

Interview 3, focus groups

Assignment, exit questionnaire

Brief description

1) *Interview 1* was held with each teacher, individually. The teachers completed one *assignment* (the personal survey) at this meeting. The personal survey requested information pertaining to the teachers' experience and professional developmental activities (see Appendix F for Personal Survey). The personal survey was to be used to complement the battery of instruments used to collect data that would provide the teachers with a maximum opportunity to expand on their leadership and counseling knowledge and practice.

They were also given two other *assignments* to complete at a later date. One of the *assignments* was the case method narrative (CMN) wherein the teachers reported how they would solve a common teacher dilemma (see Appendix D for the Marsha Warren Case Method Narrative). The next *assignment* requested the teachers to complete the Questionnaire on Teacher Interaction (QTI). This *assignment* required the teachers to report their own perceptions of themselves in their daily practice as teacher (see Appendix E for QTI). The CMN and the QTI were also to be used to complement the

battery of instruments used to collect data that would provide the teachers with a maximum opportunity to expand on their leadership and counseling knowledge and practice.

2) *Interview 2* was held so that the teachers' QTI profiles could be discussed with them, as well as, to obtain more information about specific leadership and counseling theories the teachers used in their practice. Questions were designed to complement the battery of instruments used to collect data that would provide the teachers with a maximum opportunity to expand on their leadership and counseling knowledge and practice.

3) *Three focus group* meetings were held. The groups were determined by the teachers' QTI profiles. The participants were asked questions about the leadership and counseling theories they used in their practice that were even more specific than the questions that had been asked in Interview Two. These questions were also designed to complement the battery of instruments used to collect data that would provide the teachers with a maximum opportunity to expand on their leadership and counseling knowledge and practice.

Lastly, the teachers were given their final *assignment*. They were asked to complete an exit questionnaire. This *assignment* was used to obtain closing thoughts and opinions. Like the other instruments, these questions were also designed to complement the battery of surveys used to collect data that would provide the teachers with a maximum opportunity to expand on their leadership and counseling knowledge and practice. A more thorough description of the three steps used to obtain the data follows.

Detailed description

Step 1, interview 1 & assignments

This interview was held with the teachers on an individual basis. There were five objectives for this initial meeting: a) to establish a friendly and cooperative relationship, as well as the proper tone of seriousness; b) to introduce the study; c) to ask the teachers a series of questions about how they are perceived by students, parents, peers, and superiors, and how they perceive themselves; d) to distribute the case method narrative and the QTI, and give instructions for their completion; and e) to have the participants complete the personal survey. The participants were also told that confidentiality would be respected and that they would be identified only by the last five digits of their social security number throughout the course of the study.

There was a concern regarding the order in which the teachers completed the QTI and the case method narrative. Five teachers were asked to complete the QTI first, and remaining five were asked to do the case method narrative first. This was done in order to insure independence, the knowledge that one variable does not affect the other (Howell, 1992; Crowl, 1986). This concern arose from the fact that by giving the QTI as Assignment # 1 teachers might be influenced to respond to the case narratives differently than if they completed the case narrative as Assignment # 1, and vice versa. The reason researchers split halves is to counterbalance the effects that may be associated with the order in which items appear on a test (Crowl, 1986). For example, a participant who took the QTI first might be influenced by the nature of the questions that relate to leadership

and helping & friendly behaviors, and consequently answer the case narrative differently than if the steps had been reversed.

LeCompte, Millroy, and Preissle (1993) stated: "Ethnography and survey research often are viewed as antithetical proceeding from different assumptions about the nature of reality. Nevertheless, they have been successfully combined by some researchers" (p. 418). Further, LeCompte, Millroy, and Preissle (1994) added that combining ethnography and questionnaires provides:

a means to articulate but also to resolve some of these factional disputes ... questionnaires verified other tentative conclusions from her ethnographic data. ... The questionnaire was used creatively in analysis in several ways. First, it provided detailed and specific information ... the questionnaire often provoked unanticipated but valuable insights ... the questionnaire provided further evidence ... this permitted a clearer understanding of the various perspectives of these groups" (p. 418-419).

Therefore, it was determined that a brief personal survey regarding the respondents' experience and participation in professional development activities would provide a means to articulate, verify, provide details, and provoke unanticipated but valuable insights that would allow a clearer understanding of the respondents' professional practice.

Assignment: Marsha Warren/A Case Method Narrative

As Silverman, Welty, and Lyon (1996) state, "Case method is a relatively new phenomenon in teacher education" (p.23). Although new to teacher education, "The case method in law was initiated by Christopher Langdell in the Harvard Law School in 1871" (Sperle, 1989). Since that time, the case method has been used in many professional applications, including law, business, medicine, sociology, psychology, and education (Christensen, Garvin, & Sweet, 1991; Silverman et al., 1996; Sperle, 1972).

Briefly stated, the case method entailed the selection of a written script, or narrative, that depicted a classroom problem. The participant was instructed to read, analyze, and create solutions for the problem. Sperle (1972) stated that the process for this analysis and solution should include: a) defining the case, b) analyzing the case, c) interpreting the case, d) collecting solutions, and e) defining conclusions (p. 21). Silverman et al. (1996) suggested a similar procedure: a) understand the assignment in context, b) read the case for an overview, c) analyze the case, d) seek outside information, and e) develop solutions (p. xxiii-xxiv).

For the purposes of this study, teachers were instructed not to seek outside information. Each teacher was supplied with the Marsha Warren case narrative, which presents a teacher-related problem that pertains to the generalist areas of teaching, leadership, and counseling. They were asked to read the case narrative, underlining and making notes of pertinent facts as they did so. They were then asked to write a synopsis of the problem in their own words. Lastly, the participants were asked to arrive at solutions based on what they would do in this situation in order to create a productive classroom environment.

The written solutions were turned over to three evaluators who were selected on the basis of their own area of expertise and represented each of the generalist areas of

interest. One evaluator was a graduate student at Virginia Tech in the field of Teacher Education; the second evaluator was a graduate student at Virginia Tech in the field of Educational Leadership and Policy Studies; and the third evaluator was employed as an elementary school guidance counselor.

Each evaluator received instructions on how to score the case narratives according to established QTI protocol. Each evaluator read each case method narrative and scored each teacher's response to the case narrative using the QTI. This process provided five teacher profiles for each teacher. One profile was the self-report done by the teacher; one profile came from each of the evaluators; and one profile was created using the mean scores of the evaluators.

Assignment/The QTI

The QTI was developed in several studies in the 1980s. Its 64 items present behavioral characteristics in single words or short sentences. Every item belongs to a sector of the model: 1) leadership, 2) helping & friendly behaviors, 3) understanding, 4) student responsibility, freedom, 5) uncertain, 6) dissatisfied, 7) admonishing, and 8) strict (see Appendix G for Category Breakdown for the Questionnaire on Teacher Interaction). The items are worded according to levels of behavioral intensity: weak, moderate, strong, and extreme (Wubbels & Levy, 1993).

Wubbels et al. (1997) added: "More than 50,000 students and teachers have used the model. Versions are available in English, Dutch, Hebrew, Russian, Slovenian, Swedish, and Finnish. ... We also ask teachers to describe their ideal behavior through the instrument, thereby providing them a professional develop road map for change" (p.82). The teachers' perceptions of themselves differ from how they were perceived by their students. Wubbels et al. (1997) stated that "Perception is reality, and we believe student perceptions to be valid. ... Their [the teachers'] self-perceptions differ markedly from those of their students" (p. 49). Therefore, a central objective of this study was to see if the teachers' profiles created by their diagnosis and solution of the case method narrative would align with their self-report as ascertained by the QTI.

Step 2, interview 2

Meeting two was designed to seek additional information from the teachers via a discussion of the data derived from interview one. The teachers were given copies of their QTI profiles. All of the teachers had indicated that they were called upon to perform as leaders and counselors and that they, in fact, did perform these duties. This fact was brought to the teachers' attention, then the researcher asked very specific questions about the leadership and counseling theories the teachers used in their practice. The interview was designed to complement the battery of surveys used to collect data that would provide the teachers with a maximum opportunity to expand on their leadership and counseling knowledge and practice.

Step 3, focus group interviews

Gibbs (1998) stated, "There are many definitions of a focus group in the literature, but features like organised discussion (Kitzinger, 1994), collective activity (Powell et al., 1994), social events (Goss & Leinbach, 1996) and interaction (Kitzinger, 1995) identify the contribution that focus groups make to social research" (p.1). To this, Krueger (1994)

added, "A focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment" (p. 6).

Focus groups have been used for decades to obtain consumer reactions on existing products and services. In recent years they have been used to gain citizen involvement on public issues. Focus groups are used to evaluate programs, develop marketing strategies, and make decisions. In a focus group, a small number of participants (6-12) are brought together in a neutral setting to discuss an issue with the help of a skillful moderator. The moderator creates a permissive environment, nurturing different points of view without pressuring the participants (Krueger, 1994).

Krueger (1994) notes the following characteristics, advantages and limitations, and planning and questioning procedures of focus groups:

Characteristics of Focus Groups

- careful recruitment of participants
- assembled in a series of groups
- proper meeting environment
- provides data, qualitative in nature
- focused discussion directed by skilled moderator
- systematic analysis and verifiable procedures (p.16 -18).

Advantages of Focus Groups

- socially oriented research procedure allowing for interaction and increased candor
- format allows moderator to probe
- high face validity
- relatively low cost
- provide speedy results
- enables researcher to increase sample size in qualitative research

Limitations of Focus Groups

- less control than in individual interviews
- data is more difficult to analyze
- requires carefully trained interviewers
- groups can vary considerably
- groups are difficult to assemble
- must provide environment conducive to conversation (p.34-37).

Planning for focus groups

- Determine and agree on the purpose: Why are we doing this study? What kind of information do we want?
- Determine the research procedures: consider the intended audience, available resources, researcher capabilities, and alternatives, review the advantages and disadvantages.
- Determine whom to study: use factors such as geographic location, age, gender, income, family size, employment status (must be related to the purpose of the study).

- Select the focus group location: easy to find, free from outside distractions, relaxed informal environment, neutral environment, tables and chairs, outlets for audio or videotaping.
- Develop a plan: written chronological sequence of events and fiscal plan (tasks, responsible person, timeline, budget), ask colleagues to review plan. (p. 41-52).

Focus group questions

- The moderator gives a brief overview of the study.
- A researcher normally asks a dozen questions.

Questioning stages

- Opening questions: round-robin questions are suggested at the outset so that everyone gets involved immediately. Questions should be designed so that answers are quick and factual versus opinion.
- Introductory questions: introduce the general topic of discussion and get the conversation going.
- Transition questions: direct the conversation to the key questions of the study. Allow the participants to share their views and opinions on the topic.
- Key questions: move to the 2 to 5 questions that drive the study. These are the questions that will be analyzed.
- Ending questions: reflect on the previous comments and bring the discussion to a close. The moderator states a final position on critical issues and asks, "Have we missed anything?" Lastly, the moderator reflects and decides if the summary is adequate (p. 53-69).

The focus study questions for this study were derived from the data that had been obtained from the interviews, the case method narratives, and the QTIs. Participants were told that the purpose of the focus group was to summarize the findings and discuss items of significance. The focus groups were to be used to complement the battery of instruments used to collect data that would provide the teachers with maximum opportunity to expand on their leadership and counseling knowledge and practice. And, lastly, the participants were given the exit questionnaire so that they might be able to freely express their opinions after they had come to a greater understanding of the study.

Assignment/the exit questionnaire

The exit questionnaire was planned to be a survey that would allow the teachers freedom of expression. The justification and purpose of the design was the same as was noted for the justification and purpose of the personal survey. The six questions were direct in the presumption that teachers do perform the generalist roles of leadership and counseling. This was based on the fact that literature had been cited which stated that teachers performed the generalist roles of leadership and counseling; the teachers had reported themselves to be leaders and counselors; the independent evaluators had reported the teachers to be leaders and counselors; and the researcher had found other data that was collected in the various interviews, focus groups, and surveys that would indicate that the teachers did perform the generalist roles of leadership and counseling. Although direct in nature, the questions were open-ended so as to allow freedom of expression. The questionnaire was also designed to complement the battery of surveys

used to collect data that would provide the teachers with a maximum opportunity to expand on their leadership and counseling knowledge and practice.

Methodology

Setting

All settings for this study were in accordance with the guidelines for interviews and focus groups. In most cases, Interview One and Interview Two were held at the teachers' schools, in their classrooms. Other interviews were held at local restaurants.

Participants

An extensive search was conducted for teachers with elementary teaching experience. Recommendations for potential candidates came from area educators e.g., teachers, counselors, principals, professors, and graduate student interns. A list of twenty-three, male and female candidates of varying ages and years of experience were solicited. The recruitment effort produced ten volunteers for the study. Eight were teaching in a county in Southwestern Virginia; one teacher was on leave from the same locale; and one teacher was a graduate student at Virginia Tech. Other teacher characteristics such as gender, subjects, or grade level assignment were not considered to be major considerations. The rationale for this, as previously noted, is that the generalist roles of teacher, leader, and counselor should be characteristics common to all teachers.

However, a balanced representation of diversity was sought. Wubbels and Levy (1993) noted: "We found it significant that differences between classes of the same teacher are usually far smaller than between different teachers teaching the same group of students. This indicates that the teacher plays an important role in establishing the learning environment" (p. 44). Additionally, Wubbels and Levy (1993) concluded that grade levels and subjects taught have little bearing on the QTI. A study comparing social study teachers to foreign language teachers did reveal that students perceived the foreign language teachers to be stricter. Other individual teacher characteristics that have been examined are:

"sex, age, years of experience, grade level, the subject taught, self-esteem, job satisfaction and opinions of the teacher about educational goals and the preferred student-teacher relationship. ... None of the characteristics were strongly related to communication style. ... We also investigated the results for individual teacher characteristics. The relationship of age and teacher experience with communication style are closely connected to each other" (p. 40).

Therefore, the aforementioned teacher characteristics, with the exception of age and teacher experience, were not major considerations for this study. A limitation of the study was that there was not enough male participation. This fact was also an interesting, and perhaps significant, finding.

Additionally, "The QTI was designed according to the Leary model and the eight behavior types. It was originally developed in the Netherlands, and the 64-item American version was constructed in 1988. Both have acceptable reliability and validity when used in grades 7-12," (Wubbels et al., 1997). For this study, however, students were not required to report on their teachers. Therefore, the 7-12 grade level consideration was nullified since the teachers were requested to self-report using each of the methods and

tools used to gather data for this study: the case method narratives, the interviews, the QTI, the personal survey, the focus groups, and the exit questionnaire.

Data Collection

A series of three meetings was held with each teacher (See Appendix H). The first two meetings were interviews held with each teacher on an individual basis. The purpose of the first interview was to introduce the study, gather information from the teachers, have the teachers complete the personal survey, and distribute the case method narrative and the QTI. The focus groups were designed to consist of three groups of four teachers each. This arrangement was thought to provide a greater opportunity for each teacher to contribute to the focus group discussion.

The QTI Profiles

This study differed from the methodology normally used with the QTI, wherein the students complete the QTI based on their perceptions of the teacher in question, and then the teacher does the QTI on him/herself. These responses are used to create two teacher profiles: one determined by the teacher's self-report, and one determined by the mean student response. The profiles provide a visual tool that allows one to compare the teacher's perception of his/her own behavior and communication styles to the perceptions of the students (see Appendix I for Teaching Traits).

This study provided five profiles versus the two profiles normally created by QTI studies; the five profiles allowed for triangulation (see Appendix J for Teachers Profiles). Profiles A, B, and C were established using the data derived from the teachers' suggested solutions to the case method narrative, Marsha Warren. Profile A was the result of the teacher-evaluator; Profile B reflected the opinion of the leader-evaluator; and Profile C reflected the counselor-evaluator's opinion. Profile D was a mean score derived from the teacher, leader, and counselor evaluations. And Profile E was established using the data derived from the teachers' self-perceptions of their own interpersonal teacher behaviors as reported on the QTI.

The Case Method Narrative

The case method narrative for this study was taken from *Case Studies for Teacher Problem Solving* (Silverman, Welty, & Lyon, 1996). The narrative depicts "Marsha Warren." This particular case was chosen for its potential to elicit participant input from the generalist perspective. The teachers were given the narrative in a typed format and requested to prepare a written detailed analysis and suggested solutions for how they would solve the dilemma.

The teachers' responses to the narrative were collected and then analyzed and evaluated by the evaluators. Each evaluator completed a QTI for each of the teachers' responses to the case method narrative. Again, one evaluator was chosen on the basis of expertise in the area of instructional styles and methods; the other was chosen based on expertise in leadership styles and methods; and the third was chosen based on expertise in counseling styles and methods.

The researcher met with each evaluator and gave them instructions for completing the QTIs. The Model of Interpersonal Teacher Behavior was reviewed, and the evaluators were told that the categories and descriptors used in the Model of Interpersonal Teacher Behavior would be the same behavioral characteristics sought for the purpose of

evaluating the narratives. They were told that these characteristics might be implied, or labeled concretely and specifically.

The set of labels and descriptors used in the Model of Interpersonal Teacher Behavior were thought to aid in the categorization of the evaluators' analysis of the case method narratives, as well as provide a tool to eliminate bias and ambiguity. Ely, Anzul, Friedman, Garner, & Steinmetz (1991) stated, "Creating categories triggers the construction of a conceptual scheme that suits the data. This scheme helps a researcher to ask questions, to compare across data" (p. 87). Additionally, Ely et al. (1991) stated that experts such as Bogdan and Biklen, 1982; Giorgi, 1989; Goetz and LeCompte, 1984; Lofland and Lofland, 1984; Miles and Huberman, 1984; and Tesch, 1990 have suggested the following steps for establishing categories (p.88-89):

1. Start by reacquainting yourself with what you are about to categorize. [*The researcher "acquainted" the evaluators with the QTI categories and descriptors of teacher behavior.*]
2. Write some notes in the margins of the pages. [*The researcher instructed the evaluators to restate the problem from the case method narrative in their own words, then to make notations re: QTI categories and descriptors in the margins of each case method narrative as they analyzed it.*]
3. Break the data into parts. This includes such sub-categories as meaning, changes, something interesting, or something important is happening here. [*The researcher told the evaluators that creating sub-categories that reflected changes, something interesting, or something important is happening here would help.*]
4. Label the meaning units. [*The researcher provided a copy of the Model of Interpersonal Teacher Behavior for each evaluator and suggested the descriptors from the Model could be used as meaning units.*]
5. Make a list of all of the labels and descriptors. [*The researcher instructed the evaluators to make a list of all of the labels and descriptors found in each case narrative, thereby providing a summary of the teachers' self-reported behaviors that would allow the evaluators to arrive at a comprehensive look at the responses for each narrative.*]
6. Don't try to force labels. Not everything will fit. [*The researcher met with the evaluators during the evaluation process and reminded them that they were to evaluate the case method narratives from the perspective of their own area of expertise. They were also told that non-categorical or ambiguous items might arise. In such situations, the evaluators were instructed to consider the options and to evaluate their case narrative independently.*]
7. Make analytic notes as you proceed. This will be of benefit in the final analysis. [*As stated in #2: The researcher instructed the evaluators to restate the problem from the case method narrative in their own words, then to make notations re: QTI categories and descriptors in the margins of each case method narrative as they analyzed it.*]

The evaluators were given a group of five case method narratives at the initial meeting. They were given the remainder of the case method narratives when the initial

set of five was returned to the researcher. After reading each case method narrative, the evaluator completed a QTI for that participant's case method narrative response. The evaluation was based on how the participant conveyed the interpersonal skills as indicated by the labels, categories, and descriptors (whether labeled concretely or implied with a sufficient degree of clarity) as suggested by the QTI. The evaluators were instructed to consider all methodologies and practices that had meaning for the evaluator. This process produced three completed QTIs for each participant. The researcher then calculated the mean scores for each QTI and transformed these results to a teacher profile. The profiles were used to compare the evaluators' profiles and the teachers' self-report on the QTI. As Levy et al. (1997) stated, "The model allows for a graphic representation of all human interaction" (p. 35). This included the interactions and transactions between the generalist (performing the roles of leadership and counseling) and their students.

The procedure allowed the researcher to triangulate the evaluators' responses via the profiles established by the QTI. It also allowed for an item by item comparison for each of the 64 questions on the QTI. Ely, et al. (1991) noted that triangulation can be achieved in various means, all of which entail a convergence or agreement of data that has been gathered via independent processes. They stated, "Triangulation can be based on different reports about the same event by two or more researchers who are studying the same phenomena" (p. 97).

Differences in the opinions of the evaluators were noted in the QTI profiles. The mean scores of the evaluators aligned more closely with the teachers' self-report more often than did the individual evaluations. It was also noted that the evaluators established their own rating pattern. The leadership-evaluator showed a tendency to select "3s" more often, or a median of the five-point Likert range. The counselor-evaluator showed an inclination to rate the teachers favorably, while the teacher-evaluator was more unreserved in the use of extreme scores, positive and negative. In addition to naming the conceptual scheme they used to determine the QTI responses for the case method narratives, the evaluators were also asked to complete three placebos. These placebos were named Teacher Eleven, Teacher Twelve, and Teacher Thirteen.

Teachers Eleven, Twelve, and Thirteen

The researcher completed three Marsha Warren case method narratives for the purpose of submitting them to the evaluators in order to perform a reliability check. Case method narrative 11 was coded as being Teacher 66482; case method narrative 12 was coded as being Teacher 7331; and case method narrative 13 was coded as being Teacher 3223. Case method narrative 11 was created to offer excellent examples of cooperative recommendations for Marsha Warren's dilemma; case method narrative 12 was completed using suggestions that were good, but average; and case method narrative 13 was created with the intent of providing suggestions that depicted oppositional and dissatisfied teacher behaviors. The main difference between case method narrative 11 and case method narrative 12 was that case method narrative 11 entailed a significant amount of professional nomenclature. It was felt that this was a good reliability check because the evaluators' QTI responses to the case method narratives were as predicted. Other evidence of the evaluators responding as predicted included inquiries and comments

about case method narrative 13. Again, this was prompted by the oppositional and dissatisfied suggestions case method narrative 13 had for the Marsha Warren narrative. Further, the leadership-evaluator had been noted to have an established pattern of average responses for teachers T1 through T10. In the placebo case method narratives, however, the leadership-evaluator used more extreme responses, as had been expected. The teacher-evaluator had established a pattern of using extreme responses for teachers T1 through T10. This pattern seemed to remain constant for the three placebos; however, her willingness to use extreme rankings was even more notable. These responses corresponded with the manner in which the case method narratives had been created. The counselor-evaluator appeared to have an inclination to use cooperative responses, versus the teacher-evaluator who would often use oppositional responses. This pattern seemed to remain constant in the placebo case method narratives.

An interview with the evaluators took place following the completion of their task. The purpose of this interview was to ascertain which of the teacher suggestions to the case method narrative the evaluators considered to be worthy. The interviews revealed that the counselor-evaluator had a wish to understand the teachers' perspectives. He felt that teachers would obviously want to offer beneficial solutions to the Marsha Warren dilemma. Therefore, it was his duty to "try" to comprehend the solutions from the teacher's perspective. He noted that succinct language would help in this effort, and that the more a teacher understood about counseling, the better. He noted that many of the students' problems that he encountered on a regular basis could have been solved much earlier by a teacher, before the situation had the time to escalate. The counselor also noted that an understanding of the professional nomenclature for various counseling techniques would seem to indicate that the teacher would be a more informed educator. He added that knowing the names of counseling theories was not a prerequisite for teachers, however.

The teacher-evaluator noted that she looked for teacher practices. When she was asked about the manner in which she recognized practices, she stated that the most important things for her were solutions that indicated caring behaviors on the part of the teacher. She stated that teachers should achieve this by getting students actively involved in projects. The researcher then asked her if language could be used to help her clarify teacher behaviors. The teacher-evaluator said that she was not impressed by teacher jargon. She further noted that anyone could throw jargon around and not know what it meant. The teaching methodologies of cooperative learning and whole language had been mentioned during the interview. The researcher asked the teacher-evaluator to imagine a situation in which she was teaching a course on either whole language or cooperative learning. The follow-up question requested the teacher-evaluator to describe how she could teach the course without using the terminology whole language or cooperative learning. The teacher-evaluator noted that it would be necessary to use the proper nomenclature. The researcher then asked if the teacher-evaluator would want the students in the imaginary to know the terminology. The teacher-evaluator said that it would be necessary for the students to understand the nomenclature. The leadership-evaluator said that he would respond most positively to indications of consistent leadership behaviors. The leadership-evaluator also noted the contradictions to this behavior. He stated that

from his personal view, and from a historical analysis of leaders, one characteristic of counterproductive leadership is erratic behavior. The leadership-evaluator also noted that the use of professional nomenclature was not as important to him as were the solutions, regardless of how the teachers might choose to state them. He noted that using professional nomenclature could help to eliminate the possibility of misunderstanding consistent behaviors for erratic behaviors

CHAPTER FOUR

It was my intent to discover what teachers had to say about their role as generalist, particularly their responses to the roles of leader and counselor. Prior to beginning the analysis process, I had conducted many interviews with a diverse array of teachers. I had also conducted three focus group meetings with these same teachers.

Further, I had conducted individual and group meetings with the evaluators who were chosen because of their respective expertise in the areas of leadership and/or counseling. In addition, I had collected and evaluated case method narratives, personal surveys, exit questionnaires, and many QTI's regarding teacher self-reports, independent evaluators, and some placebos from the evaluators. The problem that surfaced was that all of the stakeholders, participants, and researchers used in this study agreed that teachers do, in fact, serve as leaders and counselors, yet the teachers knowledge in these areas proved to be limited. The reader will find a compilation of this data, as well as, input from the researcher in Chapter Four.

Findings and Analysis

It was decided to arrange the data in a sequential manner. This allowed the researcher to examine the results in a linear process which first considered the subjects' data as reported individually by the ten teachers; then, in groups (the three focus groups), and lastly, the group of ten teachers as a unified whole. The data has been presented for READER of this study in this same sequential pattern.

The ten teacher interviews are presented first; they are followed by the three focus groups, the analysis of the personal surveys, and the exit questionnaires. Considering that the focus groups were determined by similarities in the teachers' self-reports on the QTI it was thought to be important to see if similarities also existed in the personal surveys and the exit questionnaire. It should be noted that the teachers' responses to the questions on the personal surveys and the exit questionnaire were recorded exactly as the teachers wrote them, regardless of spelling and grammatical errors.

Procedural consistency was sought in each step of the process, i. e., Interview One always began following introductions, etc., and Interview Two always began by showing the teachers their QTI profiles. Much of the non-consequential and repetitive dialogue as it pertained to introductions, etc. was not reported and follows the guidelines of a condensed account as suggested by Spradley (1979). Spradley warns the ethnographer, however, not to omit vital data. He suggests that researchers should also adhere to the Verbatim Principle, and record the exact dialogue of the informant (p. 74-75). The following data represents an amalgamated record of the teachers' interviews as has been suggested in order to enhance the researcher's translation competence, and a fair and accurate interpretation of the data.

Teacher One (T1)

Findings, Interview One, T1

T1 noted that it would be easy for her to comment on how her students might describe her when she was asked to do so.

R: How do you think your students might describe you?

T1: That's easy because at the end of the year I always have them write, and not put their name on it, and tough, fair, funny, strict. ... Those are the ones that year after year come back.

R: This might seem like an obvious question, but, why?

T1: Why?

R: Why do you think that they might have that perception?

T1: I am strict. I tell them what I expect, and then I expect them to come through on it. I think I set high standards for my students. I think that is where the tough comes from.

The researcher then asked the teacher how others might perceive her. She appeared to give the question due consideration and noted that her colleagues, parents, and the principal would describe her in the same manner. When she was asked how parents might describe her she noted: "I try to always put myself in their place, being a parent myself. I also think now how would I want the teacher to approach me. And, I have to remember that they are coming from a very different place than I am. My responsibility is very different than theirs toward their child. They may be seeing their child very differently than I am. Also remember that we may not be on the same playing field for different reasons." The teacher seemed to commingle the manner in which others would describe her with the manner she would choose to describe herself. This presented an opportunity to ask the teacher more about the thoughtful reflections she reported.

R: Do you have--I don't know--theoretical notions, or styles you use to communicate with parents from both ends of this [socioeconomic] spectrum?

T1: Humor.

R: Humor?

T1: Yes. I make jokes. ... I always joke with parents. ... I had a parent write me a note--I guess it was last year at the end of the year. But she thanked me for laughing so much with her child, because we do kid a lot in the classroom about lots of things. And so, those are the two things [strict, and a sense of humor] usually in my thank you notes.

R: Do you have some kind of program for the sense of humor, strict, the caring, the high expectations you have told me about?

T1: Not exactly, but I have a really clear idea. I feel like it is my job to find the things students can do, and it is my job to teach them how to be organized. They need to be on top of things when you ask them questions. But, they also can't be afraid of their teacher. And I tell my kids at the beginning of the year, every year, I remember teachers I was terrified of and I know I didn't learn near as much from them because I was so scared to ask them questions, or admit that I didn't understand things. And, that's one of the reasons I kid with kids so much. ... Again to show them we all make mistakes and I am not going to just fall apart when it happens. In other words, I am trying. I want you to try.

R: I think I hear you talking about a style, now. And, is that a style that you have replicated from someone else--from a textbook--developed from? How do you think it came about?

T1: Years of practice.

The teacher then talked about how she wanted her classes to be self-regulating. The researcher asked: "So there is more to this self-regulating term that you use than I perceived, because I think I might hear you say that self regulation is something that you try to get students to come to?"

T1: [The teacher nodded affirmatively.]

Findings, Interview Two, T1

The teacher's QTI profiles were used as a tool to initiate Interview Two. They were given to the teacher, and the interview began. It was noted that there seemed to be agreement between the QTI and what the teacher had reported in Interview One. Thus, noting her leadership and counseling strengths, the teacher was told about the generalist roles, and asked if she had experience in these areas. She noted: "I went for my Master's in counseling, and I didn't finish. I quit before I got my degree. ... I spend so much time counseling a kid, and counseling a parent. I mean, I spend more time in parent conferences talking about the humanistic type things--much more than the academic side. I mean, I would say I spend two quarters of my time conferencing with all parents about problems. Or not, they want to know about their child as a person--not their child as a student, as much."

The teacher was then asked about how counseling and leadership might complement each other. She replied: "Common sense."

R: Common sense?

T1: Yeah. Well, I think probably I am sure I use a lot of what I have learned, but I don't know what I am doing. But I think common sense. You can't be a leader if the kids don't respect you, and you stand up for yourself. Same with your peers.

The teacher then noted that her son had been presented with many opportunities to attend leadership conferences, workshops, and classes at his college. She said: "You mentioned--like leadership. My oldest son, when he was getting his degree in Engineering, he was given so many more opportunities to do things than I ever was in Education--for example, leadership conferences. I never even knew there were such things. My younger son now is in Communications. He has been afforded these opportunities. And, I am thinking who needs to be? I mean, I think it would be great if teachers could go to a leadership--I mean--I think we all need help because we want to be good leaders. Hopefully, no one wants to be a dictator, and also, nobody wants to be a" (The teacher concluded with a facial expression that indicated she was not sure of how to describe the leadership style she wanted to articulate.)

R: Yes.

T1: But we are not given--unless individual professors run seminars. There are no real courses to speak of on leadership. I mean you are just assumed that you know how to be a leader. I am thinking that I would have loved--not only would I loved it, I could have gotten a lot out of--like my older son brought home this big book from the first leadership thing he went to.

The teacher was then asked if she would mind answering a few questions pertaining to specific leadership styles. She gave her permission, and the researcher asked: "What about Null Leadership?"

T1: Do I know what it is?

R: Yeah.

T1: No. I could probably guess because I know what the word null means. I never heard of it.

The teacher was then asked about the other leadership styles referred to in this study: Laissez-faire Leadership, Transactional Leadership, Active and Passive Management by Exception, and Transformational Leadership. She failed to recognize any of the six styles mentioned.

Analysis, T1

Helping & friendly, caring, and understanding behaviors were expressed often by this teacher. She spoke with a great deal of sincerity when she spoke of her own experience of being frightened by teachers, and thus feeling that students do not learn when they are frightened. This served as the basis for her philosophy of humor in the classroom. This seemed to be supported by the comments she had received from the parents who appreciated the use of humor in the classroom. Leadership was evidenced by the teacher's comments about being strict and tough. She also displayed sensitivity to parents and outsiders who might question her classroom management. Further, she had definite opinions of what she wished for her students.

It was the observation of the researcher that T1 had interpersonal skills that aligned with her responses to the QTI. Specifically, among these characteristics were: strictness, high expectations for her students, understanding, and a sense of humor. She demonstrated an opinionated conviction regarding fear. She noted that students who are afraid of their teachers do not learn as much as students who have a safe relationship with their teacher. Thus, she has apparently developed her own style of using humor and understanding to establish productive relationships with her students, as well as the students' parents. She said that she liked to tell stories, joke in class, and noted that she liked for her classes to be self-regulating. It appeared to be significant to her that a parent had written her a letter at the end of a school year that praised her for making their child laugh in class. She also noted that she always tried to put herself in the parents' place, and elaborated on the range of diversity among her students, and parents. This led to an expression of sympathy and understanding for disadvantaged students and parents, as well as an expression of irritation with parents for what the teacher described as condescending attitudes. She stated that she had gone for her Master's in Counseling, but had quit. She was not familiar with counseling or leadership styles as they might pertain to her practice: "I am sure I use a lot of what I learned, but I don't know what I am doing." She noted that leadership was based on respect, stating that you have to give respect to superiors, as well as earn respect from subordinates.

In conclusion, there is ample evidence to support generalist behaviors on the part of this teacher. She stated that her students would describe her as: tough, fair, funny, and strict; said that her colleagues would definitely agree; indicated that most parents liked her and that she always tried to consider the parents' perspectives; and wasn't sure how the principal would describe her. She noted that a significant part of her time was consumed by duties that required interpersonal concerns versus academic matters. Among these duties are leadership and counseling type responsibilities. Even though the teacher ranked herself highly in these areas on the QTI, she failed to demonstrate concrete knowledge of various

leadership and counseling theories. She noted that the basis for her behaviors in the areas of leadership and counseling are years of experience and common sense.

Teacher Two (T2)

Findings, Interview One, T2

R: How do you think your students would describe you?

T2: Describe me? They would say that I was very understanding. They used to call me, Mommy. So I guess I was a lovely kind of person.

R: Yeah?

T2: Easy going.

R: What kind of things did you do to earn that reputation?

T2: I care about them. I was interested in what they had to say. I listened. You know they knew they could come to me with anything. ... You know you told me to reflect on my years in the elementary level, but that's happened to me since I have been at college. And, it's just been a few months one came to me about their girlfriend being pregnant and miscarrying. I feel like I am a counselor there, as well so.

R: Gee!

T2: Evidently my personality, or whatever I give off, it's just followed me.

R: How do you look at--you said you, 'feel like a counselor'?

T2: Well, now. Yeah.

R: What do you mean by that?

T2: I just--they come to me with their problems, and they expect me to know the answers--you know? They come to me--like--for pamphlets on ways to prevent pregnancy. ... They think I have got these things. And, I don't. I mean--I found them for them. ... I guess they just feel like I am easy to talk to.

R: Have you had any counseling training?

T2: I have only had a few classes.

R: Were they required?

T2: No. I was thinking about going into counseling at one time. I quit.

The teacher continued to expand on her natural inclinations to be a listener until the researcher asked if her colleagues would agree. She answered, "Yes," and explained students come back to visit with her, and that the style she has established must be obvious to others. When asked about the principal's perspective, however, she noted two additional descriptors: trustworthy and dependable. She noted that she would do anything she was called upon to do.

The teacher stated she would have frequent conversations with parents, and did not like to talk "over their heads." She added that she was honest with parents, and liked to be positive. The same style the teacher used with her students apparently worked with the parents. She said, "I guess I was easy to talk to. Just like I was with the students. The parents felt comfortable in talking to me."

Findings, Interview Two, T2

The interview began by discussing the teacher's QTI profiles. It was noted that there seemed to be agreement between the QTI and the teacher's comments from Interview One. Noting her leadership and counseling strengths, the teacher was told about

the generalist roles and asked if she had experience in these areas. She reiterated the fact that she had once taken courses with the intention of obtaining a Master's Degree in Counseling. She added that she would have to describe her leadership style as being authoritative.

R: When you say authoritative--can you expand on that for me a little bit?

The teacher then reviewed the QTI profile and noted: "I would say that I combine leadership and counseling."

R: You said that you were authoritative--are there any particular leadership styles that you use?

The teacher explained her perceptions of an authoritative style, then the researcher asked her about the specific leadership theories referred to in this paper. She was not able to respond correctly to any of the styles in question. Then, noting that her QTI also ranked her highly in counseling traits, she was asked if her professional practice as a teacher conformed to any specific counseling theory. The teacher elaborated on the reasons she thought she was a good listener, but she failed to concretely identify any specific counseling theory. She was then asked about the counseling theories referred to in this paper and she said that she had no idea about particular styles. She stated: "I just do what I do. ... I do what comes naturally."

More questioning about this comment revealed that the teacher "had a knack" for the things that she did. The researcher then expressed his interest in origin of the knack and the teacher noted that it was intuitive. She was then asked about the origin of the intuition and she noted that it had come from her home environment and her life experiences. She also revealed a degree of frustration and irritation in response to the questions about her leadership and counseling. (This has been a common reaction by many teachers the researcher has interviewed during the course of this study, as well as informal discussions with teachers outside of this study.) As with others, this teacher seemed to be offended to varying degrees by in-depth questions about the roles she agreed to be part of her job, perhaps because she was not able to demonstrate extensive knowledge regarding the roles. The researcher reassured the teacher that he knew that teachers do many wonderful things and do not get enough credit for their efforts; the purpose of the research, however, was to help teachers improve their practice. She was then asked if she thought a road map that would align a teacher's intuitions with a set of formal leadership and counseling guidelines could improve a teacher's practice. She agreed that it could.

Analysis,T2

This teacher's comments reflected behaviors that can be interpreted as being both dominant and submissive. The fact that she had once enrolled in a counseling program, and her many references to her friendly and accepting style, are indications of her cooperative behaviors. This, along with her comments about her interactions with students, parents, colleagues, and superiors, reflects the leadership and counseling behaviors that were found to be consistent with her QTI. Her dominance was reflected during the conversations when she expressed her frustrations with the county where she had once worked, a call for more discipline in the schools, a desire to pursue a doctoral

degree, and perhaps a certain degree of irritation about the line of questioning during Interview Two. Conversely, she spoke of her intentions to obtain a degree in counseling, and referred to herself as being authoritative, yet a good listener. These characteristics aligned with her QTI, and when asked if she could expand on her perceptions as being authoritative, she noted her style to be a combination of leadership and counseling. Further, she noted that she thought that her behavioral style was a result of home environment and life experiences. She stated that she does what she does, things that come naturally. She agreed, however, that this mode of natural behavior could be improved via a road map that would align her natural proclivities with corresponding leadership and counseling theories.

Teacher Three (T3)

Findings, Interview One, T3

R: How do you think students would describe you?

T3: At this point in time--stressed!

R: Realistically, though.

T3: They know that I am a first year teacher. I think so definitely. At least, they tell me when I get into a situation, 'Oh this is your first year. Calm down.'

R: But, you have been an aide?

T3: Right, for four years.

R: Other than stressed, an overall umbrella picture might be?

At this point the teacher seemed to, either, settle into a more serious tone, or overcome her reluctance to speak positively about herself.

T3: I am [stressed], I am--think I am pretty much together. I have got it together. Stressfully so, but it's there.

R: Yeah?

T3: I think I am creative and artistic.

R: Well, good. How do your creativity and artistic talents play with the students?

The teacher then described activities her students did with art and music. She made no specific references to recognized theory. She noted that her students did pencil and paper work, but there was more of an emphasis on hands-on activities and finding different ways to interpret work through art and music. The teacher concluded that this was more meaningful to the students, and consequently, the students would remember it. When the teacher was asked how her colleagues might describe her, she continued with the creative and artistic theme, noting that members of her team, as well as other teachers came to her room often, frequently complimented her on her artistic capabilities. She also noted that the principal had complimented her on her talents. She continued by saying that she was fortunate because the principal provided ample resources and materials. Further, there was a notable comment that reflected the relationship between the teacher and the principal: "When talking about risk-free--I think all of us at this school feel comfortable saying, OK. We have tried it and it was really not very beneficial, and we messed-up and so let's just try something else. I mean, it's never been a problem." When asked again how the principal might describe her, she reaffirmed the creative and artistic descriptions, and noted that she was fortunate to have a principal who would allow her

the freedoms she was given. Importantly, however, she concluded with a comment that gave great insight to her style: "And, I am going to do what I think is best."

The interview continued and the teacher was asked how parents might describe her. She stated, "I have parents that come to me with concerns about home. ... They consider me a problem solver. It's just my nature. I have had this thing ever since high school that I am the one that's always the problem solver."

R: So you are approachable, also?

T3: I think so? I've been told so. ... More than most anybody I know here in this school. I have been told by parents I am just very kind natured, and very understanding in situations. And, I never even think about it. It's not that I try to be that way. It's just the way I am, and parents seem to truly appreciate that.

Findings, Interview Two, T3

The teacher was very interested in the QTI Profiles and wanted a precise explanation of how they were established. Apparently, she was very pleased with the high rankings in helping & friendly, and understanding behaviors, as well as disappointed with even negligible scores in the admonishing, dissatisfied, and uncertain categories. She wanted to know who the people were who had scored her case method narrative. This was explained, and the researcher moved to the teacher's self-report on the QTI. This served to demonstrate that the teacher's own rankings of herself also resulted in observable scores in the categories she perceived as being undesirable.

Next, noting the teacher's positive scores in leadership, helping & friendly, and understanding behaviors, the researcher inquired about the teacher's training in these areas. The teacher reiterated her comments from Interview One and noted that she had possessed these skills since high school. When asked about what she perceived these skills to be, she felt that she was a problem solver, a facilitator, and a manager. When asked about the difference between leadership and management, she replied, "I like to think of it as leader and facilitator. The facilitator kind of just helps things move along instead of bringing everyone else behind them."

The discussion then moved to the specific leadership and counseling styles discussed in this paper. The teacher was not able to identify any of the styles and noted that there were so many things to know in the education profession. She stated, "For example, I think the new movement in character education is interesting, too. When I was in school it was called teaching values, and you just didn't do that." She made an observation, however, as to how a greater understanding of leadership styles might be of value to her practice as it relates to recognizing leadership styles in her students. She noted, "This child is very--she wants to be in control. And, she wants to be the leader. But you have to--I told her--the thing we needed to work on was how to lead in appropriate ways so that you don't upset the other people--or the other person. ... We have moved a little bit. We are shifting. We are getting there. But she comes from a family of very strong sisters, and I think it is probably what she knows more than anything." Thus, this student provided a significant reason for this teacher agreeing that she needs to know more about leadership and counseling for two purposes: to better understand her own leadership proclivities, and to understand the dynamics that transpire among her students.

Analysis, T3

T3 appears to see herself as creative and artistic, and has come to understand how she employs these activities in the classroom so that her students can find meaning in the work she requires them to do. She adds credibility to her QTI profile by noting that parents see her as kind-natured and understanding. Further, she sees herself as a person that others come to for help and advice. She noted this to be a trait that she has had since she was in high school and stated that it came naturally to her. Therefore, this accepting and helping perception that the teacher had of herself seemed to be the linchpin for the more cooperative notions aligned with allowing her students freedom to find meaning through the art and music she provides for them. Other descriptors noted by the teacher were stressed, a problem solver, a facilitator, a perfectionist, kind-natured, and understanding

In contrast to the teacher's overall accepting demeanor, she demonstrated a degree of defensiveness for the things that come naturally to her in the classroom. She also expressed an assertive statement noting that she would do what she perceived as best for her students, regardless of what others might suggest. Thus, the researcher came to see this teacher as a "defender of her students." This mixture of sensitivity for her students tendered with the teacher's defensiveness seemed to agree with the teacher's QTI profile. Although the very cooperative and understanding characteristics of this teacher were dominant, the teacher also showed strength and resolve when she noted that she was going to do the things she felt best.

Teacher Four (T4)

Findings, Interview One, T4

Interview One began as planned, and after introductions to the study the researcher asked, "So, how do you think your students would describe you"?

T4: Oh gosh--accepting. I think that the varieties of levels--I think that they know that I accept them for who they are and where they are at. ... Do I tell you in kids' words?

R: Certainly. I want to hear.

T4: They would probably say fun, active--very active in my teaching. And, I think they know me personally outside of school. I usually get real close with my kids, and do a lot with their families--PTA stuff. I just--I just end up being very close. So, I would say active and very involved.

R: Do you think your colleagues would agree?

T4: Yeah, definitely.

The teacher noted that parents would also agree with these descriptions of her. It was noted that she rarely reported conflicts with others and the researcher asked: "How do you pull it off"?

T4: I think that it is a respect thing. ... I think that it is communication. I think that it is feeling comfortable having them involved in the classroom. ... I love! I love my parents! Most teachers don't really like parents--a lot of teachers at least in my school that is. ... It is fun, fun for us to do that stuff together. I think that parents should see what I am doing. I think that it has made it work better. And, I

think in return they, you know? They were more supportive towards me with their kids. And, their kids were more supportive towards me.

The teacher then noted that the principal is free to come to her classroom at any time, and that this sense of community makes things work more productively. Further, she stated that this style enhances conversations and a sense of community, which leads to relationships. She added that her principal might describe her differently than others might describe her. She said that her principal would describe her as caring, a hard worker, and a person who tries her best at whatever she does. She then noted that she felt that people understood her philosophy. This presented the opportunity to ask her to expand on her philosophical beliefs.

R: Can you tell me more about your philosophy?

T4: Oh, gosh! O-o-o-o-o-h? Little children have a worth that they are all--they have all got something they can be good at. That is our responsibility. To find out what that is and help them take it as far as it can.

The teacher continued to talk about her beliefs, and during this conversation she reiterated the importance of relationships. Her openness and encouragement for others to visit her classroom seemed to be extraordinary. This provided the researcher an opportunity to inquire further about her understanding of the importance of relationships and interpersonal skills.

R: This is what I am asking, I think. You know, one teacher is using whole language, and another teacher is using phonics. With everything else being equal, you know? What is going to make the difference: the phonics, the whole language, or the relationship?

T4: Probably the relationship, you know? Well, I don't know. I am not sure. I mean, I think the relationship is incredibly important. You mean, between the teacher and the child? I mean, if they don't love to be there, and if they are not enjoying learning, then right there, you have already--you have lost them, you know? They are at a disadvantage.

R: So, if you have a good relationship with a student, the student is going to learn whether it is whole language, or phonics?

T4: Well, I don't know.

R: If you have a bad relationship with a student, the student is not going to learn whether you use whole language or phonics?

T4: I believe that it is going to be harder for them to learn because they are not going to want to learn. I think they have a tendency to shut down a little bit, you know? If they are not happy where they are--not comfortable where they are at--and I would say maybe, you know, as far as their feelings, and their--you know?

Findings, Interview Two, T4

T4 was given her QTI profiles at the outset of Interview Two; they were used as an introduction to the session. She was pleased with the cooperative aspects of the profiles, but she showed concern because the evaluators indicated her to be more dissatisfied and admonishing than she evidently perceives herself to be. The researcher asked if she could think of anything that she could have articulated in the case method narrative that would have resulted in profiles more to her liking. The teacher was unable

to generate ideas, and instead, began to talk about her leadership. Although she had conveyed exceptional leadership skills she did not seem to understand the importance of the leadership role.

T4: I mean, I think being helpful & friendly doesn't have much to do with, I mean it doesn't necessarily have to do with being a leader. You know what I mean? I am not sure I understand. I mean, you could be helping & friendly and be a leader. But, you know? I think you could be helping & friendly without being a leader. So, I am not sure I understand. I mean, I wouldn't have answered any questions differently. ... Well, when I answered those questions I was just thinking about the kids, and how to help the kids. So, I am not sure why being a leader would even really matter. You know what I mean?

R: Do you think you are a leader in your classroom? Who is the leader?

T4: Uh, yeah, I am the leader. I mean--I think the teacher is in charge. ... You want to be more of a facilitator I would say. You know what I mean?

R: OK, facilitator. There is a term you might have used.

T4: That's what I--I mean that's--I think, that's the kind of atmosphere I always tried to build. I think that they knew I was the one who ultimately was in charge. But, you know? It's not like I always wanted to remind them of that because I wanted them to ... I didn't want it to be a me against you kind of thing. It was like I wanted us to all be in it together kind of thing.

The teacher expanded on facilitation, and it appeared that the dialogue brought about a new understanding for the teacher. She appeared to generate new thoughts that connected the word facilitation with her practice in a manner that brought new meaning to her. The researcher then asked if helping & friendly behaviors could be included in her philosophy of facilitation in order to include counseling activities.

T4: No, not really. I mean, I just did it--I mean--you know? I don't know that I have a term for it. I just did what came naturally--I think?

R: How about intuition--innateness?

T4: Probably.

The researcher then asked the teacher if she could elaborate on any of the counseling styles noted in this paper and she replied, "No. I don't know any of that. Am I supposed to?"

The researcher then asked the teacher about the specific leadership styles noted in this paper. She noted that she had heard of some of them, but was not able to expand on these theories, either.

Analysis, T4

T4 was found to be a caring person who appeared to extend her practice beyond the boundaries of the classroom. She used the terms love and acceptance when she talked about her relationships with students and their parents. These statements appeared to be sincere.

She noted that others would describe her as an active, hard-working teacher. Her teaching philosophy entailed the inclusion of all stakeholders in the child's educational efforts, and she noted an exceptional openness for this goal. Apparently her classroom is a welcome and inviting place for students, parents, colleagues, and administrators. Her

efforts toward this end seemed to play a part in her identity; a script noted by the teacher that she claimed to set her apart from most teachers. This was reflected often in various reports of parents, colleagues, and administrators being welcome to come frequently and take part in her classroom activities. These characteristics appeared to be in agreement with her QTI profiles. Although she had a definite opinion about teaching, and the way she thought students prosper best, she did not describe her philosophy, leadership, or counseling behaviors via the use of theoretical frameworks. She did speak frequently of the instructional methods of whole language, and phonics.

T4 was judged to be an exceptional teacher whose interpersonal skills aligned with her self-report QTI profile. When asked about the counseling and leadership styles noted in this paper, however, she was not able to identify them. She noted that she liked to consider herself a facilitator, and that she did the things that came naturally.

Teacher Five (T5)

Findings, Interview One, T5

R: I want to ask you a couple of questions, and the first one is, how do you think your students would describe you?

T5: Fun, flexible, and

R: And, flexible means what?

T5: Flexible where if I had this thing pulled out to do and I was talking about it and something comes up that's fun, I just switch gears with them right into that sort of thing.

R: So the kids can direct you?

T5: Yes.

R: OK.

T5: I don't know? I think they have fun, and I did start out teaching trying to be a little more friendly than I should have, and I got a couple of discipline problems. It was harder for me to get my discipline because I started out too soft.

The teacher then noted additional interpersonal issues a beginning teacher might encounter. It appeared that she had also been disturbed by counterproductive relationships with her colleagues. It seemed as if the zeal of the newcomer had created resentment among some of the other teachers.

R: OK, then how do you think your colleagues would describe you?

T5: That depends. I think that the teachers I work really close with have seen a different side of me. They know that I am serious about my job, but I can also laugh and have a good time. And, we talk about other things besides school.

R: Let me see. They have seen a different side of you--from when to when?

T5: When they started viewing me differently, I thought I hated school. I didn't feel like I fitted in. I cried every morning because I had to go—because, I didn't have anyone there I could talk to.

R: This is when you were a student?

T5: No! This is this year --right when I first started teaching!

R: Yeah?

T5: I hated it!

The teacher then explained how the principal arranged for a substitute teacher to take her classes temporarily. This was done in order to allow T5 to monitor and spend time with another teacher at the school. This provided the personal contact that alleviated her frustrations. The provision for a mentor apparently brought to T5's attention that she was perhaps "stand-offish, too serious, and a know-it-all." T5 noted, "Yeah. I guess I liked one [a know-it-all], but I certainly did not feel that confident in myself. I might have put on an act like I was. But, they thought I was. And, they told me that--that they thought I was."

The teacher noted that the parents and the principal would describe her as a person who is going to be a good teacher. She stated that the parents have confidence sending their students to her, and she noted that she has a relaxed style. She said that she often sent notes home to the parents, tried to be helpful, and thought that she had discovered a procedure that worked best for her.

R: Now is that procedure you are talking about? Is that anything you have learned in your preservice teaching program? Does it have any kind of name?

T5: No. It's just me.

R: Just you?

T5: [The teacher nodded affirmatively.]

Next, the teacher told me that she had a wide range of abilities among the students in her class, and that students at one end of the ability spectrum would describe her in the same way as students from the other end of the spectrum. She also volunteered information about methodologies she uses in her class in order to address the needs of the students across the ability spectrum.

R: Well, in that plan--OK--what makes up that plan?

T5: What plan? Of getting their ability up?

R: Yeah.

T5: Everything that we do--everything that we do--we are always reading! And, they are catching on, you know? It's not because they are slow--it's because? They are not, you know? Their parents didn't read to them. They come to kindergarten and they didn't know. Some of them didn't know how to open a book. They didn't know what a book was.

R: Really?

T5: They have no clue. And they are learning by looking at those [students with advanced reading skills]. ... It's great to have those high level kids because they are not saying--uh, 'I am better than you.' The lower kids can look at them, and they are learning from them--and from me. It's a great balance. It's a very big difference [ability]. But they are helping each other--and they don't know it's such a big difference.

R: Do you do anything deliberately so that they will help each other?

The teacher described how she grouped the students so that there was a range of students in each group, and how they helped each other. Although she seemed to talk about a form of cooperative learning she had developed for herself, she failed to mention the term cooperative learning, as well as basic tenets of cooperative learning such as interdependence.

Next, the teacher divulged a program of "checks." If a student gets seven checks for inappropriate behavior, she calls the student's parents regarding the matter. This led to her emphasizing her wish to keep the parents informed. The researcher took this opportunity to inquire about the teacher's leadership style. He asked about the teacher's system of checks and its relationship to her classroom leadership.

R: You know, considering the authority the principal has given you, and I know you have a program of checks, but do you have any particular style of leadership?

T5: It really differs from child to child. It depends on what the child. What it's going to make the child say, 'I really messed-up, and is she [T5] really mad at me?' ... They need to know--not--'If I do it again she might send me to the principal.' No! They're going to have to deal with me.

R: So, you are the boss?

T5: Absolutely!

The researcher continued to prompt the teacher and provide her with a great window of opportunity to respond to her specific teaching, leadership, and counseling beliefs and practices. T5 seemed to be too preoccupied with relationships with her colleagues, so the researcher redirected the teacher to the desired topic.

R: Well, I'm not concerned with that issue as much as I am with the style you might have. You know? When you have to take a stand on something--could you describe that to me? Or, if you have a style?

T5: Maybe. I mean, I don't know. I will say what I mean, and if someone wants to argue with me, or say their opinion, I say fine! They can have their opinion, but I am very, very, strongly opinionated! And, I don't look down on people who believe differently than me, but they are going to listen to what I have to say!

R: Is that any particular philosophy, or style? That's what I am trying to find out.

T5: I just think that's it. They [preservice instructors] didn't say, 'Here's a style to try out.' I think that it fits for me, and I guess I grew up that way. You know?

R: So it wouldn't have any particular name, or theory, or anything?

T5: I don't know what the name of it is. Is there one?

Findings, Interview Two, T5

Interview Two began according to established procedures. The teacher demonstrated a notable interest in her QTI profiles. The presentation of the QTI provided the researcher an opportunity to ask specific questions about the teacher's counseling and leadership knowledge and experiences.

R: Can you talk to me about--a little bit about leadership and counseling? I mean, do you see those things as being important?

T5: Oh yeah! And I do know that a lot of them [students] have bad home problems and stuff. And, they come and talk to me about it. Maybe, that's another thing. They always know that I am going to be there.

R: So is that the counseling side of you?

T5: They are always coming in and talking about stuff. They need to because mom and dad don't care. There are a lot of things that are so turned upside down in their lives. They know whenever they walk in that school I am going to be there. I think that they really rely on that. I think that we have gotten to the point where

they really see me--not--as their friend, but as their leader--a friendly one that they can come to.

R: Well, do you base that on any formal style, or theory?

T5: I don't think that it's any theory that I have. I think that it is just that I have been lucky this year, and we are kind of in this together.

R: Do you have a leadership theory?

T5: I don't think so.

R: Some kind of road map you go by?

T5: Honestly, I have always been--I mean ever since I was in school I got leadership awards, and I don't know what they were for. But, I have always been someone who liked--not people to follow me--but I always liked to take charge--to have people to look up to me and to do the right things. And, I think that my kids see that in me. And, it's nothing that I've ever said--like, 'I'm going to be a leader.' It's just the person--I guess it's my personality and who I am. Which is lucky because some people don't have that, and I don't know how I would make it if I didn't have it. But, it's not premeditated or anything. It's just me.

R: Well, let me ask you this: Are you familiar with the term transaction?

T5: Like at a bank?

R: I am thinking more about transactional leadership.

T5: No.

R: The transactional theory of literature?

T5: No.

R: Transactional Analysis, which is a counseling style?

T5: I definitely haven't learned about that yet.

The teacher continued to report throughout the interview that she was not aware of specific leadership and counseling theories, and although she was called upon to perform these duties, she did it intuitively.

T5: I think that I just brought so much intuition with me that that's where I took my drive from, with what I already knew. And, it's not something you can learn in a classroom, I don't think. It's just stuff that I am good at, and I don't know where it came from.

Analysis, T5

The comments made by T5 seemed to coincide with her QTI profile. Basically, she thought that her students would describe her as fun and flexible. She stated that the principal would describe her as a person who will make a good teacher--some day, and that parents have faith in sending their students to her. The researcher had the opinion that the teacher was reporting her self-image, as well as noting the manner in which others might describe her. She suggested that the manner in which she performs her counseling and leadership duties were, "just me," or an encoded behavioral style which had resulted from many experiences. When asked directly about formal leadership and counseling theories she failed to recognize any of the styles referred to in this paper. Lastly, T5 appeared to be ill prepared to discuss leadership or counseling dynamics and theories in the same proportions she indicated her job to demand these behaviors. Overall, she was enthusiastic about her counseling and leadership abilities, and there

appeared to be ample evidence to substantiate her claims to be a good classroom leader and counselor.

Teacher Six (T6)

Findings, Interview One, T6

The participant was very cooperative. Her enthusiasm was demonstrated via various friendly gestures. She was eager to share her experiences, the students' work that was placed about her classroom, and her significant interest in technology. This interest was also highlighted in her personal survey, and exit questionnaire. In addition to her gregariousness, she noted herself to have a unique teaching style.

R: I was wondering about the students' perception--and I was wondering what--how do you think the students might describe you?

T6: I think they would describe me as being rather demanding in terms of work--because they tell me. Elementary kids are very open about that kind of stuff.

R: A lot of work?

T6: Yes. And quality--what I expect of them.

R: Two dimensions?

T6: Yes. A little bit off the wall because I am not--I am a little bit more off the wall than your standard elementary teacher.

R: Explain to me--what type of things, specifically, that you might do that would give them that perception.

T6: I am not afraid to be totally silly in front of them, and be quite comfortable doing that. They are just not used to that. I am also probably more hyper than some of their other teachers. I don't sit still. And, they are used to something else.

R: So, let's see.

T6: Weird is the word I usually hear described about me. And, that's OK!

The researcher then asked the teacher about the manner colleagues might describe her. She noted that the school environment made it impossible to hide from colleagues, and therefore her peers had full knowledge of her behaviors. The descriptors she used were, "abrupt," and "cheerful." By abrupt, she meant that she was the type to take control of any given situation, and that she also pictured herself as being something of a "maverick." This was clarified when she noted, "a maverick with a purpose," who operates from a standpoint of "organized chaos." She then noted that the principal, as well as parents, would describe her as demanding in the terms of the quantity and quality of the work she expected from her students. She stated that she had high expectations, and that the principal and parents know that she "cares" about her students.

The teacher said that she could usually handle most student problems and misbehavior on her own. When she deemed it necessary, she would seek the help of parents, counselors, or the principal. She was asked what counselors could do that she could not do, and she noted that counselors have the luxury of having time. She noted a minor objection to this and said that teachers need to have more time to spend with students on an individual basis.

Findings, Interview Two, T6

Interview Two began by presenting the QTI to the teacher. The teacher noted her approval of the significant leadership scores, and the researcher explained how the scores

were derived. Next, the researcher asked: "I don't think that I have asked you directly: Do you perceive yourself as a leader?"

T6: I do perceive myself as a leader, but it's not in the lead-and-follow type mold. It's more--I try to push them to push themselves. I guess that's how I view a leader.

R: Well, where do you get this concept from--to push them to push themselves?

T6: Where do I get it from?

R: Yes.

T6: Because I think that is what real teaching is about. Trying to give them what they will need in terms of technical knowledge, and as people, to push themselves.

R: But, that particular style?

T6: That's just me.

R: Is it?

T6: I think so.

The researcher then explained the counseling aspects of the QTI and asked the teacher about the dominant and cooperative behaviors indicated on the QTI.

R: "Where do you get that? Is that, just you, as well"?

T6: I think that it is just me.

R: Well, maybe you can help me. Maybe we can explore this together. How do you come to be 'just you' in terms of the way you operate in the classroom?

The teacher then explained that she did not think that there was a formal way to describe the various goals she sets for her students. She said that her overall goal was for students to take control of their own learning, and "push" themselves. She added that this was good for both student and teacher.

R: OK, let's see. We are narrowing the focus here. If you are acting as a leader, doing leadership things. And, you are doing counselor things--and I have heard you say that you are--you just do these things that--that's you. You do these things instinctively?

T6: Yes. I know that's not real helpful.

R: It's very helpful. It's very helpful. And, are you operating on a theoretical basis for those things, or just doing kind of common sense things that seem to work?

T6: For the most part, yes. And when I get beyond common sense, that's when I go grab the counselor.

The teacher reiterated the fact that she was performing leadership and counseling duties. She noted that as long as she was performing in these realms, it would be nice to know more about the things she was required to do, and that it could enhance her practice. Then, when asked if she agreed with the QTI profile, she nodded affirmatively, and once again demonstrated the smiles and other personal behavioral dynamics that revealed the pleasant, light-hearted, humorous side of personality as she jokingly stated, "I are who I is."

R: Do you think that the profile matches?

T6: It did.

R: You are who you are?

T6: I are who I is.

Analysis, T6

This teacher seemed to understand that she had a unique teaching style. She noted that her purpose for this was to get the students' attention. She stated that she could intentionally step into various roles and be weird, off the wall, and a maverick. She appeared to identify with this style, however, and perceived it as being productive. She said that students, parents, colleagues, and the principal would describe her as a person who will take control, has high expectations for the quantity and quality of her students' work, and that she doesn't mind being weird and silly in order to capture her students' attention. Although she noted that she had a very unique teaching style, she could not describe her style in terms that would represent a framework of theoretical concepts. She also seemed to be ill prepared to demonstrate a complete understanding of the leadership and counseling duties she was required to perform. When asked about how others would describe her, it appeared that she commingled her own encoded images of herself in the things she reported. She noted her style as being, just me, or in her terms, "I are who I are." These observations seemed to agree with her QTI.

Teacher Seven (T7)

Findings, Interview One, T7

R: How do you think your students would describe you?

T7: Well, to be very honest, the kids would probably describe me as talkative. I think creative--I hope creative.

R: Creative?

T7: And, what I was going to say was someone with experience. And, because of that they see it as someone smart. I have also just completed my degree [doctoral]. But, it is because I am the one who has taught fifth grade the longest here in the school. So, they see me as the one who maybe has the answer even though I don't. But, they probably see that. I am also--they probably would describe me as one of their older teachers because once again on this grade level the other three teachers could almost be my children. ... You know, in terms of age span and such? So they see me as, more probably, the age of their moms.

R: And, now--this renders some type of respect maybe that puts you on some type of pedestal?

T7: I think it can. I think that with most of the students it does. ... There are always exceptions, but that is probably what it does. ... They see me as a person in charge of the things that go on. ... You know, they probably see it as one who is a little more bossy.

The teacher then talked about the importance of the school environment, and noted that she felt fortunate to work with a principal who trusted the teachers to act as professionals: "I don't even see him [the principal] to question us very often. He might talk to you a little bit about it--why you are doing something differently. It's a very free environment in this school."

R: Well, I am hearing you say that the effect that this freedom has on individual teachers is—well—uh--teachers have to step up to leadership roles in their own classrooms?

T7: Take [name omitted] for example. It takes a lot of guts for a first year teacher on a grade level where other teachers may not be as creative as she is. They are very good teachers. ... Their styles are different.

R: Would you call this leadership?

T7: Yeah--manager, facilitator.

The teacher then began to discuss her students and the need for good management skills as it pertained to her present class of exceptionally immature students. She noted, "I don't know and I haven't figured out why. But some of it, very honestly, is I have a group this year that seems to be a little immature. So it's almost like they are dependent on their moms more so than their dads, you know? I have one parent, she is a sweetheart, but she picks up her child every day--and, I have recess at the end of the day--and I am not going to tell her she can't come and check, or join us--whatever? I don't know that I have ever had, until this year, somebody who comes every day."

R: So, how do you think that parents would describe you?

T7: I am thinking that my parents would describe me as being someone who is understanding and flexible, you know? ... They are not afraid to walk in the door and say, 'It [the child's homework] didn't get done because of,'--where a colleague probably wouldn't think about that type thing. So, I think flexible, approachable, and understanding of circumstances.

Findings, Interview Two, T7

The teacher was given her QTI profiles and the process was reviewed with her. She was pleased with the results and showed interest in the test instruments. This led to a discussion of the leadership and counseling aspects of the QTI, and questions about the leadership and counseling theories referred to in this paper. The teacher was not familiar with the styles. She questioned the need to know the names of the leadership and counseling theories, while at the same time noting the need to identify styles. This seemed to be of particular interest to her regarding her research interest in beginning teachers. She agreed that teachers need some guiding principle in order to direct their practice. Her interest in vocabulary also came into the discussion, and she noted that teachers need to base their leadership and counseling behaviors on sound practices and recognized theories. She said that this would also create an inevitable need to know the terms that were used to identify leadership and counseling theories.

Analysis, T7

This teacher presented herself with obvious confidence. She noted that her principal would describe her as a colleague, and stated that her students and colleagues would describe her as a senior member of the faculty. This also seemed to be a reflection of her own understanding of her professionalism, her tenure, and her recently completed doctoral degree. She noted that she was involved in several projects, with her present research interest being the indoctrination of new teachers, as well as her interest in vocabulary for her fifth grade class. She said that the freedom given to teachers in her school required leadership on the part of the teachers. She noted that parents would describe her as being accepting, flexible, and understanding. Despite her professionalism, advanced degrees, and experience, however, the teacher appeared ill prepared to discuss the leadership and counseling theories referred to in this paper.

The teacher noted that if she was ill prepared to discuss leadership and counseling in a comprehensive fashion (in light of her recent doctoral studies and other scholarly activities), she felt that other teachers would also be deficient in these areas. This appeared to strike a chord of importance with T7 as a consequence of her understanding of and agreement with the need for teachers to serve as leaders and counselors, and her accompanying research interest in beginning teachers. Language was recognized as an inevitable tool that teachers need to implement in order to identify their practice and communicate it to others. She noted that teachers are required to be leaders and counselors, and therefore should have the necessary language to identify their practice to others.

Teacher Eight (T8)

Findings, Interview One, T8

This meeting was held at the teacher's school, after school had been dismissed for the day. There were no interruptions, and conditions were considered to be good. The teacher was relaxed. She demonstrated pride in her classroom by bringing the researcher's attention to work that had been done by her students. The researcher exchanged greetings with the teacher and followed the established procedures leading to the predetermined questions.

R: I have a couple of other questions I would like to ask, and they all relate, pretty much, to perception--how you are described by others. And, the first one is, how do you think your students would describe you?

T8: Oh man! This is not fair. How would they describe me? ... Probably, a taskmaster—with high expectations. I put it that way, but that is what they would sort of say. Fair, I hope.

R: Is there a 'why' you can see--or why they might see you as that?

T8: I try to make my classroom safe. And, so in trying to do that I try to be fair in with all situations. I want them to understand that there are consequences for their actions. I expect them to work hard when they are here, and I think they know that.

R: Would it be fair to say that there are repeating values--or styles that you use that might be the answer to the why?

T8: Yeah. I am sure. I would hope that some of my values come out because that's a lot of what I am here for--I think? And, I think we under estimate, a lot of times, the values that we teach in the sense of being a role model. ... Not that you teach it, but you are a role model.

R: What kind of roles do you think teachers portray?

T8: I maintain that we probably--the teachers--classroom teachers are probably the last of the old-fashioned roles, if you put it that way. And, ethics that I don't see very often anymore in too many realms of public institutions. And, I think public schools have been well under-rated as far as morals and ethics come across.

R: What roles do you think are necessary for a teacher to be an effective teacher?

T8: I think that they have got to be a little bit of a ham number one, a little bit of a dramatic, a little theatric.

R: Yeah? I understand.

T8: A mom, but you can't be too empathetic. I don't want to say friends because I think friend can diminish the teacher's authority, and you don't want to do that. At least, I don't think that you can very well and be effective. ... Philosopher, I mean you have got to know where you are going. In that sense you have to have a pretty well developed philosophy of what you are doing, and what you are about. ... A psychiatrist, you know you have kids with problems, and you have to kind of know how to work with that.

R: There is no doubt.

T8: A good coach. If you are a good coach, you know? You know how to bring out some--you know? When you kick them a little bit, and when you push them, and when to back off. There is a lot of that.

R: Yeah, very in-tuned to individuals?

T8: And, you have got to know your kids. You have to know individual kids because some of them you can push, and some of them you can't.

The teacher continued to talk about the necessities of knowing individual students' learning modalities and needs and of being a good role model. She associated this with her rationale for her extracurricular activities, particularly her participation in AIMS. As such, much of her recent training, her motivation, and her belief in the AIMS program came out in her conversation. When asked how her colleagues and the principal would describe her, she noted that their descriptions would be the same as the students'. She emphasized the taskmaster descriptor, and noted herself to be very goal-oriented. Further, she highlighted fairness, and clarified how this came into play with the students, her colleagues, and the principal. She noted that she emphasized consequences to her students. Thus, the concept was well known to her students, and the students knew that consequences resulted from their own behaviors. She stated that she handled most of her students' behavior problems and that the principal, her colleagues, and the students were aware of this.

The researcher repeated some of the dialogue, and noted that parents would describe the teacher as being a taskmaster and fair as it pertained to the teacher's classroom requirements. The teacher reflected on the question and once again stated, "Yes."

R: Yes.

T8: Some parents might find me a little hard to get to know--business-like. I am not buddy-buddy. This is my business, and this is my job, and this is my profession. And, I don't get, I mean, I can be friendly. But when I am doing something that is business--it's business. And, that's how I want them to perceive me, as a professional rather than their buddy.

The researcher commented on the perception the teacher wanted to create for parents, and again prompted her to speak of teacher roles. It appeared that the teacher was stating her deliberate use of roles in order to prompt the desired responses from parents. And, although the teacher was provided with a great deal of opportunity to address leadership and counseling theories, the teacher chose to talk about control issues.

T8: I know that I am a control-freak. I have occasionally gotten into it with kids, but I have learned over time that that's a no-win situation. When you let them know that you

are both trying to control the issue. So, I have gotten where I just walk away. Or, OK, you go to timeout. I lock myself into the bathroom. Whatever it takes. I just kind of divorce myself from the whole thing. And, that works pretty well. ... Don't get into a battle with them. It's not going to work because they are trying to do that, because they win, no matter what. If they get you in a battle in front of their friends, they win. So, I go, OK. If that's the way you want to be, fine! ... And, my teaching has changed over twenty-nine years. Thank God! I mean, I would hope it would! And, part of that was coming to grips with that idea that I am not going to be the authoritarian person standing up in front of the classroom. You now I can talk all day long, but it's not going to get kids to learn. Kids are going to learn by doing, which means I have to give up something. And, that means some of that control. So, that's just part of the process.

Findings, Interview Two, T8

Interview Two began by explaining the QTI profiles to the teacher. T8 appeared to be interested in the process. Her first response to the self-report profile was, "Kind of put myself down, didn't I?"

R: You know ...

T8: Some of them don't jive at all, do they?

R: There are differences.

The QTI characteristics were used as a prompt to ask the teacher about her counseling and leadership knowledge, abilities, and experiences. The teacher reiterated some meaningful issues from Interview One, particularly her significant interest in the AIMS program.

T8: For two summers they are training and then I am coming back here and doing training with teachers in this county. I am scared to death because I don't see myself as this strong--leadership, per se.

The teacher was then asked if she could describe any of the leadership and counseling styles referred to in this paper. She did not display a concrete knowledge of any of these styles, but she did make a reference to micro-management prior to returning to the AIMS topic. She was apparently motivated by her participation in this program.

R: What did you say A-I-M-S stands for?

T8: AIMS ... A-I-M-S. Activities in Integrating Math and Science. ... And, if you are going to be interested in AIMS, and these kind of things, I have got some things that you are going to be interested in.

Analysis, T8

T8 demonstrated exceptional interest in the AIMS program. The program seemed to have intrinsic meaning for the teacher and she appeared to identify with it personally. Her plans were to continue workshops, and become an AIMS trainer at the local level. Otherwise, she said that she would be described as a taskmaster who is very fair. Although she admits to being a "control freak," after 29 years of teaching, she understands that the control has to be relinquished to the students. It was interesting that her self-report on the QTI seemed contrary to other observations of the teacher. When the QTI profile was given to the teacher at the outset of Interview Two she noted, "Kind of put myself down, didn't I?"

Her professionalism, her participation and future plans for involvement in the AIMS program, and her remarks regarding her classroom management would seem to belie her self-report on the QTI. The profile indicates that she is weak in leadership, and that she does not allow student freedom. Conversely, she states that she allows her students to make the rules in her class, and notes herself to be a taskmaster. She also notes herself to be fair. She noted that these would be the terms that others would use to describe her, but they also seemed to be a reflection of self. Further, all three evaluators indicated that T8 possessed significant leadership characteristics. The reason for the discrepancy in the QTI was not determined.

It was also noted that the teacher used an integrated approach to teaching, and stated that she didn't understand the whole-language vs. phonics debate. She gave guidance counselors credit for doing a wonderful job, and she said that she sends her serious problems to the guidance counselor. She noted that this removes a heavy burden from her shoulders.

Teacher Nine (T9)

Findings, Interview One, T9

The meeting convened as scheduled. The teacher explained the reasons that had made it necessary to bring her 2-year-old son with her. Although there were a couple of distractions, the teacher was very cooperative and the conditions for the interview were good. Greetings were exchanged and the interview began according to plan. The teacher noted that she did not know how students might describe her and asked if she could think about it for awhile. She also wanted to know if there was a particular order of importance for the descriptions. This seemed to indicate that she was taking the task seriously.

T9: OK. I guess one thing that pops in my mind as far as the kids describing me is being busy.

The researcher asked the teacher if she could clarify busy, and she stated that she tried to meet the individual needs of her students, and as a consequence this kept her busy with individual planning and instruction.

T9: The last novel we did we had three reading groups. So, it was kind of--that's what I mean by busy--just a lot going on in the classroom.

R: Simultaneously with three groups?

T9: Yes.

R: OK, I see, busy. And, trying to meet their needs?

T9: Trying to meet their needs. ... And, just helping them. Helping with individual needs no matter what it is.

R: Whatever it might be? Is that always in the educational realm, or sometimes do you step out of the purely instructional kind of things?

T9: I am not sure what you are talking about.

R: Some kids have problems. Do you ever help with problems kids bring from home?

T9: Oh, OK.

The teacher reported many of the problems she noted students to have. She seemed to be particularly sensitive to student harassment, and students' ability to organize their daily academic and social affairs. She also added mother and guardian to

the list of terms students might use to describe her. This prompted the researcher to ask if her colleagues would agree with the students' descriptions. She noted that she had close contact with many teachers in her school, and that she felt that these teachers would agree with the students. She extended the discussion to note differing teacher responsibilities, and shifted from the requested question of how others would describe her, to how she would describe herself.

T9: Yeah, I mean before I would describe myself as, definitely, a follower. And, I still feel--to me some people are easier--have an easier time accepting the leadership role, or they take charge of organizing something. And, some people have an easier time of saying, you know? You tell me what I need to do and I can get it done well. Well, I would say that I am more that kind of person.

R: What about in your classroom?

T9: What do you mean by in my classroom?

R: In your classroom, since we talked about leadership, who is the leader in there?

T9: You mean between myself--or the children?

R: Yes.

T9: I mean, I feel in some ways I am the leader, but I kind of share the responsibility with the children. I mean, I have been working real hard on ways that we can work together more as a team versus individuals.

The teacher was then asked how the principal would describe her. She noted that recently when the county's superintendent of schools had visited her school, her class was chosen as one of the two classes the superintendent would visit. She reported that this had pleased her, and that her principal had often conveyed his confidence in the teacher's abilities.

R: How do you think the parents might describe you?

T9: I would, you know? Just from the dealings that I have had with them this year, I think they might describe me as a person who is sensitive, and understanding, and goes out of my way to provide opportunities for their child.

The teacher's expressions of her desire to be responsible for a child's welfare while they are at school led to her opinions about harassment. She stated that school bullies irritated her, and bullying-type behaviors were the student behaviors she found to be most offensive. She expressed a desire to handle her own classroom discipline, and felt that students who continually disrespect the teacher should be referred to the principal. And lastly, she said that SOLs were chief among teachers' concerns.

Findings, Interview Two, T9

Interview Two was held at the teacher's school after classes had been dismissed for the day. The conditions were good, and the interview began by showing the teacher her QTI profiles. She was pleased with the profiles, but expressed a desire for better scores. The researcher asked the teacher if she could think of anything she might have been able to articulate differently in her solution to the case method narrative that would have positively affected the QTI.

- R: How can language be used to let them [the evaluators] know that--let's take this category for example. You have rated yourself high in leadership. I wonder what they saw to also give you high rankings?
- T9: Maybe they saw that I set a certain standard of expectations of the students, and try to hold them to that.
- R: Do you recall how you might have described that? Do you have a leadership theory you operate from?
- T9: Well, honestly, I don't really see myself as. ... In my leadership role I see myself as kind of just helping the students along. And, I try to be more of trying to not be a dictator of knowledge because you can't do that. You just have to be there to try to facilitate and help them learn and find ways in which they can learn.
- R: Let me ask you this: I see dictator, that is a specific style of leadership.
- T9: Right.
- R: It is concrete. And that is something a leader person [the evaluator] might have caught on to. That's something concrete that I understand as a consequence of that term, alone--I am wondering if you have a label, or a name for what you do in terms of leadership?
- T9: I can't think of any name.
- The teacher then described an analogy in which she did not see herself as the captain of a ship, giving orders. Rather, she stated that she tried to mold the students. She stated that she had class meetings so that she could get input from the students on "things." The researcher asked about the input she had noted, and she said that she tried to be very lenient and understanding. She expanded on these behaviors, and the researcher asked if she ever saw herself performing as a counselor?
- T9: I would say that maybe a fourth of the time--I mean, not necessarily minimal, but not half the time, or anything, maybe in between minimal and the halfway mark.
- R: And, do you have a counseling theory you operate from?
- T9: I have not been trained in any specific type of counseling theory. It's just my background and how I was brought up, you know? I just try to be a good listener.
- The researcher then asked the teacher if she could identify the leadership and counseling theories referred to in this paper and she stated that she could not. She also noted that she thought she could be more productive in the classroom if she understood the various theories, and the underlying tenets the researcher had mentioned.
- T9: I mean it sounds like I am probably doing some--following some techniques or theories. But, I don't necessarily know the assigned name to it.

Analysis, T9

T9 appeared to be a very caring teacher who believed in providing opportunity for her students. She expressed a plan to accomplish this through individualized instruction. Consequently, she noted that she saw herself as a busy person due to the amount of time that is required to meet the demands of individualized instruction. Her efforts were reported to have won the attention and approval of her principal, as well as the county superintendent. This appeared to be a significantly rewarding experience for the teacher. It also seemed to have reinforced the teacher's convictions in her style, a style that was reported by the teacher to demand that she devote at least one-fourth of her time to

counseling activities. Despite the significant amount of time spent on counseling duties, the teacher was not able to identify a formal counseling theory. She noted herself to be a good listener and said that her behaviors were the result of her childhood and maturation experiences with her family. She also noted herself to be a follower versus a leader, and expressed an understanding of being able to perform well in this capacity. She stated that she is in charge in the classroom, however, and that she tried to mold her students versus dictate them. It was also significant that this teacher stated that she was describing herself, although she had been asked to respond to how others would describe her. The data collected from this teacher appeared to agree with her self-report on the QTI.

Teacher Ten (T10)

Findings, Interview One, T10

This interview was conducted at the teacher's school following dismissal of classes for the day. The conditions were good, and the teacher initiated a conversation about the paper drive her students were doing. She appeared to be very enthusiastic about this project. She also told the researcher about a project pertaining to the various stages, uses, abuses, etc., of “water” the students had completed, and added that she always tried to do “a lot of hands-on stuff.” Further, she noted that these projects were ideas that had been suggested by the students. The researcher then asked the teacher how her students would describe her. She said that the students would think of her as being chaotic, but that she would like to think of it as organized chaos.

T10: I try. And, if they enjoy it, you know? You have to weigh--like when you are talking about me you have to weigh the chaos with meaningful learning. I am always doing that constantly in my room, and then I have, you know, kids running and screaming, you know what I mean? ... I evaluate everything and ask, ‘is it supposed to be this way’? Sometimes it seems too easy. Like I say, when we started writing the newspaper they just took-off. They were interviewing people and taking notes, and I just stood back. They are all, just like you know, working in their own little spots and creating these interviews and stuff. So, you question, is it too chaotic, or is this too easy, or ...?

The teacher was then asked how her colleagues would describe her, and she noted that they would also describe her as chaotic. She said that she sometimes worried about the noise that comes from her room, but that she was not inhibited, not even when she was student teaching.

T10: I wasn't inhibited when we were in the group of student teachers. I was never inhibited.

R: That's just not your style?

T10: That's never been my style. If I have an idea, I am going to do it. ... I will try many things, and do many things. And, I am always the first one to sign up for something, or volunteer for something that nobody else would volunteer for. And, I have been that way since elementary school. So, I think that's just my nature. I don't know how other first-year teachers are.

R: Would you call that leadership?

T10: Yeah. But, I like to be like the stage manager who is behind the curtains. ... I like to be behind the scenes.

The teacher said that the principal would also describe her as chaotic. She added that it was good to teach at a school where the principal understood that hands-on learning could be noisy. She noted that she had no fear of the principal coming to her classroom at any time, and that her job as stage manager was to keep the chaos and noise at a reasonable level.

T10 also said that students from all ability levels would describe her as chaotic. In regards to students' ability, she added that she did not see the students' work as being right or wrong. Instead, she based her opinions on students' progress, and said that her class was "really neat." She also invited the researcher to visit her class.

T10: You should come and watch my class. I have my highest ability child working with my lowest ability child on a newspaper article. They are writing it together; they are typing it together—their choice. They chose to work together.

The teacher said that parents would probably describe her as a new teacher, but as a teacher who was involved with her students in many different hands-on projects. She added that she had created a box of index cards where she had recorded the parents' telephone numbers. She said this was her "Call Box," and that she would call every parent, every six weeks, no matter what.

Findings, Interview Two, T10

The second interview with T10 was conducted at her school following dismissal of classes for the day. The teacher was given her QTI profiles, and they were explained to her. They did not seem to generate a great deal of interest, nor did the teacher volunteer as much information about her teaching and her classroom projects as she had during Interview One. Her significant scores in leadership, helping & friendly, and understanding behaviors were noted, and the researcher inquired about any leadership or counseling practices the teacher might use. The teacher did not identify any particular theory, but said that she preferred an individualized approach to learning. She noted that what might be right for one child might not be right for another. She also stated that it was the responsibility of the teacher to safeguard all children's opportunity to learn. The researcher then asked the teacher if she could identify any of the leadership or counseling styles referred to in this paper. The teacher noted that she could not, and said that she had a difficult time with categorical distinctions. She noted that she trusted her abilities to judge which activities students respond to best, and referred to differing teaching methods in order to demonstrate the fact that various educational practices seem to be in a constant state of flux. The researcher took this to mean that the teacher was able to recognize the dynamics of individual student productivity without the need to know or adhere to a formally recognized pedagogical practice.

T10: The whole state of California just went from a total whole language based program. They have decided to wipe that all out and go totally phonics.

The teacher added that she thought the character education at her school was interesting, however. She explained that her entire school would focus on the same virtue, emphasizing a different virtue each week. As a consequence of this experience the teacher had noted the advantages of the entire school community being in sync to the

same ideas and practices. Therefore, she noted that it would be nice to have teachers understand common leadership and counseling nomenclature.

T10: And it's neat because a teacher will be with, like a kindergarten teacher will be standing next to a fifth grader who is doing something. And it doesn't have to be his teacher because we all speak the same language.

Analysis, T10

Teacher Ten's QTI appears to agree with her reports of leadership, helping & friendly, and understanding behaviors as noted in Interviews One and Two. She noted that she would act on any idea she felt to be a good one; she had never been inhibited; she was always the first to volunteer for duties other would not consider; and that she had been that way since she was in elementary school. She talked about several creative classroom projects that were reported to be very productive and well-received by the students. It was noted that she had given the students the privilege to choose some of these projects. This seemed to agree with her thoughts on leadership wherein she perceives herself as a stage manager. She noted that she was responsible for leadership and counseling activities during the regular performance of her duties. She was not able to identify the leadership and counseling styles referred to in this paper, however. Additionally, she was not able to identify any leadership or counseling theory by name. She also noted the advantages of a common language as it might pertain to teacher leadership and counseling.

CHAPTER FIVE

I have chosen some of the excerpts and terminology that the teachers in this study have used to describe their practice. Among them are, “I make jokes”; “I am strict”; “tough, fair, and funny”; “Well, I think probably I am sure I use a lot of what I have learned, but I don’t know what I am doing. But I think common sense.”; “I feel like a counselor”; “And, I am going to do what I think is best”; “problem solver”; “facilitator”; “perfectionist”; “kind natured”; “understanding”; “I love my kids”; “I think being helpful and friendly doesn’t have much to do with it, I mean it doesn’t necessarily have to do with being a leader”; “I am the leader”; “I am hard working”; “they’re going to have to deal with me”; “boss”; “abrupt, cheerful, maverick”; “creative”; “smart”; “I am a ham”; “a mom”; “a good coach”; “I am not buddy, buddy”. The point of this partial listing of excerpts and terminology that the teachers used to describe their practice, is that it is devoid of concrete leadership and counseling theoretical terminology. All of these descriptors, no doubt, have meaning for the teachers in describing their teaching styles. I shall not try to define these implications for the reader, rather, I will allow the transactional dynamics created by communicative and translation competencies guide the reader to the meaning and implications created by the dialogue. For example, the researcher asked one teacher about the manner in which her colleagues might describe her. She noted that the school environment made it impossible to hide from colleagues, and therefore her peers had full knowledge of her behaviors. She used descriptors such as, “abrupt,” and “cheerful.” By abrupt, she indicated that she was the type to take control of any given situation, and that she also pictured herself as being a “leader.” She also revealed that the principal, as well as parents, describe her as demanding in terms of the quantity and quality of the work she expects from her students. She stated that she had high expectations, and that the principal and parents know that she “cares” about her students.

The teacher said that she could usually handle most student problems and misbehavior on her own. When she deemed it necessary, she would seek the help of parents, counselors, or the principal. She was asked what counselors could do that she could not do, and she noted that counselors have the luxury of having time. She noted a minor objection to this and said that teachers need to have more time to spend with students on an individual basis.

Conclusions and Recommendations

Focus Groups

Findings, Focus Group One

The four teachers in Focus Group One were: T1, T2, T3, and T4. They were selected for this focus group as a consequence of the similarities evidenced by their self-report QTI profiles. None of the group members taught at the same school. In each case, the teachers were ranked as being very cooperative with an even balance between their dominant and their submissive interpersonal skills. Interestingly, further analysis indicated that two of the teachers had, at one time, enrolled in a counseling program, and, for various reasons, each had decided to quit the program. T3 had been an aide for four years prior to becoming a teacher, and she noted herself to be one of the most accepting

teachers in her school; T4 also emphasized love and acceptance in her interviews. These common features were considered to be remarkable since the teachers for this group were selected solely upon their self-reports on the QTI. It was also notable that this seemed to be the most professionally eclectic of the three focus groups in the study: One teacher was on leave so that she could spend time with her child; one had elementary experience, but taught at the college level at the time of the study; one teacher had been an aide for a number of years before recently completing her degree and licensure requirements; and the other teacher's schooling background had been more conventional i.e., directly to college following high school, and directly to teaching following college. Therefore, considering the individual similarities and unique characteristics, and the QTI profiles, the arrangement of these teachers seemed to be a good one.

After introductions and refreshments the teachers were reminded that the researcher was interested in the various roles they are called upon to play in the regular performance of their duties. They were then asked to list these roles. They began this task, as requested, in round robin fashion. The round robin style gave way to discussion once the teachers began to eliminate suggestions. The roles noted were: mediator, disciplinarian, coach, facilitator, nurse, parent, counselor, educator, and role model. The researcher asked: Do you think that you are called upon to be a leader?

T3: Oh yeah, role model.

T2: We are the one that sets the tone in the classroom.

T1: If you don't, you are in trouble.

R: Could you identify your style of leadership?

T2: You mean like authoritative?

R: Yeah.

T2: You may not always know what the word is but you do have a specific style you use.

R: How do you identify your style?

T3: I identify mine by the way my children react to it.

R: If you had someone else ask you about it how would you identify it?

T4: I am sure that a term is always the best way to identify it. I think sometimes it is most effective when you explain it, especially with parents.

R: And how do you identify your leadership to yourself? What do you do?

T3: What do you mean by identify? Like?

R: How do you know, or understand what it is that you want to do in the area of leadership on the classroom?

T3: Like I told you before, it just comes naturally. It's just there. You know it, you know? It takes practice; it takes experience and feedback.

T1: And trying. Like when you get into a situation in the class. I mean, you know that. ...

T4: So, I think when you say it's intuitive, I think, because I think I said that to you last time, too, I think I said it's just the way I am--I mean it's not an ingrown thing. It was like a learned thing. ...

R: Let me ask you a little about counseling, then. Do you think that's one of the roles teachers play?

T1: Huge

T3: Especially with the parents--whenever you have to provide support.

Analysis, Focus Group One

All four members of this group agreed that leadership and counseling are significant roles teachers are called upon to play. Further, they agreed that teachers do not receive adequate training in the areas of leadership and counseling. Although they questioned the need to know the terminology for the various styles of leadership and counseling, they agreed that if different styles exist, one would have to know the nomenclature in order to identify the styles to themselves and others. Further, it was noted that a uniform means of communication was necessary for teachers so that they might be able to identify the leadership characteristics of their students. Lastly, none of the teachers were able to identify their leadership and counseling practices via professional nomenclature, formal titles, names, or the labels that would most accurately and succinctly denote the theoretical concepts they employed as teachers. Instead, they used descriptors, for example, facilitator, mentor, coach, disciplinarian, etc., to describe their own leadership, and they also noted themselves as doing the things that came naturally, or just being "me" when it came to describing their interpersonal behaviors and leadership and counseling styles.

Findings, Focus Group Two

Focus Group Two was comprised of T5, T6, and T7. The group was determined by the similarities noted in the teachers' self-report on the QTI. Two teachers came from the same school, and all three were employed by elementary schools in the same southwestern Virginia county. In each case, the teachers were noted to have significant leadership, helping & friendly, and understanding behaviors. An analysis of the data indicated that one of the teachers had completed her doctoral degree; one teacher was very active in school activities and apparently obtaining technology skills via her own initiatives; and the third teacher was a first-year teacher who stated that she volunteered for many committees and extra-duty. All of these behaviors would be comparable with the teachers' QTIs. The arrangement of these teachers seemed to be a good one. After introductions and refreshments the teachers were reminded that the researcher was interested in the various roles are called upon to play in the regular performance of their duties. They were then asked to list these roles. They began this task, as requested, in round robin fashion. The round robin style gave way to discussion once the teachers began to eliminate suggestions. The roles noted were: leader, parent, counselor, mediator, motivator, cheerleader, encourager, instructor, facilitator, and coach.

The researcher then emphasized the significant leadership and counseling characteristics the teachers demonstrated. He noted that the individuals who had evaluated their case method narratives also recognized these behaviors in their responses to the Marsha Warren case method narrative. Further, the researcher stated that the personal surveys and the information gained in the interviews would also reflect that the teachers demonstrated significant leadership and counseling behaviors. He said, "What I gathered from you in the interviews so far is that you have told me that you are a leader; and you are a counselor; and you have to do these things . . . or you do these things as part of your normal duties."

T7: Our experiences allow us to become leaders. For example, I can go back to my first full-time position, and I was in a school where a principal was willing to empower teachers to take on leadership roles. I have known other people who have been in schools where--you know? That didn't happen. So, without those experiences it's not going to develop, and sometimes you fall flat. But, you learn from those experiences, and you go on from there. So, I've been fortunate to be with three principals who encouraged teacher leadership. ... And, that would be the first thing that comes to mind when you ask where it comes from.

T5: I don't know how. You tried to ask me before, and I have no explanation for how. Maybe it's because I have only been teaching for a year, so my leadership experience hasn't come from teaching. Yet, you know? It's carried over from something that I have learned in the past, but I have no idea. My explanation is that it's just how I am. And, I know that that's not why.

T7: But what about your college experiences?

T5: I don't--I don't know. I mean, I was a leader way before college. I had leadership even in elementary school I was getting awards for it, and I don't know. Maybe it was just because I was involved in the community, and I've always liked to keep myself busy. And, I always took on roles where other people were, you know, working with me and I was leading them. I just--it's really a hard question for me to answer. I know it didn't just happen. You are not just born that way. But, I don't have a specific event. I have just always strived to keep myself busy and help other people--I guess?

Next, T7 suggested that T5 would not have continued to do the things she had done unless she was getting some type of reward as a consequence of her leadership behaviors.

T5: "I don't think that leaders stay leaders if they are not getting--not getting praised for it, or appreciated for it. You know? I don't think. Sometimes, it was more the praise.

T6: There is a lot of environment with this, too. I believe? If you went back to, like you said, being a child, and what your parents have done. It goes back to, you know? And, I bet you had siblings who were active leaders.

R: But, you know? You are leaders. You have done everything that I can gather, either formally or informally. ... But here is the question: What style of leadership do you use?

T5: What style?

R: Style, or type--or describe your leadership. And, if you can describe it by a theoretical style--let me know.

T7: Like facilitator?

R: That is a good descriptor.

T7: It's descriptive, but I don't know the style.

T5: I feel like it's instinctive. I don't know--you know? I can't think of a word to describe it. I think when you get into situations you learn different ways to handle them.

The teachers were then asked if they could identify their counseling styles, and again, they noted that they could not identify their style and agreed that it was largely instinctive. T5 noted, "These are hard questions, and I don't know if I am answering them in the right way." The researcher then prompted the teachers by noting the names of the leadership styles referred to in this paper. None of the teachers were able to identify any of the leadership theories the researcher had named.

T7 noted, "I would probably be insulted if we hadn't had some type of discussion or training about it."

T5 then added what seemed to be a minor objection to the line of questions. She questioned their responsibility for knowing about leadership and counseling. She asked if teachers need to know that kind of stuff, and substantiated her point by asking: "Did we learn about it?" and drawing attention to the fact that she did not recall this information being offered in her preservice teacher education program.

The researcher then asked the group if they thought teachers needed to be counselors.

T6: Yes. I think all teachers are counselors. Some are just better than others.

T7: I don't know how you could not be.

T5: Yeah, and be successful.

The researcher asked if leadership and counseling theory was needed as a component of teacher preservice programs. All of the teachers stated that it was necessary, particularly in the present era. They noted the previous school year (1997-98) to be "scary," in reference to an outbreak of school shootings. The researcher also asked if they thought that a behavioral road map could be created for teachers. T7 noted that it would be beneficial to know one's own style, and it would also be helpful to be able to identify the styles of their leaders and colleagues.

T5: I think that if we learn about, not just our style, but also the style of other teachers that might help the cooperation in schools. Because, there are teachers that are really different from me. And, I am sure that I am completely opposite from them. We have no clue why. You know? It might help us to help others.

The teachers then joined in an insightful discussion pertaining to the benefits of knowing more about various leadership and counseling theories. The three specific areas of benefit noted were: self-knowledge; knowledge of others, which would result in improved relationships; and a duty to students.

T5: You are helping those kids prepare for this test, but it is really helping my kids become better leaders, or better citizens. And, if you don't start with yourself, then you have got thirty kids--twenty kids that are going down the wrong path if you're not careful.

Analysis, Focus Group Two

The meeting ended with the teachers in agreement regarding all of the issues discussed during the meeting. Several findings and issues were revealed. This group of teachers, in particular, had noted themselves to be leaders and counselors. The finding was that these teachers were participating in leadership and counseling behaviors that they were doing instinctively and exceptionally well. Despite this, none of the teachers

were able to identify their leadership and counseling practices with professional nomenclature, formal titles, names, or the labels that would most accurately and succinctly denote the theoretical concepts they employed as teachers. They agreed that additional knowledge of leadership and counseling styles would help them establish better relationships with superiors, colleagues, parents, and students; identify leadership patterns in their students in this era of violent student behaviors; meet their obligations to provide guidance for their students; and develop their own leadership capabilities.

Findings, Focus Group Three

Focus Group Three was comprised of T8, T9, and T10. This group was determined by the similarities in the teachers' self-report on the QTI. Their profiles indicated that each of the teachers had a high degree of dominance, as well as a significant degree of submissive traits. The session began in the same way as Focus Groups One and Two. The rationale for selecting these particular teachers for the group was explained to the participants, and the teachers were asked to identify the roles they are called upon to play in the performance of their duties. The following roles were named: counselor, nurse, mother, leader, and manager.

The teachers appeared to be blandly reiterating the roles that had been discussed during the interview process. An interesting discussion developed, however, regarding the similarities and differences between a leader and a manager. T10 made remarks similar to those she made during Interview Two. She said that a manager is a behind the scenes person, similar to a baseball manager. A leader was described as the person who would boost the team's spirit.

T9: Leaders have to have some sort of charisma, or aura that makes people want to follow them.

T10: Confidence.

T8: I think teachers, traditionally and historically, have not been allowed to be leaders.

T9: I don't know if teachers NEED to be leaders.

T8: So, they have that necessity to be a leader in the profession, number one. And, they aren't encouraged to be leaders, number two.

T10: I think sometimes it's better when the students lead. ... They lead discussions; they lead experiments; they pose questions, which lead to new things.

R: But, leadership takes place within the classroom?

T9: I would think so, yeah.

R: So, if it's taking place, who do you think should be doing the leading?

T8: Either follow—lead--or get out of the way!

R: Do you think that a teacher needs to be able to recognize leadership styles?

T9: Do you mean their own, or those of the kids who happen to be leaders in the group? I think that's one way of managing a classroom, as far as, recognizing who are the leaders in the group, and who are the kids who follow, and the ones you don't want them to follow. But, you know? You want the definition one way or the other.

All of the teachers agreed on the necessity to be able to identify their own leadership style, as well as the leadership styles of their students and others. They had difficulties with the notion of being pigeonholed, however.

T8: I don't like pigeonholing, anyway. I don't like that. I don't like doing it with kids; I don't like doing it with teachers. So, I think what I am having a problem with is you saying roles and styles. I don't want to be in a box.

R: So, the alternative then, is not knowing what leadership dynamics are taking place?

T10: You can inform me about anything; I am willing to learn anything new. But, I am not saying, if I don't learn it I am not going to be successful.

R: So, would it be better for teachers to be informed or not informed about these things?

T10: All information is good. It creates knowledge. It's hard to say someone shouldn't be informed about anything. I want to be informed of everything. So, I guess I have to say, yes.

The researcher then changed the topic, and asked about counseling styles. All of the teachers agreed that the same points that were made in regards to leadership would apply to counseling. It was noted that teachers do fulfill the role of counselor. T9 said that counseling meant something that she could handle on the playground; T8 added that she had become accustomed to referring more and more of her student problems to the proper personnel; and T10 noted that she defined situations which require some type of counseling by the time it demands. She said that she had too many students in her class to spend fifteen minutes with each one, individually, every day.

The researcher then reviewed the leadership and counseling styles that had been identified for the teachers in Interview Two. It had already been ascertained in Interview Two that these teachers could not identify these styles. They were asked if they thought other teachers would be able to identify the styles and they reported, "No." They added that the information was too theoretical and not very practical. T8 did agree, however, that knowledge of the coordinating "snippets" that could provide a leadership and counseling road map for teachers could be a useful thing.

The researcher then highlighted the fact that the teachers did perform leadership and counseling duties. He asked the teachers what theory they used in their practice.

T9: What theory?

R: That's what I am asking. What theory do you operate on: your instructional methods, leadership, and counseling? Where does it come from?

T10 noted that it just happens and said that she was totally different now than during the first week of school. T9 said it was just her personality, the way she was raised, a product of the things her third graders had taught her, and her student teaching experiences. T8 said that she was on her sixth management course, and that she would probably change again before the end of the year.

Analysis, Focus Group Three

The dynamics that were exhibited by this focus group were similar to those of the other focus groups. It was noted that throughout the interviews and focus groups, as well, the teachers were sensitive to questions about their leadership and counseling roles, and

their theoretical base of operation. Individually, and as a group, they often appeared to react, to varying degrees, defensively and expressed disagreement with the need to know the leadership and counseling terminology that would identify their practice. The researcher could not identify the reasons for this sensitivity, nor could he concretely label them. He could only suggest that the demeanor of the teachers, individually and collectively, changed whenever they were asked to identify the leadership and counseling theories they employed during the performance of their job. The dialogue from the various interviews suggests the teachers were, at least, suspicious, or defensive to varying degrees. Despite the fact that the teachers understood that they employed leadership and counseling during the performance of their duties, they found themselves to be communicatively limited. They appeared not to have the adequate contextual framework that would allow them to describe their leadership and counseling practices in terms of professional nomenclature, formal titles, names, or the labels that would most accurately and succinctly denote the theoretical concepts they employed as teachers. They noted that the leadership and counseling information that had been brought to their attention was too theoretical, even though they had all talked about the necessity of teachers performing these duties. They also noted that their leadership and counseling behaviors were something that came naturally to them. Conversely, however, they noted that all knowledge was a good thing, and that it would be better to be informed about leadership and counseling styles, techniques, and methodologies than uninformed. Although the group vacillated somewhat, they concluded that a greater understanding of the topic could help them clarify their own behaviors, as well as help them recognize behavioral styles in their students. Thus, they noted that they would be better prepared to help students understand their interpersonal relationships with their classmates, teachers, parents, and others.

Group Analysis, T1 - T10

There were many reoccurring themes noted in the data. The following data from the interviews, the personal survey, the QTI, and the exit questionnaire were chosen to serve as a basis for the collective analysis of the ten teachers as a group. These components served to bind and unify the research into a single, meaningful reflection on the entire process.

Findings, The Personal Surveys

The personal surveys were collected from each participant and analyzed, looking particularly for evidence of participation in the generalist roles of teaching, leadership, and counseling. It seemed significant that there were no data to suggest that any of the teachers were partaking in any activities that pertained to either leadership or counseling activities. There were many indications of active involvement in teaching, or instructional efforts such as activities that reflected curriculum, technology, or Standards of Learning. The findings were as follows. They have been tabulated so as to report the total number for each item, and to also report the breakdown of these responses for each focus group (noted in parentheses).

Question # 1: What book did you read most recently?

Six teachers reported that they had read books that pertain to instructional concerns (FG1 = 2, FG2 = 2, FG3 = 2); four teachers reported books that were read for

pleasure (FG1 = 2, FG2 = 1, FG3 = 1). It was noteworthy that three teachers read the same book in order to participate in discussions at their school. None of the teachers had read a book whose main topic was either leadership or counseling.

Question # 2: To which publications do you subscribe?

Many of the teachers indicated that they subscribe to multiple publications. Five teachers reported entertainment and pleasure-type magazines (FG1 = 2, FG2 = 1, FG3 = 2); four reported magazines pertaining primarily to teaching and instruction (FG1 = 2, FG2 = 2, FG3 = 1); two teachers reported magazines for parents (FG1 = 1, FG2 = 0, FG3 = 1); and two teachers reported magazines that feature language arts (FG1 = 1, FG2 = 1, FG3 = 0). None of the teachers subscribed to publications whose main topic was either leadership or counseling.

Question # 3: What professional article did you read most recently?

Three teachers reported that they had read articles that pertain to teaching (FG1 = 0, FG2 = 2, FG3 = 1); three teachers reported that they had read articles dealing with classroom management (FG1 = 1, FG2 = 1, FG3 = 1); two teachers noted articles that deal with the Standards of Learning (FG1 = 1, FG2 = 0, FG3 = 1); and two teachers stated that they had not read an article recently (FG1 = 1, FG2 = 0, FG3 = 1). Other topics that were reported include curricular issues (FG1 = 1, FG2 = 0, FG3 = 0), technology (FG1 = 0, FG2 = 1, FG3 = 0), and brain research (FG1 = 1, FG2 = 0, FG3 = 0). No articles were reported whose main topic was either leadership or counseling.

Question # 4: Do you have a current research interest?

Four teachers stated that they did not have a research interest (FG1 = 3, FG2 = 1, FG3 = 0); four teachers reported interests pertaining to teaching and professional development (FG1 = 0, FG2 = 1, FG3 = 3); and two teachers reported interests in language arts (FG1 = 0, FG2 = 1, FG3 = 1). Other specific topics of interest that were noted once only were technology (FG2), and students with suicidal tendencies (FG1). None of the teachers reported a specific interest in leadership or counseling, although one teacher did have concerns for a student in her class who had reported suicidal tendencies.

Question # 5: Have you taken a course recently?

Three teachers reported that they had taken a course pertaining to technology (FG1 = 1, FG2 = 1, FG3 = 1); two stated that they had attended a math in-service (FG1 = 1, FG2 = 0, FG3 = 1); two noted that they had not taken courses recently (FG3 = 2); and one teacher had taken a sign language course (FG1). One teacher noted that she had recently completed a doctoral degree, (FG2). None of the teachers reported courses whose main focus was either leadership or counseling.

Question # 6: Have you attended a seminar or workshop recently?

Nine of the teachers reported that they had recently attended seminars or workshops (FG1 = 3, FG2 = 3, FG3 = 3). Two teachers attended seminars for beginning teachers; two teachers had attended math workshops; two teachers had attended workshops pertaining to the Standards of Learning; one teacher had been to a seminar regarding gifted students; and one teacher attended a presentation about brain research. None of the teachers reported workshops or seminars dealing specifically with leadership or counseling.

Question # 7: What are the topics of the conversations you have with your peers?

Five teachers noted that they had talked with peers about the Standards of Learning (FG1 = 2, FG2 = 1, FG3 = 2), and two teachers reported conversations regarding classroom management (FG3). Other topics mentioned but once were the curriculum (FG2); technology (FG1); individualism (FG1); and time management (FG1). None of the teachers reported having conversations dealing specifically with either leadership or counseling.

Question # 8: Do you belong to a professional organization?

Six teachers stated that they belonged to either their local or state educational association, or to the National Education Association. Membership in either of these organizations represents a "unified" membership, meaning that if a teacher belongs to one of the organizations they also belong to the others: (FG1 = 3, FG2 = 1, FG3 = 2). Four stated membership in reading associations (FG1 = 2, FG2 = 2, FG3 = 0); two teachers noted Phi Delta Kappan membership (FG1 = 0, FG2 = 2, FG3 = 0); and two teachers noted that they did not belong to any professional organizations (FG1 = 1, FG3 = 1). None of the teachers reported membership in any organization dealing specifically with leadership or counseling.

Question # 9: Do you have plans for participation in any of the activities listed in items 1 - 8?

Four teachers reported that they do not have plans for participation in any of the activities listed in items 1 - 8 (FG1 = 1, FG2 = 1, FG3 = 2). None of the teachers stated intentions of participating in any activities dealing specifically with leadership or counseling.

Question # 10: Total years teaching experience?

There were three first-year teachers in the study (FG1 = 1, FG2 = 1, FG3 = 1); the others reported four (FG3), eight (FG1), thirteen (FG1), sixteen (FG2), seventeen (FG2), twenty (FG1), and twenty-nine years of experience (FG3). The mean length of service was FG1 = 10.5, FG2 = 11.3, FG3 = 10.

Analysis, The Personal Survey

The purpose of the personal survey was to present the teachers with the opportunity to note their interest and participation in activities which pertain to the generalist roles, teaching, leadership, or counseling. There was a significant and diverse number of teaching activities reported. Conversely, however, there were no leadership or counseling activities mentioned by any of the teachers for any of the questions in the survey.

It was also noted that individual teachers expressed a personal area of interest, for example, T1 read books and articles pertaining to computers. This teacher also subscribed to magazines whose main focus technology; she attended workshops and seminars pertaining to computers and technology; she belonged to a technology organization; and she noted a plan to continue these activities. Other teachers also revealed main areas of interest, for example, students with special needs or language arts. There were no teachers, however, who revealed a significant interest in either leadership or counseling.

The teachers' individual years of experience ranged from less than one year to more than twenty-nine years. Conversely, the mean range for the focus groups was ten years to eleven and one-half years. Therefore, it was thought that a range of only one and

one-half years represented a homogeneous arrangement for the focus groups. This seemed significant because the potential existed for the three teachers with the most experience to have similar QTI profiles. Therefore, they would have been placed in the same focus group. The mean experience of this group would have been twenty-two years. Likewise, the three teachers with the least experience might also have been placed in the same focus group, having a mean experience of less than one year. The third focus group in this potential scenario would have had a mean experience of ten and one-third years. Thus, the experience differentiation among the groups would have been significant. This was not the situation, however. Again, the range that existed among the three focus groups was only one and one-half years. This appears to be a striking dynamic, considering the fact that the groups were arranged according to their self-report profiles on the QTI. It seems that years of experience had little effect on the teachers' self-perceptions.

The foregoing analysis of the teachers' years of experience serves as a concrete example of the diversity, individualism, and similarities that existed among the teachers in other areas, as well. Question 8 revealed that each focus group had at least one member who did not belong to, either, their local, state, or national education association. Two of these teachers came from FG2; these same two teachers were also the only two who reported Phi Delta Kappa membership. Thus, the self-report on the QTI had again grouped teachers with similar experiences into the same focus group.

As such, the personal survey revealed the teachers to be a very homogeneous group via the similarities that were reported. Ironically, the fact that all of the teachers reported individualized and diverse interests was also considered to be a finding that indicated homogeneity. Although many of the activities and memberships might have been different in nature, they led to the teachers' active participation in their profession. Thus, active participation in activities of their choice was another dynamic that confirmed the group's homogeneity.

The two most notable distinctions divulged in the personal surveys were that one teacher had a doctoral degree, and another teacher had an exceptional and focused interest in technology. Unlike other teachers in the study, this teacher expressed her interest in technology via her responses to ALL of the questions in the survey, with the exception of numbers six and ten. The researcher determined that it was a coincidence that this teacher's most recent seminar or workshop (Question 6) was not related to technology, and the teacher's years of experience (Question 10) did not avail itself to a response that would reveal technological interests.

The researcher also considered other specialized interests, for example, T3's extraordinary interest in the AIMS program. These differences were not considered to detract from the homogeneity of the group. Rather, it enhanced homogeneity from the perspective that all of the teachers were involved in independent, extracurricular activities that brought an additional measure of meaning and utility to the teacher's practice. Thus, considering the homogeneous nature of this group, the researcher considered it significant that none of the teachers reported interests or activities in the areas of leadership or counseling.

The QTI also reflected a significant degree of homogeneity and unanimity of the individual members of the group. Even though distinctions in the individual teacher's QTI profiles had to be ascertained in order to arrange the focus groups, by and large, all of the teachers' QTI profiles had aligned with the leadership, helping & friendly, and understanding behaviors that coincide with "best teacher" characteristics. Having noted this data, the consistencies and contradictions revealed in the exit questionnaire were also examined.

Therefore, the reader is reminded that FG1 consisted of four teachers whose self-report on their QTI profiles indicated a high degree of cooperation with an even balance between dominant and submissive behaviors. The three teachers in FG2 revealed similar behaviors, with the difference being a greater degree of leadership, helping & friendly, and understanding behaviors, and a lesser degree of freedom, or submissive behaviors. FG3 consisted of three teachers and was deemed to be somewhat unique as a consequence of the even distribution of their dominant and submissive behaviors; this included higher degrees of strict behaviors. Despite these distinctions, however, all of the teachers in the study were dominant and cooperative.

This understanding led to the perspective for an analysis of the exit questionnaire. The questionnaires were evaluated individually, with an understanding that although the whole group and the focus groups had demonstrated homogeneity, exceptional and distinguishing comments from the exit questionnaires would be noted. For reporting purposes, the remarkable comments were denoted by highlighting the teachers' focus group number in addition to their personal identification number. This was done so that the reader could easily recognize the individual teacher, as well as their group, for example, T10/FG3's comments: "I must be a leader in my classroom and with my colleagues. ... I will be a leader on committees." The rationale for this selection was that the assertive expressions "I must" and "I will" seem to align with the dominant dispositions which are representative of FG3. Lastly, some of the teachers' statements reflected evidence of impressions made upon them as a consequence of their interactions and transactions with the study. Such statements that appeared to have the potential to transform were denoted by a "TR" in parenthesis following the statement, for example, T4's remark: "I have learned a lot about myself as a teacher and a leader. Thanks for the opportunity"! (TR)

Findings, The Exit Questionnaire

The teachers noted many similar responses to the items in the exit questionnaire. The answers were not identical, however, as seen in these three responses to Question 1 (In what ways are teachers called upon to perform as leaders during the regular performance of their duties?): T1/FG1: giving advice to students/parents; T3/FG1: with parents; T4/FG1: Teachers act as leaders before their students ever walk into the classroom.

The foregoing three responses were interpreted as: two responses for parents, and two responses for students. Diverse responses such as these made the categorization and tabulation of the replies difficult. Seemingly important data that was omitted, however, was easy to categorize. For example, all of the teachers in the study noted that leadership and counseling were important components of their practice. As such, the exit

questionnaire was examined with an eye for specific data that would indicate a teacher's knowledge in the generalist areas of leadership and counseling. The omission of these factors appeared to be significant.

The findings of the exit questionnaire were as follows.

1. In what ways are teachers called upon to perform as leaders during the regular performance of their duties?

Six participants noted that teachers have to be leaders in the classroom; three teachers noted that they utilize leadership with parents; three teachers noted leadership utility with peers; and other comments included conflict resolution, planner, mentor, workshops, and community activities. All of the teachers identified a need for leadership abilities

**2. How would teachers describe their leadership responsibilities to:
a. themselves?**

T4/FG1: "I am responsible for leading children in all aspects of the classroom. I must set an example for them in my attitude, how I talk, how I interact and how I behave. I must lead them in what I teach and my attitude toward learning. I am responsible for making sure students have a safe and healthy environment to learn in."

T1/FG1: "huge."

Most responses, however, indicated comprehensive, generalist-type answers such as T7/FG2: "staff development, attending conferences, advocating for their profession, assuming school-wide responsibilities." Importantly, all of the teachers noted that they do have leadership responsibilities.

b. parents?

Many of the teachers responded in a generalist fashion.

T3/FG1: "as an example for students, as more of a facilitator."

T8/FG3: "largely as counselor, suggesting methods of dealing with problems, encouraging positive behaviors, reassuring that their children are normal, acting as a sounding board particularly for single parents."

T1/FG1: "lead by example."

This question prompted a demonstration of dissatisfaction as noted by T4/FG1: "I have never spoken to or described things to any of these groups of people differently, based on what category they are in. If you're a strong teacher and well respected, you don't need to use fancy terms or labels. When I talk about teaching, I speak from my heart. I speak honestly and simple. I have never had anything but positive interactions with these people, speaking in this manner. They want to know WHAT I am doing, not the term for what I am doing."

c. administrators?

Most of the teachers noted generalist-type responses to this question, also.

T7/FG2: "assisting with school-wide responsibilities, providing support to colleagues when requested by admin., sharing at faculty mtgs., facilitating."

T8/FG3: "Being competent in the classroom, maintaining professionalism, create a network."

T5/FG2: "These administrators hire teachers to be leaders and it is my responsibility to him to follow through and act like one." (TR)

All of the teachers noted that it was necessary to have the ability to describe their leadership abilities to their administrators.

d. colleagues?

Most of the teachers gave brief responses to this question.

T1/FG1: “supportive”

T3/FG1: “same as a. (themselves)”

T5/FG2: “(Same as 2 a).”

Others were more reflective, however.

T7/FG2: “developing curriculum for district and own school, collaborating with other teachers, assisting with school-wide decision making, participating in study/reading groups.”

T8/FG3: “maintaining a positive attitude, respect the viewpoints and work of others, share ideas and responsibilities. “

There were no answers that would indicate that any of the teachers felt that they would not have leadership responsibilities as it pertains to the relationships they have with their colleagues.

3. In what ways are teachers called upon to perform as counselors during the regular performance of their duties?

There were numerous insightful responses to this question.

T1/FG1: “helping students and parents—all day every day.”

Similarly, most of the teachers cited issues that are of a primary concern to the student, even though the issue might have a student-home-classroom connection.

T3/FG1: “dealing with student issues stemming from home & within the classroom; dealing with personal issues; dealing with colleagues.”

T5/FG2 noted the ongoing nature of counseling, and the critical need to address these concerns so that learning might take place: “Children need constant mediation, counseling is an everyday occurrence and instruction is not productive unless these conflicts are mediated by the teacher/counselor.” (TR)

Other teachers chose to list potential needs for counseling expertise.

T7/FG2: “assisting with personal problems of students, peer planning w/students on peer interactions, assisting w/peer conflicts, crisis intervention.”

T8/FG3: “mediators (conflict), grief counselors, anger management, time management, character issues (lying, cheating, stealing, etc.), behavior modification.”

**4. How would teachers describe their counseling responsibilities to:
a. themselves?**

All of the teachers noted counseling to be an important part of their job. T1/FG1, T3/FG1, and T5/FG2 stated it succinctly, while others, such as T4/FG2 and T8/FG3, elaborated on their opinions.

T1/FG1: “important”

T3/FG1: “as a big part of the job—as a necessary part” (TR)

T5/FG2: “I need to act as a counselor in order to settle my class into a positive teacher environment and get my instruction done.”

T4/FG1: “I am again responsible for creating and maintaining a safe environment for the students. I am responsible for making sure the atmosphere is kind, accepting, and

encouraging. I need to make sure students are respectful of each other. I need to make sure students know that I, as well as others are there to assist them with their needs. I need to be aware of my limitations, so that I can best help the students.” (TR)

T8/FG3: “a superior (not just good) role model, allow oneself to make mistakes and not dwell on them, have stress reducing activities to engage in, avoiding getting too emotionally involved, maintain a non-biased attitude” (TR)

b. parents?

Many of the teachers chose to reiterate previous comments. Others, such as T1/FG1, were succinct, and T3/FG1, T5/FG2, and T7/FG2 offered valuable and insightful reflections on how the parents and the teachers might work in unison.

T4/FG1: “same response as in question # 2”

T8/FG3: “see number 2--leadership also, use ‘I’ messages, try to understand underlying issues, be respectful of parents and parenting styles”

T1/FG1: “giving sound advice”

T3/FG1: “as a helper--kids need to be emotionally healthy & happy to succeed--parents must know we are supportive & can help/provide services”

T5/FG2: “some parents are unable to counsel their children or are unsure how it is my job to act as counselor when parents do not take on the role” (TR)

T7/FG2: “assisting with setting up study habits and schedules, communicating student concerns teacher has, assisting with transitions--such as up the next grade level i.e. omitting fears”

c. administrators?

Most teachers reiterated previous responses.

T3/FG1: “same as a.”

The teachers who added new and insightful responses spoke most often of issues that appeared to pertain to generalist-type responsibilities in the areas of relationships and communications.

T1/FG1: “interacting in a system”

T7/FG2: “communicating concerns and needs of students as needed”

T8/FG3: “present viewpoints logically and rationally, stand for what I believe is right for my classes, be fair in approaching differing viewpoints, use good manners”

Others, such as T5/FG2, made references to job specifics and responsibilities, and an equitable allocation of time. Such comments highlighted the need for teachers to serve as counselors, and at the same time, appeared to imply an objection to the need for teachers to fulfill multiple roles.

T5/FG2: As I step in as a counselor to my class it means less counseling for an administrator—more time for other work (TR)

d. colleagues?

Once again, teachers reiterated previous answers or responded minimally to this item.

T1/FG1: “supporting peers”

T3/FG1: “same as a”

Interestingly, however, other teachers seemed to express a more helping & friendly, and cooperative attitude toward their colleagues than they had noted for their administrators, in the previous question.

T5/FG2: "Spending much time and work it is important to be a lended ear to colleagues when they call upon you."

T7/FG2 and T8/FG3 expressed similar cooperative notions regarding their peers.

T7/FG2: "sharing with each other prior strategies and ideas that worked with particular students, discussing with colleagues grade level concerns/ideas i.e. what is appropriate with particular ages, brainstorming with teachers how to deal with particular situations and concerns (discipline issues, home concerns, etc.)"

T8/FG3: "Recognize the stages needed to be reached to resolve issues, use good manners, maintain a sense of humor, be supportive, be a good listener"

5. How might the knowledge of the proper nomenclature and supporting theoretical tenets of counseling and leadership styles affect a teacher's performance?

The responses to this question seemed to fall into two basic categories. One was that all knowledge is beneficial, and as a consequence of new learning, teachers might discover information they can employ that would help them in their practice. The second category was distinguished by two teachers who expressed positive notions for enhancing their understanding of leadership and counseling theory, but also a minimal degree of skepticism. This skepticism was noted by T1/FG1 and T8/FG3.

T1/FG1: "the more you know the better prepared in a situation you are to help. Labels are not as important as the ability to perform."

T8/FG3: "I don't know if it is helpful. I always forget where I fall in the Meyers-Briggs and a couple of other similar style tests I've done. It does help to keep me centered and know which types I need to deal with more carefully because there's more chance of misunderstanding." (TR)

T3/FG2, T4/FG1, T5/FG2, and T7/FG2 expressed insightful notions compared to other responses that reiterated previous answers regarding the benefits of a better understanding of leadership and counseling theory.

T3/FG1: "It would probably help us to find/research new and appropriate strategies for our leadership styles & how to better & more easily incorporate those into the classroom." (TR)

T4/FG1: "They could perhaps broaden the teacher's knowledge of the various styles and give her/him more options in dealing with the students. There may be a style or technique out there that they aren't aware of but would use." (TR)

T5/FG2: "I believe that if I had proper prior knowledge as to my leadership style, I would be able to strengthen it. Also, it would help me to know of other styles to become more tolerant of those around me." (TR)

T7/FG2: "allow one to focus and reflect on what is appropriate, one would think about different, and the best ways to handle certain situations." (TR)

6. Please use the space below and the back of this questionnaire for any comments you might have regarding the value, merit, direction, etc., of this study.

Five teachers answered this question. T5/FG2 and T8/FG3 noted minimal responses such as the pleasure they received from participating in the research. T3/FG1

and T7/FG2 expressed a need for additional information regarding leadership and counseling. (TR)

T3/FG1: "I feel like a discussion of resources concerning our leadership style would have better explained the outcome. Possibly some listings of characteristics of leadership styles to identify with and some suggestions for strategies to use with those styles would have been helpful."

T7/FG2: "It's important for teachers to have the opportunity to reflect on their practice, collegiality is valued through the process of such studies, teacher leadership styles need to be integrated into the preparation of teachers, teachers need to be viewed as school leaders and this process helps, I found the counselor piece of the study harder to analyze." (TR)

Analysis, The Exit Questionnaire

The exit questionnaire revealed distinctions among the individual teachers that were thought to be similar to the distinctions that would exist in a group of any ten teachers. It also revealed a unanimous positive regard for the importance of leadership and counseling as it pertains to a teacher's practice. A significant number of responses expressed a need for more teacher education in the areas of leadership and counseling. There were also expressions of the dubious need for teachers to know the terminology for the leadership and counseling theories they employ as a component of their practice. T4 stated: "I have never spoken to or described things to any of these groups of people differently, based on what category they are in. If you're a strong teacher and well respected, you don't need to use fancy terms or labels. When I talk about teaching, I speak from my heart. I speak honestly and simple. I have never had anything but positive interactions with these people, speaking in this manner. They want to know WHAT I am doing, not the term for what I am doing."

The researcher felt that the foregoing statement was characteristic of the sentiments expressed by the majority of the teachers in this study. The statement was translated to imply that speaking in layman's terms was a sufficient degree of expertise for a professional educator to have at their command. Further, the researcher was perplexed by the teacher's suggestion that: "They want to know WHAT I am doing, not the term for what I am doing." Three obvious questions came to the researcher's attention: 1) How did the teacher propose to communicate the things she did without the use of terms; 2) did the teacher have an internalized barometer that regulated her appropriate degree of communicative competency, or terms she was allowed to use versus terms she was not to use; 3) from where did the apparent disapproval for knowing the language of her trade arise; and 4) was the apparent disapproval a form of displaced aggression, rationalization, compensation, or some other subconscious defense mechanism that had revealed itself because the teacher was ill prepared to talk professionally about the leadership and counseling behaviors she utilized?

The findings revealed by the exit questionnaires are in agreement with the data collected from the interviews, the personal surveys, and the QTIs. Lincoln and Guba (1985) noted that consistency is the key concept that undergirds reliability, stability, and predictability. They stated, "Within conventional studies reliability is typically demonstrated by replication--if two or more repetitions of essentially similar inquiry

processes under essentially similar conditions yield essentially similar findings, the reliability of the inquiry is indisputably established" (p. 298-9). Therefore, there were more than two repetitions of similar responses regarding the teachers' active involvement in leadership and counseling activities; their lack of knowledge regarding leadership and counseling theories and terminology; their perceptions of how such information could enhance their relationships with others, particularly their students; their understanding of how this same information could help their students; their objections for a teacher's need to know a uniform code of theoretical terminology; and their wish to know more about leadership and counseling. Importantly, these same responses were noted more than twice during the interviews, and the focus groups, as well. Further, the obvious omission of leadership and counseling activities, workshops, magazine and journal subscriptions, and theoretical terminology was noted in more than two instances, on all of the methods used to obtain the data for the study: the QTIs, interviews, focus groups, personal surveys, and the exit questionnaire. This would appear to establish the reliability of the inquiry.

Conclusions

Interview One was designed to elicit teachers' perceptions of how students, colleagues, parents, and the principal would describe them. None of the teachers said that others would describe them as either leaders or counselors. All of the teachers noted that others would describe them as a teacher who was involved with their students and doing a good job. Three of the teachers noted that parents would note their "beginning teacher" status; still, they indicated confidence in their performance. Although descriptors such as "stressed" and "chaotic" were used, they were used in a positive sense to portray the teachers' busy and active behaviors wherein they pushed the limits of their abilities in order to provide a quality education for their students.

The experienced teachers noted that they would be described as senior members of the faculty. As such, they referred to the leadership roles they have come to fulfill during their years of experience, yet they did not state that others would refer to them as leaders. The beginning teachers also revealed their leadership activities via noting their willingness to volunteer for committees, work with parents, and do other activities that go beyond the demands of the contract. They did not say, however, that others would refer to them as leaders.

All of the teachers preferred the behaviors that would fall in the category of helping & friendly, and counseling type behaviors. T1 expressed a strong objection to using fear as a teaching motivator. T2 noted that students would refer to her as "mommy." T3 said that she was the most accepting teacher in her school. T4 stated that she gets "real close" to her students and their families and emphasized acceptance and love. T5 said that she tries to make things fun so that students will know that they come to her in times of need. T6 stated that her students would describe her as weird and noted that her unique behaviors paved the road for acceptance. She added that once in middle school, her former elementary school students come back to seek her advice. T7 talked about inclusion of all students in a fashion that noted her acceptance and understanding of students' strengths and weaknesses. T8 said that she focused on student responsibility, and that she was perhaps misunderstood but that she could be fun. T9 reflected the care and affection needed by her own children and noted that the same

interpersonal skills apply to her students, as well. T10 was very proud of the projects she does with her students and the fact that she allows her students to have a voice in classroom activities. She seems to have established positive interpersonal relationships that have resulted in enthusiastic students who respond to her active, chaotic style of teaching. Although the teachers talked frequently about interpersonal relationships they did not suggest that their students, the students' parents, the teachers' colleagues, or the school principal would refer to them as a counselor.

Interview Two was planned to be more direct than Interview One. Rather than setting the conditions for the teachers to volunteer concrete information about leadership and counseling, the researcher's questions were more direct e.g., "Do you ever use Transactional Leadership in your classroom"?

This round of interviews, held with the teachers on an individual basis, began by showing the teachers the QTI profiles. This provided the researcher the opportunity to address leadership and counseling; as a consequence of the inclusion of leadership and counseling dynamics in the profiles. All of the teachers, with the exception of T8, had rated themselves highly in leadership. The teachers had also rated themselves highly in helping & friendly, and understanding behaviors. T8 did rate herself highly in these categories. It was interesting to note, however, that T8 demonstrated her leadership in other ways, particularly her voluntary participation in the AIMS program. Thus, the opportunity to address leadership and counseling practices was availed to the researcher, and he asked the teachers if they were familiar with the leadership and counseling styles that have been referred to in this paper. None of the teachers were able to identify any of the styles, nor were they able to articulate their own leadership and counseling styles via the use of professional, theoretical nomenclature. The researcher highlighted the fact to the teachers that as a consequence of the findings obtained via the interviews and the QTI, the teachers had reported that they did perform many leadership and counseling duties. This led to more questions about the origin of their leadership and counseling behaviors. All of the teachers stated that they did not know the specific origin of their skills, and they described themselves as being facilitators, dictators, or stage managers, etc. After further discussion and reflection the teachers suggested that they were an eclectic, holistic, conglomerate of everything they had learned throughout their lives. Most of the teachers noted that they were "just me," and that the leadership and counseling roles they played came to them naturally.

Many of the teachers also noted that they would have appreciated more instruction in the areas of leadership and counseling during their preservice teacher programs. They agreed that not only would such knowledge help them to establish a road map for consistency in their own practice, it would also enable them to recognize behavioral patterns presented by their students and their colleagues. Many of the teachers also noted the universal nature of leadership, counseling, and interpersonal skills and said that a greater knowledge of such skills could have a far-reaching effect and generalize to many family and societal relationships. It was suggested that the recognition of behavioral patterns could benefit the teacher with interpersonal relationships, and also enable the teacher to help his/her students establish more satisfying interpersonal relationships among their peers and with adults.

The focus groups presented the teachers with an opportunity to list all of the roles they noted teachers to fulfill. The responses from Focus Group One were: mediator, disciplinarian, coach, facilitator, nurse, parent, counselor, educator, and role model. Focus Group Two added: leader, parent, counselor, mediator, motivator, cheerleader, encourager, instructor, facilitator, and coach. Focus Group Three indicated: counselor, nurse, mother, leader, and manager.

The role of a counselor was identified during the initial round robin questioning period by all three groups. T9 had noted in her interview that as much as one-fourth of her time was occupied with counseling duties. The leadership role was noted initially in the round robin period by Focus Groups Two and Three. When asked by the researcher, however, if all teachers fulfill leadership and counseling duties, all participants agreed that they do.

This led to an in-depth discussion with each of the groups about their leadership and counseling expertise. The following ten factors were revealed repeatedly by the teachers:

- 1) The teachers' self-report QTIs, the QTIs done by the evaluators, and the interviews had indicated that teachers do perform leadership and counseling activities.
- 2) The teachers were not able to identify the leadership and counseling theories they employed during the performance of their duties via the use of professional nomenclature, formal titles, names, or labels.
- 3) The teachers were not able to identify the leadership and counseling styles referred to in this paper when they were prompted with the names of the various theories.
- 4) The teachers reported their leadership and counseling behaviors via the use of analogies and scenarios.
- 5) The teachers were uncertain about the origin of their leadership and counseling behaviors.
- 6) The teachers reported their leadership and counseling behaviors as being: innate, "just me," their personality, a result of life experiences, something that came from their parents, but not as something that had been learned in a formal classroom setting, or in preservice teacher programs.
- 7) There was a consistent undertone of caution and sensitivity pertaining to the researcher's interest in the teachers' leadership and counseling expertise.
- 8) The undertone of caution and suspicion was most often conveyed by the teachers when it was stated during interviews and on surveys and questionnaires that it was not necessary to know the names for leadership and counseling theories.
- 9) The teachers agreed that it would be useful to be able to identify the leadership characteristics of their students and associates.
- 10) The teachers agreed that a better understanding of interpersonal skills, relationships, leadership, and counseling behaviors would assist them in creating a road map for their own behaviors and interpersonal relationships.

Further, T4 expressed an ironical notion that came to the researcher's attention time-and-time-again during the course of the research. This teacher noted on the exit questionnaire, as other teachers did elsewhere and at other occasions, that there is a need for teachers to have a greater understanding of leadership and counseling practices. Despite the recognition of the need to know more about leadership and counseling theory, there seemed to be an objection to need of knowing the language component of this endeavor.

T4: I don't believe learning about the various styles of leadership and counseling are important in regards to communicating (terms) with others. I think that is the wrong focus. I do believe that learning about these various styles can give teachers more choices and deeper knowledge. Teachers will learn the terms in the process, but I don't believe that's what's most important. Gaining the knowledge itself is more important, in my eyes. Then I can tell them what I'm doing, how and why in simple, basic language.

Conceptual scheme versus communicative and translation competencies

In final analysis, the foregoing statement caused the researcher to reflect on the conceptual scheme that had been developing, and the instructions that had been reviewed with the evaluators prior to their task. The dynamic expressed by T4 seemed important to the researcher, and it also coincided with number three from the list of instructions for creating categories: "Something important is happening here." The "important thing" was that the research had noted leadership and counseling to be crucial roles for teachers to fulfill. This was highlighted by the fact that the teachers in this study had reported themselves to be leaders and counselors via their QTIs and their interviews. A significant finding of this research is that all of instruments used in this study, and the other data collected from the teachers, noted the teachers to fulfill leadership and counseling roles. Despite this, the teachers in this study did not seem to possess the communicative competency that would enable them to demonstrate proficiency in the areas of leadership and counseling. A greater understanding of these findings were highlighted by reviewing the same list of instructions for data analysis that had been reviewed with the evaluators who participated in the study. This analysis follows.

The researcher understood the importance of creating a conceptual scheme as it pertained to data analysis. Ely (1991) stated, "Creating categories triggers the construction of a conceptual scheme that suits the data. This scheme helps a researcher to ask questions, to compare across data" (p. 87). The notion of a conceptual framework had even greater implications for the subjects who had participated in the study, however. Apparently, the subjects possessed a certain communicative competency, or the knowledge sociolinguists have defined as the ability to respond appropriately in various social situations (Lindfors, 1987, p. 318). It was important, however, to distinguish the teachers' communicative competency from their conceptual scheme, as well as to clarify the implications of a conceptual scheme.

First, concept formation has been defined as a form of higher learning which enables one to discriminate differences in concepts via distinguishing classifications and characteristics. For example, all spiders have eight legs, or ice cream is sweet, cold, and soft versus popsicles which are sweet and cold but hard (Chance, 1994, p. 200-201).

Schema is the organization of past experiences and the “general world of knowledge” (Ashcraft, 1994, p. 314). Additionally, Frank Smith (1988) noted that people are disposed to act in certain ways when there is already a general understanding. He highlighted the need for subject-specific knowledge, however, and stated,

Classification, categorization, concept formation and other manifestations of higher-order or abstract thinking all impose relationships upon statements or states of affairs. ... All of these different aspects of thinking concern relationships, linking things in particular ways, and all depend upon specific knowledge of how things are necessarily or conventionally related. It does not make sense to talk about a general ability to produce or understand complex relationships (p. 50).

Among the many conceptual, schematic, and relationship implications the foregoing comments brought to the research, the essential notion appeared to be an understanding of how things are necessarily or conventionally related. Thus, it seemed reasonable to conclude that if a teacher was proficient in the areas of leadership and counseling, they would find it necessary to express the leadership and counseling theories that existed in their conceptual scheme. Individuals conventionally find it necessary to demonstrate the knowledge housed in their conceptual schemata via their communicative competency. In this case the study had been designed to elicit this information from the teachers in multiple formats. Not only did the teachers fail to identify leadership and counseling theories, they also seemed uncertain about the need to know the conventional terminology that represents leadership and counseling practices.

Many themes remained constant throughout the study, two of which were particularly problematic for the researcher. First, the researcher wanted to examine the roles for which teachers were responsible as a generalist. As noted by Sizer (1984), Wubbels and Levy (1993) leadership and counseling type behaviors are primary among the roles that make for the best teachers. As such, it became logical to examine what teachers knew about these two interpersonal relationship dynamics. Noting that there were numerous leadership and counseling theories that had been developed over time, it became necessary to refer to them by conventional nomenclature. Therefore, based on the Language Identification Principal, it appeared to be a reasonable expectation that teachers report their leadership and counseling behaviors in concrete terms.

Spradley (1979) noted that it is important for the ethnographer to select a language to be used in the research in order to enhance the translation competency of the researcher. He noted that researchers must consider the type of language one might rightfully encounter, for example, courtroom language, alcoholism treatment center language, the language of the homeless, or investigators’ language. He stated that this choice might appear to be linguistically complex, but even in the simplest studies ethnographers must deal with their own language and that of informants. He stated, “Two principles must be kept in mind when making ethnographic record: (a) the language identification principle, and (b) the verbatim principle. These principles have a single purpose, to reduce the influence of the ethnographer’s translation competence when making ethnographic records” (p. 71).

It was the language component of this study that seemed to generate more controversy than any other single dynamic. The teachers made frequent note of the fact

that teachers do what they do instinctively, and that there was not a need for them to know or use the conventional nomenclature that would identify their leadership and counseling behaviors. Similarly, many of the teachers reported that these innate leadership and counseling abilities had manifested naturally in their personas. Therefore, they did not perceive a need to identify their practice via conventional nomenclature. As such, the study took on a language and nomenclature component that was germane to the primary objective of discovering what teachers know and understand about the leadership and counseling methodologies they practice. This situation arose, understandably, out of the necessity for a common language to articulate teacher leadership and counseling behaviors. As a consequence of the teachers' inability to talk theoretically about leadership and counseling styles, they often appeared to become defensive. It was the opinion of the researcher that this resulted from the teachers' self-concept; their understanding that they were required to serve as leaders and counselors; their understanding that they do fulfill these roles; and a conceptual scheme which lacked the communicative competencies to adequately express their leadership and counseling knowledge. Thus, the teachers were sensitive about their limited leadership and counseling communicative competencies. These limitations also indicated limited conceptual schemata, which in turn, affected the researcher's translation competency. Rather than being provided with clear, concrete, and uniform expressions of the teachers' leadership and counseling roles, the researcher was provided with a variety of duties, responsibilities, practices, and beliefs the teachers had about leadership and counseling practices. This proved to be a generalized discussion that often revealed the teachers' uncertainties about the values of knowing leadership and counseling theory, as well as the teachers' knowledge deficits in the areas of leadership and counseling.

The teachers' sensitivities to their limited conceptual schemata as it related to their leadership and counseling practices might have resulted from a conflict that had been brought to their attention. Apparently, these teachers had a strong sense that they were leaders and counselors, and that they performed these duties quite well. The researcher found nothing to contradict this fact, but concluded that the teachers' leadership and counseling practices could be better if they were more certain about their own practice. This would appear to entail a greater knowledge of conventional leadership and counseling practices, so that the teacher might be able to fully understand and relate to their own practice.

It was also notable that these teachers had not reflected sufficiently on matters of learning, ontogeny, phylogeny, and script in order to determine the origin of their own leadership and counseling practices. These concepts revealed themselves in a magnitude that suggested to the researcher something is going on here, also. Basically, phylogeny is the study of the transformations and lineages a species realizes over time; ontogeny is the transformation an organism might experience during a life cycle; and learning is a transformation of what an organism does behaviorally (Ghieselin, 1988, p. 426). Therefore, when many of the teachers said that their leadership and counseling practices were either innate or intuitive, they implied that they were born with these abilities. Other teachers said that they did not know where their leadership and counseling abilities

originated, but added that they were probably learned behaviors that originated from family or from society.

The point of this observation has been to note that the teachers appeared to believe that they did perform as leaders and counselors. As such, these notions would have existed in what has been referred to in this study as the teachers' conceptual schemata, and the mental scripts they had written for themselves. Smith (1988) referred to these scripts as self-concept. He noted two important facts about self-concept. First, "We are unlikely to behave in particular ways if we do not see ourselves as the kind of person who behaves in these ways. ... We are unlikely to do anything we think inappropriate for us" (p. 50). Conversely, however, Smith (1988) noted that individuals classify and categorize behaviors, and they do behave in the manner they perceive as being appropriate. This is what he calls "being a member of the club" (p. 50). Although Smith's research (1988, 1985, 1975) involves students and their self-concept as it pertains to being a member of the literacy club, he generalizes his "membership" analogy to other beliefs that exist in the self-concept. To demonstrate his analogy, he stated that individuals must first see themselves as being a member of any of many various categorical classifications such as automobile mechanic, writer, or chess player before they are a member of that club. Therefore, it seemed to follow that teachers would need to see themselves as leaders and counselors before they could be a member of these clubs.

The teachers in this study did see themselves as being members of the leadership club and the counseling club. They were apparently dissatisfied, however, with the fact that this research divulged their leadership and counseling communicative competencies were somewhat limited. This deficiency was highlighted by the fact that the teachers were not able to identify their leadership and counseling practices via conventional leadership and counseling theoretical language. Further, many of the teachers said that they did not need to know the conventional terminology used to denote specific leadership and counseling theories. Yet, they also noted that more knowledge is better than less.

Summary and Conclusions

The researcher used the Questionnaire on Teacher Interaction, the Marsha Warren case method narrative, input from independent evaluators, focus groups, a personal survey, and the information derived from two independent interviews with each teacher on an individual basis to gather the data for this study. The information pertained to the teachers' experiences, knowledge, ongoing activities, and opinions regarding the generalist roles of a teacher, particularly leadership and counseling roles. The reason for choosing these particular roles have been documented in this paper as they pertain to the various roles and duties teachers have been reported to perform on a daily basis. It has also been noted that proficiency in the roles which require pedagogical expertise, leadership, helping & friendly, understanding, and counselor-type interpersonal skills are the roles and behaviors that equip a teacher with the abilities to be what has been noted to be a "best" teacher. Therefore, a broad understanding of leadership and counseling theories and behaviors should behoove any teacher's practice. It seemed that a prerequisite to this understanding was the ability to assimilate a leadership and

counseling conceptual schemata. Thus, a need for a uniform code of conveying thoughts and ideas was revealed by this study. This uniform code would enhance a translation competency for self-reflection and a communicative competency among professionals.

It was the researcher's opinion that a necessary marriage existed between any behavior and the labels that are conventionally used to identify the behaviors. The teachers in this study demonstrated the fact that the uniform mode of communication that would allow them to join the leadership and counseling club was limited. They also noted that they were not certain about the source of their leadership and counseling expertise. Given all the findings pertaining to the generalist roles of teachers, and the present-day state of violence in school settings, it would seem reasonable to expect teachers to possess a leadership and counseling conceptual scheme. The conventional nomenclature that would enhance the teachers' translation and communicative competencies for the various leadership and counseling practices would be but a part of the conceptual scheme that would allow teachers to become full-fledged members of the club. The major findings that were revealed in the quest for the criteria for club membership included:

- 1) The literature had noted all teachers to be generalist, or as having responsibilities for multiple roles.
- 2) Leadership and counseling were identified as being significant generalist roles that were worthy of study.
- 3) The teachers in this study said that leadership and counseling (by their definition) were significant components of their pedagogical practice, and that they spent substantial amounts of time engaged in these activities.
- 4) The teachers in this study completed the Questionnaire on Teacher Interaction, and their corresponding profiles established by this questionnaire indicated that these teachers were leaders with helping & friendly, and understanding behaviors such as those required by counselors.
- 5) Three independent evaluators with particular expertise in teaching, leadership, or counseling used the Questionnaire on Teacher Interaction to evaluate each teacher's response to a case method study. This data suggested that the teachers in this study demonstrated leadership and counseling via their solutions to the case method narrative.
- 6) The teachers in this study appeared to be concerned, productive, and effective teachers who performed admirably in the roles of leadership and counseling. They had been recommended as being diligent; some had received teaching awards; others had advanced professional degrees; there was evidence of effort to obtain timely educational and technological training; and one teacher had been featured in a nationally televised program re: special students, and had received a doctoral degree.
- 7) The teachers in this study could not identify their leadership and counseling practices via conventional/professional nomenclature, formal titles, names, or labels that could most accurately and succinctly denote the theoretical concepts they employed as teachers. This appeared to result in a limited translation and communicative competency re: the leadership and counseling theories they employed in the school setting.

- 8) The teachers in this study were not certain about the origin of their leadership and counseling practices. They reported that they did not receive it in school, perhaps it was innate, or they had learned it from either family or society.
- 9) The teachers in this study expressed objections to the need to know the names of their leadership and counseling practices.
- 10) The teachers in this study could not identify the leadership and counseling practices highlighted in this study when they were prompted by the names of the theories. They noted that they could only guess at the tenets that would be incorporated in theories with labels that were somewhat self-explanatory i.e., dictatorship, laissez faire, or null.
- 11) Literature was cited that suggested that an ability to classify and categorize behavioral dynamics (such as those noted on the Model of Interpersonal Teacher Behavior) aids in the construction, or reconstruction of a conceptual scheme.
- 12) Literature was cited that suggested that labeling aids in the ability to classify and categorize.
- 13) It appeared that the language limitations evidenced by the teachers had adverse effects on their own translation competencies as it pertained to their conversations with the researcher, their self-talk, self-perceptions, and understanding of their leadership and counseling roles.
- 14) The teachers reported their leadership and counseling behaviors via the use of analogies and scenarios.
- 15) The teachers reported their leadership and counseling behaviors as being: innate, "just me," their personality, a result of life experiences, something that came from their parents, but something that had not been learned in a formal classroom setting, or in preservice teacher programs.
- 16) The teachers perceived themselves to have good leadership and counseling abilities. This was evidenced by their self-report QTI profiles, dialogue from the individual interviews, dialogue from focus groups, and the QTI profiles established by the independent evaluators.
- 17) The researcher perceived the teachers to be good leaders and counselors, but noted inadequacies in their preparation for these roles, their communicative competencies, and their ongoing efforts to gain expertise in the areas of leadership and counseling. This was evidenced by the dialogue from the individual interviews, dialogue from focus groups, the personal surveys, and the exit questionnaires. Considering this, it appeared that the QTI was not an adequate tool for estimating the teachers' true measure of leadership and counseling behaviors and expertise.
- 18) The QTI appeared to be a good tool for determining focus groups. The QTI did appear to have the ability to distinguish teachers possessing similar behavioral characteristics.
- 19) The consequence of the focus groups appeared to be minimal as it pertained to the teachers' expertise in leadership and counseling. Individually, all of the teachers rated themselves as being dominant and cooperative. There were

minor differences in the submissive and oppositional behavioral characteristics that made focus groups possible. Overall, the major findings did not seem to be affected by the arrangement of the focus groups.

- 20) There was a consistent undertone of suspicion, even resentment, pertaining to the researcher's interest in the teachers' leadership and counseling expertise.
- 21) The undertone of caution and suspicion was most often conveyed by the teachers stating that it was not necessary to know the names for leadership and counseling theories.
- 22) The teachers agreed that it would be useful to be able to identify the leadership characteristics of their students and associates.
- 23) The teachers agreed that if they possessed a greater understanding of interpersonal skills, relationships, leadership, and counseling behaviors they would be empowered to assist their students and other stakeholders in matters regarding the students' welfare as it pertains to the relationship issues that were reported to arise often in the school setting. This was perceived as an important component of the generalist role.
- 24) The teachers agreed that if they possessed a greater understanding of interpersonal skills, relationships, leadership, and counseling behaviors they would be empowered to model and teach the same information to the students so that the students might be empowered to utilize this knowledge on a personal basis.
- 25) The teachers agreed that a better understanding of interpersonal skills, relationships, leadership, and counseling behaviors would assist them in creating a road map for their own behaviors and interpersonal relationships.

Recommendations

It is the recommendation of the researcher that leadership and counseling activities should be integrated into preservice teacher programs. The instruction should be formatted in a manner that would allow teachers to reflect upon, analyze, and comprehend their own conceptual schemata. Insights of "self" as related to pedagogical leadership and counseling practices could then be united with formal theory via communicative and translation competencies. In keeping with the methodologies suggested in this paper, it appears that a productive means to this end would entail the use of transactional activities. The transactional activities which possess transformational potential would include specific language activities such as those suggested by Smith (1988). He stated:

Classification, categorization, concept formation and other manifestations of higher-order or abstract thinking all impose relationships upon statements or states of affairs. In short, all of these different aspects of thinking concern relationships, linking things in particular ways, and all depend upon specific knowledge of how things are necessarily or conventionally related. It does not make sense to talk about general ability to produce or understand complex relationships (p. 50).

Therefore, the demand for specificity would call for an exacting curriculum and methodologies in the content area of pedagogical leadership and counseling. Considering that the content areas of leadership and counseling have been managed in a joint fashion

during the course of this study, it seems reasonable to suggest that one course could be designed that would present both topics jointly during the same course-period, semester, or workshop, etc. Further, the content material lends itself to instructional methodologies that would align with teaching, leadership, and counseling theories. The primary consideration for an appropriate methodology such as this could be based on transactional concepts e.g., the Transactional Theory of Literature, Transactional Analysis, Transactional Leadership, etc.

The goal of the researcher would be to use these transactional concepts in conjunction with observational learning and language. The purpose of this plan would be to enhance the ontogenetic and phylogenetic dispositions of the individual via maximizing attentional and retentional processes. Chance (1994) stated that observational learning takes place as a consequence of the individual observing the model. He noted that this type of learning often takes place covertly; or, it involves thinking. He also noted, "Two types of covert behavior are especially important to observational learning: attentional processes and retentional processes" (p. 173). Stated simply, one must first capture the attention of the learner in order to enhance the probability of retaining new information. This sequential process as it pertains to learning is important for two reasons. First, it highlights the fact that once an individual's attention can be brought to focus on the ontogenetic and phylogenetic aspects of their dispositions for leadership and counseling, they can then make additional discoveries about themselves. An enhanced communicative competency should benefit the individual's translation competency when they engage in self-talk. Secondly, once the discoveries about their dispositions for leadership and counseling have been revealed, they can then be retained, or learned.

Chance (1994) added, "One important retentional process consists of representing the model's behavior in some way, often in words. With the acquisition of language, it is possible to reduce complex behavior to a few words" (p. 173). Therefore, when the individual engages in an intrapersonal examination pertaining to their interpersonal skills; dispositions for leadership and counseling; and relationships with students, colleagues, or superiors, it would be productive for the individual to reduce their complex behaviors to a few words. It would also be productive for the individual to have the ability to reduce the complex behaviors of their students, colleagues, or superiors to a few words. Lastly, it seems to be productive for all members of any particular community to use the same code. This would enable them to belong to the same club, which in turn, would have many implications for productive teaching and learning.

The researchers' methodological objectives for the content expressed in this study would be to:

- 1) utilize transactional methodologies to delineate the distinctions between interactions, transactions, and transformations;
- 2) utilize transactional methodologies to engage the students in reflective practices pertaining to self;
- 3) utilize transactional methodologies to bring students to an understanding of learning, ontogeny, phylogeny, and script in order to determine the origin of their own teaching, leadership, and counseling practices;

- 4) utilize transactional methodologies to encourage students to define their own theoretical beliefs;
- 5) utilize interactions and transactions to pave the way for transformations in the students' understanding of self as it pertains to the importance and proper place of the teacher roles of leadership and counseling;
- 6) utilize transactional methodologies to prompt observational learning; and
- 7) utilize transactional methodologies to prompt educational transformations.

It is the opinion of the researcher that a course which entails leadership and counseling basics should be a component of all preservice teacher education programs. The rationale is that, according to the teachers in this study, leadership and counseling theory as it relates to pedagogy and interpersonal skills is a curricular area that has not been served; the projected objectives could be done with a minimum addition to present preservice education curriculums; and that the current student culture is in need of teachers who can lead them to success in the classroom, school, and the community.

Lastly, the researcher believes that there is an important connection between the present-day social outcry for methods to cope with and curb the recent outbreak of school tragedies, and the ideas expressed in this study. School and community leaders have noted many times that such mass killings could have never occurred in their schools and communities. Yet, they did. It is the opinion of the researcher that the diversity of today's students broad based intellects, schemata, and scripts demand the same from those who teach, lead, and counsel them. Teachers who are armed with both the common sense and the language for the leadership and counseling theories they employ would find themselves at an advantage as a consequence of possessing a communicatively enhanced common sense; and teachers better prepared in a holistic method of teaching, leadership, and counseling would be better prepared to initiate interactions with students that can lead to transactions that, in turn, have the potential to transform students to ever-growing levels of achievement, well-being, and productive behaviors.

Recommendations for further study

I have found that throughout this study the nature of language, particularly that of nomenclature, has stimulated great interest and controversy. It would appear that an enhanced communicative competency as would likewise enhance the translation competency of one who is engaged in self-reflection. It would also appear that language and word choices can be used to define, and plan courses of action. The very nature of language would allow one to distinguish dictatorial leadership versus transactional leadership, etc. It is these same dynamics of communication that should allow one to define their own personal proclivities and preferences, and match them with a leadership or counseling style that would suit them best. Therefore, suggestions for further study have been based on the notion of using language to define leadership and counseling theories in the effort to match them to the individual's innate ability, schema, and script. This plan encompasses varied and broad dynamics such as gender, regional considerations, diversity and culture, and applications such as business, educational, parental, interpersonal, or marital. Specifically, however, for the teaching profession it would seem prudent to examine preservice teacher programs and curriculum that

incorporate leadership and counseling instruction and/or practice and field opportunities versus those that are void in these areas.

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Appendix A

Biographical Information

Mieke Brekelmans is an Associate Professor in the Institute of Education of Utrecht University. She holds a Master's Degree in Chemistry and Psychology. Her Ph.D. focuses on interpersonal skills of teachers. Her professional duties include preservice teacher education, particularly as it pertains to teacher inquiry. Her research is part of the program of: Education for Teachers. Further research interests include interpersonal behavior during the professional career and the relation between interpersonal behavior and interpersonal cognition.

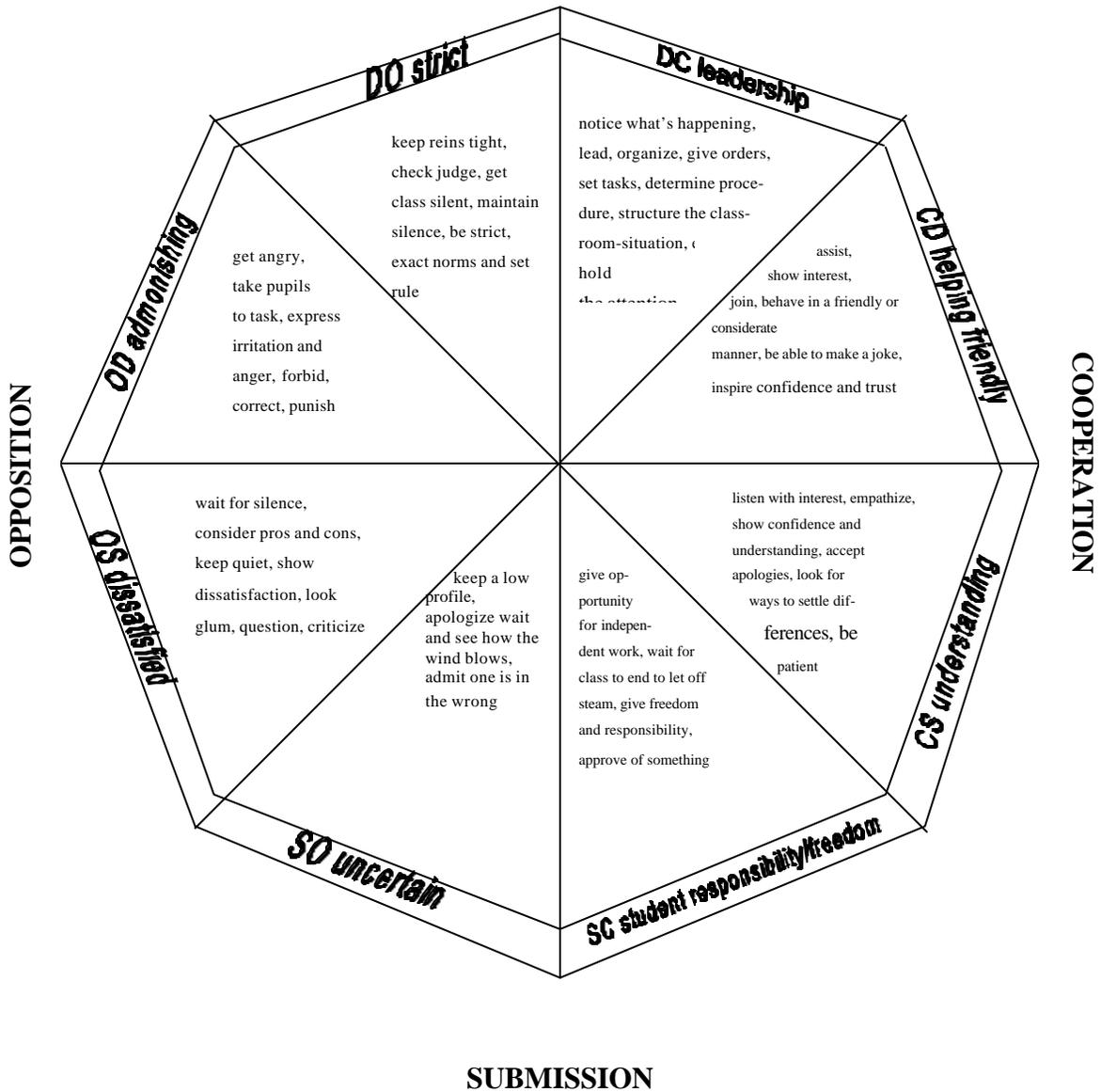
Jack Levy is an Associate Professor of Education at George Mason University. His Ph.D. is from the University of Southern California in Curriculum and Instruction. He has served as a teacher, secondary administrator, federal government official, professor, and consultant.

Theo Wubbels is a Professor of Education in the Institute of Education of Utrecht University. His Master's Degree is in Physics and his Ph.D. is in Education. Before going to Utrecht University he served as a physics teacher and an assistant principal in a Montessori High School. He serves as a curriculum developer at Utrecht University, as well as, Head of Teacher Education, and Research Program, Education for Teachers. His specialty is learning environments, classroom communication and methodology.

Appendix B

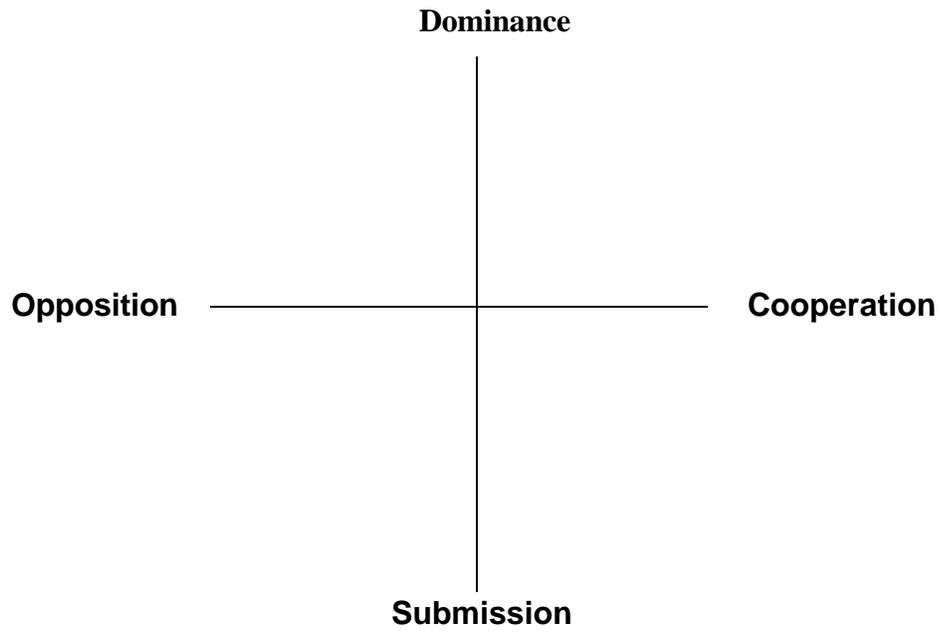
The Model of Interpersonal Teacher Behavior

DOMINANCE



Appendix C

The Leary Model of Communication



Appendix D

Marsha Warren: A Case Method Narrative

Marsha Warren is a teacher who is experiencing situations in the classroom which are common to many teachers. She is overwhelmed by the problems created by her students, including eight children who have unique home problems and personal situations that are affecting their schooling. Please read the following instructions and adhere to these procedures as you prepare your case.

1. *Please draw on the entirety of your experiences as a professional educator, and be as thorough as possible.*
2. *Understand the assignment in context.* The Marsha Warren case narrative comes from Part One of the referenced text. This section of the book is entitled Classroom Management, and pertains to the following topics: Behavioral learning theory, Behavior management, Classroom organization, Rules and procedures, Rewards and punishments, Social learning theory. This should alert you to theoretical concepts related to the case. Therefore, before beginning the case, review the above theoretical tenets, as well as, reflect upon your own theoretical concepts you presently use in class as it relates to classroom management.
3. *Read the case for an overview.* First, read the case rather quickly in order to get a general idea what it is about: what happened, who the main characters are, and how the issues in the case relate to the assignment.
4. *Analyze the case.* Read the case a second time, this time being much more attuned to detail. Make notes about the main characters and their relationships with others. Please note that the narrative has been double-spaced so that you will have the space to make notes and record questions within the text of the narrative as you proceed with your reading. Understand the problems, both obvious and subtle. Make a list of questions you have about the material as you proceed through the narrative, and identify any other information you would like to have. Thus, at the end of this stage you should have a list of problems and an understanding of the causes of these problems to reflect upon in the next step.

5. *Reflect on your own practice and formal educational experiences.* Use any and all of your experiences that help you understand the case better.
6. *Develop solutions.* Ultimately, cases call for solutions to problems, not to determine the one right answer but to focus analysis and to prepare a real world solution for teacher action and decision making. Relate your solutions to your analysis of the problems. Since there are no perfect decisions, be sure you understand both the weaknesses and the strengths of your solution. Support your solutions with relevant theory that supports your position as you write your response on the reverse side of the narrative. Use the last 5 digits of your social security number only for identification purposes.

Marsha Warren

José glared at Tyrone. "Quit looking at me, you jerk!"

"I wasn't lookin' at nothin', creepy," replied Tyrone vehemently.

Marsha Warren looked up sharply at the two boys and made a cutting gesture through the air. "That's enough from both of you. You should be looking at your books, not at each other."

"I was lookin' at my book!" protested Tyrone.

"Just stop!" repeated Marsha. "Please continue reading, Angela."

Angela rolled her eyes at no one in particular and resumed reading aloud in a bored, expressionless tone. Her progress was slow and halting.

Marsha was a third-grade teacher at the Roosevelt Elementary School in Littleton. She was trying to conduct a reading group with the eight lowest readers in her class of twenty-two while the other children worked in workbooks at their seats. But each time an argument erupted among the children in the reading group, most of the children at their desks snapped to attention to watch the sparks fly.

"You can stop there, Angela," interrupted Marsha as Angela came to the end of a paragraph. "Bettie Ann, will you read next?" As she spoke, Marsha also put a hand out to touch another child, Katie, on the shoulder in an attempt to stop her from bouncing in her chair.

Bettie Ann didn't respond. She was gazing out the window at the leafless November landscape, sucking her thumb and twirling her hair with her other hand. "Bettie Ann, I'm talking to you," repeated Marsha.

"Your turn," yelled José as he poked Bettie Ann's shoulder.

"Shut up, José," interjected Sarah. Sarah often tried to mediate between the members of the group, but her argumentative streak pulled her into the fray as often as not.

"Quiet!" insisted Marsha in a hushed, but emphatic, tone. As she spoke, she turned her head to glance over her shoulder at the rest of the class. The hum of the conversation was growing in the room. Tension crept into her voice as she addressed the reading group. "We're distracting the other children. Do we need to discuss rule 3 again? Everyone pull out the class rules from your notebook, now."

The chemistry in the reading group, and the class in general, had been so explosive since September that Marsha had gone beyond her normal first-of-the-year review of rules and procedures. All the children in class had copied the four class rules into their notebooks, and she had led long discussions of what they meant. Rule 3 was "Be considerate of other people."

Loud groans from the reading group greeted Marsha's mention of rules. Simultaneously, a loud BANG sounded in the back of the room. Marsha turned and saw a student reaching to the floor for a book as his neighbor snickered. She also noticed three girls in the far-left row leaning into a conversation over a drawing, and she saw most of the students quickly turn back to their work, as if they were not enjoying the entertainment of the reading group once again.

"That's it!" Marsha exclaimed. She slammed her hand down on the reading-circle table and stood to face the entire class. "Put your heads on your desks, and don't say another word, everyone!" By the time she finished the sentence, Marsha realized she had been shouting, but she didn't care. Her class gazed at her in stunned disbelief. Mrs. Warren had always been so gentle! "Now!"

Marsha quickly turned and walked from the room, not bothering to look back to see if her command had been obeyed. She closed the door to her classroom, managing not to slam it, and tried to control her temper and collect her thoughts. "What in God's name am I going to do with this class?" she asked herself. "I've got to calm down. Here I am in the hallway with twenty-two kids inside who have driven me out, they've absolutely won." Marsha suddenly felt paralyzed.

Marsha tried to remember if there was ever a time in her eleven years of teaching when discipline and control were such a challenge. "It's not as if I were a rookie. I ought to know what to do!" she agonized. But Marsha had tried everything she had ever learned or done before to interest and control this group, and the class as a whole, yet there she was, standing in the hall.

Marsha's third-grade class was indeed a difficult group of children. There were a few students who liked school and really tried to learn, but overall it was a class full of children who were just not focused on learning. It was impossible to relax with them. If Marsha let down her guard and tried to engage them on a more friendly or casual level, the class would disintegrate. Marsha's natural inclination in teaching was to maintain a friendly, relaxed manner; she usually enjoyed her students and her enjoyment showed. But with this class she constantly had to be firm and vigilant ("witchlike," she thought) in order to keep the students under control.

Academically the class was fairly average, but Marsha did have two instructional challenges: There were three really bright students, whom Marsha tried to encourage with extra instruction and higher expectations, and there were three students (besides the Hispanic children in her slow-reading group) who spoke little or no English. The most remarkable characteristic of the students, though, was their overall immaturity. Each child seemed to feed off the antics of the others, and every issue was taken to its extreme. For example, whenever one child laughed, the entire class would begin to giggle uncontrollably. The students' behavior was simply inappropriate for their age and grade.

The core of Marsha's problem was the lowest-level reading group. This group provided the spark that set off fireworks in the entire class, day after day. The slow readers were rude and disruptive as a group, and they were instigators on their own.

When Marsha thought of each child in the lowest reading group individually, she was usually able to summon some sympathy and understanding. Each of the eight had an emotional or academic problem that probably accounted, at least in part, for his or her behavior.

José, for instance, topped her list of troublemakers. He was a loud, egocentric child. His mother, Marsha thought, probably had surrendered long ago, and his father did not live with them. José had little respect for or recognition of authority; he was boisterous and argumentative; and he was unable to take turns under any condition. When something didn't go his way, he would explode. This low flashpoint, Marsha felt, was just one of his many signs of immaturity, even though José was repeating the third grade and was actually older than his classmates.

José had a slight learning disability in the area of organizational skills, but Marsha didn't think this justified his behavior. His mother spoke only Spanish, and, although José was fluent in both Spanish and English, when Marsha sent notes home, she would first find someone to translate for her. Conferring with José's mother on the telephone was out of the question.

Angela was also repeating the third grade, and Marsha thought the child's anger over this contributed to her terrible attitude in class. The child just refused to learn. She could be a low-average achiever if she would apply herself, but it was clear that Angela's agenda was not school. She was concerned with her hair, her looks, her clothes, preoccupations that Marsha found inappropriate for a third-grader. Angela came from a middle-class black family, and her parents were also angry that she had been held back; consultations with them were not usually fruitful. Angela seemed truly upset if Marsha asked her to do any work, and Marsha was sure her frustration with the child was occasionally apparent.

Tyrone, on the other hand, was a very low-average learner, but he, at least, worked to his capabilities. He even tried to mediate arguments among the members of the group. But Tyrone had a very stubborn streak, which was typical, Marsha thought, of slow learners. If he was on the wrong track, he would just not get off of it. She frequently asked him to redo work and helped him with his errors, but when he presented it to her the next day as though it were different, it would contain the same mistakes.

Sarah, too, knew right from wrong and generally wanted to do her work, but she was easily pulled into the fray. Sarah had appointed herself protector of Bettie Ann, an overweight, emotionally insecure child who had difficulty focusing on the topic at hand. Bettie Ann was the baby of the family, with several near-adult siblings at home. Marsha wondered if Bettie Ann's position in the family was the reason she assumed no responsibility for her own actions and no control over her own fate. Bettie Ann seemed hungry for Marsha's attention, but she exhibited no independence or initiative at all.

Katie was one of the brighter students in the reading group, but her hyperactivity caused her to be easily distracted and argumentative. She could neither sit still physically nor pay attention mentally. Katie had a rich home background, full of books and middle-class aspirations, but Marsha thought she also encountered pressure at home to perform, perhaps to levels beyond her capability.

Rhea, another child with at least average intelligence, was one of the most heartening cases. Her mother was an alcoholic who neglected her, and Rhea had to do the housework and care for her older brother, who was in a special education class. She had no time for homework, and there were no books or even conversations at home. Rhea had been held back in the second grade, and while she tried to do her work, the language deficit at home was so severe that she kept falling further behind.

Finally, there was Maria, a petite, immature native of El Salvador. She had average intelligence and a cooperative spirit, but Spanish was spoken in her home and her limited English vocabulary severely limited her progress.

Marsha tried to analyze what it was among these children that fostered such animosity. Not a day passed that they didn't argue, fight, or insult one another. The

reading group was not the only arena for these combatants; they fought on the playground, in line, on the bus, and in the cafeteria. They were troublemakers in previous grades, and some of their teachers at Roosevelt called them the "Infidels."

They tended to be at their worst as a group, and so Marsha had tried separating them, but with little improvement. Three weeks before, in early October, she rearranged and reorganized all three reading groups, distributing the students in the lowest section among three new groups. But she found that the inappropriate behavior did not stop; it only spread. Now all three of her reading groups, rather than one, were disrupted, and mixing her slow and her average readers dramatically reduced the pace of both groups. Finding this arrangement unfair to her other students, she reorganized back to her original group assignments last week.

Marsha also tried other remedies. She introduced popular reading material for the reading groups and tried innovations such as having the children act out the stories they read. She wrote a contingency contract with the groups when she reconstituted them last week, promising that they could use the school's audiovisual equipment to make filmstrips illustrating their current book if they behaved, but so far that wasn't working either.

Marsha did not think she was generally too lax. She had procedures for incomplete work (the students had to come to her room during lunch hour or after school to finish); she had rules for appropriate behavior in school; and she never hesitated to involve parents. She praised the children for completing work, and she sent positive notes home when they did so. She also sent home disciplinary cards (much more frequently, unfortunately), which parents were supposed to sign, and she telephoned parents when she thought it would help.

Marsha also tried punishment. She sent individual troublemakers to the office, and she held detention during lunch. She isolated children for misbehavior by separating their desks from the rest of the class, and she used denial of privileges (the children really liked using the class computer, so she withdrew that privilege frequently). Marsha even tried talking honestly with the children, giving them pep talks about the value of

education and their need to read and write and think in order to participate in life. But nothing was fundamentally altering the course of the class's behavior.

Besides having the desire to teach the "Infidels," Marsha knew that the progress of the rest of the class was being slowed because of the time she was forced to spend on policing. Her patience, her ideas, and her fortitude were fast evaporating, and she knew she had to solve the problem even though she felt like giving up.

Marsha stood on tiptoe to look through the window of the classroom door. The children were sitting in their places looking at each other uneasily and at the door, clearly wondering what would happen next. With a sigh, Marsha turned the knob.

The Marsha Warren case method narrative, as well as, the instructions have been taken from *Case Studies for Teacher Problem Solving*: Silverman, R., Welty, W. & Lyon, S. (1996). New York: The McGraw-Hill Companies, Inc.

Appendix E

Questionnaire on Teacher Interaction (Secondary Version)

This questionnaire asks you to describe your teaching behavior. On the answer sheet provided put the last 5 digits of your social security number only.

On the next few pages you will find 64 sentences. For each sentence on the questionnaire find the same number on the answer sheet and darken the circle you think most applies to you. Please use only a #2 pencil.

For example:

	Never				Always
The teacher expresses himself clearly.	A	B	C	D	E

If you think you always express yourself clearly, darken letter E on your answer sheet. If you think you never express yourself clearly darken letter A. You can also choose letters B, C, or D, which are in between. If you want to change your answer after you have darkened a circle please erase completely. Thank you for your cooperation.

PLEASE BEGIN

POSSIBLE RESPONSES

NEVER

ALWAYS

A

B

C

D

E

1. The teacher is strict.
2. We have to be silent in the teacher's class.
3. The teacher talks enthusiastically about the subject.
4. The teacher trusts us.
5. The teacher is concerned when we have not understood him or her.
6. If we don't agree with the teacher we can talk about it.
7. The teacher threatens to punish us.
8. We can decide some things in the teacher's class.
9. The teacher is demanding.
10. The teacher thinks we cheat.

11. The teacher is willing to explain things again.
12. The teacher thinks we don't know anything.
13. If we want something the teacher is willing to cooperate.
14. The teacher's tests are hard.
15. The teacher helps us with our work.
16. The teacher gets angry unexpectedly.
17. If we have something to say the teacher will listen.
18. The teacher sympathizes with us.
19. The teacher tries to make us look foolish.
20. The teacher's standards are very high.
21. We can influence the teacher.
22. We need the teacher's permission before we speak.
23. The teacher seems uncertain.
24. The teacher looks down on us.
25. We have the opportunity to choose assignments which are most interesting to us.
26. The teacher is unhappy.
27. The teacher lets us fool around in class.
28. The teacher puts us down.
29. The teacher takes a personal interest in us.
30. The teacher thinks we can't do things well.
31. The teacher explains things clearly.
32. The teacher realizes when we don't understand.
33. The teacher lets us get away with a lot in class.
34. The teacher is hesitant.
35. The teacher is friendly.
36. We learn a lot from this teacher.
37. The teacher is someone we can depend on.
38. The teacher gets angry quickly.
39. The teacher acts as if he does not know what to do.
40. The teacher holds our attention
41. The teacher is too quick to correct us when we break a rule.
42. The teacher lets us boss him/her around.
43. The teacher is impatient.
44. The teacher is not sure what we do when we fool around.
45. The teacher knows everything that goes on in the classroom.
46. It's easy to make a fool of him/her.
47. The teacher has a sense of humor.
48. The teacher allows us a lot of choice in what we study.
49. The teacher gives us a lot of free time in class.
50. The teacher can take a joke.
51. The teacher has a bad temper.

PLEASE CONTINUE ON THE NEXT PAGE

POSSIBLE RESPONSES

NEVER

ALWAYS

A

B

C

D

E

52. The teacher is a good leader.
53. If we don't finish our homework we're scared to his/her class.
54. The teacher seems dissatisfied.
55. The teacher is timid.
56. The teacher is patient.
57. The teacher is severe when marking papers.
58. The teacher is suspicious.
59. It is easy to pick a fight with the teacher.
60. The teacher's class is pleasant.
61. We are afraid of the teacher.
62. The teacher acts confidentially.
63. The teacher is sarcastic.
64. The teacher is lenient.

THANK YOU!

Guidelines for Administration

1. The QTI secondary version (above) has been validated on grades 7-12. This version cannot be reliably used with other student groups.
2. Teachers normally administer the questionnaire to two classes with divergent characteristics (age, ability, gender, etc.). The results therefore present the teacher with a wide range of student feedback.
3. Teachers should take the QTI themselves. They normally self-administer it for each class which is participating. They respond to the items as they perceive themselves behaving in class.
4. Teachers also often complete the questionnaire for their Ideal. In other words, they think of the most ideal teaching situation possible and respond to the items with this in mind.
5. If these guidelines are followed, teachers will receive student feedback from each class, and be able to compare it with their own perceptions of themselves in that class, as well as their ideal. They then have a comparison between reality and their professional goals.

Appendix F
Personal Survey

Last 5 digits of your SS# _____

1. What book did you read most recently? _____

Why? _____

2. To which publications do you subscribe? _____

Why? _____

3. What professional article did you read most recently? _____

Why? _____

4. Do you have a current research interest? _____

What? _____

Why? _____

5. Have you taken a course recently? _____

What: _____

Where: _____

Why: _____

6. Have you attended a seminar or workshop recently? _____

What: _____

Where: _____

Why: _____

7. Do you have regular conversations with your peers about specific job related issues?

Topic of any conversations you recall: _____

Why do you discuss these topics? _____

8. Do you belong to a professional organization? _____

Which: _____

Why: _____

9. Do you have plans for participation in any of the activities listed in items 1-8?

Which: _____

Why: _____

10. Total years teaching experience: _____

Total years teaching experience by subject and grade level: _____

*Please use the space below to complete any of the items 1-10, making certain to clearly identify which questions your responses are intended to match i.e., # 5, Basic Keyboarding, NRVCC, self-improvement.

Appendix G

Category Breakdown for the Questionnaire on Teacher Interaction

Category

1. Leadership 3, 31, 36, 40, 45, 52, 62
2. Helpful/Friendly Behaviors (Counseling Behaviors) 5, 15, 29, 35, 37, 47, 50, 60
3. Understanding 4, 6, 11, 13, 17, 18, 32, 56
4. Student Responsibility/Freedom 8, 21, 25, 27, 33, 48, 49, 64
5. Uncertain 23, 24, 39, 42, 44, 46, 55
6. Dissatisfied 7, 10, 12, 19, 26, 28, 30, 54, 58
7. Admonishing 16, 24, 38, 41, 43, 51, 59, 63
8. Strict 1, 2, 9, 14, 20, 22, 53, 57, 61

Items are scored 0 for "A" (Never), 1 for "B", 2 for "C", 3 for "D", and 4 for "E" (always). To arrive at an average score for each item, add all respondent scores for the item and divide the number of respondents. Use the same procedure for sector scores; add the averages in each sector and divide by the number of items.

Appendix H

Research Outline

A. Meeting One entailed the initial contact with the teachers. The teachers were introduced to the study in a purposefully vague manner regarding leadership and counseling dynamics. They were told that the researcher was interested in generalist roles. They completed the personal survey; and they were given the QTI and the case method narrative to complete at a later time. Even numbered teachers (2, 4, 6, 8, and 10) were asked to complete the QTI prior to completing the case method narrative. Odd numbered teachers were asked to complete the case method narrative prior to completing the QTI. This meeting was restricted to a 45 minute time period. The researcher returned to each of the teachers' schools to collect the QTI and the case method narrative prior to Meeting Two.

B. The researcher met individually with the teacher-evaluator, the leadership-evaluator, and the counselor-evaluator to explain the procedures, and distribute the teachers' recommended solutions for the case method narratives.

C. The researcher analyzed the teachers' QTIs and created their Self-Report QTI Profiles.

D. The researcher collected the QTI responses for the teachers' recommendations for the case method narrative from the three evaluators and created the Teacher-Evaluator, the Leadership-Evaluator, and the Counselor-Evaluator QTI Profiles.

E. Meeting Two was held individually with the ten teacher-subjects. Their QTI Profiles were used to open the dialogue. The major difference between this meeting versus **Meeting One** was that the questioning was much more pointed and specific. All of the

teachers had, to this point, indicated in various forms and fashions that they did consider themselves to be leaders and counselors ... and performing professionally in these areas of expertise. Therefore, the researcher inquired about the specifics of their leadership and counseling behaviors, philosophical viewpoints, theoretical applications, and education.

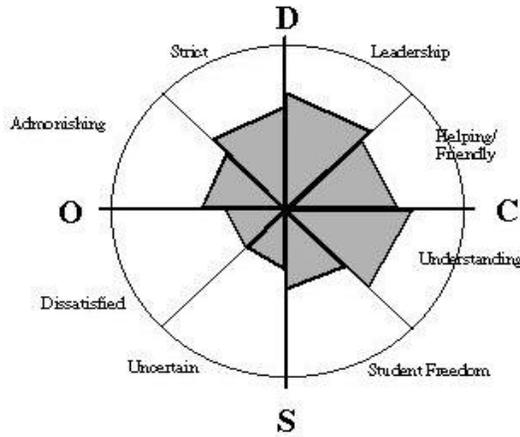
F. The researcher distributed an Exit Questionnaire to each of the ten teacher-subjects, then collected the questionnaires at a later date.

G. The researcher had the transcripts of all of the meetings with the teacher-subjects transcribed, and he analyzed the transcripts along with the Personal Surveys, the Exit Questionnaires, and the QTIs looking for common and significant findings.

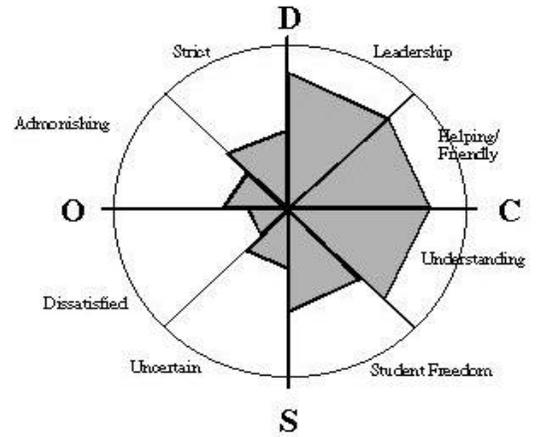
H. The researcher reported the findings.

Appendix I

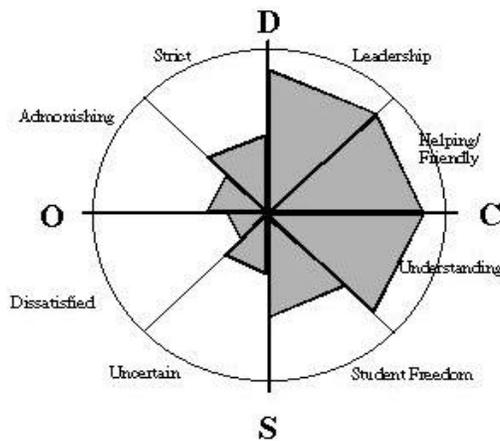
QTI Profiles Teaching Traits



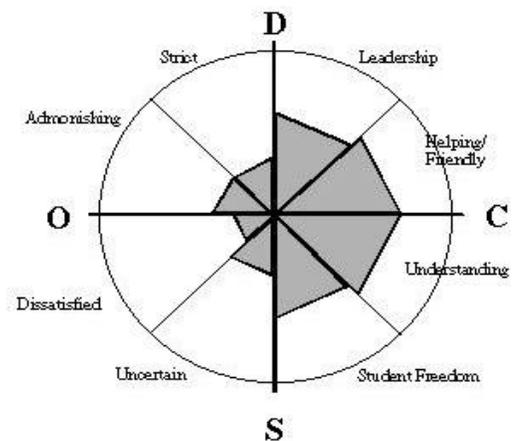
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Directive**



**Type 2:
Authoritative**

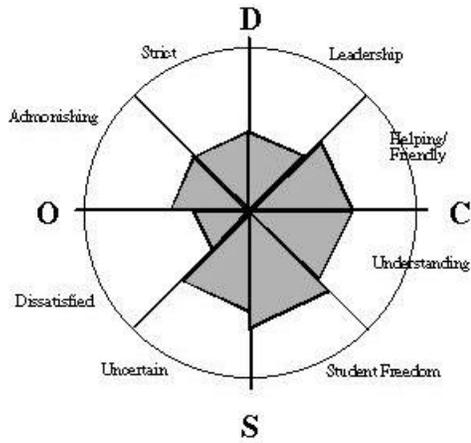


**Type 3:
Tolerant and
Authoritative**

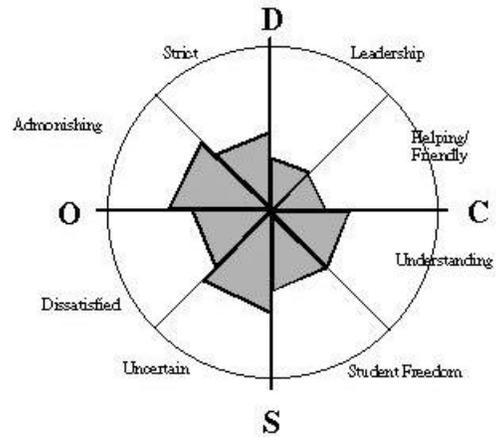


**Type 4:
Tolerant**

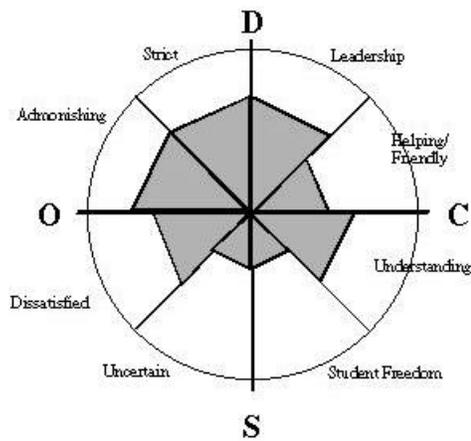
QTI Profiles Teaching Traits



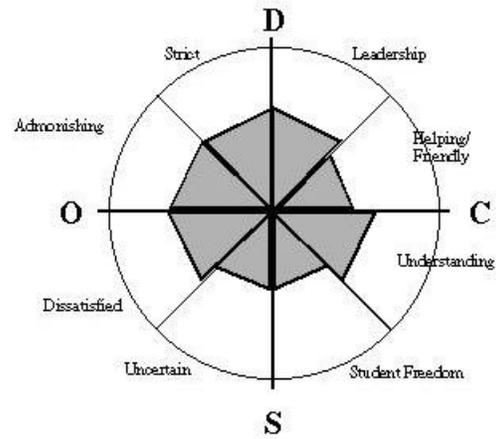
**Type 5:
Uncertain and
Tolerant**



**Type 6:
Uncertain and
Aggressive**



**Type 7:
Regressive**

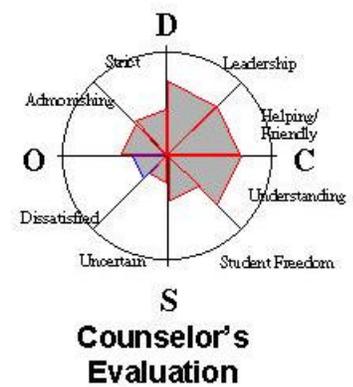
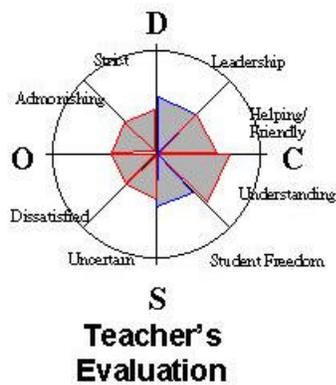
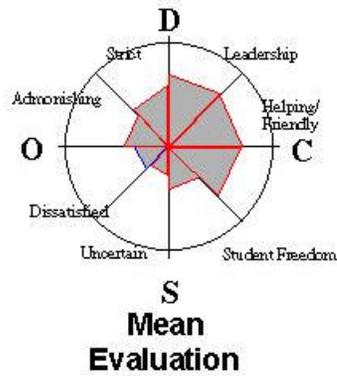
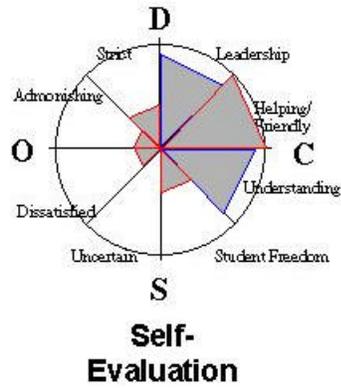


**Type 8:
Drudging**

Appendix J
Teacher Profiles

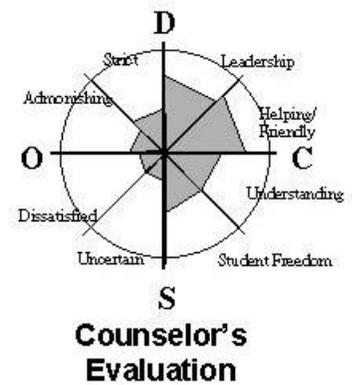
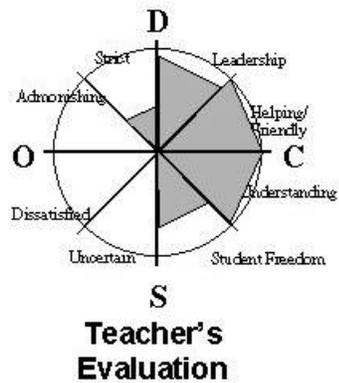
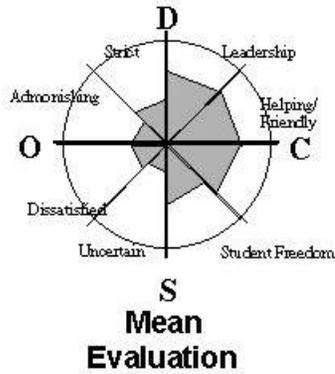
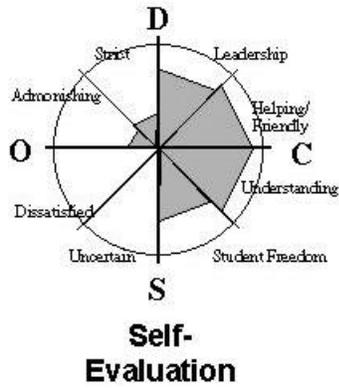
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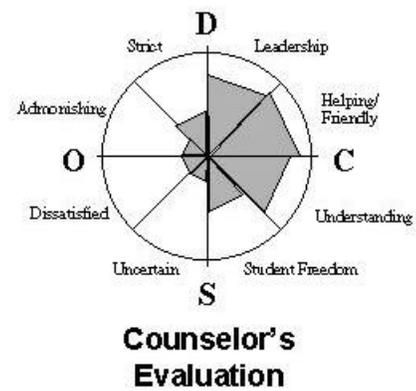
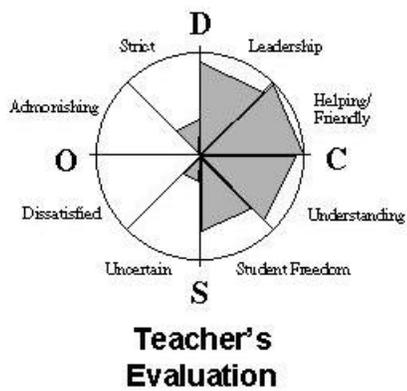
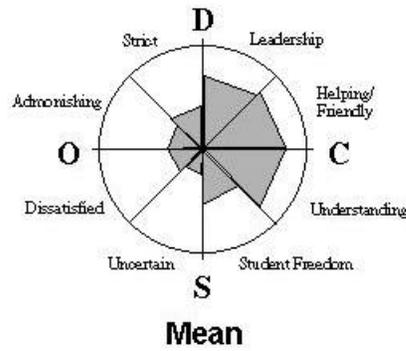
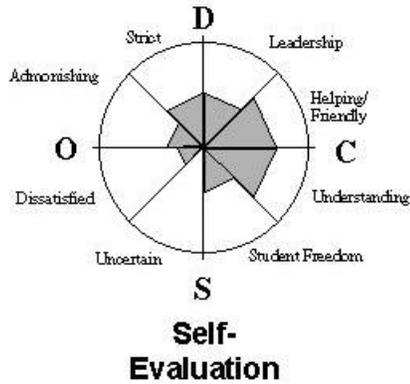


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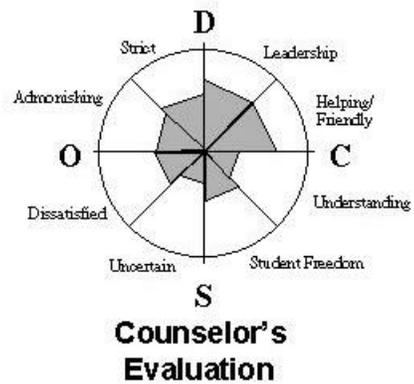
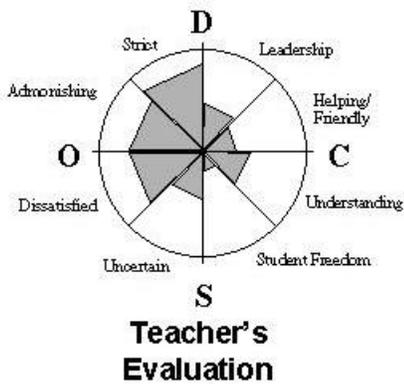
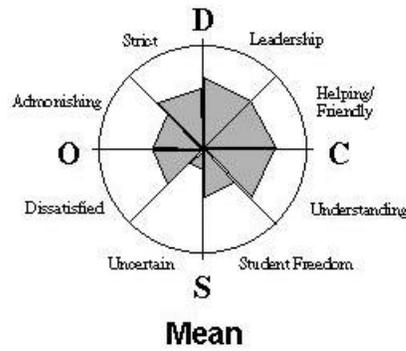
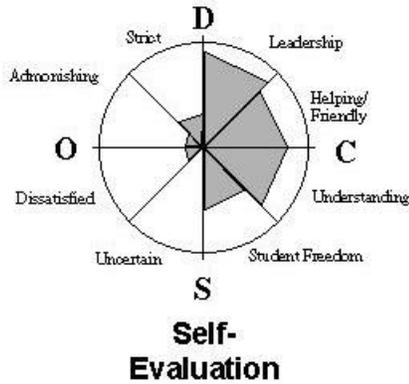


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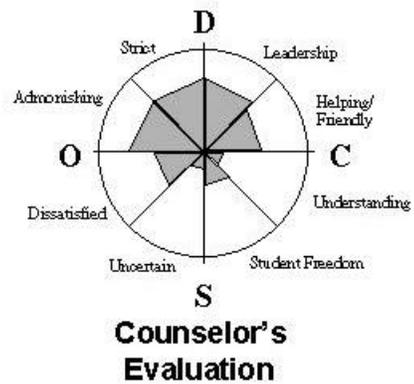
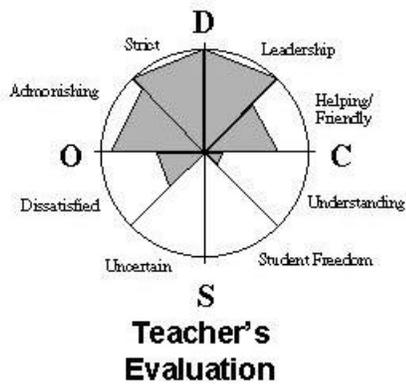
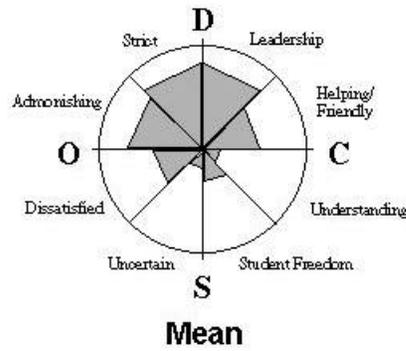
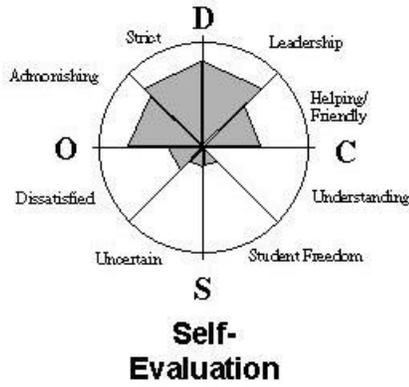
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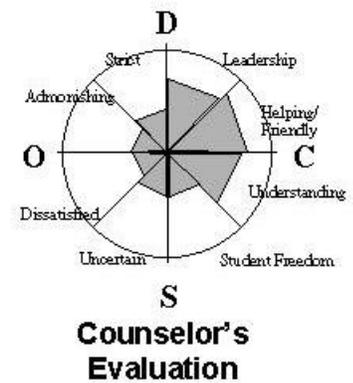
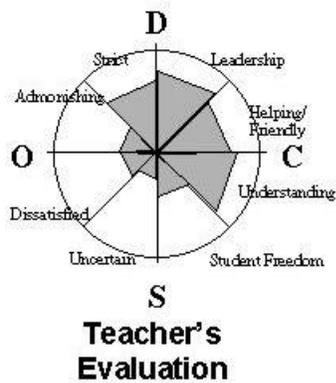
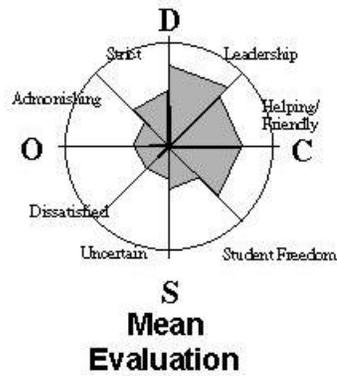
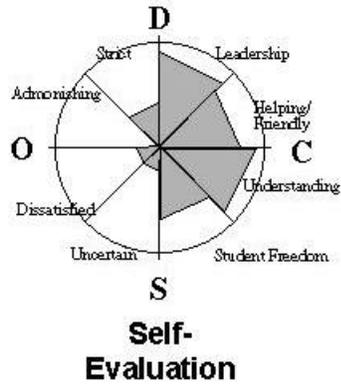
QTI Profiles

ID Number: T5/FG2



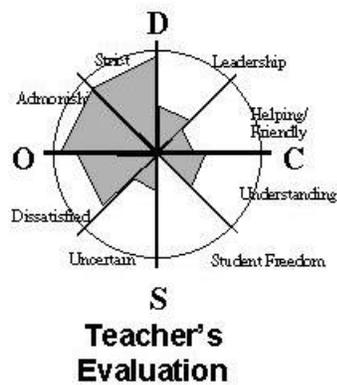
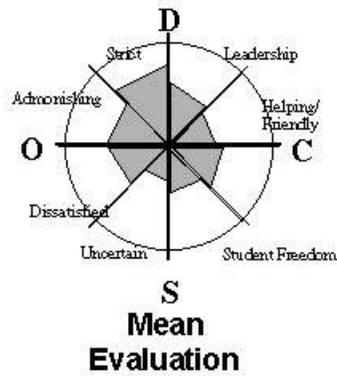
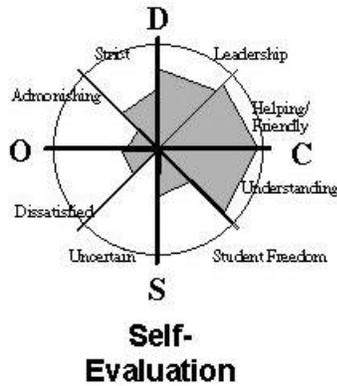
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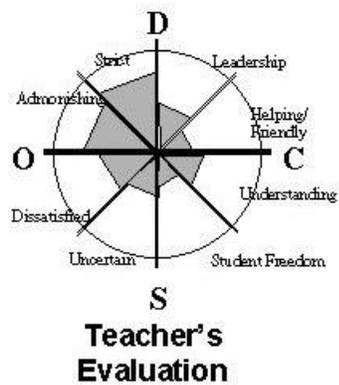
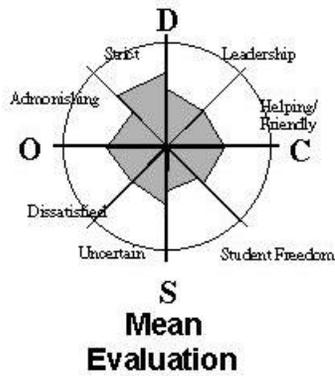
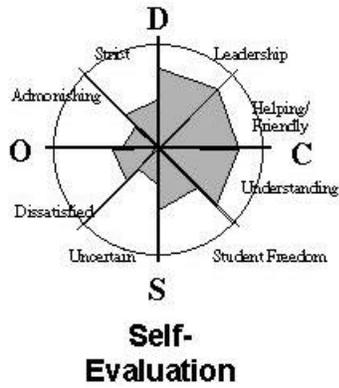
QTI Profiles

ID Number: T7/FG2



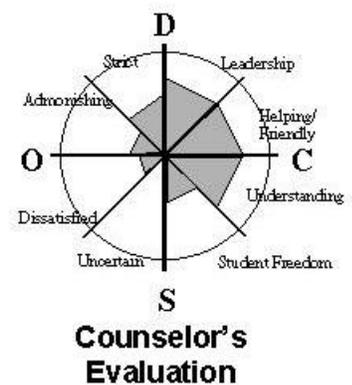
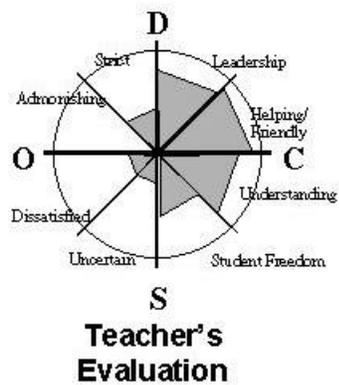
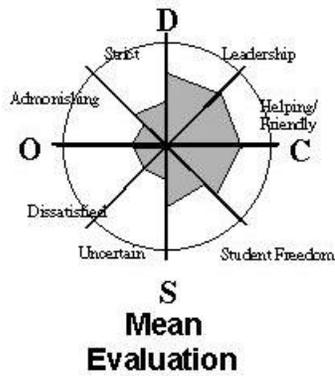
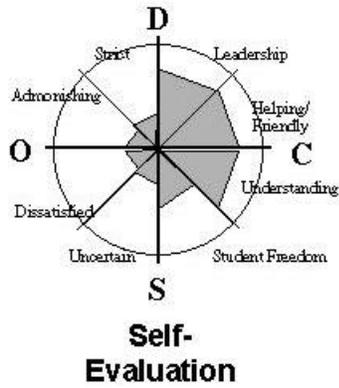
QTI Profiles

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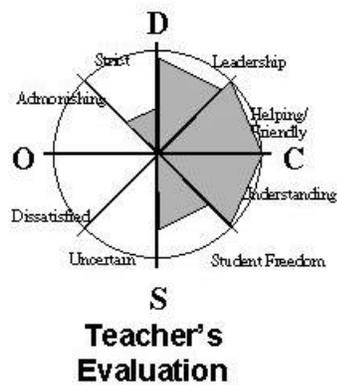
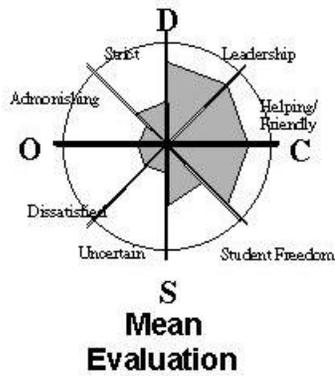
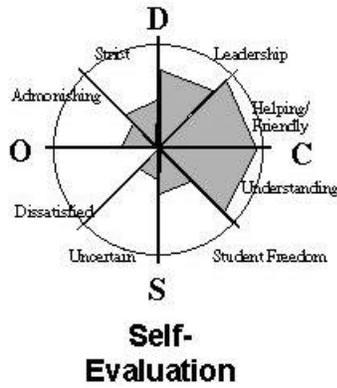
QTI Profiles

ID Number: T9/FG3



QTI Profiles

ID Number: T10/FG3



Appendix J

Category Breakdown for the Questionnaire on Teacher Interaction

Category

1. Leadership 3, 31, 36, 40, 45, 52, 62
2. Helpful/Friendly Behaviors (Counseling Behaviors) 5, 15, 29, 35, 37, 47, 50, 60
3. Understanding 4, 6, 11, 13, 17, 18, 32, 56
4. Student Responsibility/Freedom 8, 21, 25, 27, 33, 48, 49, 64
5. Uncertain 23, 24, 39, 42, 44, 46, 55
6. Dissatisfied 7, 10, 12, 19, 26, 28, 30, 54, 58
7. Admonishing 16, 24, 38, 41, 43, 51, 59, 63
8. Strict 1, 2, 9, 14, 20, 22, 53, 57, 61

Items are scored 0 for "A" (Never), 1 for "B", 2 for "C", 3 for "D", and 4 for "E" (always). To arrive at an average score for each item, add all respondent scores for the item and divide the number of respondents. Use the same procedure for sector scores; add the averages in each sector and divide by the number of items.

VITA
HORACE L. FALLS (ROCKY)

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EDUCATION

Doctorate of Philosophy, Curriculum and Instruction, September, 1999

Virginia Polytechnic Institute and State University, Blacksburg, VA

Dissertation: Teachers' self-perceptions of their role as *generalist*: A study of the interpersonal skills for effective, leadership, and counseling

Advisor: Richard T. (Terry) Graham

Master of Education, Special Education, 1994

Lynchburg College, Lynchburg, VA

Master of Education, Physical Education; Minor: Counseling, 1981

Radford University, Radford, VA

Bachelor of Science, Physical Education, 1978

Bridgewater College, Bridgewater, VA

RESEARCH/TEACHING INTERESTS

Questionnaires, surveys, models, and researchers cited in my research note that the role of a teacher is a multi-faceted role which incorporates many sub-roles. According to this data the roles/behaviors which make for the "best" teacher are: leadership, management, and counseling behaviors. My research indicates that teachers, as well as, pre-service teachers are often poorly prepared to perform in these realms of interpersonal interactions. Therefore, I sense a need to continue this research, as well as, a need to equip presently practicing teachers, and future teachers with knowledge of the broad range of leadership styles: null to transactional to transformational. Likewise, there is a need to equip teachers with the knowledge of the array of counseling styles i.e., Transactional Analysis, Rational Emotive Therapy, Gestalt Therapy, etc. Further, it is important for teachers to know their limitations; the point wherein counseling ends and the need for psycho-therapy begins.

PUBLICATIONS

Bronco Brothers is a fictional story which entails the problems, defiance, and need for acceptance as experienced by many adolescents. This book comes with a parent/teacher guide to social/interpersonal skills which is designed to enlighten the student in a

proactive manner via a bibliotherapeutic approach. The Bronco Brothers program was designed to be a productive transactional experience for students. I am presently marketing Bronco Brothers in a new form and fashion which includes the sequel: Diablo's Revenge. Selected short stories and poems have also been published in various newsletters and papers, etc. This is reflective of a belief in the transactional power of literature as further emphasized in the following course highlights.

COURSE HIGHLIGHTS

- a. EDCI 5214 - Linguistic Theory, Reading and Writing
- b. EDHD 690 - Survey of Reading
- c. EDCI 6505 - Reading Research
- d. EDCI 5784 - Writing Across the Curriculum
- e. EDCI 5784 - Teaching Writing
- f. EDUC 702 - Teaching Language Skills to Exceptional Children
- g. EDCI 5164 - Instructional Design
- h. EDUC 549 - Counseling Techniques, Theory
- i. EDUC 550 - Counseling Techniques, Applied
- j. EDCS 544 - Group Processes
- k. EDUC 566 - Behavioral Management
- l. EDHD 745 - Teaching Academic Skills
- m. EDUC 542 - Use of Tests
- n. EDHD 707 - Psychoeducational Diagnosis of Children
- o. EDCI 5114 - Advanced Educational Psychology

GRADUATE ASSISTANTSHIPS

- a. data collection, analysis, and evaluation for various workshops, presentations, etc.
- b. composition of various newsletters and program promotional literature
- c. assistant for an undergraduate course with responsibilities to grade assignments and advise students
- d. served as the secretary for Teacher Education, Sciences, and Humanities' (TESH) regularly scheduled meetings
- e. supervision of student teachers with the responsibilities of school visits and advising students
- * The supervision of student teachers assignment entailed participation in a weekly e-mail program designed to promote dialogue with the student teachers. Many transactional insights and understandings, for teacher and students, have resulted from this innovative program.

PRESENTATIONS

- a. Modifying Student Behavior Via a Novel Approach
- b. LanguageArt Tutelage (EERA, '95)
- c. New Thoughts on Literacy: Literacy, Metaliteracy, Megaliteracy, and Polyliteracy
- d. Reversing Learned Helplessness and Other Counterproductive Behaviors Via Therapeutic Writing
 - e. The Use of Literacy as a Tool for Developing Social Skills and Personal Responsibility (VCLD, '96)
- f. Taking Charge of Your Own Communication Style: 4 Steps for Recognizing Your Own Innate Instructional, Leadership, and Counseling Characteristics so as to Best Capitalize on Them in the Classroom (VEA, '98)
- g. Engineering Your Own Interpersonal Skills for Effective Classroom Performance(EERA, 1999)

PAPERS

- a. Why S.A.S.S.I???? (Stop and Spell Syllables Individually)
- b. LanguageArt Mentorship: A Humanistic Teaching Methodology
- c. Bibliotherapy in the School Setting
- d. Inclusion vs. Individualization
- e. Inclusion: A Means to Achieve Adult Independence for Special Populations?
- f. Meaning: The Key for Intrinsic Motivation
- g. LanguageArt Mentorship: A Humanistic Teaching Methodology
- h. Historical Analysis Of Myself As Literate Person
- i. Teacher Leadership and Counseling: A Steinbeckian Analogy of Relationships from the Transactional to the Transformational

TECHNICAL/COMPUTER SKILLS

These skills include knowledge of both platforms (IBM and Mac), expertise in word processing, databases and spreadsheets, e-mail, the Internet, digital cameras, scanners, Powerpoint, and homepages. Related experiences include helping with teacher workshops at Virginia Tech, and at several other locations throughout the state of Virginia. These workshops have been designed to instruct teachers in the use of each of the above technologies, with an emphasis on classroom applications.

FIELDWORK

- a. Teachers in Montgomery County (Virginia) are presently being interviewed on an individual basis in order to obtain data for my dissertation. Focus groups for this group of 12 teachers are also being arranged. The purpose of this research is to evaluate the teachers' behaviors and communication style in the classroom, then prepare a personal

profile for each teacher. Additionally, efforts will be made to ascertain the teachers reflections and opinions on the multi-faceted role of a teacher as *generalist*.

b. A group of middle-school students with chronic behavioral problems were chosen to participate in a bibliotherapeutic program I conducted at their school. *Bronco Brothers* and the companion parent/teacher guide was used as the book for these sessions.

RELATED EXPERIENCE

a. I have observed and participated in many transactional events during my life which proved to have the power to transform. One of these significant transactional experiences has been my study of John Steinbeck, and his works. Thus, the power of literature has evidenced itself to me via the impressions created by Steinbeck's ever-present themes of nobility, and the fight of the oppressed to survive and make their claim on dignity. This inspirational message has led to the reading of the majority of Steinbeck's fictional and non-fictional works. Further, as a scholar of this Nobel Prize winning author, a study of the popular biographies of Steinbeck has also been completed. In addition, I attended the Fourth International Steinbeck Congress in Monterey, CA. Here, many of the leading researchers and Steinbeck historians were available for dialogue. The teleological vs non-teleological philosophy as debated by Steinbeck and his best friend, Ed Ricketts, has come to be of great interest. Realizing such a transactional power via literature is perhaps a prerequisite to adequately teaching others about such things.

b. The interpersonal skills which lead to inspiring students in the classroom have led me to analyze and categorize these skills so as to be used in productive fashion. Labels, tools, and language have been constructed which will efficiently convey the power of interpersonal skills; the skills and methods similar to those used throughout this teacher's past to reach and transform students, and others. Indeed, students have been led to success via transactional techniques, dormant athletes have been led to championships; colleagues have been led to understanding; and parents have been led to cooperation and participation via the dynamics that have become my particular area of interest, research, and expertise.

c. I attended the Vocational and Technical Education National Conference in Dallas, Texas in 1995. Vocational and Technical Education is of particular interest to me from the viewpoint of its status and importance in changing times, as well as, its significant for special education.

Books of Special Interest/Meaning

- a. *Education and Work for the Year 2000*, Arthur G. Wirth
- b. *Unequal Opportunity*, Jill Bartoli
- c. *Education for Critical Consciousness*, Paulo Freire
- d. *Pedagogy of the Oppressed*, Paulo Freire
- e. *Lives on the Boundary*, Mike Rose

- f. The Challenge to Care in Schools, Nel Noddings
- g. The Man Who Listens to Horses, Monty Roberts
- h. Joining the Literacy Club, Frank Smith
- i. Literacy, Freire & Macedo
- j. Reading Without Nonsense, Frank Smith
- k. Literature as Exploration, Louise Rosenblatt
- l. The Universal Schoolhouse, James Moffet
- m. Acts of meaning, Jerome Bruner

1994-present **VIRGINIA TECH/PhD/Teaching and Learning**
 1994 **LYNCHBURG COLLEGE/MEd/Special Education**
 1981 **RADFORD UNIVERSITY/MS/Physical Education/Counseling**
 1978 **BRIDGEWATER COLLEGE/BS/Physical Education**

Horace L. Falls, Jr. (Rocky)
 Addendum to Resume

Mission Statement:

In accordance with how I have thus far come to understand this position, it would be my intent to utilize my notable expertise in the areas of reading pedagogy, as well as, interpersonal skills so as to coordinate student needs and efforts with those of all interested parties. My goal would be to minimize stumbling blocks for the student while at the same time maximizing assistance from the educational, athletic, and other concerned communities at Virginia Tech, as well as, a "world wide web" of other resources. This effort is geared to student achievement, overall well-being, safety, and continued enrollment at Virginia Tech.

Relevant Experience

- I. Course Work
 - a. EDCI 5214 - Linguistic Theory, Reading and Writing
 - b. EDHD 690 - Survey of Reading
 - c. EDCI 6505 - Reading Research
 - d. EDCI 5784 - Writing Across the Curriculum
 - e. EDCI 5784 - Teaching Writing
 - f. EDUC 702 - Teaching Language Skills to Exceptional Children
 - g. EDCI 5164 - Instructional Design
 - h. EDUC 549 - Counseling Techniques, Theory
 - i. EDUC 550 - Counseling Techniques, Applied
 - j. EDCS 544 - Group Processes
 - k. EDUC 566 - Behavioral Management
 - l. EDHD 745 - Teaching Academic Skills

- m. EDUC 542 - Use of Tests
- n. EDHD 707 - Psychoeducational Diagnosis of Children
- o. EDCI 5114 - Advanced Educational Psychology

II. Presentations

- a. Modifying Student Behavior Via a Novel Approach
- b. LanguageArt Tutelage (EERA, '95)
- c. New Thoughts on Literacy: Literacy, Metaliteracy, Megaliteracy, and Polyliteracy
- d. Reversing Learned Helplessness and Other Counterproductive Behaviors Via Therapeutic Writing
- e. The Use of Literacy as a Tool for Developing Social Skills and Personal Responsibility (VCLD, '96)
- f. Taking Charge of Your Own Communication Style: 4 Steps for Recognizing Your Own Innate Instructional, Leadership, and Counseling Characteristics so as to Best Capitalize on Them in the Classroom (VEA, '98)

III. Papers

- a. Why S.A.S.S.I???? (Stop and Spell Syllables Individually)
- b. LanguageArt Mentorship: A Humanistic Teaching Methodology
- c. Bibliotherapy in the School Setting
- d. Inclusion vs. Individualization
- e. Inclusion: A Means to Achieve Adult Independence for Special Populations?
- f. Meaning: The Key for Intrinsic Motivation
- g. LanguageArt Mentorship: A Humanistic Teaching Methodology
- h. Historical Analysis Of Myself As Literate Person
- i. Teacher Leadership and Counseling: A Steinbeckian Analogy of Relationships from the Transactional to the Transformational

IV. Recently Read Books and Others of Note

- a. Education and Work for the Year 2000, Arthur G. Wirth
- b. Unequal Opportunity, Jill Bartoli
- c. Education for Critical Consciousness, Paulo Freire
- d. Pedagogy of the Oppressed, Paulo Freire
- e. Lives on the Boundary, Mike Rose
- f. The Challenge to Care in Schools, Nel Noddings
- g. The Man Who Listens to Horses, Monty Roberts
- h. Joining the Literacy Club, Frank Smith
- i. Literacy, Freire & Macedo
- j. Reading Without Nonsense, Frank Smith
- k. Literature as Exploration, Louise Rosenblatt
- l. The Universal Schoolhouse, James Moffet
- m. Acts of meaning, Jerome Bruner