

**The Interpersonal Relationships Between Principals and Teachers
In the North Carolina Career Development Program**

by

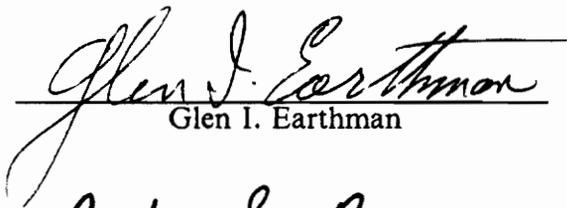
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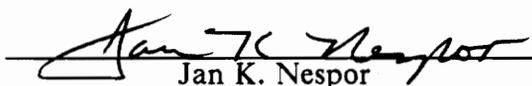
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(ABSTRACT)

Career ladders emanated from the reform movement of the eighties. Little could be found in the literature on how principals and teachers relate to each other under these arrangements. This study investigated the relationships between principals and teachers in three elementary schools in one district that operated under the state's Career Development Program in North Carolina.

Interviews were conducted with principals and a random sample of five teachers in each of the three schools. Analysis focused on the patterns of relationships between principals and teachers.

Major findings revealed that relationships between principals and teachers were open, positive, and caring. Principals believed their relationships with teachers were closer and stronger since the implementation of the Career Development Program.

Teacher effectiveness training that accompanied the Career Development Program provided a pedagogical structure and common language for teachers. The teachers believed the training helped them to become more competent. Teachers and principals reported principals were more involved in the classroom and conducted more frequent formal observations and evaluations. Both groups believed the principal had more paperwork under the Career Development Program. Principals and teachers believed the

evaluation system worked. Teachers did not trust outside evaluators if they observed in areas outside their field or school level.

The overall conclusion of this study is that relationships between teachers and principals became more focused on an instructional model that increased conformity, possibly reduced creativity, and increased the feelings of competence of teachers.

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Most importantly, I dedicate this dissertation to my parents, Cora and Clement Crowe. It has been your love, understanding, and a belief that one could achieve success in life if she is persistent.

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CHAPTER 1

The Problem

Career ladders and other types of pay-for-performance systems emanated from the reform movement in the eighties as popular solutions to increase teacher effectiveness and to attract and retain the best people in education. Traditionally, education has followed an egalitarian structure where teachers' salaries were determined by years of experience and degrees. In pay-for-performance systems that use an evaluation to determine teachers' salaries and additional responsibilities, problems between principals and teachers could develop. Therefore, relationships between principals and teachers could be altered under these pay-for-performance plans.

Background of the Study

During the eighties, the condition of education became the subject of much controversy and criticism. Politicians, businessmen, and other leaders from outside education questioned the quality of teachers and teaching effectiveness. Numerous studies focused on educational policies and the teaching profession (Toch, 1991). A Nation at Risk (National Commission on Excellence in Education, 1983) reported on the low status of teaching and problems of attracting and retaining quality teachers. It recom-

mended a performance-based system with differentiated salaries for teachers (Kauchak & Peterson, 1986). The Holmes Group and the Carnegie Forum supported differentiated career opportunities with teachers assuming increased responsibility and authority at each career level (Association of Teacher Educators, 1986). The Governors' 1991 Report on Education (National Governor's Association, Center for Policy Research, 1986) recommended career ladders for principals and teacher leaders who would share management of various responsibilities. The 1988 Gallup poll reported the general public saw a need to attract more capable students to the teaching profession and to increase pay for teachers who demonstrated competence (Gallup & Elam, 1988). Thus, there was a shift from equity to quality.

Leadership for educational reform has been initiated at the state level (Cornett, 1987). States have begun mandating state standards in teacher preparation and certification, staff development, performance-based evaluations, and incentive programs (Mosqueda, 1986). According to Bridgman (1985), by 1985 three-fourths of the states adopted or were studying career advancement or merit pay compensation plans. In 1988, the Southern Regional Education Board (1988) noted that career ladders and performance-based pay programs were the biggest educational experiments in the eighties. By 1991, Toch (1991) reported that around one-third of the nation's teachers were working in states or systems that have some type of reward based on classroom performance.

There are two major purposes for career ladder programs. One purpose is to attract and retain quality teachers. Another is to reward teachers through differentiated staffing and salaries. These programs also offer vertical mobility in a series of steps with each step requiring more competence, responsibility, salary, and prestige (Association of Teacher Educators, 1985). Additional responsibilities can include such items as cur-

riculum development, assistance to beginning teachers, mentoring, inservice, peer evaluations, increased input in school decisions, and teacher leadership (Murphy, 1987).

The purpose of the North Carolina Career Development Program was to attract and retain the "best people to education" (p. 1) by installing a system that rewarded teachers for good teaching and for accepting other instructionally related responsibilities. An individual's rate of pay was based on an individual's evaluation. The task North Carolina educators faced was to implement a performance-based evaluation system that allowed district administrators to make valid and reliable judgments about the quality of an individual's performance based on an assessment of teacher behaviors (North Carolina Department of Public Instruction, September 1987).

In 1985, the North Carolina General Assembly enacted legislation to implement a pilot career ladder program for sixteen districts. A combination of large and small districts participated in the North Carolina Career Development Program, and all participants received 30 hours of training in teacher effectiveness. Administrators and observer/evaluators also received training on how to conduct classroom observations that would be used for performance evaluations (North Carolina Department of Public Instruction, November 1986).

Criteria and procedures were established at that time that would place teachers on the appropriate level of the career ladder. The criteria for those levels were:

Initial Certification Program: A teacher new to North Carolina or new to the teaching profession, hired on an initial teaching certificate (North Carolina Department of Public Instruction, November 1986).

Provisional: A teacher with a continuing certificate, but not yet at Level I (North Carolina Department of Public Instruction, November 1986).

Level I: An experienced teacher, operating at a satisfactory level of performance (North Carolina Department of Public Instruction, November 1986).

Career Status [Level II]: A tenured teacher for three years and received evaluation ratings that indicate performance was above standard, well above and/or superior in each function (North Carolina Department of Public Instruction, September 1987).

For pilot program, teachers could be fast-tracked to advance to Career Level II, even though they had not met the statutory requirement of three years at Career Level I (North Carolina Department of Public Instruction, September 1987).

The number of observations was determined by the status on the career ladder. Observations were conducted by a trained observer/evaluator and by the principal/designee. Teachers were formally evaluated by the principal/designee (This information was taken from a handbook from the district where the study was conducted.).

Teachers were observed and evaluated on practices that were directly related to classroom teaching. The five major functions that made up the Teacher Performance Appraisal Instrument (the evaluation instrument) were management of instructional time, management of student behavior, instructional presentation, instructional monitoring of student performance, and instructional feedback (North Carolina Department of Public Instruction, Spring 1986).

When the program began, the state collected a vast amount of data on various aspects of the Career Development Program. One concern state officials had in the beginning was the accuracy of a teacher's evaluation by the principal for promotion up the career ladder. Eight districts mentioned morale as a problem when the Career Development Program began, but the state department felt this was due to the newness of the program. Other problems mentioned were communication, training, overload, and maintaining reliability among raters (North Carolina Department of Public Instruction, November 1986). By 1988, the North Carolina Steering Committee used the data from

statewide reports to make recommendations about the required number of teacher evaluations, standards for Career Status II promotions, and the importance of providing feedback to teachers to improve their skills (North Carolina Department of Public Instruction, December 1988).

Reported strengths at the beginning of the program included better staff development, the creation of outside evaluator positions, the development of effective teacher training, and increased professional growth (North Carolina Department of Public Instruction, November 1986). A study in 1988 reported that nearly two-thirds of the teachers under the Career Development Program felt the increased observations and evaluations they received made them better teachers (Toch, 1991).

In a study that examined effects of career ladders on teachers' work, careers, and relationships with principals, Hart (1986) reported much of the research on career ladders had yielded descriptions of career ladder plans, descriptions of teacher evaluation procedures used under career ladder plans, and narratives from policymakers explaining how to establish career ladder programs. However, little information had been reported on how career ladder plans affect relationships between principals and teachers. In a Utah study of career ladders, Hart (1986) found 62% (n = 147) of the teachers thought the relationship with their principals improved, 34% (n = 81) felt no effect, and 8% (n = 8) reported that the relationship had deteriorated.

With the implementation of career ladder programs, it is vital to study principal-teacher relationships (Malen, 1986; Murphy, 1987). In pay-for-performance systems, little attention has been focused on how changes in performance appraisals and reward systems affect other organizational processes, such as inter-teacher cooperation and relationships between principals and teachers (Conley & Mitchell, 1986).

Career ladders threaten the basic egalitarian nature of the traditional structure of groups of teachers. Since the career ladder threatens this basic egalitarian structure

of the teaching force, this new teacher role, with more responsibility and status, may bring significant changes in the job of principals. Principals and teachers must prepare for these new working relationships in mentoring, evaluating, power sharing, participating in decision making, and team building. Principals must be ready to share status and to work as a team, and they may not have the inclination or the skills to make this transition (Murphy & Hart, 1986).

In discussing career ladders, Rosenholtz (1986) reported that collaborative problem solving by teachers could be reduced if principals were responsible for decisions affecting teachers' careers. Teachers would not seek advice or assistance at the risk of receiving negative evaluations from their principals. Also, any administrative evaluation effort that asked teachers to improve and principals to make judgments about promotions would potentially increase the interpersonal distance and harm relationships needed to perform the task. "Evaluation by one's principal for the purpose of career advancement, then, may produce new teacher behaviors that become a part of the same problem the reform is intended to solve" (Rosenholtz, 1986, p. 519). In schools where principals have been asked to determine recipients for merit pay, negative decisions have produced sour relations that were once positive and productive (Newcombe, cited in Rosenholtz, 1986).

The relationships between principals and teachers seem to be crucial for the success of the school (Barth, 1986). With the implementation of a career ladder, such relationships could be altered since teachers will be assuming responsibilities that have been traditionally reserved for principals. In the traditional school setting, there is an equilibrium in relationships between teachers and principals. Once these relationships are established, they tend not to change. Actions from both parties are predictable unless routines are altered, at which time relationships must be redefined (Rosenholtz, 1986).

Sussman (1986) believed that principals and teachers perform their roles because norms are clearly defined, not because of supervision or coercion. With the implementation of career ladder programs, relationships are likely to change because of new roles of evaluation, new responsibilities for teachers and principals, and the linking of evaluations and pay. Career ladder programs more clearly define the roles of principals and teachers.

Murphy (1987) felt that in an enlarged job system there might be a significant adjustment in the behavior of the principal. When principals have to share power as well as serve as team leaders, there might be resentment on the part of principals.

Statement of the Problem

The specific question investigated in this study was: What are the interpersonal relationships between principals and teachers in the North Carolina Career Development Program?

When career ladders are installed there may be an impact on the relationship between principals and teachers; however, as of now, it is uncertain what this impact is. Specifically, this study described the interpersonal relationships between principals and teachers in three schools in the Career Development Program in North Carolina.

Significance of the Study

Educators, politicians, and the public have recommended the career ladder as one solution for reform to improve the quality of teachers and the teaching profession. Since

the first career ladders were implemented in 1983, little information as to any results or effects of career ladders has been reported. Due to the expense of career ladders and limited research on the effects of career ladders, policymakers must have more information before plans can be made to install programs in school settings. This study was needed to see what effects the installation of a career ladder have had on the relationship between principals and teachers, because the relationship between principals and teachers is a key to the successful operation of a school (Barth, 1986).

The current status of some career ladder programs established in the beginning of the eighties has changed. These various changes have come about through legislation, pressure from educational associations, court litigation, and changes in political and educational administrations. Some programs have become diluted by changing requirements for progressing through the career levels or by rewarding teachers with extra pay for assuming extra duties rather than by rewarding teachers for outstanding performance. Some states have encountered budget problems, and programs or funds have been cut for pay increases at the different career levels. Some states are beginning programs while other states have revised programs, and still other states have dropped pilots. In some states where plans have been made, they remain not implemented (Brandt, 1990; Toch, 1991). As of yet, no program has withstood the test of time to determine if incentive programs based on teacher performance are a fad or if these programs will result in permanent changes in teacher evaluation (Toch, 1991).

Organization of the Study

This chapter has outlined the background, problem, and significance of this study.

In Chapter 2 there is a review of the literature on leadership behavior, interpersonal relations, organizational climate, and morale.

Chapter 3 contains the methodology used to collect and analyze data. The population and samples, the interview protocols and demographic questionnaires for teachers and principals, the data collection procedures, and the data analysis methods are described.

Chapter 4 contains the main interview questions, the themes and subthemes derived from the interview data, and supporting evidence.

A summary of findings, conclusions, discussion, implications for practice, and implications for further research are found in Chapter 5.

CHAPTER 2

Review of the Literature

The literature review includes four sections: leader behavior, interpersonal relations, organizational climate, and morale. Each of these areas includes information on relationships.

Leader Behavior

A leader must be concerned with two factors in order to meet the goals of the organization: task completion and human relations. It is the responsibility of the leader to accomplish the goals of the organization, and, at the same time, to see that workers are satisfied in order for them to complete their work. Task completion and human relations are inseparable. The human relations factor, central to task achievement, affects the way an individual functions. The extent to which a task is completed affects the way a person views one's self and others. Therefore, the task completion affects human relationships.

The following review of the literature clearly indicates task achievement and human relations are two important factors of leader behavior. The following studies fo-

cused on the two theoretical concepts of task accomplishment and human relations development.

In 1945, the Bureau of Business Research at Ohio State University attempted to identify dimensions of leader behavior by developing The Leader Behavior Description Questionnaire (LBDQ) which would describe behavior operationally (Halpin & Winer, 1952; Hemphill & Coons, 1950; Stogdill, 1963; Stogdill & Coons, 1957). Halpin and Winer (1952) identified two factors which accounted for 83% of the total variance. The two factors identified were Initiating Structure and Consideration. Halpin (1966) defined the two dimensions as:

Initiating structure refers to the leader's behavior in delineating the relationship between himself and members of the work-group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure.

Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff (p. 86).

The LBDQ simply describes a leader's behavior as perceived by the subordinate as the leader functions in a specific situation. There are 15 descriptive items which define each dimension of Initiating Structure and Consideration.

The University of Michigan Survey Research Center identified two concepts of leader behavior, production orientation and employee orientation. Production-oriented leaders emphasized the mission and technical aspects of the job, while employee-oriented leaders stressed decision-making, supportive relations, personal growth, achievement, and advancement (Katz, Maccoby, & Morse, 1950).

Fleishman and Harris (1962) studied the relationship between leader behavior of industrial supervisors and the behavior of group members. They focused on two leadership patterns referred to as structure and consideration. Structure refers to the behavior of the supervisor to organize and define group activities and to develop personal relations with other group members. The supervisor defines the role each member performs, assigns tasks, plans ahead, establishes ways for task completion, and pushes for

production. This dimension attempts to achieve organizational goals. Consideration of behavior refers to the mutual trust, respect, warmth, and rapport between the supervisor and the group. This is not surface behavior. This dimension emphasizes a deeper concern for the needs of group members and includes subordinates more in decision making and encourages more two-way communication.

Bowers and Seashore (1966) proposed four dimensions of leader behavior. The four dimensions can be collapsed into goal facilitation and supportive behaviors. Goal facilitation refers to the leader instilling enthusiasm to the group to achieve goals, providing administrative planning and technical knowledge, and coordinating supplies. Supportive behaviors include expressing feelings of personal worth to employees, displaying supportive behaviors, and developing close, mutually satisfying relationships.

Likert (1967) stated that leadership could be employee-centered and production-oriented. There is a need for the superior to show concern for the employee and also have concern for production.

Likert's (1967) principle of support relationships is a guide in relationships among group members. The principle is stated as follows:

The leadership and other processes of the organization must be such as to ensure a maximum probability that in all relationships within the organization, each member, in light of his background, values, desires, and expectations, will view the experience as supportive and one which builds and maintains his sense of personal worth and importance (p. 47).

In order to apply this principle, the relationship between the superior and the subordinate is critical. Likert developed 12 questions he believed determined if a leader's behavior is supportive. The areas of supportive behavior are: (a) mutual trust and confidence between the superior and subordinate; (b) the extent the leader conveys confidence that the subordinate can do the job and the belief that the follower can do the "impossible"; (c) the extent the leader shows interest in helping the subordinate to achieve and to maintain a good income; (d) the extent the superior is interested in the personal life and family problems of the follower; (e) the assistance from the supervisor

in doing work (training, learning better ways to do work, solving problems, providing supplies, materials, and equipment); (f) the interest of the superior in training or assisting the subordinate in being promoted, keeping informed about matters that relate to the job, and sharing information about the company; (g) the extent the supervisor seeks the opinions and ideas of the subordinate about work and then uses those ideas; (h) the approachability of the superior; and (i) the extent the superior gives the subordinate credit and recognition for accomplishments and contributions. Favorable responses by the subordinate indicate the principle of supportive relationships is being applied.

In Fiedler's Contingency Model, there are two major styles of leadership, task-oriented leadership and relations-oriented leadership. A task-oriented leader is mainly concerned with group performance and is more effective in situations which are either very favorable or very unfavorable. A relations-oriented leader is more effective in situations which are intermediate in favorableness (Fiedler, 1967).

According to Fiedler (1967), there are three major variables that determine the favorableness of a situation in which the leader can manage power and influence over the group and determine the outcomes of the group. These variables are the degree to which the organization invests the leader with high or low position power, the degree to which the task is structured or unstructured, and the degree to which leader-member relations are good or bad.

The leader-member relationship is the most important variable in determining the leader's influence in small groups. Fiedler (1967) stated:

The interpersonal relationship which the leader established with his men is at least in part dependent upon the leader's personality. His affective relations with group members, the acceptance which he can obtain, and the loyalty which he can engender are, however, related to the type of person he is and the way in which he handles himself in critical turning points of his group's career (p. 29).

The most important aspect of this relationship is the extent in which the leader is liked, trusted, and able to obtain compliance with minimum effort. Failure of a member to

comply with the leader could result in loss of friendship, favor, or protection, as well as, be professional suicide.

Fiedler and Garcia (1987) integrated the elements of the contingency model with role leader intelligence, experience, and stress into a theory called the cognitive resource model. The theory stated that in the ultimate situation, the intellectual abilities of the leader are the basis of plans, decisions, and strategies that guide the actions of the group. If the leader is not distracted by stress, if the group supports the leader, and if the leader communicates to the group in the form of directive behavior, the plans, decisions, and strategies will be acted upon by the group.

Cartwright and Zander (1968) described leadership in two sets of group functions. They maintained group objectives can be encompassed under two headings, achievement of a specific group goal and maintenance or strengthening the group itself. Member behaviors that serve to function goal achievement (task) are "initiates action," "keeps members' attention on the goals," "clarifies the issues," "develops a procedural plan," "evaluates the quality of work done," and "makes expert information available." Behaviors that demonstrate group maintenance (human relations) are "keeps interpersonal relations pleasant," "arbitrates disputes," "provides encouragement," "gives the minority a chance to be heard," "stimulates self-direction," and "increases the interdependence among members" (pp. 306-307).

Hersey and Blanchard (1977) defined leader behavior in terms of task behavior and relationship behavior. The two behaviors are defined as follows:

Task behavior--The extent to which leaders are likely to organize and define the roles of the members of their group (followers); to explain what activities each is to do and when, where, and how tasks are to be accomplished; characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job accomplished.

Relationship behavior--The extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing socioemotional support, "psychological strokes," and facilitating behaviors (pp. 103-104).

Other researchers and theorists who have described leadership behavior along the two dimensions of task accomplishment and human relations, but have given their research different titles are Bales (task leader and social leader), Etzioni (instrument needs and expressive needs), Getzels and Guba (nomothetic and idiographic), and Blake and Mouton (concern for production and concern for people) (Hoy & Miskel, 1982).

Newell (1978) believed that the relationship the principal has with teachers is crucial, not only to the success in achieving school goals, but also in achieving the goals of education. Newell stated three reasons why human relations are essential for the principal and teacher relationship. First, the principal achieves organizational goals through other people who actually do the work. The principal stimulates, directs, and evaluates the work of other people. This is why it is pertinent that the principal works well with other teachers. Secondly, human relations factors develop a person's personality. The person becomes who he or she is due to relationships developed with other people. Thirdly, human relationships are an end in themselves. People need people for services and as human beings.

Social Exchanges

Hollander (1978) reported that leadership is a transactional process where leaders and followers have a relationship where mutual influence and demands are reciprocated. This transactional approach to leadership involves a social exchange of rewards between the leader and followers. In order for the exchange to be fair, the leader must provide a suitable climate where recognition and equity are given to group members and where the leader be seen by the group to produce results.

According to Hollander (1978), for the group to reach its goals, the leader must provide the group with resources, an ear to listen, information, effective communication,

involvement in decision-making, persuasion, and direction. The group must perceive the leader as fair and trustworthy. If the group perceives the actions and motives of the leader as positive, they will reward the leader with status, authority, influence, and prestige. The relationship is maintained by these social exchanges of giving rewards and receiving benefits. If the leader is not successful in these functions, the exchange is seen to be unfair, and the group perceives the leader as unjust, out of touch, and disinterested. The leader may lose status and influence, and the followers may become dissatisfied.

Equity is an important factor in fair exchange. The group must perceive that the leader has rewarded individual achievement fairly and recognized individual contributions. Distribution of rewards is a difficult and complex process for leaders. Many members perceive the distribution of rewards to be unfair and become belligerent if they feel they have been treated unfairly. Members may be made to feel guilty if they receive more than their fair share of rewards or if they receive rewards undeservingly. If members of the group perceive they are qualified and exert effort, but they do not receive as much as co-workers with similar responsibilities and seniority, there may be envy and discontent (Hollander, 1978).

Bass (1960) believed that leaders learn to lead in certain situations and then transfer that leadership to other similar situations. Exceptional leaders conquer numerous types of social situations. Transactional leadership takes old leadership behaviors and experiences and transfers that knowledge of those experiences to new situations. The amount of positive transfer increases with the degree of similarity in past and new experiences and with the amount of original training. The leader may use the same behavior to reach goals to facilitate performance. The transfer increases if individuals are taught or receive a set of principals to apply and are taught to analyze similarities between the old and new situations. Increased transfer will occur if individuals see commonalties in trends, relationships, and elements in the old and new situations. When

situations are different or new, but are perceived as similar situations, the transfer is negative and performance is impeded. It requires a new set of leader behaviors to reach goals.

Social situations are ambiguous, and perceptions of similar situations are vulnerable to errors. These errors result in negative transfer possibilities. Leaders, followers, or both, may misjudge the similarities between the old and new situation and produce negative outcomes. In social situations and interactions, both positive and negative outcomes are common (Bass, 1978).

Burns (1978) described transactional leadership as an exchange between the leader and follower where the leader approaches the follower to exchange something of value. These exchanges can be economic, political, or psychological. Each group in the exchange is aware of power resources and attitudes of the other group. Each person is seen as an individual. Both groups have mutual expectations, obligations, purposes, rewards, and support. Influence between the leader and follower is reciprocal.

According to Burns (1978), the contributions of the group are important to the success of the leader. The group is motivated by and dedicated to the leader, and the leader provides for the group. When the leader is gone, the group can cease to function.

Transactional leaders can serve as a force to intensify group conflict; exercise power within a group; challenge, alter, or conform to group norms and values; and cause social change or preserve the status quo within or among small groups. The leader deals more with outside groups which may cause conflict with the group. The leader's reputation outside the group determines the leader's position in the group, and the leader's position inside the group supports the leader's reputation outside the group. Transactional relationships are short-term and consist of exchanges that cannot be duplicated. Leaders and followers must advance to new and higher levels of gratifications.

Interpersonal Relations

Bales (cited in Hare, 1976) developed four types of activities for interaction process analysis, positive reactions, negative reactions, problem solving attempts, and questions. These interactions constitute positive and negative social-emotional behavior or task behavior.

Interactions vary with different tasks to solve and different group make-up. When the task is varied, the personalities and social characteristics of the members of the group cause task and social-emotional behavior to change. Interactions are often patterns of actions and reactions. These acts change over the course of a meeting or over a series of meetings. A person's first remark is most often a reaction, and if the person continues to speak, the second remark will be a problem-solving attempt. There are about twice as many positive reactions as negative reactions which indicates that members share a knowledge of the situation and can attempt to problem-solve (Hare, 1976).

If a category is stimulated on task or social-emotional behavior, or if the leadership style or group membership is altered, it is possible to change that behavior. Interactions will be increased if the category is reinforced by agreement or repetition. Interaction rate varies from group to group and over time within the same group depending on the problem the group is working on at the time (Hare, 1976).

Schutz (1970) developed the Fundamental Interpersonal Relations Orientation (FIRO) theory. Schutz explained that people orient themselves toward others based on the characteristics of inclusion, control, and affection. These characteristics are present in childhood, and the interaction pattern a person develops results from the way that

person as a child was treated by adults and the way he or she responded to that treatment.

According to Schutz (1970), every person has three interpersonal needs: inclusion, control, and affection. Inclusion is the need to associate with others. A high inclusion person attracts other people, likes recognition, and prestige. Control is the decision-making process between people. A person may control others or never be controlled by others. A person with a high need to control refuses to be controlled while a person with low need to control allows others to control. Affection is the close and emotional feelings between two people. A person with high affection establishes close emotional ties with others while a person with low affection will avoid close relationships.

By using the FIRO-B, it is possible to measure what behavior an individual expresses towards other people and how an individual wants others to behave toward him or her along the dimensions of inclusion, control, and affection. Expressed behaviors based on inclusion, control, and affection include an individual initiating interactions with others, controlling people, and acting close and personal toward others. Wanted behaviors based on the three dimensions of inclusion, control, and affection include an individual wanting to be included, wanting to be controlled by others, and wanting people to become close and personal.

Schutz (1970) stated that interactions between two people are either compatible or incompatible. He explained that compatibility is a "property of a relation between two or more persons, between an individual and a role or . . . a task situation, that leads to mutual satisfaction of interpersonal needs and harmonious coexistence" (p. 105). Interactions between compatible people are easy and productive with many exchanges of interaction, power, and love while interactions between incompatible people are difficult and unproductive. Incompatible people avoid exchanges and do not initiate

inclusion, control, or affection. Compatible groups are able to function better and be more productive than incompatible groups. Other types of compatibility are reciprocal, originator, interchange, and need.

Organizational Climate

School climate incorporates sentiments members hold toward the organization in which they work. These personal feelings can be toward group members or toward the organization. Halpin (1963) described climate as the unique feeling an individual school possesses. He stated, "Analogously, personality is to the individual what Organizational Climate is to the organization" (p. 131).

Climate refers to the normative conditions of a social setting which distinguish one environment from another, which influence the behavior of its members, and which endures over time (Litwin & Stringer, 1968; Taguiri & Litwin, 1968). Kelley (1980) stated that school climate is formed by the norms, beliefs, and attitudes reflected in the conditions, events, and practices of that environment.

Perceptions of Climate

Organizational climate is attitudinal. Climate is perceived by the individuals who work in the organization (Hoy & Forsyth, 1986). McCleary and Hencley (1965) defined climate as a qualitative aspect of the interpersonal relationships within an organization. According to Anderson (1982), other researchers agree perceptions could be more accurate in predicting outcomes than quantitative characteristics. Halpin and Croft (1963) felt perceptions, rather than actual behavior, control one's responses.

Newell (1978) stated that numerous research findings indicate interpersonal relationships are important in affecting individual development and behavior. Thus, in any organization, there exists "a system of subtle and pervasive interpersonal affective relationships" (p. 170). In a wholesome climate, climate is not merely "social," it must enable individuals to function effectively or to complete the work. In any situation, climate and task permeate each other. Newell further stated that an individual's self governs an individual's perceptions and thus affects one's interpersonal relationships. Self and interpersonal relationships are inseparable.

Task Achievement and Social Needs

Schools with positive school climates have people who care, respect, and trust one another. They are characterized by people-centered beliefs, value systems, rules and regulations, policies, and procedures. Schools with negative climates are characterized as institution-centered rather than people-centered places (Howard, 1981). A positive school climate focuses on school goals and student achievement as well as on personal relationships and goodwill feelings by all members (Kelley, 1980). The principal and teachers demonstrate a balance between task achievement and social needs satisfaction (Miller, 1981).

Halpin and Croft (1963) introduced the concept of organizational climate to education. They felt the term "morale" did not adequately describe the personality of the school. In order to be able to obtain objective descriptions of perceptions, they developed The Organizational Climate Description Questionnaire (OCDQ) to identify the climate of the school. Two dimensions of the questionnaire that describe social behavior are teacher-teacher interactions and teacher-principal interactions. The OCDQ consists of two clusters of factors. One cluster of four factors describes the teachers' perceptions

of teachers as a human group. These factors include intimacy, hindrance, disengagement, and esprit.

Intimacy refers to the teachers' enjoyment of warm, friendly, social, and personal relations with others. There is more social concern rather than task concern. Hindrance refers to the teachers' feeling that the principal burdens them with paperwork or busywork and hinders rather than facilitates their work. Disengagement refers to the teachers' behavior in task-oriented situations where teachers go through the motions without actual commitment to work. Esprit refers to teachers' feeling their social needs are being satisfied while they enjoy a sense of accomplishment in their work. It is the morale of the group.

The other cluster describes perceptions that teachers have toward the principal. These four factors are thrust, consideration, aloofness, and production emphasis. Thrust refers to the task behavior of the principal to move the organization toward its goals. The principal motivates teachers by modeling and by allowing teachers to work without close supervision. Consideration refers to the behavior of the principal that treats teachers "humanly" (p. 151) and with dignity. The warm and friendly behavior of the principal is exhibited by the extra and helpful things done for teachers. Aloofness refers to the behavior of the principal which is formal and impersonal. The principal goes by the rules, and interactions with teachers are brief and formal. Production emphasis refers to the behavior of the principal to motivate teachers to work harder. There is direct, close supervision with top-down communication. The principal is not sensitive to feedback from the faculty.

The manner in which a principal interacts with teachers is a major component of school climate. Three important dimensions of principal interactions with teachers set the stage for organizational life: Supportive behavior reflects genuine concern for teachers. Directive behavior displays task with little consideration for personal needs

of teachers. Restrictive behavior hinders the work of teachers by establishing impediments for completion of work (Hoy & Forsyth, 1986).

Halpin and Croft (1963) found that descriptions of teachers as a human social group tend to be associated with their perceptions of the principal in relatively consistent patterns. Therefore, the leadership of the principal, the nature of the group, and their mutual interactions are the key components for identifying the social climates for schools. Out of their work, Halpin and Croft also identified six basic school climates that defined schools on a continuum from open to closed.

Characteristics of schools with open climates have high esprit and consideration, low disengagement, little hindrance, and an emphasis on production. The teachers are satisfied, motivated, and proud to be a part of the school. They do not feel burdened with busy work. There is genuine relationship between the principal and teachers. One is not preoccupied with task or consideration. Both emerge freely. The teachers perceive the principal as authentic and energetic. The principal is able to lead, to control, and to direct but without close supervision or hindrance.

On the other end of the continuum is the closed school. It is characterized by low thrust and esprit, high disengagement, and hindrance. The teachers are not engaged in their work, do not work well together, and achievement as a group is minimal. Teachers are unsatisfied, have low morale, and display a high turnover rate. The principal is perceived by teachers to be aloof, impersonal, and a rule follower. There is close supervision, yet the principal is ineffective in leading and not concerned for the teachers' personal welfare (Halpin & Croft, 1963).

Likert (1967) believed that the manner in which the individual perceived the organization and the role the individual played in the organization to be important. He attempted to identify human factors that influence the effectiveness of the organization to achieve its goals. To measure the internal functioning of an organization, Likert

(1967) developed a questionnaire that enables employees to rate their organization in terms of management systems. His framework for classifying the managerial systems includes eight major characteristics: (a) leadership processes, (b) communication processes, (c) decision-making processes, (d) goal-setting processes, (e) interaction-influence processes, (f) performance goals and training processes, and (g) control processes. From the results of the questionnaire, Likert identified four management systems. Each system is described in terms of organizational climate and leadership behavior as measured in terms of the organization's characteristics. These eight characteristics map profiles of organizations along a continuum from Exploitive-Authoritative (System 1) to Participative (System 4).

In System 1, there is little mutual confidence, trust, and supportive behavior. The leadership style is directive. Members are dissatisfied and tend to be motivated by sanctions. Communication flows downward, and most decisions are made at the top with little input. System 4 management uses supportive leadership and has highly motivated employees who share in decision-making. Communication flows in all directions. There is teamwork, reinforcement, group loyalty, and high performance goals. Interpersonal relationships are warm and friendly with mutual trust and confidence.

The Principal and Climate Leadership

Strong leadership is an important factor in improving school climate (Kelley, 1980). By establishing and monitoring goals, the principal influences events in the school environment. More than half of what occurs in a school, negative or positive, can be directly related to the actions or inactions of the principal, if the principal has been in the building for three years or longer (Kelley, 1980).

Regardless of leader behaviors, the principal is the key person in the school most responsible for the climate and for outcomes or satisfaction reached by faculty and students. The extent teachers and students are satisfied and productive, actual or perceived, are seen as direct or indirect actions of the principal (Kelley, 1980).

Miller (1981) found a relationship between leader behavior and teacher behavior. Principals are important in establishing school climate by (a) being a model, (b) being credible, (c) developing realistic ways of handling priorities, (d) being people oriented, (e) allowing faculty involvement in decision-making, (f) being supportive of creative teachers, and (g) being aware of community issues.

Morale

Morale is an illusive term because of the various definitions researchers have given to the term. Bentley and Rempel (1970) described morale as a continuous variable determined by "the extent to which an individual's needs are satisfied, and the extent to which the individual perceives satisfaction from the total job satisfaction" (p. 2). When there is a high level of morale present, there is interest and enthusiasm for the job. Dreeben (1973) defined morale as "the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation" (p. 452).

Morale may be affected by (a) the attitude of administrators toward employees, (b) the relationships of employees in their informal group, (c) the amount of freedom employees have in planning their work, (d) the opportunity employees have in planning policies that affect them, and (e) the attitudes of employees toward their immediate supervisor (Dreeben, 1973).

Bentley and Rempel (1970) designed the Purdue Teacher Opinionnaire to provide information about problems or tensions which could adversely effect teacher morale. The category that deals with relationships between principals and teachers is "Teacher Rapport with Principal." This category deals with the teacher's feelings about the principal's professional competency, interest in teachers and their work, ability to communicate, and skill in human relations.

Another framework of thought places morale in the context of job satisfaction and organizational theory (Guba, 1958; Sergiovanni, 1967; and Silver, 1982). Bentley and Rempel (1970) stated that some researchers who thought of morale within this organizational theory usually viewed it as maintenance the organization in the two areas of task achievement and needs satisfaction.

Perceptions of the Administrator's Behavior

The literature regarding how employees perceive the behavior of the leader is important in determining the morale of employees. Bidwell (1956) found that teacher satisfaction is largely due to teachers' expectations of administrators and their perceptions of administrators' behavior. Bach and Rench (1958) concluded that the attitudes of employees toward supervisors is critical to employee morale.

Pennebaker (1969) investigated perceived administrative behaviors by teachers and the effect these behaviors had on teacher morale. He found (a) if teachers perceive their principal as working hard, they display higher morale; (b) if teachers perceive their principal as demonstrating high consideration, they exhibit higher morale; but (c) if teachers perceive their principal as being aloof, they are not adversely affected by the principal.

The Role of the Principal in Teacher Morale

The literature on teacher morale indicates that the principal is one of the most important factors in determining teacher morale. Schultz (1952) stated the principal was most often cited factor of teacher satisfaction in a study conducted about satisfied and unsatisfied teachers. Gragg (1955) found that high teacher morale was related to the confidence a teacher had in the leadership of the principal. Linder (1955) related that the principal-teacher relationship was the major cause of good or poor morale. "The principal is the key nonpersonal factor in the professional environment of the teacher" (p. 152), and that the principal is more important in determining morale of a teacher than the relationship a teacher has with other teachers (Hood, 1965).

The Role of Task and Consideration in Morale

Napier (1966) investigated the relationship between teacher morale and administrative factors. These factors included appreciation and understanding of the administrator, confidence and ability held in the administrator, help from the administrator with discipline, and participation in decision-making. He found high morale was associated with the administrator understanding and appreciating teachers as individuals, teachers trusting the professional competency of the administrator, and teachers participating in the formulation of policies that affected them.

Sommer (1969) measured teacher morale and leader behavior and found that principals who rated high in consideration and initiating structure have teachers with higher morale and more involved in policy making. He found that principals are the most important determinants of teacher morale.

Beamer (1969) investigated the identification of teacher morale factors and their relationship to administrative practices. He found practices that strengthened morale were cooperative practices between principals and teachers, achievement recognition, supportive practices of principals for teachers, and development of friendly and supportive relationships. Practices that weakened morale were a lack of teacher participation in policy making, loosely structured or long faculty meetings, lack of principal support in discipline, and inaccessibility to the principal.

School Climate and Morale

Teacher morale has been associated with school climate (Anderson, 1982). Sargent (1967) found that teachers who were satisfied perceive the school climate as more open on the OCDQ continuum. Dexter (1973) concluded from his study that lower morale was associated with teachers lack of participation in school decisions, even though there were other negative factors. Dexter stated, "Much of the evidence pointed to the existence of a rather 'closed' climate in the school which reported a low level of teacher satisfaction, while an 'open' climate was apparent in the school reporting a higher level of teacher satisfaction" (p. 130).

Job Satisfaction and Morale

Herzberg (1959) concluded from his study that factors involved in yielding job satisfaction are separate and distinct from factors that yield job dissatisfaction. Factors that characterize events that lead to job satisfaction are intrinsic to the job. These factors are achievement, recognition for achievement, the work itself, responsibility, and

growth or advancement. Factors that characterize job dissatisfaction are company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security.

This review of the literature allowed the researcher to find factors that make-up relationships between principals and teachers.

CHAPTER 3

Methodology

This study investigated the interpersonal relationships between principals and teachers who worked in the North Carolina Career Development Program.

This chapter is a description of the population and samples, the interview protocols and demographic questionnaires for teachers and principals, the data collection procedures, and the data analysis methods.

Population and Samples

In 1989, the North Carolina State Department of Education was contacted for a list of pilot school districts and any information available on the Career Development Program. The information revealed that North Carolina was piloting the Career Development Program in 16 districts.

Each system followed state guidelines for the Career Development Program; however, each district could adapt the basic state program to meet individual local needs. All districts were unique since they could change the program. Generalizations among systems would be difficult under these conditions; therefore, it was decided that a case study of one system would provide useful data to begin to understand the re-

relationships between teachers and principals in the Career Development Program. Therefore, one school district was as good as any other to study.

Finding a district willing to participate was a problem due to state-conducted research and numerous requests from outsiders for participation in studies. Contact was made with three pilot districts to seek permission to conduct the study. The first two districts were selected because of their proximity to the researcher. Superintendents in these districts were contacted by telephone in late spring 1989. The first district declined. The second district also denied permission but told the researcher to ask again in the fall of the following year after a state decision had been reached about the status of the Career Development Program. The third district approved the request to conduct the study.

The third district was contacted in the summer of 1989 because the superintendent was known to the researcher. Because the superintendent had just been hired by the district, the researcher was told to contact the superintendent again later to discuss the study. In September 1989 the researcher again contacted the superintendent for permission to conduct the study. A request for approval was mailed to the researcher. The researcher requested to interview 15 teachers and their principals in each of three elementary schools. A summary of the study and a copy of the research instrument were included in the application. The researcher was notified in January 1990 that permission had been granted to conduct the study.

Three elementary schools were assigned by the district to the researcher for participation: one small elementary (212 students), one middle-sized elementary (412 students), and one large elementary (650 students). The principals and five teachers, chosen at random, were interviewed at each school.

Although outside evaluators were not planned as participants in this study, on one occasion an outside evaluator was observing at a school while the interviews were

being conducted. This evaluator willingly responded to a combination of questions from the teacher and principal interview protocols, and these data were included in the findings.

Sex. Fourteen female teachers, two female principals, and one male principal were interviewed. One male outside evaluator was interviewed.

Career participation and level. All interviewees were participants in the Career Development Program. Four teachers were on Career Level I, two each from the smallest and largest schools. Ten teachers were on Career Level II, three teachers from the smallest school, all four teachers from the middle-sized school, and three teachers from the largest school. All three principals were on Career Level II.

Age. Age ranges for teachers and principals were acquired. One female principal was in the 50-59 group and the other was in the 60+ group. The male principal fell in the 40-49 group. For the age range of teachers, see Table 1.

Educational degree. Educational degrees for teachers and principals were obtained. All three principals had achieved masters degrees. Educational degrees for teachers are reported in Table 2.

Educational experience. Years of teaching experience was sought from teachers and principals. The principals from the smallest and middle-sized schools had 30+ years of teaching experience while the principal from the largest school had from 20-29 years of experience. The number of years of administrative experience and number of years served at the present location were gathered from principals. The principal at the

Table 1. Ages of Teachers

Age range	School Site		
	Smallest N	Middle-sized N	Largest N
20-29			1
30-39	1		2
40-49	3	2	1
50-59	1	2	1

Table 2. Educational Degrees of Teachers

Degree	School Site		
	Smallest N	Middle-sized N	Largest N
B.S./B.A.	1		1
Some graduate work	3	2	2
M.S./M.A.	1	2	2
Certificate of Advanced Study			
Doctorate			

smallest school had 25 years administrative experience with 17 years in the present position, the principal of the middle-sized school had 14 total years administrative experience with 13 years served at the present location, and the principal from the largest school had a total of 17 years administrative experience with 14 of those years at the present location. The experience of teachers is reported in Table 3.

Number of years worked with their present principal. The mean number of years teachers worked with their principals was 5 years in the smallest school, 12 years in the middle-sized school, and 7 years in the largest school.

Data Collection Instruments

Interview Protocols

Development. Using the information from the literature review on interpersonal relations, group process, leadership behavior, organizational climate, job satisfaction, and morale a list of words and phrases describing relationships was recorded. From that list questions were developed for the interview protocol. The protocol was structured with general questions. Probe questions were included, in case there was a need to clarify the responses of the interviewee or to gather more information. Questions were developed around such themes as trust, decision-making, authority, assistance, working relationships, interest in personal welfare, communication, and the evaluation process. Each question was designed to avoid bias and responses that the interviewee felt the researcher wanted. (See Appendices A and B for interview protocols for teachers and principals.)

Table 3. Years of Experience of Teachers

Years experience	School Site		
	Smallest N	Middle-sized N	Largest N
0-9			1
10-19	4	1	3
20-29	1	3	
30+			1

Before the interviews were conducted, two members of the dissertation committee reviewed the interview protocols. Some questions were too specific and had to be edited to be more general in nature. For example, instead of directly asking, "Do you trust your principal?" measurements of trust could be unobtrusively obtained from an analysis of the responses to the questions on decision-making, communications with the principal, and how free teachers were to develop their own schedules or to buy materials.

After revision of the questionnaire was completed, the researcher practiced the interview protocol with five individuals who were teachers and principals to check their reactions to the questions and to check responses for clarity and information sought through the protocol. This review produced no changes, so the protocol was used for the first set of interviews as developed.

After the first set of interviews were conducted and the data were analyzed, the protocol was examined further to see if the researcher was obtaining the information sought. Answers to question five were not what the researcher expected. It was noted in a meeting with the committee that in further interviews the researcher should make sure teachers knew the researcher wanted the responsibilities specifically created by the Career Development Program. Even with going back and emphasizing the list of responsibilities under the Career Development Program, teachers still seemed to misunderstand the intent of the question.

Demographic Questionnaires

A demographic questionnaire was developed to describe schools, teachers, and principals in this study. The questionnaire consisted of the following information: sex, age, education, years of teaching experience, participation in the Career Development

Program, number of years in the Career Development Program, level on the Career Ladder, number of years worked with the principal, number of years worked in another system in North Carolina, and number of years worked outside the state. The principal questionnaire also included number of years held an administrative position, number of years at present location, number of students enrolled in regular and special education, number of faculty, number of specialists, and the socio-economic level. After collection of the data, the questions that did not provide useful information were omitted. These questions included: the number of years worked in another system in North Carolina, the number of years worked outside the state, the number of faculty and specialists, the number of students enrolled in special education, and the socio-economic level. (See Appendices C and D for teacher and principal demographic questionnaires.)

Data Collection Procedures

Once the approval for conducting the research was granted, the researcher contacted a designee of the central office assigned to research and scheduled a time for the first set of interviews to be conducted. The district had selected three elementary schools to participate in the study. The first set of interviews was conducted in late February 1990 at the middle-sized school. Upon arrival to the district, the researcher contacted the central office designee. The interviewer was taken to the site by the central office designee to meet the principal.

Teachers were selected for the study by obtaining a list of staff from the principal and then a number was assigned to each teacher. Five teachers were selected from a table of random numbers. The interviews were conducted on a single day. The interview protocol took from 30-45 minutes per teacher to complete. The principal of the school

was also interviewed for 30-45 minutes. Teachers were interviewed when their classes were covered by resource teachers or were interviewed after school. All interviews were taped with permission from the teachers and principals. One tape was inadvertently erased. Confidentiality was promised to each participant.

The interviews for the remaining two schools were conducted in early April 1990. These interviews were conducted in the same manner as the first set of interviews. There were two analyses of the data. The first set of interviews from the middle-sized school was analyzed after the interviews were transcribed, then the last two sets of interviews were conducted. This time lapse was necessary in order to make sure the data collected were the data needed to answer the research question.

Data Analysis Methods

The taped teacher and principal interviews were transcribed. Each interview question and probe was cut and pasted on posterboard by question or probe. Each question served as a predetermined category that guided the coding of the data. Responses to each question were analyzed for emerging themes. The themes were color coded to highlight the information and to ease finding, sorting, and reducing the data. Data reduction deleted any conversation that was not pertinent to the study, such as small talk or salutations.

Each teacher and site was listed on legal paper. The color coded information was then transferred to the legal paper beside each teacher number and school (teacher 1, site 1). Main themes and subthemes were derived from this information. Themes and subthemes were then reported with the number of teachers or principals providing in-

formation related to that theme. Quotations were included to support the findings and to help validate themes and subthemes. School size was cited when it was relevant.

The second and third sets of interviews were conducted, transcribed, and analyzed exactly as the first set of interviews. From the themes and subthemes, the researcher was able to draw conclusions about the research questions. Data were not left to analyze after all of the interviews were conducted; analysis was an ongoing process. It underwent continuous refinement. Data were continually fed back into the process of theme building, and whenever a new theme emerged, the data were once again sifted for evidence in support of that theme. This process also produced themes unrelated to the eight categories established from the protocol questions. These themes are reported in Chapter 4 and discussed in Chapter 5. The data related to these themes were grouped into subthemes and conclusions were drawn from the data.

Summary

The purpose of this study was to describe interpersonal relationships between principals and teachers in the North Carolina Career Development Program. The research was conducted in three elementary schools in one pilot district. Five teachers chosen at random from each school and their principals were interviewed.

Interview protocols were developed to reveal relationships between principals and teachers. These protocols contained general questions and probes. After the interviews were transcribed, the data were analyzed. Main themes and subthemes were obtained from the data and evidence to support each was supplied.

CHAPTER 4

Findings of the Study

This study was conducted using single interviews with a random sample of teachers and their principals who worked in a pilot district with a career ladder for teachers. The school district was selected because the superintendent was willing to give the researcher permission to conduct the interviews. Three schools were selected by the district: one small elementary (212 students), one middle-sized elementary (412 students), and one large elementary (650 students). Five teachers were selected randomly within each school to be interviewed. The principal of each school was interviewed.

Of the 14 teachers counted in the findings, five teachers were on Career Level I, and nine teachers were on Career Level II. All three principals were on Career Level II.

Although 15 teachers were interviewed, only 14 teachers are reported in the study due the inadvertent erasure of one interview tape. When the study reports all teachers, this number refers to the 14 teachers interviewed. Where teacher numbers differ, that number is specified in the findings.

Each main interview question is restated in this chapter. Main themes derived from the data are presented, and evidence to support each main theme or subtheme is provided.

This chapter contains the main interview questions, the themes and subthemes derived from the interview data, and supporting evidence.

Teacher Responses

1. Tell me what it is like working for your principal.

Main Theme 1: Working with principals was a pleasant experience for teachers.

All of the teachers generally indicated the relationships with their principals were positive and favorable. Ten teachers indicated it was easy, pleasant, enjoyable, or nice to work with their principal.

Six teachers indicated they chose to work with their principal. Three teachers from the middle-sized school made such statements as: "I have been very happy here. That's why I've stayed so long." "And we moved from [sic] way out of the district, and I continue to come to work here because I really like her and admire her very much." "I never thought about a transfer."

Three teachers from the largest school also commented why they worked for their principal. One teacher who came to the district said, "I picked him out of several different schools when I came over here because I was looking for a new position and felt he would be a good principal." Another teacher who worked for the same principal reported, "I like working with my principal He's my fourth principal in four years, so I stayed with him." Yet another teacher said of this principal, "He makes you feel like you want to come to work."

Subtheme 1: Teachers liked it when principals let them know exactly where they stood.

Three teachers from the smallest school said their principal let them know exactly where they stood. One teacher said, "In her firmness, you know where you stand, and you know what is expected of you, and you are to meet those guidelines." Another commented, "She lets you know where you stand negatively and positively." A third stated, "She lets you know exactly the way she wants it, and you do your best."

Subtheme 2: Teachers felt principals were interested in their personal lives as well as their professional lives.

Five teachers reported their principals were interested in their professional and personal lives. Four of the teachers were from the smallest school. One of them said, "I've learned a lot about myself as a teacher that has helped me to grow I feel good and feel very positive about myself as a teacher now." Another said, "She cares about us as individuals as well as professionals. She encourages our professional growth and personal things [growth] too." A third teacher added the principal assisted her educationally and professionally. She said, "You do your job, and she treats you like a professional." A fourth teacher responded she could go to her principal for assistance, "be it educational, personal, or anything."

One teacher from the middle-sized school reported the principal treated her like an adult, "as if you know what you are supposed to be doing, and she leaves you alone to do it."

Subtheme 3: Teachers presented principals in a positive light when principals assisted them in getting their jobs done.

Fourteen respondents indicated they felt their principals helped them in getting their job done. Three teachers from the smallest school said the principal assisted them. One teacher said the principal met with the faculty for curriculum meetings. Another stated the principal helped them express their views about curriculum concerns and helped them reach consensus about how they should proceed. She also added the prin-

principal helped the faculty by offering suggestions if they were having difficulty with a reading group or if students needed extra help outside the regular classroom setting. The third teacher said the principal was always available to assist teachers. She added, "If she [the principal] doesn't have the resource at hand, she always has a reserve she can pull and get you squared away."

One teacher from the middle-sized school said her principal planned faculty meetings and inservice. She also said the principal was supportive and "comes around when you want her but doesn't bother me."

Two teachers from the largest school said the principal assisted teachers in getting their jobs done. One teacher said the principal kept abreast of new curriculum ideas and held workshops for the faculty. Another said the principal helped "by having ideas or suggestions when we run out of things to try."

Subtheme 4: Teachers found it favorable when principals provided materials.

Five teachers indicated the principal provided materials, equipment, or supplies when needed for them to get their jobs done. One teacher from the smallest school said, "She has given me a lot of materials. She has helped a lot"

Two teachers from the middle-sized school stated their principal provided materials. One teacher said, "She has been very anxious to help us get the books and equipment ... that we need." Another stated the principal provided materials and supplies which made her job "a lot easier."

Subtheme 5: Teachers found principals supportive and encouraging of their ideas and opinions.

Four teachers said their principals were supportive of new ideas, opinions, or requests. Two teachers from the smallest school felt the principal listened to their ideas. One teacher reported the principal was supportive of whatever she wanted, and she had always offered to help: "If I go to her, I know she will listen to what I say, and she lets

me make ... decisions on my own." Another teacher reported, "In helping me get my job done, she is very supportive to any new ideas I would like to try as long as I have my information together, and I have my goals set."

One teacher from the middle-sized school said, "She is open to our ideas, our opinions."

A teacher from the largest school reported, "He helps He's open to new ideas and tries to let me do things."

Subtheme 6: Teachers felt they had open communication with principals.

Ten teachers said they felt they could talk with their principals. Three teachers at the smallest school said they could go to their principal if they had problems and discuss their concerns. One of these teachers said, "If you have problems with something, you can go talk with her." Another stated, "Her open door policy makes you feel comfortable going to her and say [sic] that I don't feel this is working." A third commented, "If I go to her, I know she will listen to what I say, and she lets me make my own decisions"

Three teachers from the middle-sized school felt they could talk with their principal. One teacher said, "She is open and approachable in that you can discuss things with her." Another said, "We have some pretty open meetings here, I think, and people can pretty well speak their minds." A final teacher said whatever questions or recommendations teachers had after grade level meetings, the principal was open and tried to supply teachers with answers or information they needed.

Four teachers from the largest school also felt they could talk with their principal. One teacher reported, "If there is something I need, I go to him and ask You can go to him if you have a problem and discuss it." Another teacher said, "He is usually there to talk with you if you need him. He's been very supportive of me." A third commented, "He listens to problems we have and usually has a suggestion and just

generally tries to make it easier for us working conditions wise.” A fourth teacher said, “He sits there and listens to our problems and concerns, and then he will come back and ask how we are doing.”

Subtheme 7: Teachers believed principals had open communication with parents and worked with them.

Fourteen teachers responded principals were helpful in working with parents. Four teachers at the smallest school admired the way the principal worked with parents at their school. One teacher said the principal always honored parents’ request to sit in at conferences. A second teacher stated, “With discipline, she is very good in following through with parents, trying to get them to understand. A third teacher said, “She’s good with parents. She will help get the problem out of the way by calling the parents in. She will try to get them to think of ways to work with their child.” A final teacher said, “She’s great with parents.” She added the principal kept communication open with parents through home visitation, P.T.A., telephone calls, and newsletters.

All four teachers from the middle-sized school responded positively about the principal assisting parents. One teacher said her principal “worked closely with the PTO and parents and helps [sic] them” A second teacher stated the principal “gives every effort to be there [at conferences] at parents’ request, ... and she is not only supportive, she is very calm, and she lets people have their say.” A third responded, “I don’t think she placates them [the parents] any, but she does listen to them and takes into consideration their ideas a lot of times. She goes along with them but doesn’t back down to them.” A fourth stated the principal was tactful and patient with parents.

Four teachers from the largest school responded positively about the principal’s support to parents. One teacher said the principal was supportive yet let parents “blow off” steam. The principal would also send parents back to teachers if the parents had by-passed the teacher, then would follow through. One teacher who had filled in for the

principal said, "It [The experience of dealing with parents while filling in for the principal] led me to believe they [the parents] had a lot of confidence in him and that whatever decisions he made, they would abide by." Another teacher added, "He is very open to parents and listens He tries to explain to parents how things work and maybe some different things they can try, or things we have tried here." A final teacher said the principal was willing to talk in "a lot of detail with parents."

Subtheme 8: Teachers looked favorably upon principals who handled discipline.

Four teachers said their principals supported them with student problems. Three teachers at the smallest school complimented the way the principal handled discipline. These teachers said the principal assisted them with students. Among the comments were: "She is wonderful with kids, especially with discipline." "We have had some difficult students this year, and she has been right there. She helps when we have difficulty in discipline ... when they [the students] have gone beyond what you can handle in the classroom." "If their [students'] behavior is really disruptive, she [the principal] really does take care of the problem."

One teacher from the middle-sized school said, "If we have a major discipline problem, then I know I can send them [students] to her."

Subtheme 9: Teachers liked it when principals supported them with parents and students.

Seven teachers from the smallest and middle-sized schools liked the way their principals supported them with parents and students. Four teachers from the smallest school responded their principal supported them. One teacher said:

My biggest thing is that I know my principal supports her faculty. If a question comes up from a parent, we are not questioned by the parent at the moment. We are questioned by our principal, and our side is listened to before we have to confront the parent. I feel very supported [by the principal] with students and parents.

Another replied, "She is there [sitting in on a conference] if we need her to back us up or fill us in." A third teacher stated, "She really supports you with the parents and also

listens to what the parents have to say. She lets the parents know that she thinks you are a good teacher and that you are doing a good job." That teacher also added, "If I have a problem with anyone, either child or parent, I know I can depend on [the principal] to back me up You can depend upon her if you have someone coming in mad She'll take care of it." A fourth commented, "She would help me, and I could go to her if there was a problem with a parent. She would offer to help." That teacher further stated, "She is supportive of whatever I wanted, and she has always offered to help."

Three teachers from the middle-sized school said their principal supported them. One teacher said, "She is always right there to help with parents or conferences." A second stated, "I find that she is, especially with parents, supportive when there have been situations where she needed to be present at a conference." A third teacher responded, "She generally backs us up if we have problems with parents or children."

Subtheme 10: Teachers liked it when principals interacted with students.

Four teachers from the smallest and largest schools liked the way their principals interacted with students. Two teachers from the smallest school said the principal worked with students who were behind or who had specific problems. Those teachers said the principal would bring students to her office each day and work with them.

Two teachers from the largest school said the principal interacted with their students. One teacher said the principal would put his "stamp [a rubber stamp with the principal's face on it] of approval" on the students' work. Another teacher said the principal greeted students in the morning before school, talked with them while they ate breakfast, and played ball with them at noon recess.

Main Theme 2: Teachers did not look favorably upon principals who tended not to be harsh enough in handling discipline.

Seven teachers from the middle-sized and largest school did not favor the way their principals handled discipline. Three of four teachers in the middle-sized school said the principal needed to be stronger in discipline. One teacher responded:

I think the main difficulty that I have seen is that she is not willing to be harsh enough in the disciplinary areas when you have children who are difficult I don't think she is quite tight enough as far as suspending children who need to be suspended We are hindered by having children in a classroom that would be better off being sent home for a day or two.

Another teacher responded, "I feel like we have some discipline problems here, and, maybe, we need to be a little bit stronger on our discipline. The school maybe needs a little bit more support in the line of discipline." A final teacher said, "Maybe she is a little more lenient than we would like."

Four of five teachers from the largest school reported lax discipline from their principal. One teacher said, "Sometimes, I think he is a little too soft with the children." A second teacher reported, "He disciplines from the heart which is not what always needs to be done." Another said, "There are times when I think he could be firmer, but he knows the children one-to-one, and he can relate to them. Sometimes he is a little soft-hearted because of that." A final teacher said, "I think he needs to be a bit more of a disciplinarian with the children."

Subtheme 1: Teachers did not look favorably upon a bureaucratic, rule-following principal.

One teacher in the largest school saw the principal as a hindrance in getting her job done. The principal tried to stay with the rules and would only let her take two field trips a year with her kindergarten students. She found this rule difficult while trying to teach whole language to students.

Subtheme 2: Teachers felt principals were unsupportive when they did not back teachers with parents.

A teacher in the largest school said the principal had backed her but had not backed another teacher in front of a parent. She felt the principal should have supported the teacher. She said, "I think he really should have stayed behind her."

Subtheme 3: Teachers did not look favorably upon principals who did not get materials and supplies teachers requested.

One teacher from the largest school felt she did not have the materials she needed for her students. She had asked the principal to check with school officials to obtain the materials she felt she needed to best teach her students. She said:

There aren't any disadvantages, except, I know that he isn't taken seriously in the exceptional children's hierarchy. He doesn't speak loud enough. He doesn't yell, rant, and rave. Whereas, if he was [sic] a principal that said my Special Ed teachers need this, get it for them; he would get it. But, he's just too nice so they tend to pass him off. I think, in one way, he does hinder us in that he doesn't yell loud enough. They don't take him seriously enough.

2. *When you started working under the Career Development Program, how did your "teaching life" change?*

Main Theme 1: Teachers felt a change of behavior in their teaching lives since the implementation of the Career Development Program.

Eight teachers felt the teacher effectiveness training had made them more aware of what they were doing and had helped them become better teachers. One teacher said, "I think ... it [the effectiveness training] made you aware of yourself and what you were doing." She added, "We were observed a lot more." Another replied, "I was more conscious of getting the six-steps in every lesson I think it's improved my teaching." Another commented, "I think I was just a little more aware of the way I taught a lesson." She felt she was more aware due to the effectiveness training. One teacher said, "I was more conscious of getting the six-steps in every lesson. It [The Career Development Program] did make me conscious of that I think it improved my teaching." A fifth teacher answered, "It [The training] gave me some pointers more specific things you could do with your students" She also commented, "They wanted to make sure

the new teachers were attuned to this new philosophy They were all pushing effective teaching at that point.”

Two teachers from the middle-sized school believed the program helped them but commented on how much work and time the six-step lesson plan consumed. One teacher said she had a combination fifth-sixth grade and prepared the six-step lesson plan for both grades for all subjects. She commented, “The six-point lesson plan came in, and we tried very hard to do what they told us to do I was worked to death.” She added although the new concept was tough it helped her “jump in” and become involved in school. She said, “I am better for it. I feel I am better planned, better organized. But you had to get that way.” The other teacher, who had not been teaching for seven years, said the training had taught her a lot of new things she had not learned in college (rules posted). She also had a combination class and said she stayed up “until one o’clock A.M. every morning” writing lesson plans for both grades and for all subjects. She added the teacher effectiveness training had helped her when she first started the program. Her principal required teachers to write detailed lesson plans to help them “remember to go through all the steps” when they taught. She further stated the principal did not require the steps in their lesson plans now.

One teacher, who had been an outside evaluator for two years at the beginning of the Career Development Program, said she felt very comfortable when she re-entered the classroom because of the “previous training.” She believed the program was the “thing to have” and that it was a “fair process.” She added the program “made me stronger, made me relax.” She further stated, “It made me know I had a plan that everyone else had and [it] would make all of us comfortable in teaching, and that, if we followed the plan, we could become better teachers, and students could learn more.”

Main Theme 2: Teachers felt anxiety and a change of behavior in their teaching lives since the implementation of the Career Development Program.

Four teachers felt anxiety in their teaching lives. One teacher said:

It was real scary at first. I was real nervous. The past two years I haven't been. When they announce visitation, you get a little hyped up It was hard at first. I even had to make myself make sure I did this, this, and this, make sure I reviewed the lesson, things I hadn't done previously. It's really helped me. Now you do it everyday. You don't even have to be conscious of it. You go through the steps everyday. It's helped me and made me a better teacher, but it is still nerve racking a little bit. But I think it's made me a better teacher.

She also commented she was hyped up when the outside evaluator, someone unknown, came to observe. A second teacher said she was nervous at first about strange people coming into her room to observe. She commented, "I think it has helped my program and has made it more defined."

A third teacher responded:

I thought a lot of people were on edge a lot of the time. It was very structured at first in a way that I didn't think was very good for us, especially when the evaluators came in. We had to do it just like this, and that was the only way. You could not answer the intercom, ... the door, or anything if an evaluator was in the room. You were suppose to do it just so, and a classroom does not run like that. I think over the years it may have gotten better in this because it doesn't seem quite as bad at this point. But, I think everyone was up tight and still to some extent is. I don't mind people coming in for a few minutes, but it's very hard to have someone sit there and take down every word you say. And you know that anytime a child's head goes down on the desk, it's written down. I think that has been real hard for me to accept.

A final teacher said the program kept her constantly aware "of the fact that it's here, it's to make children learn, and you had no room to even slow down or [to] think I need to back off or slow down I think the career ladder has been a strong motivator."

Main Theme 3: Teachers felt a change of attitude and a negative effect in their teaching lives since the implementation of the Career Development Program.

Two teachers indicated negative responses to the change in their teaching lives. One teacher said, "I think we all felt more pressure, and we felt that people came in and expected ridiculous things like every child on task every minute, that kind of thing."

One special education teacher said she did not buy into the Career Development Program immediately even though she still received the same observations and went through the same evaluation process as teachers who were under the Career Development Program. She eventually entered the program at the insistence of her principal but did so only because of the money factor: "That was the only reason to do it." She in-

licated frustration over being observed by evaluators who were not familiar with special education and did not know what to expect from her students. She said one outside evaluator was a librarian who knew nothing about the type of special education students she taught. The librarian thought the behaviorally disordered students “were all going to have daggers.” Another evaluator who observed her trainable class “thought the children played all day and were amazed the kids read.” That teacher said, “I think we need to get people to observe who know what should be taking place in the trainable classroom.” She continued by stating the evaluators had no suggestions for improvement because they were not familiar with special education: “This gripes me against the observation part of it.” The special education teacher further commented, “I am saying our classrooms are modified. They are different. There needs to be a different set of standards for exceptional children, and the people who observe them need to know what they are looking for.”

Main Theme 4: Teachers were involved in the decision-making process at the school.

Eleven teachers said they were involved in making decisions at school through committees.

Main Theme 5: Teachers selected materials, equipment, and supplies for their rooms.

Ten teachers said they could buy any materials needed for their classrooms from allotment money.

Main Theme 6: Teachers developed their classroom schedules.

Twelve teachers said they were free to develop their classroom schedules around the school schedule or pull-out programs.

Main Theme 7: Teachers selected county textbooks.

Four teachers said they helped decide on the county adoption of textbooks from the state list.

3. Has your role as a teacher changed since the implementation of the Career Development Program?

Main Theme 1: Teachers generally indicated their role had not changed since the implementation of the Career Development Program.

When teachers were asked if their role as a teacher changed since the implementation of the Career Development Plan, four teachers responded no. One teacher began teaching under the Career Development Program.

Main Theme 2: Teachers indicated they felt their role had not changed since the implementation of the Career Development Program but qualified their responses.

Five of nine teachers who responded no qualified their responses.

Subtheme 1. Teachers felt the Career Development Program provided a common language.

One teacher stated, "So, what I am saying is that I, perhaps, did not use the same terminology, but that's exactly what I was doing."

Subtheme 2: Teachers indicated they used more specific procedures since the implementation of the Career Development Program.

Three teachers indicated they were more specific in making lesson plans and in using their plans to teach. One of those teachers responded, "It's basically the same except that I make sure I follow the lesson plan. I make sure I go through the routine."

Another teacher said:

I think we notice how we do things that maybe we weren't conscious of before. With the different levels [six-steps] that we have to make sure are in our lesson plans, I think we are more cautious about making our plans, and [we] have to watch out for that

One teacher, who believed teachers had a common language now, also believed the career ladder had almost "been an architectural plan" for inexperienced teachers to follow.

She elaborated teachers now had a plan in front of them to build upon to make sure they delivered a good product. She added the plan was "a wonderful thing" for some experienced teachers too.

Subtheme 3: Teachers believed they received more feedback since the implementation of the Career Development Program.

One teacher reported, "I think the things we have been doing all along are similar, and we are just now a little more aware of them. When we are observed, we have an opportunity for someone to really give us some feedback." She felt this feedback had been good for teachers and had helped them improve their teaching.

Subtheme 4: Teachers felt tense about the evaluations from the outside evaluator.

One teacher said the observations "produced a great deal of tension." She said, "I find before I am observed [by the outside evaluator], I become physically ill and half an hour after I have been observed, I am well."

Main Theme 3: Teachers indicated a change in their role since the implementation of the Career Development Program.

Four teachers stated they believed their role had changed.

Subtheme 1: Teachers indicated they were stronger, more professional teachers since the implementation of the Career Development Program.

Two teachers felt they were stronger teachers. One teacher said of the training:

I feel I am a stronger teacher. I feel I take my role as teacher much more seriously. I think it helped me become more of a professional teacher. I became more goal oriented, more organized. It helped me to plan better as a teacher. I became a stronger teacher. I think maybe I was too personal, and the courses I have taken with the teacher effectiveness helped me to get to know me as a teacher, and where I was, and who I am. I felt very lucky to have had the training.

Subtheme 2: Teachers prepared more for observations and evaluations and expected more feedback from observations and evaluations since the implementation of the Career Development Program.

Another teacher who said her role had changed qualified her statement:

The role has changed in that I work a little bit harder than I did at one time because I know somebody is coming, and I want to be prepared when that someone arrives. Years before, I have been more relaxed. I knew what I was doing, and I did it, but I didn't have anybody to tell me this is right, or this is wrong. My role has changed in that somebody comes all the time, and I expect someone to come. When they leave, I expect them to give me some feedback as to what they saw. This tends to make you stronger.

Subtheme 3: Teachers indicated they used more specific procedures since the implementation of the Career Development Program.

One teacher responded, "I think ... it made me a better teacher, made me more aware of the specific guidelines for a lesson plan, getting the six-step points in and making sure we hit all those areas with each lesson." She also stated, "So, I think following those guidelines put down by the state made us all do it a lot better."

Subtheme 4: Teachers felt better about teaching since the implementation of the Career Development Program.

One teacher stated she thought her role was better. She said, "I feel better about teaching." She felt this because of the workshops and training she had received. She was a mentor, attended the evaluator training workshop, and had conducted staff development. She also stated, "I never had a bad experience with an evaluator." She went on to say she knew friends who have had bad experiences with evaluators.

4. Tell me how you interact with your principal.

Main Theme 1: Teachers interacted with principals.

Teachers in general interacted with their principals.

Subtheme 1: Teachers felt free to talk with principals.

Fourteen teachers reported they felt free in talking with their principals. All teachers from the smallest school felt interactions with their principal were open. One teacher said, "I feel I can go to her with either a positive or a negative ... personal problem ... [or] professional problem." Other teacher responses were: "She is out [in the building] a lot and receptive." "If we need to go to her with a problem, she is always

there for us." "There is nothing I find I can't talk with her She is always there for us." That teacher added if there was a problem, the principal would "slide everything aside." A final teacher said, "I feel free We have a lot of time to talk with her, to tell her about special kids or someone we think is having a real hard problem."

All four teachers from the middle-sized school felt their principal was open. One teacher commented, "I feel very open to go up and tell her any problems I have. We have found she is there to listen." Another teacher said, "I can get into her office any-time I can always see her when I need to." A third teacher stated, "I feel at ease I find her easy to talk to." A fourth teacher relayed, "I feel very free We have a good relationship."

All five teachers from the largest school interacted with their principal. One teacher said, "I interact anyway I can, in the cafeteria, out in the hall, in the lounge If I have a question, we just talk His door is open all the time You just walk in. I feel comfortable in that we can interact that way." A second teacher spoke, "He is very personable, easily takes a joke, [and] has a good sense of humor If I have a problem, I'll go to him." A third responded, "I find him to be ... an open person Everyone has differences of opinion, and we can get to the point where we say we disagree, or [we] are not going to come to a joint decision on it." A fourth answered:

Most of the time I would feel free to talk to him about anything. There are a few times that I don't feel quite so free about talking to him because as far as discipline, he tends to tolerate more, and I don't feel quite as free some days that I feel I could get anywhere.

A final teacher said, "He is really easy to kid with; it's easy to be serious with him. He's not a hard person to get along with."

Five teachers felt they could discuss other problems or issues with their principals. Four from the smallest school said they could talk about personal as well as professional problems. One teacher from the middle-sized school said she could discuss "personal and school problems." Three teachers from the largest school talked about

nonrelated school issues. One teacher from the largest school said she and her principal enjoyed talking about school and church. [They had the same church affiliation.] Two teachers said the principal had a good sense of humor and enjoyed joking with him. One of those teachers said she liked to talk with him about sports.

Subtheme 2: Teachers talked to principals about the job or school.

Three teachers talked about parents.

Four teachers talked about the evaluations.

Three teachers talked about curriculum.

Three teachers talked about classroom concerns.

Two teachers talked about testing.

Two teachers talked about instructional ideas they would like to try.

One teacher talked about problems with her assistant.

One teacher talked about scheduling.

Subtheme 3: Teachers talked with principals about students.

Eleven teachers said they talked with their principals about students, either concerns or behavior.

Subtheme 4: Teachers talked with principals infrequently.

Four teachers said they spoke daily with their principals. Three teachers from the smallest school qualified their responses. One teacher said they talked "everyday, many times a day." A second teacher said they said good morning, but as far as to talk, she did not get out of her room so it averaged once or twice a week. A third said she and the principal talked everyday about something but added they talked on the average once a week for longer sessions.

Two teachers said they talked almost daily or usually daily. One from the middle-sized school who said she and her principal talked almost daily added, "We just pass the time of day. As far as general conversation, it doesn't go beyond that usually

unless there is some matter that needs discussion.” A teacher from the largest school said she and the principal usually spoke daily for a few minutes. She added that some days they do not talk. She said, “Just to sit and talk when we need it, it wouldn’t be that often.”

Three teachers had more frequent interactions with their principals. One teacher from the smallest school added she and the principal always had “small talk” and they discussed professional and personal matters. One teacher from the middle-sized school, who chaired the school Assistance Team, said she and her principal talked “a lot.” She added she felt this position had led her to become a mediator if there were problems in the faculty because the other teachers knew she would talk to the principal for them. One teacher from the largest school said she and the principal talked “everytime I see him.” She added she always had something to say to him.

One teacher from the smallest school said she and her principal talked “about once or twice a week, at least.”

One teacher from the middle-sized school spoke with her principal once or twice a month. She said it depended on the year, the class, and the problems she had. She added, “Lately, it hasn’t been that often ... just to go in and just talk individually, maybe once or twice a month, maybe not that often.”

One teacher from the largest school said she and the principal “don’t [talk] a lot.” She added it went in “waves,” and she did not like to bother the principal unless “I really have a problem.”

One teacher from the largest school said she met with her principal three times a year to discuss the evaluation. She added she and her principal saw each other in the hall, after school, and at meetings so “we talk often.”

Subtheme 5: Teachers usually went to principals to talk.

All 14 teachers reported they talked with their principals in the principal's office. Nine of those teachers said if they did not talk in the principal's office, they talked in their classrooms. Two of 14 teachers said if they did not talk in the office, they talked anywhere. Teachers who said they talked in the halls, cafeteria, outside, or in the lounge were from the smallest and largest schools. Teachers from the smallest school said the principal was out in the building more where interactions occurred. Teachers from the largest school indicated they talked with their principal wherever and whenever they could catch him.

Subtheme 6: Teachers and principals talked mostly during noninstructional times.

Seven teachers indicated they talked with their principals after school. One of those said she had no special time to talk while one teacher said she and her principal talked during the day. Another teacher said she talked with the principal "anytime I need her." The other four teachers said they talked in the halls, in the cafeteria, in the yard, at meetings, or at the bus stop.

Subtheme 7: Principals went to classrooms for specific reasons.

When principals went to the classroom, it was for the three reasons: (a) to observe teachers, (b) to interact with or to observe students, and (c) to talk with teachers.

Principals went to teachers' classrooms to observe. Three teachers from the smallest school said the principal came to "check on how I'm doing" or to reinforce them. Three teachers from the middle-sized school said their principal came to observe their teaching. Three teachers from the largest school said the principal came to observe. One of those teachers said the principal came to "check on what I'm doing."

Principals went to classrooms to interact with students. In the smallest school three teachers said the principal came to work with students or to watch the students work. In the middle-sized school two teachers said the principal entered the classroom

to tell a student or students something specific. In the largest school three teachers said the principal came to the classroom to talk with students, to place stickers on students' work, or to take care of an immediate problem.

Principals went to the teachers' rooms to talk with them. Two teachers from the smallest school said the principal came to impart specific information. Three teachers from the largest school said the principal came to sit and to talk with them if students were not in the room about "what was going on in my program," "school matters," or "to tell me about a workshop."

Subtheme 8: Teachers thought principals kept them informed.

All 14 teachers felt principals kept them informed. Communication was conveyed by weekly bulletins, by public address announcements, by memos placed in mailboxes, by faculty meetings, and by verbal interactions.

5. I am going to name five responsibilities of some teachers: (a) serving as a mentor teacher, (b) providing leadership in curriculum development, (c) assisting in program evaluation, (d) coordinating and developing materials, and (e) providing staff training/evaluating. Which of these responsibilities are part of your job and in what way?

Main Theme 1: Teachers were confused about their responsibilities as a part of the Career Development Program.

When teachers were asked to respond if the five responsibilities associated with the Career Development Program were part of their job, they indicated they were involved in many of the responsibilities. The teacher responses were not what the researcher was seeking. The researcher wanted to know if teachers were assuming these responsibilities as a part of the Career Development Program. Some teachers indicated they performed these responsibilities associated with the Career Development Program either in their classrooms or as a part of the school team.

Main Theme 2: Teachers performed responsibilities due to the Career Development Program.

Seven teachers were serving or had served as mentor teachers. One of the seven had been a mentor when the program began but did not go back to retrain to be eligible. Five teachers were on Level I and were not qualified to serve as mentor teachers. Two teachers indicated they had not received training to become a mentor teacher. One teacher said she had completed all of the mentor workshops and evaluation workshops and was now qualified to become an evaluator.

Main Theme 3: Teachers found the Career Development Program unpleasant.

One teacher said she was on Level I and would not apply for Level II. She stated, "I found the pressure was intolerable for me to be on Career Ladder I, that I would not be able to sustain extra pressure." When the researcher asked her if she would remain on Level I, she replied, "I assume. I don't know My evaluations were not so good. I was put on alert." She explained, "Alert means that at some phase you are not meeting the requirements or that you are low in the evaluation, and you need to be alerted that you need to improve those areas in order to maintain your level." She stated she found the program to be more pressure than help. When the researcher asked her why she had enrolled for the program, she said "everyone else was participating," and she joined for the money. She said she felt the money for Level I was enough to "offset the unpleasantness" of the program.

That teacher added that this year she liked the outside evaluator because she believed he was "nonjudgemental." She now thought the evaluators were better trained and more informed of what was going on in the classroom. She complained though one evaluator from a previous year had been a junior high teacher, was impatient, and had not understood the lower grades.

Main Theme 4: Teachers believed principals encouraged their involvement in assuming additional responsibilities since the implementation of the Career Development Program.

All 14 teachers responded their principals encouraged or supported teachers who assumed extra responsibilities associated with the Career Development Program.

6. How do you see the principal's role since the implementation of the Career Development Program?

Main Theme 1: Teachers stated the role of the principal had not changed since the implementation of the Career Development Program but qualified their responses.

Three of 13 teachers said they felt the role of the principal had not changed but qualified their responses. One teacher did not work for the principal before the program but stated she felt her principal's role would not have changed. One teacher began teaching under the Career Development Program.

Subtheme 1: Teachers felt principals conducted more formal evaluations since the implementation of the Career Development Program.

One teacher felt the principal had "more formal evaluations" than before the Career Development Program.

Subtheme 2: Teachers believed principals had more paperwork since the implementation of the Career Development Program.

One teacher said the principal had "just a lot of paperwork."

Main Theme 2: Teachers indicated the role of principals had changed since the implementation of the Career Development Program.

Ten of 13 teachers indicated there had been a change in the role of the principal.

Subtheme 1: Teachers felt principals had more observations and more formal evaluations since the implementation of the Career Development Program.

Two teachers felt the role of the principal had changed due to the addition of more observations and evaluations for each teacher. One teacher said, "The only thing, and this has to do with the career ladder itself, is that there was a certain amount of observations that had to be made within a certain length of time." The other teacher said the principal "has always evaluated us, but ... I feel it is more formal now."

Subtheme 2: Teachers stated evaluations were a team effort involving outside evaluators and principals since the implementation of the Career Development Program.

Three teachers commented on principals and outside evaluators conducting the evaluation together. One teacher said, "She [The principal] and the outside evaluator would get together, and the two of them would now write your summative as opposed to her [the principal] having to write the summative [her]self [the principal]." Another teacher spoke of the principal and outside evaluator having to "coordinate" to reach a decision about a teacher's evaluation. One said, "Now, it is an input of the principal, the evaluator, and, generally, the assistant principal who has probably made an observation. They do this together."

Subtheme 3: Teachers said principals had more paperwork since the implementation of the Career Development Program.

Two teachers spoke of the increased paperwork for principals since the implementation of the Career Development Program. As one teacher noted, "They have a lot more paperwork. She has a lot more to write up." Another teacher commented on the "administration of paperwork" principals had now.

Subtheme 4: Teachers saw principals out of building more since the implementation of the Career Development Program.

Two teachers said their principals were out of the building more for meetings. One teacher said her principal had "so many meeting to go to," while the other teacher spoke of the principal having a "lot more meetings to go to."

Subtheme 5: Teachers saw principals with more work and responsibility since the implementation of the Career Development Program.

Two teachers said principals had assumed additional responsibilities and were more involved with work. One teacher said she felt principals were “overburdened, overworked, and underpaid.” She also stated, “I think it is a lot of responsibility put on the principal, additional responsibility It just gave him too much to have to do. It put more work on him ... with their evaluations and all of the teachers’ evaluations.” Another stated, “I can see there are so many administrative things to do”

Subtheme 6: Teachers saw principals more concerned, more involved, and more knowledgeable since the implementation of the Career Development Program.

Three teachers believed principals became more knowledgeable, more concerned, and more involved about instruction since the implementation of the Career Development Program. One teacher stated, “[The principal is] more knowledgeable about classroom situations, more realistic about, and more responsible about what is going on in each classroom.” That teacher added, “This puts more responsibility on them to let the teacher know what they need to improve on, what they need to work on, and what they do well.” Another said, “I think they have become more involved in the classroom.” That teacher went on to say the principal could not “dash in and out” of classrooms. By having to observe for an hour, it made the principal “find out what kind of teachers were in the classroom.” Another teacher stated:

I think she has become more active in the classroom and gotten more involved and really sees what we are doing. She has always been a person to come in and visit, but I think now she really knows what’s going on.

Subtheme 7: Teachers saw principals less involved in the classroom since the implementation of the Career Development Program.

Two teachers felt the principal did not get into the classroom as often. One teacher said, “I think it does take the principal into their office more than letting them

go around the school.” Another teacher responded, “I can see there are so many administrative things they have to do They are not allowed to get out and do what they want to do in the classroom Before Career Development, they were in the room more.” That teacher stated before the career ladder the principal would “pop in and out a lot.” She felt this gave the principal a “true picture of how a teacher is doing Not with formal observations, but just to see what’s going on in the classroom.” She also added her principal wanted to go to classrooms to help teachers, to work with students, and to try new ideas, but “he doesn’t have the time” now.

Subtheme 8: Teachers felt principals were placed under a strain since the implementation of the Career Development Program.

One teacher said, “I felt she [the principal] felt facets of it [the Career Development Program] were kind of strenuous.”

Main Theme 3: Teachers in small and middle-sized schools indicated principals were available and responsive to them.

Six teachers from the smallest and middle-sized schools said their principals were always available to see them. Three teachers from the smallest school complimented their principal. One teacher commented, “She is available if you need her She is always around and available.” A second reflected her principal was “always” available. She said, “If she can’t for some reason [see me] that day, she is right there the next day.” A third stated the principal was available “pretty much so” if she “is here and not out at a meeting somewhere.” Three teachers from the middle-sized school were positive about their principal. One teacher said the principal would see you if she was available. She said, “If it’s not a good time, she’ll let you know when a good time would be.” Another commented, “If she knows you need to see her, she does her best to make time available for you.” A final teacher said, “She is always available.”

Those same teachers in the smallest and middle-sized schools said their principals reacted positively when they needed to talk with them. Teachers from the smallest school said: "She has always been receptive when I have talked with her." "She tries to help as best she can. She offers suggestions and ideas and tries to pull us through." "She is always nice and pleasant." Teachers from the middle-sized school reported: "She will shut the door and sit down and give you her full attention." "She is very calm, and she listens. She doesn't try to interject too much until she finds out and then she asks questions that show she is really thinking about the situation." "Very positively, always open to suggestions or comments ... even sometimes when it's not pleasant."

Main Theme 4: Teachers in the largest school said they felt they could see the principal, and while the principal was responsive, the principal was often unavailable.

Three teachers stated their principal was hard to see or often unavailable. The responses were qualified by the fact it was a large school, and the principal was busy. One teacher said, "If you can find him, he is usually able to help you." Another replied, "It is very hard to see him, and not so much that it's his fault, yet I know it is." One commented, "It's hard to find him sometimes, but it's not because he is hiding." One teacher said though the principal was "usually very available."

All five teachers said the principal would listen if he had time. One teacher said, "It depends upon what you are talking to him about. For the most part, he responds positively. There are some times when he doesn't want to hear what you have to say, but he will listen." Another teacher said, "If he's got a minute, he'll take the minute with you." One teacher commented, "If he's got time, he is very open. If he is really busy and pushed, those eyes go down, his glasses go down, and you can't make eye contact. It just depends what his day is like." Another commented, "Sometimes, he's too busy. For the most part, I have found I have not had a problem with it. I may have to wait,

but for the most part, I have found that he has been very accommodating.” A final responded, “He listens.”

7. Has there been any change in the working relationship you have with your principal since the implementation of the Career Development Program?

Main Theme 1: Teachers indicated there had not been any changes in their relationships with principals since the implementation of the Career Development Program.

Eight of 13 teachers responded there had not been any changes in the relationship they had with their principals since the implementation of the Career Development Program. One teacher began teaching under the Career Development Program. One of the teachers from the smallest school who responded no stated she felt the relationship had not changed because the program had not been presented like it was a “monster.” She said it had been presented in the manner that it would “make it easier for all of us.” She commented, “As soon as this instrument is used, one is able to detect what they should have done, [or] should not have done. The instrument is plain. Right away, you get his [the outside evaluator’s] feedback, and this feedback tells you.”

Main Theme 2: Teachers indicated there had been a change in relationships they had with principals since the implementation of the Career Development Program.

Four of 13 teachers said their relationship with their principal had changed. One teacher from the smallest school responded she felt the relationship had strengthened. She added, “I think it made us stronger in our relationship together as a team.” That teacher also commented she felt teachers in that building had “weathered a battle” together. She said there was “a lot of leaving and going to workshops [and] coming back.” She commented the six-point lesson plan was “really a hassle,” but her principal had been “very empathetic.” She went on to say the principal was in a “position where she had to enforce it.” She continued when the Career Development began, it was a “high

stress level.” She did not know if the stress was due to the new program or if the stress was due to the county saying, “Here it is. This will be done.” She wondered if the county should not have “eased into it a little bit more or ... given us more of an insight into what was coming.” Another from the smallest school, who did not know the principal before the implementation of the Career Development Program, said she heard the principal “had grown more professional” due to the demands of the program. She felt the principal had to “dig her heels into a lot of things she wouldn’t have had to ... do the school program”

A teacher from the largest school said:

I think there was, at first, a lot of difference. I think people were afraid to be around each other, and we were afraid, even with [the principal]. But, I think things have worked out a lot. This year I can tell a big difference.

Another from the largest school responded, “I think it [our relationship] has gotten better.”

Main Theme 3: Teachers felt principals showed an interest in their personal welfare.

All 14 teachers said their principals showed an interest in their personal welfare. Reasons included: “leaving early if needed,” “understanding when I have to be out,” “don’t feel I have to be back if I am sick,” “asks about my family,” “sympathetic with family deaths--she even did my room for me,” and “came to the hospital to see my parents.”

8. Describe the evaluation process.

Main Theme 1: Teachers felt the evaluation process was working.

Ten of 14 teachers said they felt the evaluation system was working.

Subtheme 1: Teachers believed the six-step lesson plan had helped them.

Three teachers felt the six-step lesson plan had helped them. One teacher said the evaluation system was working well: “It’s [The Career Development Program] im-

proved my teaching, if nothing else, and made us more aware of every lesson plan to do the six-points, so I feel like it's helped us." Another teacher added the process was positive and worked well: "I know the steps I am suppose to go through, and I think that's made me a better teacher." One teacher commented the extra classes and the six-point plan were "good for me."

Subtheme 2: Teachers felt the evaluation process was working but had concerns about evaluators' qualifications and procedures.

Of the ten teachers who said the evaluation process was working, five teachers qualified their responses. Four of them had concerns about the reliability, objectivity, or level of accountability which they were held (pickiness) by evaluators. One teacher said, "Some of them [the evaluators] are very, very picky. And others are not We have had a different one every year. And they are different. They go about it in different ways I know it's just their personalities coming through" One teacher said the system was "all right" but not objective: "It depends on who the person is doing the evaluating." That teacher further stated one evaluator came in and found everything "wonderful," while another evaluator found the same thing "good," and yet another evaluator found the same thing "not very good." Another teacher said evaluations depended on the evaluators, and some evaluators were "very picky." She also felt some principals were more lenient in evaluating teachers to move through the levels, while her principal, who had one of the largest schools in the county, only had five teachers go to Level II when teachers first qualified for the next level. She said, "So, to me, it was just how the principals read it." One teacher had concerns about evaluators from junior high and high schools observing in kindergarten. She said, "They just don't react, and they don't respond, and I think some of them [were] kind of lost in the confusion." She felt some of the evaluators were "too picky" and while "standards were essential," she added "there has got to be a little bit of judgment used." One teacher responded, "I think

people should be in and out of that classroom all of the time. It's not hard three times a year to do a good job with your lesson plans."

Main Theme 2: Teachers indicated the evaluation process was not working.

Four teachers believed the evaluation process was a waste of time and ineffective because there were still bad teachers in the classroom, and evaluators' ratings differed.

Two of those teachers expressed concern the evaluation process may not be doing what it was intended to do. One of those teachers was concerned with how or if the program had helped bad teachers improve, an original facet of the program. She said:

I think the original process, like any program, started out with good things in mind, that it was going to go well, and we were going to help the teachers who weren't performing well. We weren't going to get rid of them We were going to improve the quality of teaching in ... [the] county.

She further stated, "I have genuine concern about some of the teachers who were fast-tracked up to Career Level II Teachers really need to be rewarded for doing a good job, but how do we do it when we have so many variables?" The other teacher said:

I felt the CDP [Career Development Program] would ... help weed out some of these teachers who are not genuine teachers, and it hasn't I feel that the Career Ladder as far as the evaluations and what they were to bring out to these people is not being done.

One teacher felt although the process did not work, it helped her to plan better. She responded:

Another believed there were too many variables that caused problems. One teacher commented on a workshop she had attended where teachers of different levels and state department officials had watched a video, and all of them had ranked the teacher differently. She said the evaluations were not objective because of the personalities of the different evaluators. She commented further a lot of good teachers had been taken from the classroom for a year or two to become evaluators and most of them had not returned to the classroom but had gone on to administrative positions. She also stated she believed evaluators should evaluate teachers on their levels and within the evaluators' field.

Main Theme 3: Teachers felt principals let them know how they were doing outside the evaluation.

Teachers agreed their principals let them know how they were doing, other than the evaluation, by verbal communication. These messages were complimentary and seen as a “pat on the back.” Other ways teachers received feedback from principals included candy, stickers, or a luncheon.

Principal Responses

1. Tell me what it is like working with the teachers in this building.

Main Theme 1: Working with teachers was an enjoyable experience for principals.

All three principals enjoyed working with their teachers. Two principals from the smallest and middle-sized schools indicated working with their teachers was “like one big family.” The staff from the middle-sized school went on trips together in the summer. The principal from the largest school said working with his teachers was “collegial, upbeat, and caring.” He said, “We are very frank and very open with one another, and I think most of us agree to disagree.”

Main Theme 2: Principals helped teachers to get their job done.

All three principals saw themselves as facilitators and provided assistance to teachers in order for them to carry out their jobs. The principal in the smallest school replied she was visible and always made herself available for teachers to come and to talk with her if they had a problem. The principal from the middle-sized school said she provided materials and supplies and kept everything in good repair. The principal from

the largest school provided resources, demonstrated teaching lessons in the classroom for teachers, and coordinated in-service programs teachers felt they needed or wanted.

Subtheme 1: Principals assisted teachers with students.

All three principals assisted teachers with students. The principal from the smallest school helped small groups of at-risk students in her office on a regular schedule. The principal from the middle-sized school provided parent volunteers for teachers, displayed students' work, and counseled students. (She had a counseling background.) The principal from the largest school conferenced with teachers about different strategies to use in the classroom and made home visits. That principal also said he brought students to the office and worked with them "to get to know the child and then offer suggestions to the teacher on ways to work with that child." He said, "And sometimes I'll intervene and become the third party that the child can come and check with each day to see how he is doing and get a progress report."

Subtheme 2: Principals assisted teachers with parents.

All three principals assisted teachers with parents. The principal from the smallest school said she sent a letter home to parents stating her expectations for students. She also went to parents if they did not come to the school for a scheduled conference. The principal from the middle-sized school said she scheduled conferences with parents if there was a problem and made arrangements for the teachers to be free to talk with parents. The principal from the largest school scheduled three way conferences or redirected parents back to the teacher to talk if they had not done so before parents came to him to talk. He said he also served as a moderator in conferences.

Subtheme 3: Principals assisted teachers with curriculum and instruction.

All three principals assisted teachers with curriculum and instruction. The principal in the smallest school said she worked with students and visited in classrooms with teachers a lot. She also checked lesson plans and talked with teachers on how they could

improve their lessons. The principal from the middle-sized school said she bought materials teachers needed. The principal from the largest school provided and coordinated in-service programs.

2. When your district went to the Career Development Program, how did the work of the teacher change?

Main Theme 1: Principals felt the work of teachers had not changed under the Career Development Program.

Two principals said the work of the teacher had not changed. The principal from the smallest school said, "They were doing the things expected of them. It was just a matter of looking at it and saying oh, we do that." The principal from the middle-sized school said the program began with a series of effective training workshops that gave teachers a background for what the program was going to do. She stated, "I think it has made a significant difference in our looking at education because I think there has been a concerted effort to improve instruction." That principal further stated the training had inspired teachers and had also raised their level of performance: Teachers who were not as enthusiastic about doing things at one time were more enthusiastic now. She also added for teachers to maintain their pay schedules, they must maintain their level of performance, and correct any weaknesses.

Main Theme 2: The work of teachers changed under the Career Development Program.

One principal felt the work of teachers changed under the Career Development Program. The principal from the largest school said at first there was a lot of anxiety with the career ladder. That principal added, "What I have seen ... there has been an improvement in the quality of instruction going on in the classroom. The career ladder provided some incentive for the state evaluation system instrument."

Main Theme 3: Teachers were involved in making decisions.

All three principals said teachers were involved in making school decisions by committees, grade level clusters, and grade chairpersons.

Main Theme 4: Teachers selected their materials.

All three principals said teachers selected materials used in their classrooms.

Main Theme 5: Teachers developed their schedules.

All three principals said teachers developed their classroom schedules around the school schedule and state guidelines for the required number of minutes.

Main Theme 6: Teachers selected textbooks.

All three principals said each teacher had input on the selection of textbooks used in the county.

3. *Has the role as principal changed since the implementation of the Career Development Program?*

Main Theme 1: Principals felt their role had not changed since the implementation of the Career Development Program but qualified their answers.

The principal from the smallest school felt there had not been a change in the role of the principal other than there was more paperwork. That principal said, "I do have more paperwork because I have more observations on each teacher to do during the year."

Main Theme 2: Principals felt their role had changed since the implementation of the Career Development Program.

Two principals saw their role change. The principal from the middle-sized school stated, "I am involved more in classroom observations and writing the results of these observations than I had been before." She also added there was more documentation and consensus had to be reached between the outside evaluator and the principal for the end-of-the-year teacher performance evaluations. That principal also said she had more observations for each teacher. The principal from the largest school said, "[My role has

changed.] Much more at the instructional leadership [level] versus the management of the building. There has been much more emphasis placed on instructional leadership. We're much more cognizant of what makes an effective school."

4. *Describe the kinds of interactions you have with your teachers.*

Main Theme 1: Principals believed it was easy for teachers to talk with them.

All three principals said they believed teachers felt free to communicate and to interact with them. The principal from the smallest school said, "I am never too busy. I think they feel free [to come talk with me] with no reservations." The principal from the middle-sized school said, "I never come in here [the office] and close the door unless I am talking with someone directly. Otherwise, the door is always open. They know they are free to come in." She also said at the end of faculty meetings she asked the faculty if they had any questions or suggestions "so we can hear while everybody is listening." The principal from the largest school stated, "I feel [teachers feel] reasonably free to talk with me."

Subtheme 1: Principals had open communication with teachers.

All three principals felt they had an open-door policy where teachers felt free to talk. The principal from the smallest school said, "I think we [have] built up a trust. They know when I mean business, verbally and physically, with my eyes and facial expressions." The principal from the middle-sized school said teachers could talk to her "anytime they wanted to come in"

Subtheme 2: Principals and teachers talked about scheduling.

The principal from the middle-sized school met with teachers to schedule conferences, to develop schedules, or to make class assignments.

Subtheme 3: Principals and teachers talked in various places but mainly in the principal's office or classroom.

Two principals said they talked anywhere. The principal from the smallest school said she and the teachers talked at the bus stop, in the cafeteria, in the classroom, or in her office while the principal from the middle-sized school said most interactions took place in her office, or they would find a quiet place like the classroom to talk. The principal from the largest school said talk was conducted in his office or in the classroom after school “versus the office setting.”

Subtheme 4: Principals and teachers had various interactions.

All three principals said they talked with their teachers about instruction. The principal from the smallest school said they “brainstormed,” and teachers wanted to talk about ways they could improve. She said they also talked about personal matters. The principal from the middle-sized school said they talked about the needs of the students, parents, and materials teachers needed to implement school programs, or things they would like to try with their programs. The principal from the largest school said interactions included conversations about a particular student, student concerns, and personnel issues. That principal stated most of the interactions were on a one-to-one basis.

Subtheme 5: Principals went to classrooms for specific reasons.

Two principals went to classrooms for specific reasons. The principal from the smallest school went to classrooms to “make my morning rounds” to see what was happening, to keep in touch, and to teach. The principal said she liked to “make sure I have contact.” That principal also said if a teacher was ill, she would tell the teacher to go to the lounge and rest. The principal from the middle-sized school went to classrooms to check on students, to see teachers about related school activities or problems, or to schedule conferences.

Subtheme 6: Principals talked with teachers during noninstructional time.

All three principals talked with teachers during noninstructional times. The principal from the smallest school said she and teachers talked during the day or after

school. The principal from the middle-sized school said they talked at meetings or when teachers needed to talk. The principal from the largest school said interactions took place before or after school, or during the day when teachers had a break.

Subtheme 7: Principals kept teachers informed.

All three principals kept teachers informed through bulletins, public address announcements, memos, and faculty meetings.

5. Here are five responsibilities of some teachers: (a) serving as a mentor or lead teacher, (b) providing leadership in curriculum development, (c) assisting in curriculum development, (d) coordinating and developing materials, and (e) providing staff training/evaluating. Which of these responsibilities are part of your teachers' jobs? How do you feel about teachers performing these responsibilities?

Main Theme 1: Principals felt teachers assumed extra duties under the Career Development Program.

All three principals had teachers who assumed extra responsibilities under the Career Development Program. All principals said they had teachers who served as mentor teachers. The principal from the smallest school said a teacher had to be on Career Level II to be a mentor. She added the other four responsibilities were activities teachers could do to be compensated. The principal from the middle-sized school had teachers who also served on committees and had conducted workshops as part of the Career Development Program. The principal from the largest school said their school had teachers involved with leadership and curriculum development. That principal stated grade level chairs were paid through Career Level II.

Main Theme 2: Principals liked it when teachers performed extra duties.

All three principals responded favorably about teachers assuming more duties. The principal from the smallest school responded the extra responsibilities had been a learning experience for teachers and her. The principal from the middle-sized school

thought it was an "ideal situation because they get to relate to a person in a way that probably would be a little different from the administrator and teacher." The principal from the largest school saw teachers assuming extra responsibilities as a positive experience where their expertise and talents could be used.

6. *Has there been a change in the working relationship you have with your teachers since the implementation of the Career Development Program?*

Main Theme 1: Principals believed there had not been a change in their working relationship with teachers since the implementation of the Career Development Program but qualified their answers.

Two principals believed there had been no change in the working relationship they had with their teachers but qualified their responses.

Subtheme 1: Principals felt their working relationship with teachers was stronger and closer since the implementation of the Career Development Program.

Two principals felt their relationship with teachers was strong and close. The principal from the smallest school responded, "I think the relationship has become even stronger." The principal from the middle-sized school said, "In fact, I think we have become closer than we were even at the beginning."

Main Theme 2: Principals believed there had been a change in their working relationship with teachers since the implementation of the Career Development Program.

One principal felt there had been a change in the relationship since the implementation of the Career Development Program. The principal from the largest school stated, "I think it [the relationship] has moved to a much higher professional level. That principal added, "There has certainly been more professionalism in our relationship with one another I think the career ladder has added to it."

Main Theme 3: Principals showed interest in teachers' personal welfare.

All three principals felt personal welfare was vital to teachers' success in the classroom. The principal from the smallest school said she felt if teachers were not well or were not happy, then others around them would not be either. She said, "[There is] no pressure at my school other than that they know the expectations. [You] can't do your job with pressure. All some need are warm fuzzies; some more than others." The principal from the middle-sized school stated, "I think unless a teacher is happy in her job, the person with whom she is working and working around will make a difference in the children, parents, and everything." She added, "I have tried not to get into their personal lives too much, not at all unless they ask me." The principal from the largest school said showing concern for a teacher's welfare was vital and had an impact on the students.

7. *What new responsibilities do you have since the implementation of the Career Development Program?*

Main Theme 1: Principals indicated a change in their responsibilities since the implementation of the Career Development Program.

All three principals felt a change in their responsibilities and answered with statements that involved observations and evaluations. The principal from the smallest school said she had more formal observations. She replied, "Were it not for the career ladder, I could evaluate as needed and not be set to a time frame." The principal from the middle-sized school found she conducted formal observations versus informal observations done prior to the Career Development Program. The principal stated, "But, now we have to do them on a formal basis, and the teachers know what to expect." The principal from the largest school said principals were now responsible for evaluations and the summative conferences even though it was a consensual rating. He said, "The principal is still responsible for conducting a summative conference with every staff member ... and being very much aware of where each staff member is [functioning] and

where each staff member is in their professional development.” He stated he felt that was the biggest change.

Main Theme 2: Principals saw diminished creativity in classrooms since the implementation of the Career Development Program.

One principal believed teachers felt they demonstrated less creativity in the classroom due to the six-step lesson plan. The principal from the largest school stated:

I feel like teachers feel, and maybe with some justification, that the evaluation instrument, at times, restricts their creativity in the classroom. I sense that is what they are feeling and have said to me. We are kind of working around that issue a little bit because we want teachers to feel free to carry on active learning experiences in the classroom, and they might not necessarily fit the instrument.

The principal went on to say the six-step lesson plan interfered with “the magic” because teachers “cannot find where it would fit in their plans.”

8. Describe the evaluation process.

Main Theme 1: Principals believed the evaluation system was working.

All three principals felt the evaluation system was working. The principal from the smallest school stated, “The teachers don’t feel anybody is out to get them. It is a fair way to evaluate them because you are not only getting just the principal’s input, but somebody from the outside is seeing the extra traits I have seen.” The principal from the middle-sized school said it gave “teachers the opportunity to see where their weaknesses are” That principal added it was “quite helpful” to have the outside evaluator assist in the evaluation: “If you have a question in your mind, that person can help clear the question for you.” The principal from the largest school said, “From my perspective I’ve seen real improvement in the quality of instruction going on in the classrooms as a result of this [the program].”

Main Theme 2: Although principals believed the evaluation was working, they had reservations.

Two principals indicated the Career Development Program produced new pressures for them. The principal from the smallest school said keeping a schedule for

evaluating was a pressure due to the timeframes for the different levels of evaluations and summatives. The principal from the largest school said, "You think you are good, but then you begin to wonder if you really are that good." That principal added principals had been evaluated previously by the former superintendent with measurable objectives: "We learned to operate by objective." School results were published county-wide. He further stated, "You didn't want to appear noneffective, and the pressure was there to have to be better." That principal felt the program was a tremendous gain to the system while the negative factor was the constant pressure.

Summary

Interviews were conducted with 15 teachers and the principals at three elementary pilot schools under the Career Development Program. Only 14 teacher interviews were reported due to the erasure of one taped interview. All teachers were either on Career Level I or Career Level II and all three principals were on Career Level II.

Relationships between principals and teachers were open, positive, and caring. Principals believed their relationships with teachers had become closer, stronger, and more professional since the implementation of the Career Development Program.

The teachers believed the effectiveness teacher training helped them to become capable teachers. The training also provided a pedagogical structure and common language for teachers.

Teachers and principals stated that principals conducted more observations and formal evaluations. Principals were in the classrooms more. Both groups saw the principal with more paperwork under the Career Development Program.

Principals and teachers believed the evaluation system worked. Teachers did not trust evaluators if they observed in areas out of their subject area or school level. Principals felt the outside evaluator confirmed their findings on teachers' observations and evaluations.

CHAPTER 5

Summary of Findings, Conclusions, Discussion, Implications for Practice, and Implications for Future Research

Several studies from the past decade identified the need to attract and retain the most qualified people to the teaching profession. One recommendation for attracting better qualified people to education was a pay-for-performance system. Several state legislatures and school districts mandated programs that allow teachers to increase their pay by demonstrating outstanding performance or by assuming additional responsibilities.

Much information has been collected on the planning and description of career ladders, policymaking, and evaluation procedures. Little information has been collected on the relationships among people in pay-for-performance programs. This study investigated the interpersonal relationships between principals and teachers who worked in the North Carolina Career Development Program, a type of pay-for-performance program.

The participating district self-selected three elementary schools: one small school (212 students), one middle-sized school (412 students), and one large school (650 stu-

dents). Five teachers were selected randomly within each school to be interviewed. The principal was also interviewed. Only 14 teachers were reported in the study due to the inadvertent erasure of one taped interview.

Interview protocols were developed to reveal relationships. The protocols contained a set of general questions and related probes. After the interviews were transcribed, the data were analyzed. Main themes and subthemes were derived from the data, and evidence to support each was provided.

Summary of Findings

In reporting some of the findings the number of teachers and principals who responded appears in parentheses after the summary of the main theme or subtheme. The number of responses will be greater than 14 when teachers' responses fit under more than one main theme or subtheme. In some cases where school size was important it was used as a variable.

Teacher Findings

Teachers found it pleasant working with their principals when principals let them know exactly where they stood (3), showed interest in their personal and professional welfare (5), helped them get their job done (14), provided materials (5), and listened to their ideas and opinions (4). Teachers also found it pleasant working with their principals when principals handled discipline (4), displayed open communication (10), communicated with parents (14), supported them in conflicts with students and parents (7), and interacted with students (4). Teachers found working with principals less than

pleasant when principals did not handle discipline (7), hindered them by following policy and rules too closely (1), did not support them with parents (1), and did not obtain requested supplies needed for teaching (1).

Over half (8) of the teachers felt a change of behavior in their teaching lives since the implementation of the Career Development Program. They stated that the training for the Career Development Program made them more aware of how they planned, and it provided them with more specific procedures for doing their jobs. Almost half (6) of the teachers felt the Career Development Program had a negative effect on their teaching lives. They felt anxiety (4) and stress (3) when the outside evaluator came into their rooms to observe, and they were constantly aware of the effective teaching techniques while teaching (1). Two teachers also felt a change of attitude (negative) due to increased pressure to follow specific procedures while the outside evaluator observed (1) and when the outside evaluator observed outside the evaluator's subject area (1). At the school level, teachers participated in decision-making (11); selected materials, equipment, and supplies for their classrooms (10); developed their schedules (12); and helped select county textbooks (4).

A few (4) teachers stated their role had not changed since the implementation of the Career Development Program. Some felt their role had not changed but now believed they had a common language (1), used specific procedures in making lesson plans and in teaching (3), and received more feedback from the increased observations and evaluations (1). One teacher felt so much pressure that she became ill before the outside evaluator observed. Four teachers responded that their role had changed. They felt they were stronger and more professional teachers (2), prepared more for observations and expected more feedback from those observations (1), used more specific procedures in planning (1), and just felt better about teaching because of the training (1).

All of the teachers found it easy to interact with their principals. Talk was free (14), about school matters (19), and student related (11). Talk was infrequent. Daily interactions with principals usually consisted of small talk (6). Teachers reported that interactions with principals ranged from once a week (2), to once or twice a month (1), to three or four times a year (1). Teachers usually went to principals to talk during noninstructional time (14) or talked after school (7). If they did not talk in the office (14) they talked in the classroom (9). When principals went to the classroom, it was to observe (9), to interact with students (8), or to talk with teachers (5). All teachers said their principals kept them informed by written and verbal communication, by committees, and by faculty meetings.

As a part of the Career Development Program, some teachers indicated they were involved in additional responsibilities at the school level, but some of these activities were not associated with the Career Development Program. Teachers were mentors or had been mentors associated with the Career Development Program (7). They (14) also reported their principals encouraged their involvement in assuming extra responsibilities associated with the Career Development Program.

A few (3) teachers felt the role of the principal had not changed, but they went on to report principals had more paperwork (1) and conducted more formal observations (1). Most (10) teachers felt the Career Development Program had changed the role of the principal. Principals performed more observations and evaluations (2), worked with the outside evaluator on the evaluation of teachers (3), had increased paperwork (2), and were more knowledgeable, more concerned, and more involved in the classroom (3). Teachers reported that principals were out of the building more (2), believed principals were less involved in the classroom (2), and felt the principal was placed under a strain (1). While teachers from the smallest and middle-sized schools felt their principals were available to see them (6), teachers from the largest school felt their principal was not

available (3). Teachers in the largest school felt the principal was often responsive but unavailable (3), while teachers in the smallest and middle-sized schools felt their principals were responsive and available (6).

Over half (8) of the teachers felt there had not been a change in the relationship they had with their principal since the implementation of the Career Development Program. A few (4) teachers stated they believed the relationship with the principal had changed. They believed the relationship had become stronger (2). One felt at the beginning of the Career Development Program, the relationship was tense, while another felt the principal had to work harder now. All teachers believed their principals showed an interest in their personal welfare.

Most (10) teachers felt the evaluation system was working. Teachers felt following the six-step lesson plan had improved their teaching (3), but were concerned about the qualifications and procedures of outside evaluators (4). A few (4) teachers felt the evaluation system was not working. They pointed to the continuation of poor teachers in the classroom (2), variation in evaluation procedures (1), and overemphasis on the details of teaching (1). Teachers said their principals also used other means such as stickers, pats-on-the-back, and luncheons to let them know how well they were doing (14).

Principal Findings

All principals felt it was a pleasant experience working with the teachers in their buildings. They helped teachers complete their jobs, assisted with students and parents, provided needed instruction and materials, and discussed improvements in lesson plans, curriculum, and instruction.

Two principals believed the work of the teacher had not changed; one principal believed a change had occurred. This change was improved quality of instruction in the classroom. All principals indicated teachers were involved in the decision-making process, selected classroom materials, developed classroom schedules, and were a part of the selection of county textbooks.

Two principals believed the role of the principal had changed. One reported conducting more observations and spending more time writing evaluation results and reaching consensus with the outside evaluator. The other believed the role of the principal now placed increased emphasis on instructional leadership. The third principal indicated the principal's role had not changed, but she believed she had more paperwork caused by the observational procedures in the evaluation system.

All principals believed it was easy for teachers to talk with them. They talked in various places but mainly in the office. Interactions were varied and included such topics as scheduling (1), ways to teach better (1), and students (3). Talk was during non-instructional time, before school, after school, or when teachers had breaks. When principals went to classrooms, it was to check on students (1), make morning rounds (1), or to teach (1). All three principals said they kept their teachers informed with verbal and written communications such as memos, announcements, and meetings.

All the principals said teachers assumed extra responsibilities associated with the Career Development Program, and they supported teachers who assumed those extra duties.

Two principals felt there had not been a change in the relationship but qualified their responses by indicating the relationship was closer and stronger. One principal who believed there had been a change in the working relationship with teachers since the implementation of the Career Development Program said the relationship was more

professional. All principals felt the personal welfare of teachers was vital to success in the classroom.

All principals believed there had been a change in their responsibilities since the Career Development Program. They were responsible for conducting more observations and evaluations. One principal believed creativity had diminished in the classroom since the implementation of the Career Development Program.

All principals believed the evaluation system was working. Two felt the observations of the outside evaluator confirmed their observations. One of those principals believed the evaluation system pointed out weaknesses. A second principal felt there was an improvement in the quality of instruction in the classroom. Two principals held reservations about the evaluation process. They felt pressure of timelines for observations and evaluations (1) and pressure to improve the school (1).

Conclusions

From the findings of this study, the following conclusions seem to be feasible. Because of the small sample size (3 schools, 3 principals, 14 teachers), these conclusions should be considered as hypotheses requiring further testing.

Teacher Conclusions

1. Relationships between principals and teachers are generally open and positive.
2. Teachers choose to remain with a principal if they enjoy the relationship with the principal.

3. The way teachers perceive principals to handle discipline facilitates or hinders principals' relationships with teachers.

4. The larger the school, the more dissatisfied teachers are with the way the principal handles discipline.

5. Teachers feel principals help them get their job done when principals provide materials and supplies.

6. Teachers feel principals help them get their job done when principals support them with parents and students.

7. Teachers feel principals are interested in their personal lives as well as their professional lives.

8. The structure and definition of teaching under the Career Development Program make teachers feel more competent.

9. The structure and feedback provided under the Career Development Program make teachers feel they have become stronger teachers.

10. Teachers feel they are involved in decisions that affect them directly.

11. Teachers initiate most interactions with principals.

12. Teachers and principals talk infrequently.

13. When teachers and principals do talk, they talk about school and school-related problems.

14. Teachers and principals have open communications and talk freely.

15. Teachers and principals talk during noninstructional times.

16. Teachers feel principals keep them informed.

17. The primary new responsibility of teachers under the Career Development Program of teachers is mentoring.

18. Teachers feel principals favor their assuming additional responsibilities associated with the Career Development Program.

19. Teachers feel principals are more knowledgeable about what goes on in classrooms under the Career Development Program.

20. Teachers see principals more involved with more formal observations and evaluations under the Career Development Program.

21. Teachers see principals with more paperwork due to more observations and evaluations under the Career Development Program.

22. Principals of small and middle-sized schools are seen as available by teachers.

23. Principals of small and middle-sized schools are more responsive to teachers.

24. Principals may be in the classroom more under the Career Development Program, but the purpose of their presence is for formal observations and evaluations rather than for instruction.

25. Teachers believe their working relationships with principals have become stronger under the Career Development Program.

26. Teachers may be more structured and less creative in the classroom under the Career Development Program.

27. Teachers do not trust outside evaluators. They trust the Career Development Program system and the evaluation, but not the evaluators.

28. Workshops and training for the Career Development Program help teachers feel better about their teaching.

29. The evaluation process under the Career Development Program is more technical and more specific than the process used prior to the Career Development Program.

Principal Conclusions

1. Principals view their relationships with teachers as collegial, caring, upbeat, helpful, and supportive with parents and students.
2. Principals view their relationship with teachers as supportive when problems arise with parents and students.
3. Principals see teachers doing their jobs better under the Career Development Program.
4. Principals are more involved in observations and evaluations under the Career Development Program.
5. Principals are more involved with paperwork under the Career Development Program.
6. Principal interactions are open, focus on school related matters, and occur most anywhere.
7. Principals see teachers as mentors, conducting workshops, and taking leadership roles under the Career Development Program.
8. Principals feel positive about teachers assuming these new roles.
9. Principals feel teachers have become more professional under the Career Development Program.
10. Principals feel they have become closer and stronger in their relationships with teachers under the Career Development Program.
11. One principal feels creativity of teachers has been diminished under the Career Development Program.
12. Principals see outside evaluators confirming their evaluations of teachers under the Career Development Program.

13. One principal feels the evaluation system under the Career Development Program places more pressure on principals to perform and to assure that their schools perform.

14. Principals are interested in their teachers' professional and personal welfare.

Discussion

The Career Development Program emerged from the reform movement. It was designed by the North Carolina Department of Education as a solution to problems in that state's educational system. However, the program may not be the panacea state officials believed it to be. It is not clear that the research base behind the advocated teaching strategies is sufficient to support their state-wide use. It is clear through survey data that the program was not popular with teachers when it began (Department of Public Instruction, November 1986). By the end of the program, results from a survey, in which 89% of the pilot teachers responded, indicated that the Career Development Program had been positive, and respondents felt that the program should be retained and expanded. Teachers also have reported that the Career Development Program does not increase job satisfaction (Research and Service Institute, Inc., 1988). It is clear that the Career Development Program has both positive and negative effects. Both are discussed below.

Potential Positive Effects of the Career Development Program. Under the Career Development Program, teachers have been given a new responsibility they seem to enjoy: mentoring new teachers. In this study, teachers were more interested in being mentor teachers than participating in the other responsibilities of Career Development Program.

Teachers seemed to like helping other teachers, as they often remembered what it was like when they began teaching. As Schlechty (1983) suggested, this new responsibility may attract and retain capable people in the teaching profession. It is still too early to tell if this is the case in North Carolina.

Another positive part of the Career Development Program is the training for teachers. Training makes teachers feel more competent and thus more professional. The common language and teacher effectiveness training in the Career Development Program provided teachers with a security blanket that assisted them in doing their jobs and communicating with each other and with administrators.

Teachers perceived they were better teachers as a result of the Career Development Program's training. They felt the six-step lesson plan had helped them plan better and carry out their instruction more effectively. In a 1988 study in North Carolina, teachers reported that the increased observations and evaluations they received had made them better teachers (Toch, 1991). Hard data also indicate that teachers improved significantly on all teaching functions observed from 1986-1988 (Research and Service Institute, Inc., 1988).

The Career Development Program may have produced a pedagogical structure for beginning and weak teachers. For these teachers, a "crutch" of structure may be helpful in organizing their classrooms for instruction. This structure seems to give these teachers greater confidence and cause them to feel better about themselves. The students may profit as a result. Results suggest that gains in student achievement measured by the California Achievement Test were more than student achievement gains for non-pilot districts (Brandt, 1990).

Potential Negative Effects of the Career Development Program. There is some, but limited, evidence that the Career Development Program may reduce creativity in the class-

room. One principal said he believed that teachers felt the evaluation instrument restricted creativity in the classroom. He stated, "We are kind of working around that issue a little bit because we want teachers to feel free to carry on active learning experiences in the classroom, and they [the experiences] might not necessarily fit the instrument." This principal further added he believed that the six-step lesson plan interfered with "the magic." Teachers "cannot find where it [creativity] would fit in [to] ... [the six-step lesson] plan." One teacher stated that the six-step lesson plan had "been an architectural plan" for inexperienced as well as some experienced teachers to follow.

This concern about creativity strikes at the heart of the nature of teaching. Is teaching primarily an art or primarily a science? The Career Development Program may inadvertently make teaching appear to be primarily a science. The Career Development Program appears to be a technical program in which teachers follow a technical plan and receive feedback on how well they implement that plan. In this program teachers were trained to use effective teaching techniques (the six-step lesson plan) and were reinforced for using those techniques through evaluation. Because of this training and reinforcement, teachers are in danger of becoming mere technicians. Their professional judgment to decide how to best teach children could erode. Conforming to a model is a learning process that affects diversity of teaching methods. Teaching is not a science where teachers lose creativity and become a set of technicians who teach the same way. The complexity of educational problems requires teachers who are thinkers and decision makers.

Evidence from the work of the Research and Service Institute (1988) supports these views on creativity. From interviews at local pilot sites, the institute found the six-point lesson had been enforced too strictly during the first year of implementation, and this made teachers feel that it hampered their creativity.

Remembering the intentions of the Career Development Program, one purpose was to attract and to retain in teaching the brightest and best qualified people. These people probably would require greater freedom to use their abilities in the classroom; yet, in a system like the Career Development Program, their repertoire of teaching techniques would be limited to those taught in the training and reinforced through the evaluation system. Thus, the Career Development Program could tend to frustrate their need to use their abilities and result in their leaving the profession. Such a consequence would defeat one of the primary purposes for which the Career Development Program was intended.

Another negative effect of the Career Development Program appears to be the increased paperwork for administrators. Instead of using time in assisting teachers with instructional matters, principals seem to be spending more time on paperwork due to increased observations and evaluations: initial certification, two observations; Provisional Status, two observations; Career Status I, maintaining, one or two observations; Career Status I, applying for Career Status II, two observations; Career Status II, maintaining, one or two observations. This paperwork burden is a classic example of goal displacement (Hanson, 1991). Completing the paperwork for observations and evaluations takes precedence over providing other kinds of instructional assistance. Although the principal may be spending more time in the classroom, this time is spent on collecting evidence of teacher performance rather than providing direct instructional assistance. It is a problem of spending too much effort on evaluating performance rather than on helping teachers to do the best job they can. The larger the school, the less time the principal has to assist teachers who need assistance. If a school has several new or inexperienced teachers, the number of observations and evaluations for each teacher increases and thus limits the time available to the principal for instructional assistance.

Acceptance of outside evaluators may be another problem with the Career Development Program. In this study, teachers complained that evaluators were out of their fields. For example, one teacher said that she was observed by an outside evaluator who was not familiar with special education. The evaluator, who was a librarian, used the same criteria used in the regular classroom for a class of behaviorally-disordered students. The teacher also stated that the outside evaluator came to observe with a preconceived idea of what she believed the students were like. She said the librarian thought the students "were all going to have daggers." This teacher also went on to say another outside evaluator came to observe her trainable class and believed those students "played all day and were amazed that the kids read." She continued with--

I think we need to get people to observe who know what should be taking place in the trainable classroom. Again, there were no suggestions on how to improve the class, although we [teachers] are constantly looking for them, because these people were from regular classrooms or librarians or whatever and didn't have any suggestions.

There appears to be two problems related to the credibility of evaluators. Teachers seem to have no respect for the evaluations of outside evaluators from different fields or different school levels. When such evaluations occur, teachers denounce the evaluations as little more than subjective judgments based on the personality of the evaluator. This credibility could undermine the state's objectives for program success. Training alone will not overcome these feelings of teachers. The system must use teachers within their fields and levels as evaluators.

The role of the outside evaluator seems to be used as a stepping stone for administration. The newly appointed assistant principal from one of the schools in this study had been an evaluator. An outside evaluator interviewed for this study hoped to acquire an administrative position, and one teacher who had been an evaluator had been offered an administrative position. Therefore, it seems that becoming an outside evaluator signals that a person is on the fast track to administrative positions. Assuming that outside evaluators are selected because of their ability as teachers, this practice runs

counter to one of the purposes of the Career Development Program, which is to retain the best teachers in the classroom. The Research and Service Institute, Inc. (1988) reported that teachers stated that outside evaluators often did not return to the classroom because they were selected for administrative positions. This becomes a concern if teachers view the role of the outside evaluator as an administrative position rather than a peer position.

Teachers believe they have to include the six-steps in every lesson. The outside evaluator interviewed by the researcher said this was not the case. The data reveals that teachers believe they do. The Research and Service Institute Inc. (1988) found too much emphasis was placed on training the first year that caused teachers to feel they had to include the six-steps. Although this has improved, many teachers still feel they should include the steps for observations to be "safe."

Implications for Practice

It is clear from this study that inservice will help assure that a program is implemented as planned. However, there is a downside to inservice: indoctrination. Systems have to be careful that inservice does not go too far to establish one set of beliefs when there may be many acceptable alternatives. Overtraining produces automatons. Trainers should be aware of this pitfall. The solution is to train teachers as critical thinkers and developers of new methods.

When states implement programs, it is beneficial to have workshops and training for teachers and administrators. This inservice brings about a common language with which principals and teachers can talk about the new program. Such training also appears to promote good relationships among those involved. Continuing programs

should provide inservice to newcomers to aid them in becoming an integral part of the system.

Principals have more observations, evaluations, and conferences with teachers which result in increased paperwork. More administrative work may tend to pull principals away from instructional assistance to teachers. Implementors have to make sure principals do not focus too much attention on the observation-evaluation-conference cycle. It is recommended that principals be taught methods to keep from getting caught in the paper shuffle. It is also suggested that the number of observations and evaluations be reduced and the evaluation instrument be changed so the principal will not get smothered in the evaluation process.

Implications for Future Research

The acceptance of state-mandated programs depends on a number of variables. In the three Career Development schools studied, teachers responded that the program seemed to work well in their schools. They reported that in other schools the program had not worked well. The question to be researched is: Why are state-mandated programs accepted in some schools and not in others? It is important to look at the factors that influence the adoption and acceptance of these state-mandated programs. Further research is needed to identify those factors. Identifying these factors will permit the state to more effectively implement programs, thus saving both time and money.

A second question needing research is: Has the role of the teacher really changed? It was difficult in getting teachers to look at their roles. When the interviewer recited a list of new responsibilities under the Career Development Program and asked teachers if they performed these responsibilities, the teachers gave vague responses.

Teachers indicated they performed the responsibilities as groups in the school or as individuals in their classrooms. Some teachers responded they served on committees based in each school, but these committees were not part of the Career Development Program. Other teachers wondered if the committees they served on were a part of the Career Development Program. They were not sure of how their roles had changed. Descriptive observational studies of what teachers actually do under the Career Development Program would help to clarify these roles. The studies should follow the structured observational methods of Henry Mintzberg (1980).

This study indicates teachers may become less creative in the classroom under the Career Development Program due to the increased specifications of teaching methods and the reinforcement of those methods by evaluators. The evidence supporting this conclusion is very limited. Additions to research in this area should focus on determining whether the instructional methods of teachers under the Career Development Program are more restricted than the methods used by teachers not under such a program. Observational studies would be appropriate for pursuing data in this area.

Another research question that needs to be addressed is: How much time is really spent on paperwork as a result of the evaluation process? Again, new observational studies are needed to investigate changes in the use of administrative time. Principals must have time to be instructional leaders as well as managers of a school. Too much time spent with paperwork from observations, evaluations, and conferences does not allow the principal time to perform other required duties. Too much time spent with paperwork from the evaluation process could keep the principal in the office and away from instructional assistance that may be needed by some teachers.

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Appendix A. Teacher Interview Protocol

TEACHER
INTERVIEW PROTOCOL

HELLO MR./MS./DR. _____. I AM JUDI CARTER. I AM A STUDENT FROM VIRGINIA TECH DOING RESEARCH FOR MY Ed.D. DEGREE.

THIS INTERVIEW SHOULD TAKE ABOUT 30-40 MINUTES TO COMPLETE.

THE PURPOSE OF THIS INTERVIEW IS TO TALK ABOUT SOME WAYS PRINCIPALS AND TEACHERS WORK TOGETHER. YOU WERE CHOSEN AT RANDOM FROM A LIST OF TEACHERS IN YOUR SCHOOL. EVERYTHING YOU SAY WILL BE HELD IN CONFIDENCE. NEITHER YOU NOR YOUR SCHOOL WILL BE IDENTIFIED. WHAT YOU SAY WILL NOT BE REPEATED TO ANY OTHER TEACHER OR TO YOUR PRINCIPAL.

BEFORE THE INTERVIEW LET ME SAY I WILL BE TAKING NOTES, BUT SOMETIMES I HAVE TROUBLE READING MY WRITING OR REMEMBERING EVERY DETAIL. WOULD YOU MIND IF I RECORDED THE INTERVIEW? IF THERE IS ANYTHING YOU DO NOT WANT ME TO RECORD, JUST LET ME KNOW AND I WILL TURN OFF THE RECORDER. PLEASE FEEL TO INTERRUPT, ASK FOR CLARIFICATION, OR EVEN TO COMMENT ON A QUESTION. DO I HAVE YOUR PERMISSION TO TURN ON THE RECORDER NOW?

Date and Time: ____/____/1990 ____:____ A.M. P.M.
Interviewee' Code: _____
Position: _____
Site: _____

1. Tell me what it is like working for your principal.

* In what ways does your principal help you or hinder you in getting your job done?

With Curriculum & Instruction?

With students?

With parents?

2. When you started working under the Career Development Program, how did your "teaching life" change?

* How are you involved in the decision-making process?

* To what extent can you :

a. select materials, supplies, or equipment that you use in your classroom?

b. develop your own schedule?

c. decide on textbooks or supplemental materials to use?

* Are there any decisions you do not make?

3. Has your role as a teacher changed since the implementation of the Career Development Program? In what ways?

4. Tell me how you interact with your principal.

* How free do you feel in talking with your principal?

* How often do you talk?

* Where do you talk?

* When do you usually talk?

* About what?

* In what ways does your principal keep you informed about activities or events?

* Is this written or verbal communication?

* When your principal comes into your room, what does he/she usually talk about?

5. I am going to name five responsibilities of some teachers. Which of these responsibilities are part of your job and in what way? (If yes, describe your role/duty in each responsibility.)

1. Serving as a mentor teacher:

2. Providing leadership in curriculum development:

3. Assisting in program evaluation:

4. Coordinating and developing materials:

5. Providing staff development:

* How do you think your principal feels about teachers taking these responsibilities?

6. How do you see the principal's role since the implementation of the Career Development Program?

* How did the principal's role change, if at all?

* How available is your principal when you need to see him/her?

* How does he/she react when you have to talk with him/her?

* How often does your principal observe in your classroom?

7. Has there been any change in the working relationship you have with your principal since the implementation of the Career Development Program? If so, in what ways?

* Does your principal show an interest in your personal welfare? How?

8. Describe the evaluation process.

* How well do you think the evaluation process is working?

* How does your principal let you know what kind of job you are doing?

* What kinds of feedback do you receive?

MR./MS./DR. _____, I WOULD LIKE TO EXPRESS MY APPRECIATION FOR YOU TAKING TIME FROM YOUR BUSY SCHEDULE FOR THIS INTERVIEW. I'VE CERTAINLY ENJOYED TALKING WITH YOU TODAY. WHAT YOU HAVE CONTRIBUTED WILL GO A LONG WAY IN COMPLETING THIS STUDY.

THANKS AGAIN.

GOOD-BYE.

Appendix B. Principal Interview Protocol

PRINCIPAL
INTERVIEW PROTOCOL

HELLO MR./MS./DR. _____, I AM JUDI CARTER. I AM A STUDENT FROM VIRGINIA TECH DOING RESEARCH FOR MY Ed.D. DEGREE.

THIS INTERVIEW SHOULD TAKE 30-40 MINUTES TO COMPLETE.

THE PURPOSE OF THIS INTERVIEW IS TO TALK ABOUT SOME WAYS PRINCIPALS AND TEACHERS WORK TOGETHER. EVERYTHING YOU SAY WILL BE HELD IN CONFIDENCE. NEITHER YOU NOR YOUR SCHOOL WILL BE IDENTIFIED. WHAT YOU SAY WILL NOT BE REPEATED TO ANY TEACHER OR PRINCIPAL.

BEFORE THE INTERVIEW LET ME SAY I WILL BE TAKING NOTES, BUT SOMETIMES I HAVE TROUBLE READING MY WRITING OR REMEMBERING EVERY DETAIL. I WOULD LIKE TO RECORD THE INTERVIEW. IF THERE IS ANYTHING YOU DO NOT WANT ME TO RECORD, JUST LET ME KNOW AND I'LL TURN OFF THE RECORDER. AND, PLEASE FEEL FREE TO INTERRUPT, ASK FOR CLARIFICATION, OR EVEN COMMENT ABOUT A QUESTION. DO I HAVE YOUR PERMISSION TO TURN ON THE TAPE RECORDER NOW?

DATE & TIME: ____/____/1990 ____:____ A.M. P.M.
INTERVIEWEE'S CODE _____
SITE CODE: _____

1. Tell me what it is like working with the teachers in this building.

* In what ways do you provide help to your teachers in helping them get their job done?

With curriculum & instruction?

With students?

With parents?

2. When your district went to the Career Development Program, how did the work of the teacher change?

* How are teachers involved in making decisions?

* Are there any decisions in which teachers are not involved?

* To what extent can teachers:

a. select materials, supplies, or equipment that they use in their classrooms?

b. develop their own schedules?

c. decide on textbooks or supplemental material to use?

3. Has your role as a principal changed since the implementation of the Career Development Program? In what ways?

4. Describe the kinds of interactions you have with your teachers.

* When do you talk?

* Where do you usually talk?

* About what?

* When a teacher needs to see you, how does he/she go about it?

* How free do you feel teachers feel in talking with you?

* Do you ever go to the teacher's classroom before or after school? What do you usually talk about?

* How do you keep your teachers informed about events or activities?

* Is this written or verbal communication?

5. Here are five responsibilities of some teachers:

1. Serving as mentor or lead teacher
2. Providing leadership in curriculum development
3. Assisting in program evaluation
4. Coordinating and developing materials
5. Providing staff training/evaluating

* Which of these responsibilities are part of your teachers' jobs?

* How do you feel about teachers performing these responsibilities?

6. Has there been a change in the working relationship you have with your teachers since the implementation of the Career Development Program? If so, what?

* How important is the personal welfare of teachers to the success of the school?

* Are there ways you as a principal can influence their welfare?

7. What new responsibilities do you have since the implementation of the Career Development Program?

8. Describe the evaluation process.

* How often do you observe teachers?

* How well do you think the evaluation process is working?

* Who else is involved in the evaluation process? What part do they play?

* What kinds of feedback do you give your teachers other than what is required?

Is your district using the same evaluation as the state? How does it differ?

Are you involved in the Career Development Plan? _____

Has it produced any new pressures? _____

Have you been given any measures to help you? _____

MR./MS./DR. _____, I WOULD LIKE TO EXPRESS MY APPRECIATION FOR YOU TAKING TIME FROM YOUR BUSY SCHEDULE FOR THIS INTERVIEW. I'VE CERTAINLY ENJOYED TALKING WITH YOU TODAY. WHAT YOU HAVE CONTRIBUTED WILL GO A LONG WAY IN COMPLETING THIS STUDY.

THANKS AGAIN.

GOOD-BYE.

Appendix C. Teacher Demographic Questionnaire

TEACHER

1. Sex: F M
2. Age: 20-29 50-59
 30-39 60+
 40-49
3. Education B.S./B.A.
 Some Graduate Work
 M.S./M.A.
 Certificate of Advanced Study
 Doctorate
4. Years Teaching Experience: 0-9
 10-19
 20-29
 30+
5. Participation in Career Development Program: Yes
 No
6. Number of years in Career Development Program: _____
7. Level on the Career Ladder: Provisional
 Level I
 Level II
8. Number of years worked with principal: _____
9. Number of years worked in another system in NC: _____
10. Number of years worked outside state: _____

Appendix D. Principal Demographic Questionnaire

PRINCIPAL

1. Sex: F M
2. Age: 20-29 50-59
 30-39 60+
 40-49
3. Education: B.S./B.A.
 Some Graduate Work
 M.S./M.A.
 Certificate of Advanced Study
 Doctorate
4. Years Teaching Experience: 0-9
 10-19
 20-29
 30+
5. Participation in Career Development Program: Yes
 No
6. Number of years in Career Development Program: _____
7. Level on the Career Ladder: Provisional
 Level I
 Level II
8. Number of years worked in another system in NC: _____
9. Number of years worked outside state: _____
10. Number of years held administrative position: _____
11. Number of years at present location: _____
12. Number of students enrolled: _____
 Regular Special Education
13. Number of faculty: _____ Number of Specialists _____
14. Socio-economic level: _____

Vita

Judith C. Carter
8 Quail Valley Manor
Princeton, WV 24740

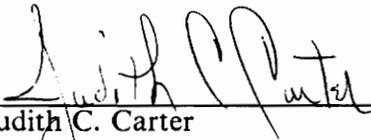
Date of Birth: July 17, 1951

Education

- Ed.D. Educational Administration, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1991.
- M.S. Early Childhood Education, Radford University, Radford, Virginia, 1977.
- B.S. Elementary Education 1-8, Early Childhood, Social Studies 1-9, Concord College, Athens, West Virginia, 1973.

Employment History

- K-8 Principal, Bramwell Primary/Middle School, Bramwell, West Virginia, 1991-present.
- K-6 Principal, Bramwell Elementary School, Bramwell, West Virginia, 1989-1991.
- Sixth Grade Teacher, Mercer Elementary, Princeton, West Virginia, 1983-1989.
- First Grade Teacher, Mercer Elementary, Princeton, West Virginia, 1978-1983.
- First Grade Teacher, Preston Elementary, Bluefield, West Virginia, 1974-1978.
- ESEA Title One Teacher for Reading/Math, Grades 2-6, Preston Elementary, Bluefield, West Virginia, Spring, 1974.


Judith C. Carter