

PERSONNEL PERCEPTIONS OF A COLLABORATIVE
SCHOOL-BASED STAFF DEVELOPMENT APPROACH:
CASE STUDY OF THREE SUBURBAN
PUBLIC INTERMEDIATE SCHOOLS

by

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(ABSTRACT)

Staff development of teachers has been a major topic in the literature over the past decade. The literature has pointed out the shortcomings of traditional staff development while suggesting that school-based staff development can better meet teachers' needs in the future.

Three suburban public intermediate schools entered into a collaborative approach to staff development in order to bring about a more school-based staff development program. The collaborative approach included a team of teachers and a principal from each school participating in a graduate level course together. One outcome of the course was long-range staff development plans developed by each team based on the needs of each individual school.

The purpose of this study was to examine the efficacy of the collaborative school-based staff development approach in terms of the process, comparison to other intermediate schools, and the

product (staff development plans). Seven research questions were answered in this study from the data generated by structured interviews of principals and teachers from the three collaborative schools and three similar noncollaborative intermediate schools as well as the staff development plans from the three collaborative schools.

Findings from the study indicated that the process of the collaborative approach to school-based staff development was generally perceived as having much potential and favored over the traditional approach to staff development. Nevertheless, there was considerable dissatisfaction about the design and delivery of the course. Many recommendations for improvement of the collaborative approach were made by course organizers, principals, and teachers.

There were both similarities and differences in the staff development programs in the collaborative schools as compared to noncollaborative intermediate schools as reported by both principals and teachers. Teachers reported similarities in staff development activities, communication, and strengths. Differences in perceptions included needs assessment, decision-making, and improvements needed. Principals reported the same similarities as teachers except strengths which were

viewed differently.

The nature of the staff development plans and their initial implementation varied from school to school. Case A focused on communication within the school and student organization. The plan was perceived as making a positive difference in both areas. Case B focused on orientation of new teachers to the building. Due to a boundary change, no new teachers were added to the staff and the staff development plan was not implemented. Case C focused on improving school climate with three specific emphases over three years: instructional technology, characteristics of the middle school student, and higher level thinking skills in under-achievers. The plan was perceived as making a positive difference in the school.

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DEDICATION

This study is dedicated to my family: , my wife; (almost nine); and (almost five). Your loving support has made it possible for me to "not give up".

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CHAPTER I

INTRODUCTION

In the latter half of the 1980's, staff development of educators has been a critical issue facing teachers and administrators as report after report stressed the need for teacher improvement (*Action for Excellence*, 1983; *A Nation at Risk*, 1983; *A Nation Prepared: Teachers for the 21st Century*, 1986; *Tomorrow's Teachers*, 1986). Teachers have been a major concern in the reform movement because they provide instruction for students in the classroom. School administrators, as instructional leaders, have been involved in the professional development of teachers. The professional development of teachers has been dependent on staff development programs delivered at the district level or centrally.

Goldsberry and Harvey (1985) pointed out that two broad purposes of staff development have been: (1) "to develop and refine teaching skills, and (2) to contribute to the continued adult development of teachers" (p. 37). A more recent thrust mentioned by Goldsberry and Harvey (1985) was, "to promote and foster collective actions among teachers to enhance school effectiveness" (p.37).

Need for the Study

A survey of the literature revealed that traditional staff development, planned and delivered at the central or district level, has not provided continuous successful results in improving teaching performance in the classroom and has not been perceived by teachers as tremendously beneficial (Bacharach, Bauer & Shedd, 1986, p. 33). They reported the four most "effective" sources of job-related knowledge and skills as indicated by a randomly selected group of 1,789 teachers in a national survey sponsored by the National Education Association. The top four choices were:

- (1) experience as a teacher
- (2) consultation with other teachers
- (3) observation with other teachers
- (4) study/research pursued on own (p.33)

The least reported choice was in-service training (p.33).

Hoyle, et al (1985) suggested that the traditional practice of staff development has been inadequate due to its complexity: "Real staff development is not confined to one or two days of inservice...demands thoughtful, long-term planning; and commitment to specific goals" (p. 145). Hoyle, et al (1985) pointed out additional reasons why traditional staff development has failed: "poor planning and

organization...negative view of teachers by administrators...inservice designs that focus on district-wide issues rather than specific concerns of teachers" (p.158).

DeBevoise (1983) described the poor condition of staff development as: "frequent, but fragmented and without depth...unintrusive, comfortable experiences that reinforce prevailing patterns of school work" Lezotte and Bancroft (1985) pointed out that in effective schools, school improvement: "focuses on single school...uses building-based improvement team... has long-term orientation (3-5 years)" (p. 26). Lieberman (1986); Goldsberry and Harvey (1985); and Deal (1986) emphasized the collaborative nature of school improvement at the local school level.

Wood, Caldwell, and Thompson (1986) stressed the school-based approach as the wave of the future: "We believe that the cutting edge of staff development in the next decade will be the facilitation of improvement goals and programs developed by the faculty of individual schools" (p.52).

Statement of the Problem

The efficacy (effectiveness) of a collaborative school-based staff development approach was the problem

on which this study focused. The main problem in the study was to analyze the perceptions of personnel of three public intermediate schools involved in a collaborative school-based staff development approach in terms of the process, comparison to noncollaborative schools, and product in three public intermediate schools in a large suburban school district.

Background for the Study

Teams of educators from three public intermediate schools in a large suburban district collaboratively developed their schools' long-range staff development plans as a requirement for a graduate course sponsored by a local university. The course originated from an evaluation of the university's in-service programs conducted in 1986. The goal of the course was to provide a collaborative effort by the university, central staff development office, and the local schools for a school-based staff development approach. One of the purposes of the course was for the participants from each of the three schools to learn how to become catalysts for improvement in their respective schools. A second purpose was for each of the three schools to develop their own long-range staff development plan based on their school's needs.

The course was designed by a committee, called the

advisory group, with representatives from the three intermediate schools involved, the central staff development office, and the university. The advisory group met periodically during the year preceding the implementation of the course and devised the procedures and requirements of the course. The advisory group members served as advocates for the course by enlisting other teachers to participate as team members.

Some of the topics covered in the course included: nature of the adult learner, principles of staff development, techniques of needs assessment and principles of group dynamics. Classes were held throughout the 1987-88 academic year, meeting at two or three week intervals. The format of the course was informal and the class members were given primary responsibility for the content and direction of the course. As one course requirement, each school team developed a long-range staff development plan for its school.

The three intermediate school teams collaboratively participated in the university graduate credit course designed to assist them in planning school-based staff development plans for their schools.

Purpose of the Study

Three components of the collaborative school-based approach to staff development were examined in this study. These included process, comparisons with noncollaborative schools, and products (staff development plans).

The perceptions, based on direct experience of the collaborative process as detailed by course organizers, principals, and staff development teams, provided the data for the analysis of the process component of the study. The perceptions of principals and randomly selected teachers of the staff development program in their schools were the basis for comparison of collaborative schools with noncollaborative schools. The long-range staff development plan from each school provided the data for the product analysis part of the study.

Research Questions

There were seven main research questions which guided the study. The research questions were:

Question one: What were the perceptions of course organizers of the collaborative school-based staff development approach in terms of: (a) involvement, (b) characteristics, (c) comparison to prior staff development, (d) benefits, (e) obstacles, and

(f) improvements needed?

Question two: What were the perceptions of the three collaborative intermediate school teams: A, B, and C of the collaborative school-based staff development approach in terms of: (a) involvement, (b) characteristics, (c) comparison to prior staff development, (d) benefits, (e) obstacles, and (f) improvements needed?

Question three: What similarities and/or differences were perceived between course organizers and the three intermediate school teams of the collaborative school-based staff development approach in terms of: (a) involvement, (b) characteristics, (c) comparison to prior staff development, (d) benefits, (e) obstacles, and (f) improvements needed?

Question four: What similarities and/or differences were perceived, by the three intermediate school teams, of the collaborative school-based staff development approach in terms of (a) involvement, (b) characteristics, (c) comparison to prior staff development, (d) benefits, (e) obstacles, and (f) improvements needed?

Question five: What similarities and/or differences were perceived between randomly selected teachers of the three collaborative intermediate

schools and randomly selected teachers of the three noncollaborative intermediate schools of their schools' staff development programs in terms of: (a) staff development activities, (b) needs assessment, (c) decision-making, (d) communication, (e) strengths, and (f) improvements needed?

Question six: What similarities and/or differences were perceived between collaborative and noncollaborative school principals of their staff development programs in terms of: (a) staff development activities, (b) needs assessment, (c) decision-making, (d) communication, (e) strengths, and (f) improvements needed?

Question seven: What was the nature of the three collaborative school-based staff development plans in terms of: (a) major emphasis, (b) goals and objectives, and (c) initial implementation during the first year?

Significance of the Study

The collaborative model for school-based staff development which served as a springboard for this study was directly related to the current literature on staff development. Mazzarella (1980) reported that most of the reports on staff development were written by teachers and administrators who wanted to share the program within their schools and were primarily positive. She pointed out that most of these reports did not include control groups nor follow customary research design; thus, their findings were viewed cautiously. Nonetheless, she summarized four significant studies which attempted to synthesize the current literature on staff development. These studies included the four-year Rand Corporation study in 1975, which looked at 300 innovative projects to see why some failed when some worked; the two-year Berman and McLaughlin (1978) study which was a field study of 100 projects with 18 follow-up visits to assess the effects of the programs; the study by Lawrence (1974) in which 97 in-service programs were reviewed for effectiveness; and the Joyce (1976) study which consisted of 1,016 structured interviews to ascertain the type of in-service programs preferred by teachers and administrators. The synthesis of these four studies

revealed similar themes. Mazzarella (1980) summarized their findings:

a need for more teacher participation in choosing and running staff development programs; a call for less theory and intellectualizing and more practice and participation in program activities; and a need for training that addresses everyday on-the-job needs and that is individualized to meet the needs of each participant (p.185).

Killion and Harrison (1988) confirmed the findings of Mazzarella (1980) as they detailed ten characteristics of effective staff development programs. Their research revealed the following characteristics for staff development programs:

"tailored to audience; clearly established goals and outcomes; provide incentives; use a variety of instructional strategies provide for follow-up coaching; meet specific needs of audience; consider needs of adult learners; include modeling; allow for reflection; and incorporate application activities"

(p. 34).

Included in Killion and Harrison (1988) was the need for staff development to be school-based, with teacher ownership, and designed specifically for the individuals involved. The collaborative school-based approach examined in this study was designed with some of the characteristics mentioned by Mazzarella (1980)

and Killion and Harrison (1988). The efficacy of the school-based approach compared to centrally-delivered staff development was the problem on which this study focused.

School-based staff development had implications for school-based management. Additionally, it had implications for professional development of teachers, improved instruction, and increased learning for students. This study provided a close examination of an approach to school-based staff development. This study contributed to the knowledge base of school-based management and the efficacy of this particular collaborative school-based staff development approach.

Limitations of the Study

This study was designed to examine three components of the collaborative school-based staff development approach: process, comparison to noncollaborative schools, and product. The study was not designed as an in-depth evaluation of the plans or to rank them in any way as each plan was developed to meet individual school needs and resultingly, each was unique with differing purposes and emphases. Results of the study may be generalized to intermediate schools in large suburban districts.

Outline of the Study

This study has been organized into five chapters.

Chapter two provides an overview of related literature. Major topics discussed are staff development and school improvement.

Chapter three includes the research design and methodology. Major topics included are: the case study, design, population and sample, data collection procedures, and data analysis.

Chapter four presents the findings of the study. Each of the seven research questions is addressed in ascending order.

Chapter five includes an overview of the study, conclusions from the study, findings of the study compared to the literature, recommendations for further study, and summary of the study.

Chapter Summary

Traditional staff development has been perceived as ineffective by teachers. The literature revealed that decisions about staff development need to be made at the local school level. This study examined the efficacy of a school-based staff development approach utilized by three intermediate schools. Seven research questions were explored about three components: process, comparison to noncollaborative schools, and

product (staff development plans).

Major topics included in this chapter were: need for study, statement of the problem, background for the study, purpose of the study, research questions, significance of the study, limitations of the study, and outline of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter presented the related literature to the study of the collaborative school-based staff development approach. Two major parts to the chapter included (1) staff development and (2) school improvement. Under staff development these topics were discussed: definition of staff development, process of staff development, reasons for attention to staff development, school-based staff development, and approaches to staff development. Under school improvement the following topics were discussed: effective schools research, implementation of school improvement, change theory, and school leadership. These topics were chosen as they related to the school-based collaborative approach which was examined in this study.

Part One: Staff Development

Staff Development Defined

Staff development has been defined with various interpretations. Griffin (1983) used the following definition: "any systematic attempt to alter the professional practices, beliefs, and understandings of school persons toward an articulated end" (p. 2). Solo

(1985) highlighted two kinds of staff development: institutional and personal. They were described as interdependent and interactive.

Hoyle, et al. (1985) defined staff development as the core of school improvement:

Staff Development: Staff development is a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students, and continuous, responsible self-renewal for educators and schools (p. 146).

Hoyle, et al. (1985) further explained staff development as a complex and delicate process. Real staff development was described by Hoyle, et al. (1985) as "not confined to one or two in-service days ...promotes true school improvement...long-term planning, commitment to specific goals...and tender nuturing" (p. 145).

Other terms used interchangeably with staff development in the literature included: teacher development, professional development, human development and teacher in-service. Loucks-Horsley (1987) explained staff development as a complex process built on "experiences that build on collegiality, collaboration, discovery, and solving real problems of teaching and learning" (p.7). The individual who was

to implement the idea or approach was the focal point of staff development according to Loucks-Horsley (1987).

When staff development was viewed as a collective set of experiences for individuals within the work environment, Loucks-Horsley (1987) offered several critical attributes of effective staff development programs: "collegiality and collaboration; experimentation and risk-taking; participant involvement in goal setting, implementation, evaluation, and decision-making; time; and adult learning principles" (p. 8).

From the literature emerged the concept of staff development as a complex process for teachers involved in professional activities to improve their skills and to improve instruction at the local school level.

Process of Staff Development

This section centered on the process of staff development. Hord, et al. (1987) emphasized the importance of process: "It is impossible to determine whether a program has merit if, in fact, it has been poorly or only partially implemented" (p.12).

Castle (1988) identified four components to the staff development process. Castle's components included: council - determines structure and function;

a needs identification process; process for selecting, monitoring, and validating staff development activities; and an evaluation process (p. 23).

Fessler (1980) provided a framework for implementation of the planning process. The framework consisted of three strategies: (1) prioritizing needs; (2) cyclical implementation/staff development plan; and (3) assessing alternatives (p. 31-32). Within the implementation process, Fessler (1980) offered a nine step process in planning staff development activities including studying options; making decisions; designing, implementing, and evaluating in-service activities; designing implementation activities; implement project; evaluate project; and feedback information (p. 34).

Wood, et al. (1982) described the Readiness, Planning, Training, Implementation, Maintenance model (RPTIM) for staff development implementation which included the following steps: Stage I: Readiness; Stage II: Planning; Stage III: Training; Stage IV: Implementation; and Stage V: Maintenance (p. 29). Hoyle, et al. (1985) offered five considerations when designing and implementing staff development plans. These included: (1) personnel; (2) organization for change; (3) political considerations; (4) time; and (5) cost (p. 151-152).

Needs assessment has been identified by Sharpes (1974), King (1980), and Castle (1988) as a critical component of the staff development process.

Sharpes (1974) stressed the significance of needs assessment as, "the cornerstone of educational planning" (p. 11). Sharpes (1974) identified four categories of needs assessment: (1) cognitive; (2) affective; (3) psychomotor; and (4) environmental (p. 12).

Sharpes (1974) suggested the following seven tasks of needs assessment:

- (1) Agreeing on the fundamental policies
- (2) Developing the methodology
- (3) Describing the methodology
- (4) Conducting the assessment
- (5) Analyzing the results
- (6) Selecting priority goals and objectives
- (7) Translating results into program (p. 12-13).

King (1980) concluded that needs assessment was a critical component of the staff development process from an analysis of sixteen staff development programs: "Needs identification appears to be...a keystone of a total organizational effort" (p. 55). He suggested that needs assessment was usually not done systematically. King (1980) also concluded that there was a lack of planning and utilization of the benefits of needs assessment (p. 59).

Castle (1988) stated four factors of the needs

identification process which should be addressed in the planning stage. These included: (1) mission of staff development program reflected in the needs identification process; (2) strategy and management plan; (3) methods and procedures and (4) results (p. 24).

The literature suggested that needs assessment, although it has been neglected in many staff development programs, has been a useful method of establishing parameters for staff development efforts. Additional benefits have been in establishing goals and objectives and getting a variety of people involved.

The practices or activities of the staff development process formed the backbone of the implementation process. The activities were the means of reaching stated goals and objectives. Castle (1988) identified four attributes which should be considered in the implementation of the staff development activities. These included: (1) Selection criteria; (2) Reflective of goals and objectives of the staff development program/plan; (3) Resources; and (4) Formats and learning objectives (p. 24).

The need for evaluation of staff development programs was stressed throughout the literature (Bishop, 1976; Marshall, 1988; Castle, 1988; Killion &

Harrison, 1988; and Holdzkom & Kuligowski, 1988).

Bishop (1976) defined evaluation as "the process and standard used to assign worth or value to the evidence that has been collected" (p. 147).

Marshall (1988) pointed out the benefits of staff development evaluation as "improved program needs identification, better planning and delivery, and increased overall effectiveness" (p. 8). Purposes of staff development evaluation identified by Marshall (1988) included providing information for: (1) program improvement; (2) accountability; (3) planning; (4) validating theoretical models; and (5) mentoring to staff developers (p. 2-3).

Evaluation of staff development was described by Bishop (1976) as continuous: "Some form of evaluation begins as soon as a program, or project has identity, that is, as soon as it has been decided upon as an organized activity" (p. 145). Holdzkom & Kuligowski (1988) pointed out the purpose of evaluation of staff development programs: "Staff development activities are purposeful. When demonstrating the impact of staff development, evaluation should identify the degree to which a given activity attains its purpose" (p. 11). They described two types of assessment: (1) formative; and (2) summative (p. 11). In addition to the two types, they described two aspects of each. Either type

of evaluation can be proximate, that is, "while the event is in progress or just afterwards" or distal, "judging merit retrospectively" (p. 11).

Bishop (1976) pointed out the practical and continuous nature of evaluation of the staff development process. The evaluation process should serve the objectives as detailed in the program "rather than the demands of the evaluator or the instrumentation" (p. 145).

Marshall (1988) offered the following procedures in the evaluation process:

1. Clarify the purpose for the evaluation.
2. Determining the audience for the evaluation results.
3. Theoretically link the program requirements, procedures, and outcomes.
4. Determine the evaluation design.
5. Select and pilot instrumentation.
6. Collect and analyze the evaluation data.
7. Interpret the evaluation results and make recommendations (p. 4-8).

Castle (1988) provided a framework for evaluating the staff development process. The steps included: determine criteria and standards; determine questions; select, design, and administer the instrumentation; analyze and interpret data, and state conclusions; disseminate results and conclusions, and make decisions based on results and conclusions (p. 25).

The literature suggested that evaluation of staff development programs was important, necessary, and

entailed a variety of steps or procedures.

Reasons for Attention to Staff Development

Interest in school improvement has been prominent in the educational arena since the publication of A Nation at Risk (1983) by the National Commission on Excellence in Education. Staff development has emerged as a critical factor for school improvement at the local school level.

Staff development philosophy and practice have been closely reviewed in light of research findings in the past decade. Some of the reasons for attention on staff development which emerged from the literature included: (1) call for professionalism within teaching (Zumwalt, 1986 and Lambert, 1988); (2) ineffective practices of the past (DeBevoise, 1983 and Bacharach et. al., 1986); and (3) improving the performance of teachers (Zumwalt, 1986 and Jacullo-Noto, 1986).

Griffin (1983) cited four additional reasons why staff development should be considered by school people. These four phenomena developed over the past twenty-five years and "provide substantial foundations for rethinking both school improvement and professional growth" (p. 2). The four phenomena of staff development mentioned by Griffin (1983) were: (1)

accumulated knowledge; (2) limited predictability of outcomes; (3) responsive constituent and client concerns; (4) most appropriate means to act upon schools in crisis" (p. 4).

The literature on staff development has revealed several reasons why attention has been given to staff development.

School-based Staff Development

The responsibility for staff development has traditionally fallen to the school district and centrally oriented programs were designed to disseminate information to carry out district goals and objectives. The staff development programs centered on district-wide objectives and were viewed with little effectiveness (Bacharach et al., 1986; Hoyle, 1985; Little, 1986; Loucks-Horsley, 1987; and Griffin, 1983).

Hoyle, et al. (1985) cited some of the reasons why staff development programs failed: "poor planning and organization, a negative view of teachers by administrators, and inservice designs that focus on district-wide issues rather than the specific concerns of teachers" (p. 158).

Howey and Vaughan (1983) pointed out the ineffectiveness of staff development programs and the use of invalid data (anecdotal records) on which to judge their value (p. 97).

Little (1986) stressed the impracticality of centrally oriented staff development: "It is simply implausible that a small cadre of staff developers in any district will add measurably to the general fund of teachers' knowledge, skill, and enthusiasm" (p.43). Loucks-Horsley (1987) emphasized the need for integration of district and individual goals for staff development programs.

School-based staff development has emerged from the literature as a promising means of providing professional development opportunities for teachers. Solo (1985) emphasized the school site as the appropriate arena for staff development with an encompassing perspective of staff development: "The school must become a place for the personal and professional growth of the adults who work there, in order for them to achieve their primary purpose of helping children learn" (p. 334).

Schlechty (1986) expressed the need for staff development to be centered around those who would implement the solutions: "Problem solving is best left to those whose hands-on-experience and expertise provide them with the advanced knowledge to invent novel solutions" (p.159).

Attempts to provide staff development at the local

school level were described in the literature by Wood, Caldwell, and Thompson (1986); Goldsberry and Harvey (1985); and Rothberg and Joossens (1987); Levine (1985); Moyer and Rodgers (1987); Bertani, Tafel, Proctor, and Vydra (1987); Tallerico (1987); Saxl, Lieberman and Miles (1987); and Wu (1987).

The literature on staff development suggested a need to shift from centrally oriented staff development to school-based staff development with more involvement of teachers in the planning and implementation and focused on the needs of teachers.

Approaches to Staff Development

In this section has been presented an overview of the literature on methods, types and/or approaches to in-service staff development.

Teacher In-service

Harris (1975) defined in-service education as:

any planned program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in already assigned positions (p. 21).

Other terms used synonymously with teacher in-service education are on-the-job training, teacher renewal, staff development, continuing professional growth, or professional development.

Bell and Peightel (1976) provided five major areas

for in-service which concerned teachers. These were the results teachers wanted from in-service programs. They included: (1) Developing alternative learning environments (2) Meeting teacher's individual needs (3) Creating informal, nonthreatening inservice environments (4) Improving basic teaching skills (5) Exploring new methods, media, and materials (p. 10-16).

Elliot (1980) summarized the research on successful school-based in-service efforts. Successful programs typically included the following characteristics: "School-based programs...teachers participate as helpers to each other and planners...self-instruction by teachers...differentiated training experiences...active...demonstrations, supervised trials and feedback...teachers choose goals and activities for themselves...self-initiated and self-directed activities" (p. 6).

Effective teacher in-service education has emerged from the literature as focused on the individual teacher with more responsibility and initiative assumed by teachers.

Part Two: School Improvement

This part of the review of the literature provided an overview of the literature on school improvement. Topics included were: effective school research, implementation of school improvement, change theory, and school leadership. These topics were selected as they related to the collaborative school-based approach to staff development examined in this study.

Effective Schools Research

School improvement has been addressed in the literature for the past few years largely on the basis of the effective school research (Edmonds, 1982). Edmonds (1982) and associates identified effective schools and observed the behaviors and patterns which contributed to the schools' success. From the data gathered through field studies, they discovered specific characteristics which set the effective schools apart from other schools.

A general description of an effective school was provided in What Works: Research About Teaching and Learning (1986): "Effective schools are places where principals, teachers, students, and parents agree on the goals, methods, and content of schooling" (p. 45).

Lezotte and Bancroft (1985) reported that as many as 35 states had undertaken a major reform effort. The

improvement programs were centered on the local level and had certain common characteristics which emerged from the effective schools research. These commonalities were: "a single school as the strategic unit for improvement...a building-based improvement team...a longer term orientation (3-5 years)...organized around the concept of the effective school...accepted...premises and assumptions as the rationale and foundation for their long-term effort (p. 26).

Implementation of School Improvement

Kelley (1980) pointed out that school improvement has to take place in three different environments: "school, classroom, and home or community" (p. 70). Sarason (1986) argued that school improvement needed to start in the colleges and universities: "without radical change in our colleges and universities, we make the process of changing schools an exercise in futility - inexcusable, ineffective, wasteful, and self-defeating" (p. 11).

Huberman and Miles (1986) stressed the administrators' role in school improvement. Lieberman (1986) emphasized the collaborative necessity of school improvement: "In many cases we find that change efforts have been successful due to some type of collaborative relations between the participating

parties" (p. 5).

Deal (1986) used the analogy of the characters in *The Wizard of Oz*, who searched for something they already possessed inside themselves without realizing it, to explain that school improvement started from within.

Lieberman (1986) emphasized that no single mode of school improvement would work for everybody. She suggested the following guidelines for school improvement efforts: "(1) Local problem solving (2) Research transformed into usable improved practices (3) Action research revisited and (4) Networks for school improvement (p.102)

Loucks-Horsley and Cox (1984) summarized the work of Hall and Loucks (1978) and Huberman and Miles (1982) who identified three phases of school improvement and the questions associated with each phase:

Initiation phase:	What should we/I do? What will it look like? What will it mean for me/us?
Implementation phase:	How do we/I do it? Will I/we ever get it to work smoothly?
Institutionalization phase:	How do I/we insure that it will "stick"? (p. 5).

Each phase has different needs and concerns which must be addressed for the successful implementation of

school improvement projects. Some of the activities associated with each phase included:

Initiation phase

Assessing needs, strengths, and resources
Assessing current practice
Setting clear goals, objectives, and expectations
Assigning roles and responsibilities

Implementation Phase

Initial training
Problem-solving and trouble-shooting
Providing follow-up training
Evaluating implementation and ultimate outcomes

Institutionalization Phase

Training new or reassigned staff
Conducting follow-up and refresher sessions
Incorporating program into curriculum guidelines
Establishing a budget line item (p. 14).

From the literature on school improvement emerged the need for careful planning and follow-through for successful school improvement programs. The process of school improvement has been characterized as complex, requiring collaboration among teachers, administrators, and community. The literature base has increased in the past decade, thereby, establishing a theoretical base on which to build school-based improvement programs.

Change Theory

Change, in noun form, has been defined in Webster's New World Dictionary (1978) as, "the act or process of substitution, alteration, or variation" (p. 237).

Kelley (1980) offered a reason for change: "Enlightened self-interest is a major motivator for change" (p. 40). Leadership was cited by Kelley (1980) as a major factor in change efforts: "Setting expectations, exercising leadership, and understanding how to cope with and overcome impediments present in the setting are essential for effective leadership (p.40).

Hord, et al. (1987) in Taking Charge of Change pointed out that change can be managed and utilized for beneficial reasons. However, evaluation of change efforts can be misleading according to Hord et al. (1987), "Evaluations of innovations have usually focused on the assessment of their effectiveness. This type of assessment, without an examination of how the innovation was implemented, leads to distorted results" (p. i).

Deal (1986) described four theoretical perspectives of organizational change. The individual perspective had its origin in psychology and social psychology and emphasized individual and small groups, individual beliefs, skills and norms. The structural perspective involved the organizational settings, sociology and systems, goals, roles and linkages, organizational characteristics, formal patterns and processes (p. 116).

Even though each perspective viewed the organization differently, there were similarities as pointed out by Deal (1986), "Each theoretical approach ... has its own ideas, language, assumptions, prophesies, and prescriptions for changing organizations" (p. 122).

Change, as presented in the literature, has been managed in ways to achieve desired goals when understood. Each of the theoretical perspectives of change theory recognized that change influenced the culture of the organization, thereby, impacted individuals.

School Leadership

Leadership was found to have many definitions in the literature. Cunningham (1985) cited Bennis (1985) who recorded more than 350 definitions of leadership. Thus, a concise definition, agreeable to all educators does not exist. Cunningham's (1985) own lengthy definition in 1976 was shortened to "the exercise of influence" (p. 17).

The need for leadership has been stressed in various ways. Hoyle, et al.(1985) used the analogy of the flock of geese to describe the importance of leadership:

A flock of geese can fly 78 percent farther than a single goose can fly alone...The

lead goose creates a draft or vaccuum for the geese following on the left and right...When the lead goose tires, another takes the lead role and the journey continues (p.27).

Cunningham (1985) mentioned that certain things could be learned to improve leadership skills. He pointed out specific skills which leaders of the future will need including: "(1) Focusing on the present and the future simultaneously (2) Bridging the gaps between different interest groups (3) Scanning, monitoring, and interpreting events (4) Appraisal skill (5) Intuition (6) Managing symbols (7) The leader as teacher" (p. 18-20).

The literature revealed that leadership was an integral part of bringing about change in schools, however, there was some disagreement as to "who" should provide leadership in schools. Much of the literature focused on the principal as the instructional leader in schools. Rallis and Highsmith (1986), Barth (1988), and Gersten et al. (1982) were among the authors who questioned the assumption that the principal was solely responsible for school leadership.

Barth (1988) wrote of school as a community of leaders in which teachers performed many of the leadership functions within the school. His vision for schools included every teacher as a leader because

"research suggests that the greater the participation in decision-making, the greater the productivity, job satisfaction, and organizational commitment" (p.134).

Barth (1988) described effective principals not as heroes but as hero-makers (p. 146). He stressed the importance of shared leadership within the school as a means to increase professionalism: "Without shared leadership it is impossible for a professional culture in a school to exist. Professionalism and shared leadership are one and the same" (p. 147).

Whether the principal has been the "scapegoat" as mentioned by Dwyer et al. (1987) or a "myth" as described by Rallis and Highsmith (1982), the literature on school leadership suggested that the principalship has been and will continue to be a critical role in the reform movement. Kelley (1980) concurred with that assessment: "the principalship remains the single most powerful role in the American school by virtue of the degree of visibility accorded to it on the school campus" (p. 41). Considerable attention has been given to the development of training programs to develop the skills of principals to improve as instructional leaders.

Four topics have been discussed which have implications for school improvement. They were:

effective school research, implementation of school improvement, change theory, and school leadership.

Chapter Summary

The literature on staff development and school improvement suggested that both were complicated processes which included several factors. Staff development has been described as the core of school improvement. Considerable attention has been given to staff development in the past decade. Teachers have perceived traditional staff development as ineffective. School-based staff development has been advocated by several authors because the local school unit has been identified as the decision-making unit about staff development. There are numerous approaches to staff development.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

This study utilized a multiple case study approach which included a total of six cases (public intermediate schools in a large suburban school district). Three of the schools (Cases A, B, and C) had participated in a collaborative school-based staff development approach and three of the schools had not participated. This study examined the efficacy of the collaborative school-based staff development approach with regard to process, product, and comparison to noncollaborative schools (Cases D, E, and F).

This chapter included the design and methodology for the study. Topics included are: the case study, design, population and sample, data collection methodology, procedures of the study, and data analysis.

The Case Study

The research approach for this study, a case study, was chosen because of the nature of the problem, the real life situation, and the practicality of the case study design. Yin (1984) cited the efficacy of the case study approach when, "a 'how' or 'why' question is being asked about a contemporary set of events, over

which the investigator has little or no control" (p.20). He further explained that the case study approach was useful to "explore those situations in which the intervention being evaluated has no clear, single set of outcomes" (p.25).

Babbie (1973) advocated exploratory research as a "search device to help pinpoint further research efforts" (p. 57). The case study design matched the exploratory aspect inherent in this study.

The case study was defined by Yin (1984) in the following manner:

A case study is an empirical inquiry that:

- investigates a contemporary phenomenon within its real-life context; when
- the boundaries between phenomenon and context are not clearly evident; and in which
- multiple sources of evidence are used (p.23).

The case study approach seemed best suited for this study as the problem previously stated in chapter one met each of the criteria discussed by Yin (1984).

Yin's case study model has been included as appendix A. The three major components of Yin's (1984) model included design, single-case data collection and analysis, and cross-case analysis.

Design of the Study

A multiple case study design was used in this study as it best matched the research questions and according to Yin (1984):

the evidence from multiple cases is often considered more compelling (than that of single-case design) and the overall study is therefore regarded as being more robust (p.48).

Yin (1984) presented a strong argument for the use of a case study when the investigator has little or no control over a set of events.

Threats to validity are found in any study design. The investigator's task is to develop a design which considers and addresses these threats. Kidder (1981) described four main tests to validity of research designs:

- Construct validity - establishing correct operational measures for the concepts being studied;
- Internal validity (for explanatory or causal studies only, and not for descriptive or exploratory studies) - establishing a causal relationship, whereby certain conditions are shown to lead to other conditions, as distinguished from spurious relationships;
- External validity - establishing the domain to which a study's findings can be generalized; and
- Reliability - demonstrating that the operations of a study--such as the data collection procedures--can be repeated, with the same results (pp.7-8).

Efforts were made to address each test of validity in the following manner.

Construct validity was increased by using multiple sources of evidence such as documents and data collected through structured interviews. Miles and Huberman (1984) described archetypical qualitative research biases as follows:

1. holistic fallacy - interpreting events as more patterned and congruent than they really are...

2. elite bias - overweighting data from articulate, well-informed, usually high-status informants and underrepresenting data from intractable, less articulate, lower-status ones (p.230).

Attempts were made to avoid the chance for one event or person from biasing the analysis by using multiple sources of evidence and multiple methods of data collection.

Internal validity was addressed by the fact that this study was more descriptive and exploratory in nature than explanatory or causal. Causation was not expected as an outcome of the study.

External validity related to the study's findings being generalizable to cases beyond those under study. Yin (1984) pointed out the difference in survey research generalizability which is based on statistical generalization and case study research generalizability which is based on analytical generalization: "In

analytical generalization, the investigator is striving to generalize a particular set of results to some broader theory" (p.39). This study's generalizability was related to the broader theory from the literature on the need for school-based staff development.

Reliability, related to the replication aspects of the study, was increased by careful design of the interview protocol; methodological procedures documented in an instructional format (included later in this chapter); and an individual investigator collecting and analyzing all data.

The design for the study followed an exploratory investigative approach to the research problem informed by Jack Douglas' *Investigative Social Research* (1976). The design included multiple cases and multiple methods of data collection. Douglas (1976) pointed out the complexity of investigative research: "The investigative paradigm is based on the assumption that profound conflicts of interest, values, feelings and actions pervade social life" (p. 55).

Douglas (1976) emphasized the researcher's significance in investigative research: "Direct, in-depth experience of the researchers is the crucial beginning and foundation of most investigative field research" (p.129). However, accuracy was checked and

referenced with multiple sources. Douglas (1976) detailed four tests for determining truth in day-to-day life:

- (1) Direct experience...seeing is believing
- (2) rely upon the direct experience of other people
- (3) abstract rules of logic or reason
- (4) concrete common-sense ideas about people, acts and situations (p. 5-6).

This study utilized the second test primarily for determining truth as reported in this study.

Population and Sample

The population for the study consisted of an intact group of teams from three intermediate schools who collaboratively completed a staff development course. The principal and five to seven teachers from each school composed the staff development teams which participated in the collaborative school-based staff development approach and provided the leadership in the development of the staff development plans. In addition to the intact teams from each school, three noncollaborative schools, similar in population, size and level, were arbitrarily chosen by the researcher from the same district and regional area to provide a comparison of the schools' staff development programs.

Teachers were randomly selected using Kerlinger's (1973), *Foundation of Behavioral Research*, for tables

of randomly selected numbers (p. 714-715). Ten teachers from each of the three collaborative schools and the three noncollaborative schools were chosen to be interviewed. Table number one shows the number, by case, of participants on the staff development teams and randomly selected teachers who voluntarily participated in the study. Principals of all six schools (1987-88) participated in the study.

Permission to conduct this study was granted by the school district's research screening committee, central staff development office, area superintendent, and participating principals and teachers. Examples of approval letters are included as Appendices B, C, D and E. Appendix B was sent to the collaborative school principals. Appendix C was sent to the noncollaborative school principals. Appendix D was sent to ten randomly selected teachers from each of the six intermediate schools involved in the study. Appendix E was the letter from the district's research screening committee granting approval to conduct the study.

Table one: Participation in Study

Case	SD Team	Randomly Sel. Teachers
A	6 *	9 of 10 **
B	5 *	6 of 10 **
C	7 *	8 of 10 **
D		8 of 10 **
E		6 of 10 **
F		5 of 10 **
TOTALS:	18	42

* principal included

** principal interviewed in addition to teachers

Data Collection Methodology

Various methods of data collection were used in this study. The three components of the study: process, comparison to noncollaborative schools, and product necessitated varying sources of data collection. Structured interviews and document analysis were the primary methods of data collection. Question one dealt with the perceptions of the course organizers of the process of the collaborative school-based staff development approach. To answer question one, structured interviews were conducted with the course organizers.

Question two dealt with the process of the collaborative school-based staff development approach. To answer question two, the school staff development teams were interviewed using a structured format.

Question three dealt with the process of the collaborative school-based staff development approach. To answer question three, data from structured interviews with the course organizers and the collaborative staff development teams were used.

Question four dealt with the process of the collaborative school-based staff development approach. To answer question four, data from structured interviews with the collaborative staff development

teams were used.

Question five dealt with a comparison of the staff development programs in the collaborative schools and noncollaborative schools. Randomly selected teachers from each of the three collaborative schools and three noncollaborative schools were interviewed using a structured interview format. Data from structured interviews of randomly selected teachers were used to answer question five.

Question six dealt with a comparison of perceptions of collaborative and noncollaborative principals of their staff development programs for 1987-88. Data from structured interviews of collaborative and noncollaborative principals were used to answer question six.

Question seven dealt with the products of the collaborative staff development approach. Data from the staff development plans and interviews with the collaborative principals were used to answer question seven.

A time-series approach to data collection was taken with the first series completed in December, 1988. The first series consisted of structured interviews with the course organizers, principals, and teachers of the three collaborative schools' staff development teams. The second series was completed in February, 1989; and

consisted of structured interviews of the principals and randomly selected teachers from the three collaborative schools and the principal and randomly selected teachers from the three noncollaborative schools.

The instruments for this study consisted of two structured interview forms. See Appendices F (round one) and G (round two). The course organizers, collaborative principals, and collaborative teams were interviewed using the questions contained in Appendix F. The course organizers, university and district central office personnel, were asked questions which were applicable to them, thus, they did not answer the complete list of questions. The randomly selected teachers and principals of noncollaborative schools and collaborative principals were interviewed using the questions contained in Appendix G. On-site visits to the schools were made by the researcher. All structured interviews were tape recorded. Responses were transcribed for use in the discussion of findings in Chapter four of this study.

The interview protocols were reviewed by colleagues, a staff development specialist, and a communication specialist for clarity and appropriateness. The interview protocols were piloted

in case A to establish reliable procedural consistency. Minor adjustments were made to the procedures and the elimination of certain questions resulted from the pilot. The number of questions for series one interviews was reduced to twenty-five following the pilot. The number of questions for series two remained at ten with minor wording changes.

The primary methodology for this study consisted of structured interviews of various stakeholders in the collaborative staff development approach as well as principals and teachers from noncollaborative intermediate schools. Document analysis of the staff development plans of the collaborative intermediate schools provided additional data to answer the research questions.

Procedures of the Study

In order to increase the reliability and replicability of this study a step-by-step outline has been included. The study procedures have been outlined in an instructional format.

- I. Discussed study topic with university faculty advisor for reaction.
- II. Discussed study topic with public school central office staff development personnel to gain approval.

- III. Discussed study topic with course instructor, university faculty to gain approval.
- IV. Discussed study topic with public school area superintendent to gain approval.
- V. Discussed study topic with three collaborative public intermediate school principals involved to explain the purpose, nature, and gain approval for the study.
- VI. Reviewed the literature to obtain a literature base for the study.
- VII. Developed research questions and criteria for data analysis.
- VIII. Developed structured interview protocols for data collection.
- IX. Submitted prospectus to university dissertation committee for approval and permission to conduct study.
- X. Submitted research proposal to public school district's research screening committee for approval to conduct the study.
- XI. Randomly selected three additional public intermediate schools (noncollaborative) to participate in the study and sent letters to principals to confirm participation.
- XII. Contacted three collaborative public intermediate

- schools to establish dates to visit schools to interview staff development teams.
- XIII. Piloted interview protocols to establish reliable, consistent procedures.
- XIV. Visited three collaborative schools to collect data from schools' staff development teams; recorded all interviews. (first series of interviews)
- XV. Randomly selected ten teachers from each of the six public intermediate schools and sent letters to confirm participation.
- XVI. Contacted all six public intermediate schools to establish visitation dates to interview selected teachers as well as principals.
- XVII. Visited all six public intermediate schools to collect data from randomly selected teachers and principals; recorded all interviews. (second series of interviews)
- XVIII. Transcribed all recorded interviews on individual interview forms.
- XIX. Transferred individual responses to school response data forms.
- XX. Entered school response data, categorized by research questions, into computer.
- XXI. Analyzed data according to research questions.
- XXII. Completed chapter drafts for review by university

dissertation committee.

XXIII. Completed final report and submitted for approval of university dissertation committee.

Data Analysis

The data analysis for the study followed a qualitative descriptive approach. Data were transcribed from the tape recordings and categorized by criteria for analysis. Criteria for the process, comparison to noncollaborative schools, and the product have been included in Appendix H. The data were organized by cases to match the specific research questions of the study. Themes and patterns, within the data, were sought to draw conclusions to answer the specific questions.

The study findings were presented in narrative format organized by research questions in ascending order. The research questions included in this study utilized both single and cross case analysis (Yin, 1984).

The conclusions and recommendations from the study were drawn in light of the broader theory from the literature which suggested that the traditional method of staff development had failed to meet the needs of teachers.

Chapter Summary

This study followed a multiple case study design (Yin, 1984) with a total of six cases. The exploratory investigative field research approach was informed by Douglas (1976). Six principals and fifty-four teachers participated in the study. Structured interviews and document analysis were the primary methods of data collection with a time-series approach. Data analysis followed a qualitative descriptive approach. Findings and conclusions were presented in narrative form based on single and cross case analysis.

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

This study examined the efficacy of a collaborative school-based staff development approach used in three public intermediate schools in a large suburban school district. The findings for each of the seven research questions have been presented in this chapter.

Question One

Question one: What were the perceptions of course organizers of the collaborative school-based staff development approach in terms of: (a) involvement, (b) characteristics, (c) comparison to prior staff development, (d) benefits, (e) obstacles, and (f) improvements needed?

The detailed responses for question one have been included in Appendix I. The course organizers consisted of two university personnel and one district central office administrator.

The course organizers reported that the principals' involvement was significant to the course by their "presence", "legitimized what teachers were doing", and "administrative support was vital". The principals exercised a considerable amount of influence by "changing from individual plans to one plan". Two principals were new to the schools since the initial

planning stage.

The staff development team teachers' involvement was perceived by the course organizers as three groups or teams and centered on class meetings. The course organizers recognized that teachers had difficulty meeting outside of class.

According to the course organizers, the advisory group served a planning function prior to the start of the class but its role diminished during the course. The advisory group was perceived as leaders at the school level and in recruiting other participants. The course organizers suggested that the advisory group could have been more "visible" and "used ... to handle confusion" during the course.

Characteristics, described by the course organizers, of the collaborative approach centered around its grassroots, or school-based, nature instead of district or system level. Course organizers perceived the collaborative school-based approach as "based on principles of adult education" with "participants responsible for their own learning". It was characterized as "experimental, changing, and evolving". The collaborative nature was perceived among various stakeholders in the process. "Growing pains" were reported by the course organizers as part of the

process with the resultant "growth beneficial".

In comparison to prior experience with staff development, the course organizers perceived the collaborative approach as participant-owned which caused considerable frustration for the participants. One organizer explained that after the participants assumed the ownership of the course, cohesiveness within the groups developed. Participant ownership, course facilitator - not instructor, and solid basic underlying principles were perceived by the course organizers as salient distinctions from prior experience with staff development.

Benefits to the collaborative approach, as perceived by the course organizers, centered around the individual school plans and school improvement as a result from the process. Expected benefits perceived by the course organizers were to "affect the professional development of teachers" and "improve school climate, culture, instruction, and student learning". Actual benefits as perceived by course organizers centered on the quality and comprehensiveness of the staff development plans and the collegiality which resulted from the course. Unexpected benefits reported by course organizers focused on the unexpected interest which the course generated and the "degree of enthusiasm people in class

had for teachers from different schools".

Obstacles to the collaborative approach reported by the course organizers centered on the nature of the course, course requirements, and ambiguity which resulted from the participant ownership factor. The new or different approach seemed to cause frustration for the participants.

Improvements needed in the collaborative school-based staff development approach cited by the course organizers dealt with the course format and delivery. Suggestions included tighter control on accountability, less ambiguity, more time for teams to meet, more content emphasis on needs assessment and the staff development plans. Additional suggestions for improvement included a liaison on the course organizers team with each of the schools, "clarification of different agendas", and "more visible role of the advisory group".

Question Two

Question two: What were the perceptions of the three collaborative intermediate school teams: A, B, and C of the collaborative school-based staff development approach in terms of: (a) involvement, (b) characteristics, (c) comparison to prior staff development, (d) benefits, (e) obstacles, and (f) improvements? Each case has been presented separately under this question. Detailed responses have been included in Appendices J (Case A), K (Case B), and L (Case C).

Case A

Involvement in the collaborative school-based staff development process was discussed from three perspectives: principals, teachers, and advisory group. Case A's principal took the staff development course for credit with seven teachers from school A. The former principal had initiated the interest in the course; however, the current principal appeared enthusiastic and participated in the course. Three team members responded that the principal was an equal member of the team which indicated that the principal's participation was perceived as a colleague, not as a supervisor or superior.

Seven teachers were involved in the collaborative school-based staff development process from school A.

An attempt was made to enlist teachers from different subject content areas. Certain teachers were asked to take the course based on interest and perceived ability to work in a group situation. Comments by team members about the teachers' involvement included: "worked on staff development plan, equal, collaborative, worked as a unit, group effort, and shared ideas for activities and projects". These comments suggested collegial, collaborative, shared responsibility during the staff development process.

The advisory group's involvement in the collaborative process was primarily the spring of 1988 and the course started in the fall of 1988. The advisory group consisted of representatives from each of the three schools. Functions fulfilled by the advisory group included comments such as: "guiding force, set up guidelines for course, liaison to professor, troubleshooting, set agenda for sessions, and served as link with county, university, and class". Many of these functions took place prior to the beginning of the course. The advisory group's involvement, as a separate entity, diminished after the course started.

Characteristics of the collaborative school-based staff development process, as perceived by Case A team

members, centered on the local school. Three team members stressed the needs assessment as a characteristic. Other comments included: "local involvement, buy-in on part of teachers, on-going effort, involves entire school, requires tremendous amount of time and commitment to school program, group process, developed plans to meet needs, and teacher input". Additional responses included: "unified, flexible, collaborative, focused on those working here, focused on school climate, focused on what was needed, focused on faculty needs, three to five year plan, graduate course setting, one year long, and principal involved". The local school needs appeared to be focal point of the characteristics provided by the team members from Case A.

Prior staff development was described by Case A team members as, "little interest, lacked quality, didn't address differences in teachers, not school-based, no needs assessment, county pulled it out of hat to justify in-service days, county down, no input from teachers, top down, told to attend, isolated events mandated from somewhere besides principal, and external rather than internal". Most comments about prior staff development efforts were negative. One respondent labeled the comparison of prior staff development and the collaborative approach as "night and day."

The collaborative school-based staff development process was viewed with significant contrast from prior staff development experience. Statements about the collaborative process included: "focused on the individual, school up, big difference, free talk sessions to gather input, dealt with perceived needs within own school as opposed to someone who has never seen our school, pulled ideas from all staff members, one year long, constantly discussing it".

The benefits of the school-based approach reported by Case A team members were discussed from three perspectives: expected, actual, and unexpected. The expected benefits, as reported by team members from school A centered on the staff development improvement and teacher ownership of staff development. Comments included: "school-based staff development, address individual school needs, develop plan to address those needs, team effort, improve school morale and school climate, improve staff development so it would not be perceived negatively, ownership, those closest to problem should solve it, address real needs rather than artificial needs." Three team members commented that, "faculty buy-in of the plan to be developed", was an expected benefit.

Some of the actual benefits reported by team

members included: "broke down barriers between departments, opportunity to work with others, principal involvement, ground stages laid, not reached potential yet, teachers felt they were a part, teachers gave ideas, developed true needs, found out the biggest needs and addressed them, collegiality, teamwork, everyone knew we had a staff development focus, and came up with some good ideas".

Some of unexpected benefits reported by team members were: "quiet people came to the forefront -- became leaders, teachers assuming more roles -- more volunteers, other special interest groups have taken techniques used in the needs assessment, gave teachers a chance to share ideas, time to talk to other teachers, opened lines of communication between administrator and teachers, and camaraderie of group."

Obstacles reported by Case A team members to the collaborative school-based approach focused on logistical and course requirements. Statements given as obstacles included: "time constraints, prioritizing needs, lack of money, no guidelines on how to write a staff development plan, conflict of university requirements and needs of the school, getting everyone together, some not pull their weight, absences, format of course, and lot of class time on nonrelevant things."

Improvements needed in the collaborative school-based approach as reported by Case A team members centered primarily on the course. Statements for improvement in the collaborative school-based approach included: "communication of expectations and requirements, better method of getting people involved, more direction -- less confusion, more staff input on plan, improved methods and more information on needs assessment, more input from parents, more opportunities to share with other two schools, and conflict of university and school needs sorted out."

Case B

Responses from the Case B team consisted of the principal and four teachers. See Appendix K for detailed responses. Involvement was discussed from three perspectives: principal, teachers, and advisory group.

Case B principal was perceived as a team member of the group as four team members referred to the principal as a "team member". Concurrent responses included, "member of class, worked collaboratively with group, and student -- not a leader".

The Case B team members described teacher involvement in terms of the tasks fulfilled. Comments included: "brainstormed as a group; reached consensus

on 'new teacher' idea; different jobs; different assignments; produced product to use at school; and designed 2-3 sessions".

The Case B team members described the advisory group from contradictory perspectives. Some comments indicated that the advisory group fulfilled functions in establishing the course while other comments questioned the existence of the advisory group. Examples of the former included: "decided what would be; decided on adults as learners; planned the course; and liaison with professor". Examples of the latter perspective included: "non-existent; maybe informal; not aware there was one; and one member dropped out".

Case B team members described the collaborative school-based approach from various perspectives. Some comments centered on the collegial nature of the process. Examples included: "teamwork, professionalism, collegial effort to identify staff development needs and implement plan, participatory leadership, and school-based management". Other comments focused on the ambiguity of the process such as, "disorganized for a while, vague and ambiguous". Other comments pointed out incongruence within the process. Examples included: "gaps between what professor wanted and what we wanted and what staff development office wanted, and incongruency among those individuals".

The team members from Case B compared the collaborative school-based approach to prior staff development in differing ways. Prior staff development was perceived as, "some good -- some horrendous, somewhat superficial, mandated from county, and principal decided on inservice". The collaborative approach was perceived more favorably by team members of Case B. Examples included: "lot of leeway, several things came together: school team involvement, staff development course, and performance evaluation, wonderful, will bring worthwhile staff development to the school level, and have opportunity to plan to implement staff development activities".

The benefits of the collaborative school-based approach were presented from three perspectives: expected, actual, and unexpected. The expected benefits as perceived by the team members of Case B focused on the school-based staff development plans which included needs assessment, activities to address the identified needs, and establishing programs to implement the activity. One respondent commented that the expected benefits were "never articulated".

Actual benefits reported by the team members from Case B focused on the half-time staff developer position, the staff development committee, and the

collegial nature of the process. Another benefit mentioned was that people felt encouraged and supported to assume leadership roles.

Unexpected benefits reported by the team members from Case B centered around the benefits of the process, not necessarily the product of the approach, and the half-time staff development position. Other comments included: "administrator involvement, colleague teacher program, elevated staff development to higher level, and presentations, i.e. 4MAT".

The team members from Case B perceived various obstacles to the collaborative approach which focused on the design and delivery of the course. Comments included: "three separate groups meeting at the same time, competitiveness and separateness of groups, lack of flexibility in course by university, college credit became a hindrance, aligning the expectations of course objectives with professional expectations".

Team members from Case B suggested various improvements needed in the collaborative approach. The course was the major focus of the suggestions. Examples included: "gear the course to avoid conflict between university and class members, more structure, focus on what staff development is and how you do it, more prior planning, more compromise, and establish what course is to offer and what people want from course". These

comments indicated considerable dissatisfaction with the design and delivery of the course.

Case C

The respondents of team members from Case C consisted of the principal and six teachers. Involvement in the collaborative school-based approach has been discussed from three perspectives: principal, teachers, and advisory group. The principal's role from Case C was described in terms of leadership and resource roles. The principal's influence was evidenced with statements by team members such as, "inserting ideas, gave administrative viewpoint, extra resource for us, team leader, looked to him for leadership, and helped with consensus on direction of course". The principal was not perceived as another class member. Comments by team members which support that conclusion included: "audited course, to observe, attended half of the planning sessions, on fringes, and not class member". Nevertheless, team members indicated that the principal's influence was evident throughout the collaborative approach.

Nine teachers from Case C were involved in the collaborative school-based approach. Case C team members described teacher involvement from the perspective of functions of team members which

included: "conducted NGT, developed three prong plan, decided on topics, collaborated with other schools and own school group, group process, and subgroups". The team members appeared pleased with the outcome of their efforts.

The advisory group's involvement was perceived by team members in differing ways. A liaison role was indicated with comments such as: "communication link with course instructor, talked about things we might do, and liaison with instructor and university". Other comments indicated uncertainty about the role of advisory group. Examples included: "not sure, do not know, not a lot of anything, none, functioned year before". Comments from Case C team members indicated varying perspectives of the advisory group's role in the collaborative school-based approach.

The team members from Case C perceived the characteristics of the collaborative school-based approach primarily from the local school perspective. Examples of comments which supported that conclusion included: "grassroots process and effort, tool for moving school philosophically, fit each individual school, school-based management, ownership by teachers". The lasting affect of the plan was stressed by one respondent, "staff development thrust remains no matter who comes and goes - teachers or principal".

The team members from Case C compared the collaborative approach to prior staff development with significant distinctions. Prior staff development was described in mostly negative terms such as: "very little teacher input, you were told what to sign up for, and not long range or formal". The collaborative approach was described as: "broader in scope, staff development is part of evaluation process, avoid pitfalls of prior in-service, extremely worthwhile course, based on desires and needs, more formal and long range, teacher ownership because they helped decide staff development activities". The team members from Case C perceived the collaborative school-based approach more favorably than their prior experience with staff development.

The benefits of the collaborative approach were discussed from three perspectives: expected, actual, and unexpected. Case C team members perceived the expected benefits primarily as process to provide improved instruction for students through more teacher involvement in the planning and implementation of staff development activities at the local school level. Comments which supported this conclusion included: "improved instruction for kids, interdisciplinary teams, collaboration, more teacher involvement, give

more ownership to staff, and teacher buy-in to plan".

Actual benefits reported by Case C team members centered on the collegial nature of the process, course credit, and the value of the staff development plan. Statements which support this conclusion included: "process coming from teachers, course credit, know colleagues better, a workable plan based on identified needs, became part of cohesive group that worked for common goal, teachers favor local staff development versus county and teacher buy-in". It appeared that several expected benefits were realized as they were reported as actual benefits by team members.

Unexpected benefits reported by team members from Case C focused on the collegiality nature of the process which has carried over after the course, teacher involvement, and the three year plan.

Responses which support this conclusion included:

"high level of collegiality and climate, continued involvement over three year period, more people involved on committees, coming up with our own program, my personal involvement keeps me on the cutting edge, and bonding of team that has carried over after the course".

Obstacles reported by the team members from Case C focused on the design and delivery of the course and time constraints which hampered the process. Issues

mentioned by the team members as obstacles included: use of class time, confusion about course requirements, lack of time to meet in groups, and course instruction. These issues were perceived as obstacles to the collaborative school-based approach.

Improvements needed in the collaborative approach centered on the course and course instruction as reported by Case C team members. Course design was cited for major improvements such as: "each week focus on one aspect of staff development plan, focused kind of course, pass/fail option, more information on how to do needs assessment, more direction in course, more organization, and structure". The comments from Case C team members indicated a high level of dissatisfaction with the course and suggested several ways in which to improve the content and design of the course.

Question Three

Question three: What similarities and/or differences were perceived between course organizers and the three intermediate school teams of the collaborative school-based staff development approach in terms of: (a) involvement, (b) characteristics, (c) comparison to prior staff development, (d) benefits, (e) obstacles, and (f) improvements needed?

The course organizers of the collaborative approach and the collaborative school teams had a few differences in perceptions of the collaborative approach. The course organizers emphasized the influence and role of the principals by their presence and "legitimizing what the teachers were doing". The collaborative teams did not perceive the principals' role as vital but as a team member and as part of the process.

The course organizers and collaborative school teams perceived similarities in teachers on the staff development teams as members of the course with specific tasks which were completed during and outside of class.

The course organizers and the collaborative school teams perceived similarities in the role of the advisory group of the collaborative approach. Examples

included: planning function, liaison role, leaders at school level, and trouble-shooting function.

The course organizers and the collaborative school teams perceived similarities in characteristics of the collaborative approach. Characteristics which were shared by both groups included: school-based effort, group process, collegial and collaborative process, and teamwork. Differences expressed between the two groups centered on the course organizers' emphasis on the "evolving, reassessing all the time" aspect of the course.

The course organizers and the collaborative teams perceived the collaborative approach in similar ways in comparison to prior staff development. Both groups mentioned the uniqueness of the approach, school-based rather than district-based, and general recognition of merits of the collaborative approach versus their prior experience with staff development. Each group expressed a belief in the potential of the collaborative approach. A difference in perception was in that the course organizers emphasized the "ownership of the course belonged to the participants" whereas the collaborative teams appeared to be reluctant about assuming that responsibility and looked for more structure from the course organizers.

The course organizers and the collaborative teams had similar perceptions of the expected benefits of the collaborative school-based approach. Both groups reported expected benefits which included: school-based staff development, local school needs, improve school climate, and improved instruction for students.

The course organizers and the collaborative teams had similar perceptions of the actual benefits of the collaborative approach. Both groups reported actual benefits which centered around the quality of the staff development plans, collegiality and teamwork of the teams in completing the plans, and local school ownership of the plans. One difference which Case B reported was the assignment of a half-time position to staff development.

The course organizers and the collaborative teams had several different perceptions of the unexpected benefits of the collaborative approach. The course organizers reported that the "level of attention for the course" was unexpected as well as "the degree of enthusiasm people in class had for teachers from different schools". Case A team members reported unexpected benefits which included: "quiet people came to forefront, other special interest groups have taken techniques used in the needs assessment, and opened lines of communication between administrator and

teachers". Case B team members reported unexpected benefits which included: "used team experience for presentation in course in organizational development, half-time staff development position, staff development committee, product -- not the important thing, and the presentations, i.e. 4MAT". Case C team members reported unexpected benefits which included: "high level of collegiality and climate, set up classes that people wanted, my personal involvement keeps me on the cutting edge, and bonding of team that has carried over after the course". Each of the school teams and the course organizers reported a variety of unexpected benefits. This variety was indicative of the uniqueness and local school focus of the collaborative approach.

The course organizers and the collaborative teams reported some similarities and differences with regard to obstacles to the collaborative approach. Similarities reported by both groups included: ambiguity, course requirements and expectations, and participant ownership of the course. Differences in perceptions were noted as the team members emphasized the time constraints for meeting outside of class. The course organizers reported that the change in catalyst role was an obstacle to the collaborative process.

The course organizers and the collaborative teams provided a variety of improvements to the collaborative approach. There were some similarities and some differences. Similarities included: clarification of expectations and requirements of the course, a change in the structure and content of the course to include more information on needs assessment and how to do staff development programs, and clarification of different agendas. Course organizers reported some differences in improvements which included: more modeling by course organizers, tighter accountability, groups dealing with topics themselves - not turning it over to outside presenters, and assign a course organizer to each school as a liaison. Case C team suggested a "pass/fail option, information of how you work as a group, change process, and how to get people involved". Based on the variety and amount of suggestions for improvement in the collaborative approach, course organizers and collaborative team members perceived numerous ways to improve the course.

Question Four

Question four: What similarities and/or differences were perceived, by the three intermediate school teams, of the collaborative school-based staff development approach in terms of (a) involvement,

(b) characteristics, (c) comparison to prior staff development, (d) benefits, (e) obstacles, and (f) improvements needed?

The collaborative teams perceived the principals' involvement in the collaborative approach differently. Cases A and B teams reported that the principal was a team member. Case C team reported that the principal fulfilled a resource/leader role. All three teams acknowledged the significance of principal involvement in the process.

The collaborative teams perceived the teachers on the team in similar ways which centered on the completion of required tasks for the course and working collaboratively together to produce the staff development plans.

The collaborative teams perceived the involvement of the advisory group in similar ways which focused on the liaison role and prior planning to the start of the course. Differences were noted in Case B in which a few comments suggested a lack of involvement of the advisory group.

The collaborative teams perceived the characteristics of the collaborative approach in similar ways. The responses centered around the grassroots or local school level, collegiality, needs assessment of local school, school plan, working

through group process, and frustration of certain aspects of the course.

The collaborative teams perceived the collaborative approach as compared to prior staff development in similar ways. The consensus was that prior staff development had not met their needs and the collaborative approach did a better job of addressing local needs and issues. There was reported a considerable difference between prior staff development and the collaborative approach. Each team acknowledged some frustration with the collaborative approach; however, they still perceived the approach more effective than prior staff development.

The collaborative teams perceived the expected benefits of the collaborative approach in similar ways. Each team expected to participate in a collaborative effort to identify their school's needs and then develop a plan to address those needs. Another expectation was that the teachers would buy-in to the staff development plan developed by the team.

Each of the collaborative teams perceived the actual benefits in a variety of ways. Case A team reported: improved communication between administration and teachers, improvement in teacher advisory group, and techniques used in needs assessment used by other

groups. Case B team reported actual benefits as: half-time staff development position, people assuming more leadership roles, and the teamwork required to complete the process. Case C team reported actual benefits as: change of mindset on part of teachers in staff development, courses filled, involvement of teachers in decision-making, and the staff development committee. Each of the collaborative teams reported that the staff development plans and the collegial nature of the approach were benefits.

The collaborative teams reported varying unexpected benefits to the collaborative approach. Case A team reported that unexpected benefits included: quiet people came to forefront -- leaders, teachers assumed more leadership roles, and camaraderie of group. Case B reported unexpected benefits as: used group experience in another course, staff development position, elevated staff development to higher level, and product -- not the important thing. Case C reported unexpected benefits which included: high level of collegiality and climate, continued involvement over three year period, set up classes that people wanted, and bonding of team that has carried over after the course.

The collaborative teams perceived several similar obstacles to the collaborative approach.

Obstacles reported by the teams included: time constraints for meeting outside of class, university requirements, course design and delivery.

The collaborative teams suggested several improvements to the collaborative approach. Similar responses were made about the course design and delivery such as: clarification of university's expectations and participants' expectations, more structure, more content on needs assessment and how to do staff development, more collaboration among teams, more focus on how to do staff development plan, and more time during class for teams to meet. The number of suggestions for improvement in the collaborative approach given by the collaborative team members indicated that there was considerable dissatisfaction with the course. However, the team members perceived that the course could be very worthwhile and could be improved greatly by implementing their suggestions.

Question Five

Question five: What similarities and/or differences were perceived between randomly selected teachers of the three collaborative intermediate schools and randomly selected teachers of the three noncollaborative intermediate schools of their schools' staff development programs in terms of: (a) staff development activities, (b) needs assessment, (c) decision-making, (d) communication, (e) strengths, and (f) improvements needed?

The noncollaborative schools' teachers consisted of nineteen randomly selected teachers from three schools: Case D (8), Case E (6), and Case F (5). Of the thirty teachers invited to participate, 63% participated from the noncollaborative schools. The collaborative schools' teachers consisted of twenty-three randomly selected teachers from three schools: Case A (9), Case B (6), Case C (8). Of the thirty teachers invited to participate, 77% participated from the collaborative schools.

There were considerable similarities among the noncollaborative and collaborative schools' teachers' responses about the staff development activities offered during 1987-88. Detailed responses have been included in Appendices M (Case D), N (Case E), O (Case F), P (Case A -- second round), Q (Case B -- second

round), and R (Case C -- second round).

Activities which were generally mentioned in all the schools included: Skillful Teacher course, in-services on evaluation system, in-service or workshop on learning styles, department level in-services, and in-services on student services topics. There was a consensus that staff development was a priority in all the six schools. There were a few differences which included: Case F's mentor/mentee program and the collaborative schools' comments about their staff development team, staff development position, or activities related to the needs assessment or staff development plan.

There were considerable differences between the noncollaborative and collaborative schools' teachers' perceptions of needs assessment conducted at their schools. The noncollaborative teachers reported needs assessment as being conducted informally, at department level, or at faculty meetings, if conducted at all. Case F reported that a survey had been administered to gather input from teachers. The collaborative schools' teachers responded overwhelmingly that a needs assessment had been conducted. The method of needs assessment varied among the collaborative schools; however, teacher input and teacher decision-making were used in prioritizing needs.

There were inconsistencies among all six cases about the decision-making process in reference to staff development. The varied responses among the schools indicated that the decision-making process was unclear to teachers. Decisions were made about staff development activities but teachers were not certain how those decisions were made. Case C teachers gave the staff development team more credit for decision-making and responded with less uncertainty and less variety about the decision-making process. Case C was the only school in which the administration was not cited as making staff development decisions.

The noncollaborative and collaborative schools' teachers reported general consensus about the internal communication about staff development within their schools. Comments included the following means of disseminating information: faculty meetings, department meetings, daily newsletter, memos, bulletin boards, flyers, and word of mouth.

The noncollaborative and collaborative teachers responded with similar comments about the strengths of the staff development program in their schools. Teachers viewed the following as strengths: involvement of a lot of people, department level sharing, staff needs reflected in staff development activities, quality speakers or resource people, and met needs of

teachers.

The noncollaborative and collaborative schools' teachers presented varying responses as to improvements needed in the staff development programs in their schools. Of the noncollaborative schools, Case D teachers suggested the following improvements: more information on staff development opportunities, concrete lesson plans, stop adding to the curriculum without taking something away, start meetings earlier, and more continuity and closure to staff development activities. Case E teachers suggested the following improvements: more subject matter in-services, collaboration among schools, more courses at school, and more surveys to make sure nothing is overlooked. Case F teachers suggested the following improvements: allow half time teachers to take Skillful Teacher course, better communication, more teacher input into staff development activities, more administrative leave time, and current needs (cooperative learning) not being met.

The collaborative schools' teachers (Case A, B, and C) reported suggestions which were directly related to their schools. Case A teachers suggested the following: more emphasis of follow-up after staff needs have been expressed, more collaboration among

administrative team, a black or minority member on staff development team, optional in-services, and improved communication from staff development team. There were a few comments which indicated that the staff was saturated with staff development activities and suggested that a line be drawn to not add anything new. Case B teachers suggested the following improvements: more faculty input, more open communication, staff development team needs to meet more frequently and stick to its agenda, expand staff development committee, and get more people involved. One point made about the difficulty which the staff development team has faced included, "trying to establish role and solving problems has been difficult". Case C teachers suggested the following improvements: mid-year assessment, more teacher input, more funds to attend state and national conferences, specialist on staff development committee, and more people on the committee to provide more leadership opportunities.

Question Six

Question six: What similarities and/or differences were perceived between collaborative and noncollaborative school principals of their staff development programs in terms of: (a) staff development activities, (b) needs assessment (c) decision-making,

(d) communication, (e) strengths, and (f) improvements needed?

The collaborative and noncollaborative principals reported several similarities about the staff development activities included in their staff development programs during the 1987-88 academic year. Detailed responses have been included in Appendices S (collaborative) and T (noncollaborative). Common activities included: performance evaluation in-services, 4MAT in-services, Skillful Teacher course, guest speakers on student services topics such as suicide prevention or special education issues, and reading in-services. All six principals stated that staff development was a priority with one principal who qualified, "as long as it meets needs". Principals noted that there was no formal staff development program in place during the 1987-88 academic year. The collaborative principals emphasized the staff development course as part of their programs and made references to a transition in their programs as a result of the course. Statements such as: "designed by and for faculty members, process has its own life, and more initiative coming from teachers", indicated a shift to more school-based staff development.

The collaborative principals reported needs

assessment as part of the staff development course which utilized various methods of collecting data about the perceived needs of their staffs. The noncollaborative principals reported that their needs assessment were usually informal and included department chairpersons and focused on departmental needs.

The collaborative principals responded with statements which indicated that the decision-making process was centered more on input from the total staff through surveys or Nominal Group Technique (NGT). The noncollaborative principals responded with statements about decision-making which focused on the department level or faculty advisory council (fac).

The collaborative and noncollaborative principals reported similar means of communication about staff development activities. These means included: faculty meetings, memos, bulletin boards, and department chair meetings.

The collaborative principals perceived the strengths of their staff development programs: staff needs, staff development teams owning the process, flexible, teachers modeling risk taking for students. The noncollaborative principals perceived strengths in their staff development programs which included: participation of staff, teachers' needs, ideas

were supported with resources, and instructional technology. The strengths of the staff development programs were perceived differently by the collaborative and noncollaborative principals.

The collaborative and noncollaborative principals perceived varying ways to improve their staff development programs. The collaborative principals reported the following methods to improve their staff development programs: financial assistance, focus on individual teacher needs, more focus of all activities, critique program more quickly, and ensure that staff development activities are reflected in annual operating plans. The noncollaborative principals reported the following ways to improve their staff development programs: more flexibility in delivering instruction, more released time for teachers, support of individual efforts, more defined program, more long-range, formal assessment of needs, and awareness of new county programs. Three of the improvements (more defined program, more long-range, and formal needs assessment) mentioned by the noncollaborative principals were components of the school-based collaborative approach.

Question Seven

Question seven: What was the nature of the three collaborative school-based staff development plans in terms of: (a) major emphasis, (b) goals and objectives, and (c) initial implementation during the first year?

This question dealt with the product or staff development plans produced by the three collaborative schools. Each plan has been examined for major emphasis, goals and objectives. The initial implementation during the first year, as reported by principals, has also been included. See Appendix U for detailed responses. Each plan has been presented separately: Case A, Case B, and Case C.

Case A's Staff Development Plan

The major emphases of Case A's staff development plan consisted of three major goals: communication, organization, and other. The communication goal stated: "to increase teacher ownership and feelings of self-worth through knowledge of and involvement in school activities" (Case A Plan, 1988). Under the communication goal, specific objectives included:

1. to improve the communication process among faculty members through communication skills workshops
2. to provide for a part-time faculty position for the purpose of coordinating and improving dissemination of information among staff members through a Faculty-Gram, Activity Bulletin Board, PTA newsletter, faculty forums, etc.

3. to begin monthly birthday parties to include entire staff
4. to organize monthly potluck lunches for the faculty
5. to provide for a workshop on communication skills with Colonel Winland
6. to establish a position of historian who will record and preserve presentations and happenings at Case A school (Case A Plan, 1988)

The organizational goal stated: "to enhance the Case A Intermediate School climate by focusing on structure, function and human resources which will lead to organizational harmony among student, faculty and community". Under the organizational goal included these specific objectives:

1. to develop a student handbook, based on faculty input, which will elaborate on school rules and responsibilities
2. to prepare teachers to explain the student handbook through the teacher advisory period
3. to train staff to consistently implement the school rules
4. to train staff members to identify and work with students who are leaders and positive role models and to assist those students in developing leadership and group process skills
5. to organize faculty to provide support groups and activities for students, such as empowerment groups, divorce groups, achievement center and peer helper groups
6. to prepare teachers to instruct students in the use of a Daily Assignment Book (DAB). There will be one DAB used for all subjects throughout the day
7. to form a faculty committee to discuss and make recommendations on a format for standardization of student papers
8. to train representative teachers to teach a pilot program in decision-making (Case A Plan, 1988)

Under the category of other objectives included the following:

- a. to continue involving faculty in the Teacher Research Program
- b. to offer a graduate level course in 4MAT
- c. to offer a series of workshops on wellness and stress management
- d. to implement a Reading-Thinking-Study-Skills Program
- e. to train teachers in areas of instructional technology such as word processing, CAPS, and Apple Works
- f. to seek funding for a staff development specialist position
- g. to extend the involvement of the staff in school-business partnership programs
(Case A Plan, 1988)

The staff development plan for Case A included two major goals: communication and organization.

Communication dealt with faculty issues and organization dealt with student issues. A third category called other included staff development activities for staff members.

The initial implementation of Case A's staff development began in 1988-89. Approximately halfway through the first year, the principal provided perceptions about the implementation process: "The area of organization for students has helped". Additional comments included: "faculty very active in learning about new trends...several options for teachers...don't want them to burn out...stress management, possible

topic... staff development has become a focal point -- staff taking ownership...two committee meetings -- organizational things...some plans have been followed through -- some changing -- modified as need arises". In general the principal seemed pleased with the implementation process at the mid-year point of the first year.

Case B's Staff Development Plan

The major emphasis of Case B's staff development plan was centered on the orientation of new teachers to the school. This emphasis was chosen based on a history of high turn over rate among the teaching staff. The plan included formal and informal activities to orient new staff members such as: "conferencing, peer consultation, classroom observation, in-service participation, and socialization events" (Case B Plan, 1988, p. 47).

Case B's plan consisted of three major areas to orient new staff members through individual and group activities. The three major areas were: communication, curriculum, and discipline. Activities listed under communication included: "progressive breakfast tour... new teacher inventory...guidebook...buddy system...and needs assessment" (Case B Plan, 1988, p. 69). Under curriculum the following activities were listed: "in-service of media equipment...in-service in locating

and developing teaching resources...in-service using the community as a resource...and professional literature" (Case B Plan, 1988, p. 70). Under discipline in-services, topics included: "classroom management...opening school agenda...closing school agenda...lesson planning...and what works: a review of the literature on discipline practices" (Case B Plan, 1988, p.71).

Case B's staff development plan was implemented in 1988-89. The principal provided some perceptions about the initial implementation during the first year. Due to an enrollment shift because of boundary adjustments, Case B lost approximately 250 students which resulted in a reduction of staff; therefore, no new staff members were added to the staff which eliminated the need for the orientation of new staff members. The staff development plan was referred to as a "bust" by the principal. However, even though the course was not perceived as practical, the principal reported that, "It sensitized us to the need for needs assessment process in dealing with the plan...it helped with an impetus". He reported that the staff development committee was actively involved in planning staff development activities for the staff.

Case B's staff development plan focused on

orientation of new staff members to the school. The plan was not implemented because of a boundary adjustment which meant no new staff would be assigned to the school. Nevertheless, the principal perceived the process which was involved in the collaborative school-based approach useful in helping the staff development committee redefine its plan for the school.

Case C's Staff Development Plan

Case C's staff development plan consisted of a major emphasis on school climate which became the umbrella for three categories of staff development activities: instructional technology, characteristics of the middle school student, and fostering higher level thinking in under-achievers (Case C Plan, 1988, p. 11). These three categories constituted the three-year plan with each separate goal comprising the focus of the three-year plan.

School climate as defined in the Case C Plan included two major goals: productivity and satisfaction. Productivity was defined as, "a wholesome, stimulating and productive learning environment conducive to the academic and personal growth of the students" (Case C Plan, 1988, p. 16). Satisfaction was defined as, "a pleasant and satisfying environment within which adolescents can work...a sense of personal worth, enjoyment of school, and success

from participation in worthwhile activities" (Case C Plan, 1988, p. 16). Eighteen specific determinants were identified, based on Howard, Howell, and Brainard's book, Handbook of Conducting School Climate Improvement Projects (1987). These eighteen determinants were divided into three categories: program, process, and material.

The initial implementation of Case C's staff development began in 1988-89 with instructional technology being the focus for the year. Informal courses (noncollege) and formal courses (college) were offered to help teachers improve their skills in computer technology. The principal's perceptions of the initial implementation were positive. Teachers seemed to benefit from the course; an example of one teacher who overcame computer phobia was given. Additional comments included: "teachers have attitude that they can try new things...networking more -- teachers talking to other teachers more -- across departments...staff development team has been able to follow their plan -- more their plan than my plan -- want to keep it that way". The principal emphasized the ownership of the plan as being with the staff development committee which coordinated and directed the activities. The initial implementation of the Case

C Plan was perceived very favorably by the principal.

Chapter Summary

The findings for each of the seven research questions were provided in this chapter. The course organizers perceived the approach as: participant-owned; experimental; having much potential; having several obstacles; and needing improvement in course design and delivery.

Case A team members perceived the collaborative approach as: collegial; more favorable than prior staff development; focused on local school needs; needing improvement in course design and delivery. Case B team members perceived the collaborative approach as: collegial; having ambiguity; more favorable than prior staff development; and needing improvement in course design and delivery. Case C team members perceived the collaborative approach as: grassroots effort; more favorable than prior staff development; collegial; needing improvement in course design and delivery; and needing more content on needs assessment and staff development plan.

Differences in the perceptions of course organizers and team members included: the role of the principal; ownership of the course; evolving aspect of the course; unexpected benefits; change in catalyst role; and

tighter accountability within the course.

Differences in perceptions among the collaborative teams included: role of the principal; actual benefits; and unexpected benefits.

Differences in perceptions of the collaborative and noncollaborative teachers about their staff development programs included: needs assessment; decision-making; and improvements needed.

Differences in perceptions of collaborative and noncollaborative principals about their staff development programs included: needs assessment; decision-making; strengths; and improvements needed.

The nature of the three staff development plans were: (A) communication and student organization; (B) orientation of new teachers to the school; and (C) school climate including instructional technology, characteristics of middle school students, and higher thinking skills. The initial implementation of plans from cases A and C were perceived as favorable; case B plan was not implemented.

CHAPTER V

OVERVIEW, CONCLUSIONS, COMPARISONS, RECOMMENDATIONS AND SUMMARY

Overview

Staff development of teachers has been a major topic in the literature over the past decade (Wood, et al., 1982; Griffin, 1983; Hoyle, 1985; and Loucks-Horsley, 1987). Most of the literature has pointed to the pitfalls of traditional staff development which has been generated at the system or district level (DeBevoise, 1983; Hoyle, 1985; and Bacharach, Bauer, & Shedd, 1986). While pointing out the shortcomings of traditional staff development, the literature has suggested that staff development should be focused at the local school level with more teacher input into the design and delivery of staff development (Lezotte and Bancroft, 1985; Goldsberry and Harvey, 1985; Deal, 1986; Lieberman, 1986; and Wood, Caldwell, and Thompson, 1986).

Three suburban public intermediate schools entered into a collaborative approach to staff development in order to bring about a more school-based staff development program. The collaborative approach included a team of teachers and a principal from each school participating in a graduate level course

together. One outcome of the course was long-range staff development plans developed by each team based on the needs of each individual school.

The purpose of this study was to examine the efficacy of the collaborative school-based staff development approach in terms of the process, comparison to other intermediate schools, and the product (staff development plans). Seven research questions were answered in this study from the data generated by structured interviews of principals and teachers from the three collaborative schools and three similar noncollaborative intermediate schools as well as the staff development plans from the three collaborative schools.

Included in this chapter are conclusions reached after examination of the data for the seven research questions; comparison of the study findings to the literature; recommendations for further study; and a summary of the study.

Conclusions

Question One

Perceptions of course organizers

Involvement: The course organizers perceived the principals' involvement as essential; the teacher's involvement as three individual groups; and the advisory group serving as liaisons who could have been

utilized more effectively.

Characteristics: The course organizers perceived the collaborative approach as an innovative school-based initiative which was experimental and evolving.

Comparison to prior staff development: The course organizers perceived the collaborative approach as participant-owned in comparison to prior experience with staff development.

Benefits: The course organizers perceived the expected benefits in terms of the school improvement which the staff development plans would foster; the actual benefits as the quality and comprehensiveness of the staff development plans; and the unexpected benefits as the interest generated by the course.

Obstacles: The course organizers perceived the obstacles to the collaborative approach as the nature of the course which expected participant ownership, course requirements, and the frustration resulting from the ambiguity during the course.

Improvements needed: The course organizers perceived several improvements to the collaborative school-based approach. The improvements suggested dealt primarily with the design and delivery of the course. Specifics included more individual accountability, less ambiguity, more content on needs

assessment, and more visible role of the advisory group.

Question Two

Perceptions of collaborative school

teams: A, B, and C

Case A

Case A team perceived the principal's involvement as a team member; teachers' involvement as collegial and collaborative; and the advisory group's involvement primarily as liaison prior to the course.

Case A team members perceived the characteristics of the collaborative approach as primarily focused on the local school and the needs of its staff.

Case A team members perceived the collaborative approach in comparison to prior staff development as much more practical because local school needs were the focus.

Case A team members perceived the expected benefits of the collaborative approach as improved staff development and teacher ownership of staff development; actual benefits as teacher involvement and staff development plan; and the unexpected benefits as more teachers assuming leadership roles and collegial aspects of the staff development focus.

Case A team members perceived the obstacles to the collaborative approach as logistical such as time constraints and the course requirements for

accountability.

Case A team members perceived several improvements needed in the collaborative approach and focused primarily on the course including such things as: more content on needs assessment, clarification of expectations and requirements, and clarification of university and school needs.

Case B

Case B team members perceived the principal's involvement as a team member; the teachers' involvement in terms of tasks performed; and the advisory group's involvement in contradictory terms. Some team members perceived the advisory group as planning the course while other team members were not aware of any involvement of the advisory group.

Case B team members perceived the collaborative approach from differing perspectives. Some team members perceived the collaborative approach as collegial; others perceived it as ambiguous; while others perceived it as incongruent between course expectations and participant expectations.

Case B team members perceived the collaborative approach more favorably in comparison to prior staff development because of the opportunity to improve the staff development at the local school level.

Case B team members perceived the expected benefits of the collaborative approach as focused on the staff development plan; the actual benefits as a half-time staff developer position and the staff development committee; and unexpected benefits centered on the process of the collaborative approach.

Case B team members perceived the obstacles to the collaborative approach as the design and delivery of the course.

Case B team members perceived the improvements needed in the collaborative approach as focused primarily on the design and delivery of the course including clarification of the university and participant expectations, more structure, and clarification of purpose of the course.

Case C

Case C team members perceived the principal's involvement as a resource role; teachers' involvement in terms of tasks performed during the course; and the advisory group's involvement as liaison to the instructor and uncertainty about its involvement.

Case C team members perceived the collaborative approach as "grass-roots" and at the school level.

Case C team members perceived the collaborative approach more favorably than prior staff development because the collaborative approach dealt with needs and

desires of the local school and was long range.

Case C team members perceived the expected benefits as improved instruction for students and more involvement in planning staff development activities; actual benefits as collegial nature of the process and value of the staff development plan; and unexpected benefits as collegial nature of the process has carried over after the course and the three year plan.

Case C team members perceived the obstacles to the collaborative process as the design and delivery of the course and time constraints.

Case C team members perceived improvements needed in the collaborative approach as focused on the course including such things as: more focus on the staff development plan, more information on needs assessment, and more organization and structure for the course.

Question Three

Similarities and differences between course organizers and collaborative school teams

The course organizers and collaborative school teams perceived similarities of the collaborative approach in terms of the teachers' involvement; advisory group's involvement; characteristics such as school-based, collegial and collaborative; in comparison to prior staff development such as school-

based, merit of the approach, and potential of the approach; expected benefits; actual benefits; obstacles to collaborative approach; and improvements to the collaborative approach.

The course organizers and the collaborative school teams perceived differences in the collaborative approach in terms of the role of the principal; evolving nature of the process; ownership of the course belonged to the participants; unexpected benefits; obstacles to the collaborative approach; and improvements to the collaborative approach.

Question Four

Similarities and differences among the collaborative school teams

The collaborative school teams perceived similarities in the collaborative approach in terms of teachers' involvement; advisory group; characteristics of the collaborative approach; comparison to prior staff development; expected benefits; obstacles to the collaborative approach; and improvements needed in the collaborative approach.

The collaborative school teams perceived differences in the collaborative approach in regard to the involvement of the principal; role of the advisory group; actual benefits; and unexpected benefits.

Question Five**Similarities and differences of collaborative
teachers and noncollaborative teachers**

The collaborative teachers and noncollaborative teachers perceived similarities in their staff development programs in regard to staff development activities; communication about staff development; and strengths of their staff development programs.

The collaborative and noncollaborative teachers perceived differences in their staff development programs in regard to needs assessment (formal vs. informal); decision-making about staff development (uncertainty among all six cases); and improvements needed (subject matter in-services and more teacher input vs. a variety of improvements suggested by collaborative teachers).

Question Six**Similarities and differences among collaborative
and noncollaborative school principals**

The collaborative and noncollaborative school principals perceived similarities in their staff development programs in regard to staff development activities; and communication about staff development.

The collaborative and noncollaborative school principals perceived differences in their staff development programs in regards to needs assessment;

decision-making about staff development; strengths of their staff development programs; and improvements needed in their staff development programs.

Question Seven

Staff development plans: Case A, B, and C

Case A

Case A's staff development plan focused on three major categories: (1) communication within the school; (2) organization of students; and (3) other staff development activities. The initial implementation of the plan was reported as improving student organization, making staff development a focal point, staff taking more ownership, and modifying the plan as needed.

Case B

Case B's staff development plan centered on the orientation of new teachers to the building because of high turnover rate of teachers in the past. Three major areas were identified for training new teachers as part of the orientation process. These included communication, curriculum, and discipline. The implementation of Case B's plan was interrupted as the school experienced a boundary change which resulted in a decline of enrollment which meant no new teachers were added to the staff. Therefore, the staff

development plan was not needed. It was reported that the staff development process helped the staff development committee develop alternate plans as a result of the collaborative approach.

Case C

Case C's staff development plan focused on school climate as an umbrella topic with three supporting categories of instructional technology, characteristics of the middle school student, and fostering higher level thinking in under-achievers. Each of the three categories constituted a year's major emphasis over a three year period. The initial implementation appeared positive as courses offered in instructional technology were filled; more collaboration across departments was reported, and ownership of the plan belonged to the staff development committee.

Comparison of Findings to the Literature

The findings from this study strongly supported the literature in the following six ways.

- (1) Traditional staff development was viewed as ineffective by teachers (DeBevoise, 1983; Hoyle, et al., 1985; and Bacharach, Bauer, and Shedd, 1986).
- (2) Staff development was focused on the local school as the unit of improvement (Lezotte and Bancroft, 1985; Goldsberry and Harvey, 1985; Deal, 1986; Lieberman,

1986; and Wood, Caldwell, and Thompson, 1986).

(3) School-based personnel collaborated about staff development (Solo, 1985; Lieberman, 1986; Loucks-Horsley, 1987).

(4) Staff development programs were long-range, three to five years (Hoyle, et al., 1985 and Lezotte and Bancroft, 1985).

(5) Needs assessment was included as a component of school improvement (Sharpes, 1974; King, 1980; and Castle, 1988).

(6) The process of school improvement was just as valuable as the outcomes (Fessler, 1980; Wood, et al., 1982; Hoyle, et al., 1985; Hord, 1987; and Castle, 1988).

Contrasts in the study findings and the literature existed in the following ways.

(1) Evaluation of the staff development programs which had existed in the collaborative and noncollaborative schools was described as lacking comprehensiveness which had been suggested in the literature (Bishop, 1976; Marshall, 1988; Castle, 1988; Killion and Harrison, 1988; and Kuligowski, 1988).

(2) Staff development activities as described in the collaborative and noncollaborative schools were more others-initiated rather than self-initiated and self-

directed as mentioned in the literature (Elliot, 1980 and Deal, 1986).

Recommendations for Further Study

1. Conduct a follow-up study two or three years hence to determine whether plans were fully implemented and what modifications had been made.
2. Conduct a longitudinal study over a period of five to ten years to ascertain the professional development of the team members from each of the schools. The purpose would be to determine if the collaborative experience had any long-range effects on the participants.
3. Explore the role of the principal in the collaborative school-based approach. The purpose would be to determine if there was a correlation between the role of the principal and long-term impact of the staff development plans.
4. Conduct a replication study if the collaborative school-based approach is repeated in another setting and compare findings.
5. Conduct a follow-up study in three to five years to explore the status of the collaborative school-based approach.
6. Conduct a comparative study of school-based staff

development attempts to determine commonalities and differences.

Summary of the Study

Three suburban public intermediate schools entered into a collaborative approach to staff development in order to bring about a more school-based staff development program. The collaborative approach included a team of teachers and a principal from each school participating in a graduate level course together. One outcome of the course was long-range staff development plans developed by each team based on the needs of each individual school.

The purpose of this study was to examine the efficacy (effectiveness) of the collaborative school-based staff development approach in terms of the process, comparison to other intermediate schools, and the product (staff development plans). Seven research questions were answered in this study from the data generated by structured interviews of principals and teachers from the three collaborative schools and three similar noncollaborative intermediate schools as well as the staff development plans from the three collaborative schools.

Findings from the study indicated that the process

of the collaborative approach to school-based staff development was generally perceived as having much potential and favored over the traditional approach to staff development. However, there was considerable dissatisfaction about the design and delivery of the course. Many recommendations for improvement of the collaborative approach were made by course organizers, principals, and teachers.

There were both similarities and differences in the staff development programs in the collaborative schools as compared to noncollaborative intermediate schools as reported by both principals and teachers. Similarities, as perceived by teachers and principals, included staff development activities and communication about staff development. Differences in teachers' and principals' perceptions included needs assessment, decision-making, and improvements needed. There was a discrepancy between teachers and principals on the criteria of strengths. Teachers perceived strengths in similar ways; principals perceived strengths differently.

The nature of the staff development plans and their initial implementation varied from school to school. Case A focused on communication within the school and organization of students. The plan was perceived as making a positive difference in both areas. Case B focused on orientation of new teachers to the building.

Due to a boundary change, no new teachers were added to the staff and the staff development plan was not implemented. Case C focused on improving school climate with three areas of emphasis over three years: instructional technology, characteristics of the middle school student, and higher level thinking skills in under-achievers. The plan was perceived as making a positive difference in the school.

The conclusion of this researcher is that the collaborative school-based staff development approach is a viable and feasible approach, with suggested modifications, as a school-based approach to the professional development of teachers.

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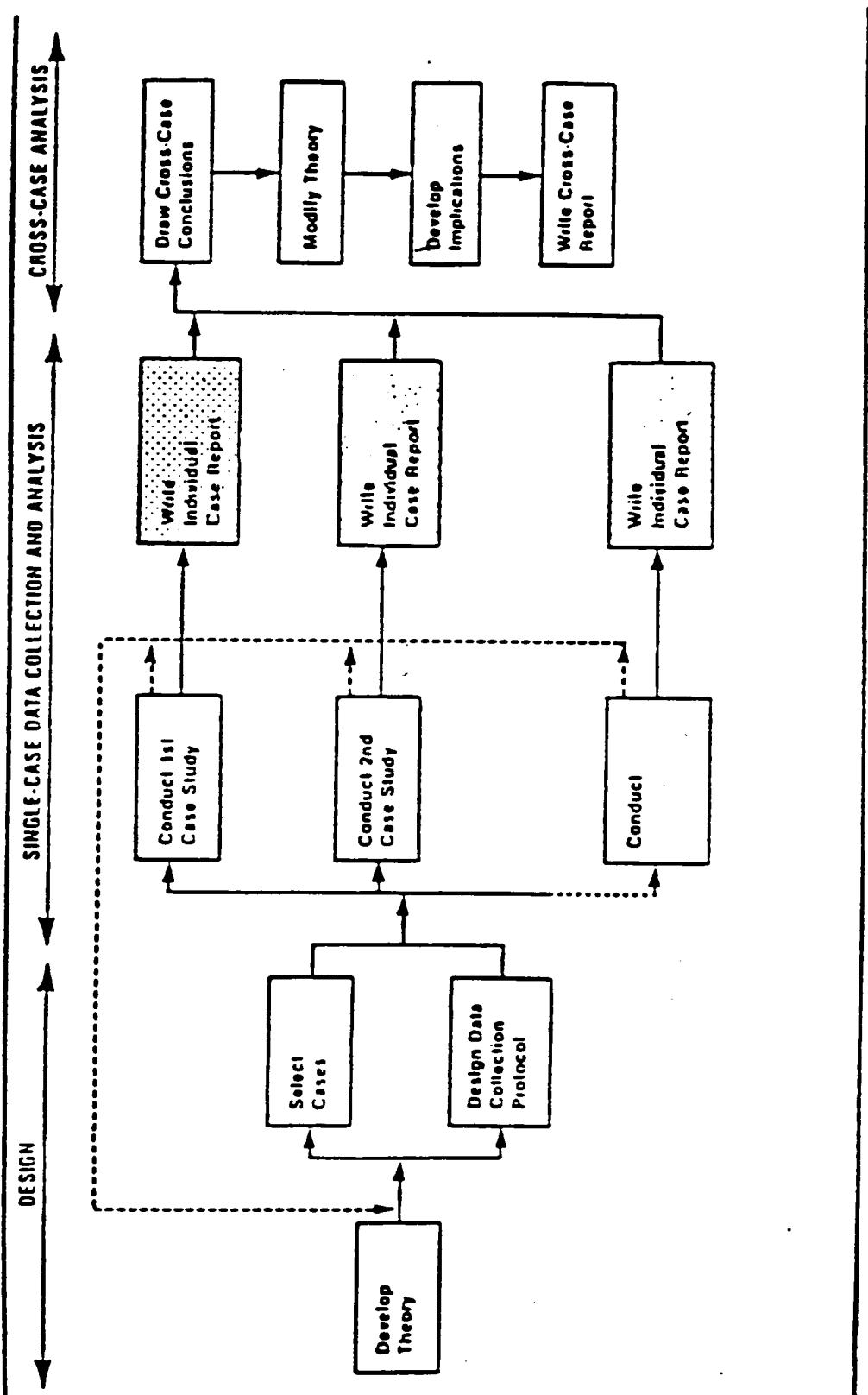
APPENDICES

GLOSSARY OF ABBREVIATIONS IN APPENDICES

4MAT - Learning Styles Model of Instruction developed by Dr. Bernice McCarthy
AOP - Annual Operating Plan
CSDP - Collaborative Staff Development Process
Delphi - A technique used to gain group consensus
DIS - Department of Instruction
FAC - Faculty Advisory Council
G/T - Gifted and Talented
LD - Learning Disability
NGT - Nominal Group Technique: used to prioritize items
PA - Public Address
PTA - Parent/Teacher Association
SD - Staff Development
SS - Social Studies
SSR - Sustained Silent Reading
TESA - Teacher Expectations of Student Achievement
TM - Teachers of Math
TPEP - Teacher Performance Evaluation Program

APPENDIX A

YIN'S CASE STUDY MODEL



Yin's Case study design.

APPENDIX B

LETTER TO COLLABORATIVE PRINCIPALS

September 8, 1988

Dear _____ Intermediate School

As we discussed this past summer, I have selected to develop a doctoral research study in the area of staff development. The collaborative school-based model for staff development which your school participated in during the 1987-88 academic year interested me a great deal.

My research study proposal will be examined by my advisory committee at Virginia Polytechnic Institute on October 11, 1988. The title of the study is "Personnel Perceptions of a Collaborative School-Based Staff Development Approach: Case Study of Three Suburban Public Intermediate Schools".

Data gathering methods will be primarily through document analysis of the long-range staff development plan prepared by your team and individual interviews of the staff development council. These will be scheduled at your convenience perhaps in November, 1988.

One purpose of the study is to provide your school with feedback as you implement your long-range staff development plan. Your support and willingness to participate in this research study is needed as I prepare to present the proposal to my committee. Please return this letter, signed, to indicate your willingness to participate in this research endeavor.

If you have any questions, do not hesitate to call me at _____.

Sincerely,

My school will participate in the research study described above.

Principal _____ School _____

APPENDIX C

LETTER TO NONCOLLABORATIVE PRINCIPALS

November 28, 1988

To: _____, Principal
_____ Intermediate School

From: E. Wayne Burchett

Subject: Dissertation Study - Staff Development

As we discussed recently by phone, your school has been selected to participate in a research study exploring the staff development process in three intermediate schools. Your school will serve as participants not involved in a collaborative school-based staff development approach. This study has been approved by the district's Research Screening Committee and the Area Superintendent.

From the staff roster of teachers at your school during the 1987-88 academic year, ten names will be randomly selected to participate in a short interview about the staff development process involved in your school during the 1987-88 academic year. Participation will be voluntary and letters will be sent to the selected teachers requesting their participation. I will ask that the letters be returned to you, as principal, and I will contact you the week prior to my visit to your school to discuss a schedule of those participating.

A sample letter is attached. The date of _____, 1989 has been set for my visit. If you have any questions, do not hesitate to call me at _____.

In order to confirm your participation, please sign the statement below and return to me. Thank-you for your assistance in this research endeavor.

My school will participate in the research study described above.

Principal _____ School _____

APPENDIX D

LETTER TO SELECTED TEACHERS

To: _____

_____ Intermediate School

From: E. Wayne Burchett

Subject: Dissertation Study - Staff Development

Your school has been selected to participate in a research study of the staff development process in selected intermediate schools. This study has been approved by the district's Research Screening Committee. Your name has been selected (randomly) to participate. However, your participation is voluntary.

Involvement on your part would require about 15-20 minutes for an individual interview about the staff development process used during the 1987-88 academic year in your school. A date of _____ has been set for me to visit your school to conduct the interviews. Please complete the bottom portion of this memo and return it to your principal as soon as possible.

I look forward to meeting you and learning more about the staff development process in your school. Your assistance in this research endeavor is greatly appreciated.

I, _____, will participate in this research study and my planning period is _____.

_____ I will not be able to participate in this research study.

APPENDIX E

APPROVAL LETTER FROM RESEARCH COMMITTEE

(Identifying information has been excluded
in order to provide anonymity of participants.)

Department of Staff Development, Planning, and Evaluation
Office of Planning and Organizational Development

November 8, 1988

Mr. E. Wayne Burchett

Dear Mr. *Wayne* Burchett:

We are pleased to inform you that your application to conduct a comparative analysis of four critical components of the implementation of plans developed within a school-based collaborative staff development model by three intermediate schools has been approved by the Research Screening Committee. Specific conditions and recommendations of this approval are attached. Please sign the agreement and send it to me. Final approval of your research is contingent upon receipt of the agreement.

In addition, please review Regulation 3910 (attached) and adhere to it carefully. If you plan to make changes in the study, please contact me. If I can be of further assistance please call me at 698-0400, extension 8706.

When it is completed, please send me an abstract and two bound copies of the study so that one can be placed in the Professional Library , and one in our office. We look forward to reviewing the final project.

Sincerely,

Claudia Chaille, Ed.D.
Chairman
Research Screening Committee

CC/bjw
Attachment

APPENDIX F

INTERVIEW FORM: ROUND ONE

INTERVIEW FORM - PRINCIPALS AND TEAMS

School _____ Interviewee _____

Position _____ Date _____

1. How were principals involved in the collaborative staff development process?

2. How were teachers, on the staff development team, involved in the collaborative staff development process?

3. What functions did the advisory group serve to the collaborative school-based staff development process?

4. What characteristics distinguish the collaborative staff development process?

5. Compare the collaborative staff development process to prior experience with staff development?

6. What benefits were expected from the collaborative staff development process?

7. What benefits were derived from the collaborative staff development process?

8. What unexpected benefits seem most noteworthy from the collaborative staff development process?

9. What improvements in the collaborative staff development process were needed?
10. What were the most difficult obstacles in the collaborative staff development process?

(Think about the staff development team from your school in answering questions 11-16.)

11. What policies and procedures were used in establishing the team?
12. How was representation on the team established?
13. How were goals and objectives met according to established timelines?
14. How was relevant information communicated to other staff members?
15. What system for meetings was used?
16. What record-keeping methods were used?

(Think about the needs identification process in answering questions 17-24.)

17. What was the stated purpose or mission statement of

the staff development program?

18. How was the type of needs assessment decided?

19. How were the identified needs rank-ordered?

20. What methods were used in the data collection process?

21. What sources were used in the data collection process?

22. Describe the time frame for each of the following:

- a. design the strategy
- b. develop the instruments
- c. tabulate the results
- d. interpret the results

23. How long was the data collection process?

24. How could the needs assessment process be summarized?

25. Is there anything else you would like to share about the collaborative school-based staff development process?

APPENDIX G

INTERVIEW FORM: ROUND TWO

INTERVIEW FORM - SELECTED TEACHERS

School _____ Interviewee _____

Position _____ Date _____

Directions: The following questions are designed to elicit responses about the staff development program in your school. Think about the 1987-88 academic year and use the program in place during that year as a basis for responding. This interview will be audio taped to ensure accuracy. It is voluntary and your participation is greatly appreciated.

1. What staff development activities did your school provide?

2. How were decisions made about which activities to offer at your school?

3. Were staff needs assessed at your school? If so, how?

4. How were teachers involved in the needs assessment of the school staff?

5. What methods of communication were used to inform staff members of staff development information?

6. How would you describe the staff development program at your school?

7. What were the strengths of the staff development program at your school?
8. What suggestions do you have for improving the staff development program in your school?
9. Do you think staff development is a priority in your school? Explain.
10. What additional comments do you have about the staff development program in your school?

APPENDIX H

CRITERIA FOR DATA ANALYSIS

CRITERIA FOR DATA ANALYSIS

Collaborative School-Based Staff Development Process:

- involvement (principals, teachers, and advisory group)
- characteristics
- comparison to prior staff development
- benefits (expected, actual, and unexpected)
- obstacles
- improvements needed

Comparison of Staff Development in Collaborative and Noncollaborative Schools:

- staff development activities
- needs assessment
- decision-making
- communication
- strengths
- improvements needed

Collaborative School-Based Staff Development Products:

- major emphases
- goals and objectives
- initial implementation

APPENDIX I

RESPONSES : COURSE ORGANIZERS

Perceptions of Course Organizers of Collaborative School-Based Staff Development Approach

INVOLVEMENT:

Principals:

- three principals
- their presence, very important
- changed focus from individual plans to one plan
- had own agendas for outcomes (staff development plan)
- legitimized what teachers were doing
- administrative support was vital
- two took course for credit; one audited

Teachers:

- three teams, three groups
- attended class meetings and met between classes
- finding time to meet was difficult

Advisory group:

- planning function; four or five meetings
- symbolic/political way
- recruited others for course
- trouble-shooters for problems, feedback
- leaders, monitors, go-betweens
- planned the course
- became leader at the school level
- should have more visibility throughout the course
- could have used the group to handle confusion

CHARACTERISTICS:

- school-based rather than central or system-based
- experimental
- based on principles of adult education literature
- constantly evolving
- responsible on learners' active participation
- reassessing all the time
- several levels of collaboration, system with university, among teachers, teachers and university, teachers from different schools, teachers and principals
- at times very painful
- growth, beneficial time professionally

COMPARISON TO PRIOR STAFF DEVELOPMENT:

- first time for collaborative course
- underlying assumptions are solid; has tremendous potential
- never free of growing pains
- turbulence of first offering has not discouraged the idea

- ownership of course belonged to participants
- course designed with facilitator, not instructor
- participant ownership was hardest thing
- cohesiveness within groups started when participants assumed ownership for course
- painful growth

BENEFITS:**Expected:**

- learning experience for organizers
- school teams would take ownership
- affect the professional development of teachers
- explore process for school-based staff development based on teachers' needs and meets credit requirements
- improve school climate and school culture
- improve instruction
- improve student learning

Actual:

- plans, more detail than plans developed by committees
- organizers learned about school needs and expectations
- those things expected
- product guided the process
- process, more thoroughly systematic, more comprehensive plan of staff development than other schools
- collegiality
- degree of positive response
- involvement of more than one school

Unexpected:

- no unexpected bonanzas
- did not expect close scrutiny
- interest in follow-up course
- level of attention for course
- hoping positive side would outweigh ambiguities
- degree of enthusiasm people in class had for teachers from different schools
- principals were in attendance, could not have had it without them

OBSTACLES:

- catalyst role changed
- lack of familiarity with credit requirements
- learning expectation on participants with the amount of learner responsibility
- adult learners being responsible for own learning
- balance of commitment for them to assume that

not be perceived negatively

- ownership
- those closest to problem should solve it
- address real needs rather than artificial needs

Actual:

- grew as a group
- broke down barriers between departments
- opportunity to work with others
- principal involvement
- ground stages laid, not reached potential yet
- changes in staff will allow changes in plan
- a lot
- teachers felt they were a part
- improvement in teacher advisory program
- teachers gave ideas
- developed true needs
- found out the biggest needs and addressed them
- collegiality
- working with one another
- positive feelings, feedback
- teamwork
- everyone knew we had a staff development focus
- came up with some good ideas
- planning periods with coffee used by others

Unexpected:

- quiet people came to forefront - leaders
- teachers assuming more roles, more volunteers
- Career Ladder II may have affected this
- not aware of any unexpected benefits
- other special interest groups have taken techniques used in the needs assessment i.e. planning periods with food
- gave teachers a chance to share ideas, how they felt
- time to talk to other teachers
- opened lines of communication between administrator and teachers
- camaraderie of group

OBSTACLES:

- time *
- lack of money
- restrictions due to lack of time and money

- flexible
- collaborative
- teacher input
- focused on those working here
- focused on school climate
- focused on what was needed
- focused on faculty needs
- three to five plan
- graduate course setting
- one year long
- principal involved

COMPARISON TO PRIOR STAFF DEVELOPMENT:

- night and day
- (prior county inservices) little interest, lacked quality, didn't address differences in teachers
- (csdp) focused on the individual level
- (prior sd) not school-based; county pulled it out of hat to justify inservice days; no needs assessment; had to justify staff development; county down; no input from teachers
- (csdp) school up
- (csdp) big difference; free talk sessions to gather input; meetings with principal to share needs
- (prior sd) top down; told to attend; too much time; not important
- (csdp) dealt with perceived needs within own school as opposed to someone who has never seen our school
- (prior sd) isolated events mandated from somewhere besides principal
- (csdp) pulled ideas from all staff members
- (prior) external rather than internal
- (csdp) one year long; constantly discussing it

BENEFITS:**Expected:**

- alot...noone knew where we were going; uncertainty
- school-based staff development
- address individual school needs
- develop plan to address those needs
- buy-in of faculty members of plan to be developed * *
- improve school morale and school climate
- team effort
- to improve staff development so it would

responsibility

- people wanted to be told what to do
- people did not like ambiguity
- the grading system

IMPROVEMENTS:

- modeling by course organizers of group expectations
- constant cloudiness - staff development catalyst changed
- various things about course - tighter individual accountability
- more follow-up on readings, not accountable enough
- more structure for readings and discussions
- groups dealing with topics themselves, not turning it over to outside presenters
- not redoing things at last minute
- time after each presentation to process what significance or implication for staff development
- more interaction tied to product and needs assessment
- times for teams to meet
- clarify topics in terms of final product
- provide process things to know and some possible content topics
- three member management team assigned to each school to monitor the process
- clarification of different agendas
- more visible role for advisory group during course

APPENDIX J

RESPONSES : CASE A STAFF DEVELOPMENT TEAM

Perceptions of Case A Team Members of Collaborative School-Based Staff Development Approach

* denotes additional like responses

INVOLVEMENT:

Principals:

- former principal interested
- present principal enthusiastic
- principal took course
- equal member of team **
- two administrators - involved in all aspects

Teachers:

- seven teachers
- asked to take the course
- worked on staff development plan
- equally
- collaboratively
- worked as unit
- group effort
- shared ideas for activities and projects
- approached to be on advisory group
- cross section with subject matter

Advisory group:

- served as link with county, university, and class
- guiding force
- presented ideas
- set up guidelines for course, i.e. grading and adaptations to course
- liaison to professor
- steering committee
- troubleshooting
- set agenda for sessions

CHARACTERISTICS:

- local involvement
- high level of interest in process
- buying-in process
- on-going effort *
- involves entire school
- requires tremendous amount of time and commitment to school program
- needs assessment **
- functioned as separate group
- worked together as group on needs assessment
- group process
- developed plans to meet needs
- unified

- no guidelines on how to write a staff development plan
- conflict of university requirements and needs of the school
- not told how to write a plan
- getting everyone together
- finding time or commitment - everyone doing so many things
- some not pull their weight
- absences
- can't think of any
- narrowing global concerns
- prioritizing needs *
- arranging for needs assessment
- constraints of university
- format of course
- lot of class time on nonrelevant things

IMPROVEMENTS:

- communication of expectations and requirements
- better method of getting people involved
- more direction - less confusion
- more staff input on plan
- improved methods of needs assessment, questioned validity of needs assessment
- needs assessment - not told how to do one
- lot of people working on it
- opportunities to identify needs
- big learning experience for me
- don't know what's being done until you conduct a needs assessment
- more information about needs assessment
- more input from parents
- more opportunities to share with other two schools
- conflict of university and school needs sorted out

APPENDIX K

RESPONSES : CASE B STAFF DEVELOPMENT TEAM

**Perceptions of Case B Team Members (5) of
Collaborative School-Based Staff Development Approach**

* denotes additional like responses

INVOLVEMENT:

Principals:

- part of course
- member of class
- team member * * *
- worked collaboratively with group
- identified a couple of teachers to be on advisory group
- student - not a leader

Teachers:

- brainstormed as a group
- reached consensus on "new teacher" idea
- different jobs
- different assignments
- self designated
- produced product to use at school
- designed 2-3 sessions
- students taking a course

Advisory group:

- decided what would be
- graduate credit
- decided on adults as learners
- non-existent
- maybe informal
- not aware there was one
- planned course
- one member dropped course
- lost identity once course started - part of the group
- helped setting up the class
- meetings prior year
- liaison with professor *
- laid groundwork which changed dramatically

CHARACTERISTICS:

- teamwork to reach common goal
- trust
- professionalism
- everyone had special expertise to share with others
- collegial effort to identify staff development needs and implement plan
- second opportunity to work with teachers on a collegial basis

- got to know faculty better
- principal stopped identifying school needs
- worked with others to identify school needs
- school-based management
- participatory leadership
- I don't plan staff meetings
- needs assessment
- a process
- a program with follow-up
- disorganized for a while
- vague and ambiguous
- gaps between what professor wanted and what we wanted and what staff development office wanted
- incongruity among those individuals above

COMPARISON TO PRIOR STAFF DEVELOPMENT:

- (prior) by subject - some good- some horrendous
- (csdp) lot of leeway
- (prior) somewhat superficial; mandated from county
- (csdp) several things came together
- school team involvement
- staff development course
- performance evaluation standard 8
- didn't have prior experience with staff development
- (prior) principal decided on inservice
- (csdp) wonderful
- invested interest
- (csdp) will bring worthwhile staff development at the school level
- course opened up some activities
- have opportunity to plan to implement staff development activities

BENEFITS:

Expected:

- school-based staff development
- school would decide on what's appropriate
- never articulated from outset
- school-based, needs identified by themselves and then develop programs to meet those needs
- find out about staff development
- setting up programs
- learn "how to" set up programs
- train professionals to go to schools to plan and implement worthwhile staff development

Actual:

- position of staff developer who coordinates school calendar
- staff development committee plans staff meetings
- needs assessment
- more encouragement for teachers to sponsor workshops
- worked with other teachers who I hadn't worked with before
- greater collegiality
- half-time position
- people willing to take risks in leadership roles
- staff development committee - in process
- learned about group work
- opportunity to work with other professor
- group work to complete the project
- teamwork - real benefit

Unexpected:

- used team experience in Tech class in organizational development (Myers Briggs)
- administrator involvement
- I don't know
- staff developer position *
- staff development committee *
- colleague teacher program
- elevated staff development to higher level
- process of getting teacher involved
- product - not the important thing
- we worked it out ourselves
- we came together and worked out the plan
- someone to coordinate the master calendar
- presentations i. e. 4MAT

OBSTACLES:

- three separate groups meeting at the same time
- competitiveness and separateness of groups
- noone was sure of where we were going
- punching at cotton
- lot of handouts and verbage; not information we needed to know
- lack of flexibility in course by university
- the "givens" were obstacles
- college credit became a hindrance
- time to meet
- aligning the expectations of course objectives with professional expectations

IMPROVEMENTS:

- gear the course to avoid conflict between university and class members
- more emphasis on adult learners
- redefining terms
- painful process
- more structure
- needless use of emotional energy which could have been used for problem solving
- planners guided too heavily by university expectations
- nothing new or innovative about this course
- professor caught in the middle
- create knowledge while allowing some freedom and flexibility
- gear class differently
- focus on What SD is? and How do you do it?
- more prior planning
- more compromise
- establish what course is to offer and what people want from course

APPENDIX L

RESPONSES : CASE C STAFF DEVELOPMENT TEAM

Perceptions of Case C Team Members of Collaborative School-Based Staff Development Approach

* denotes additional like response

INVOLVEMENT:

Principals:

- audited course
- to observe
- to be involved
- attended classes
- attended half of the planning sessions
- on fringes
- overseer
- inserting ideas
- gave administrative viewpoint
- support system
- liaison
- not class member
- extra resource for us
- team leader
- looked to him for leadership
- helped with consensus on direction of course
- participated

Teachers:

- significantly
- nine teachers conducted an NGT and developed a three prong plan
- decided on topics
- met in subgroups
- in classes, projects, and informal meetings
- collaborated with other schools and own school group
- subgroups of school group
- discussed topics to cover
- group process
- subgroups
- core of teachers who were already selected

Advisory group:

- core of staff development group
- communication link with course instructor
- shared opinions of course with instructor
- not sure
- don't know
- talked about things we might do
- liaison with instructor and university *
- not a lot of anything

- explained course and what we wanted to do in the class
- none; functioned year before

CHARACTERISTICS:

- grassroots process and effort *
- staff development thrust remains no matter who comes and goes - teachers or principal
- tool for moving school philosophically in direction you want
- process conducted by teachers
- seeking individual faculty involvement
- group working on one project
- fit each individual school
- school-based as part of school-based management
- formal attempt to bring together leaders of instructional program to develop plan
- group process
- working with other people
- monster course
- helped each other through it
- ownership by teachers

COMPARISON TO PRIOR STAFF DEVELOPMENT:

- (prior) collegial effort at another school
- (csdp) broader in scope
- (csdp) staff development is part of evaluation process
- (prior) very little teacher input
- (csdp) avoid pitfalls of prior inservice
- (csdp) extremely worthwhile course
- (prior) you were told what to sign up for
- (csdp) based on desires and needs and then develop programs to meet them
- (prior) hadn't had any experience planning staff development
- (csdp) new experience
- (prior) not long range or formal
- (csdp) more formal and more long range
- (csdp) made me more aware of differences among faculty members
- (csdp) helped me focus on what faculty said they needed not just what staff activity I'm good at to share
- (csdp) teacher ownership because they helped decide staff development activities

BENEFITS:**Expected:**

- many
- improved instruction for kids
- sophisticated process in writing
- interdisciplinary teams
- collaboration
- time allowed to spend together with colleagues
- more teacher involvement
- staff development would reflect the perceived needs of staff
- give more ownership to staff
- one-three year staff development plan
- teacher buy-in to plan *
- team is better able to assess school needs
- didn't think of it as collaborative
- wanted to learn how to work with others who were reluctant to get involved

Actual:

- mindset of involvement on part of teachers in staff development
- courses filled
- departments moving ahead
- process coming from teachers
- involved in decision-making
- course credit *
- Know colleagues better
- doing something worthwhile for the school
- a workable plan based on identified needs
- found out what faculty wanted
- became part of cohesive group that worked for common goal
- teacher buy-in *
- teachers favor local staff development versus county
- got better in working with others
- came up with some good things in plan

Unexpected:

- high level of collegiality and climate
- continued involvement over three -year period
- more people involved on committees
- involvement of teachers in staff development because they have made the choice
- set up classes that people wanted
- coming up with our own program

- my personal involvement keeps me on the cutting edge
- can't think of anything
- bonding of team that has carried over after the course

OBSTACLES:

- keeping people together at the beginning of the course
- early stage needs lots of maintenance to keep people interested and motivated
- meeting time schedules
- getting current information on topics ex. instructional technology
- lot of class time not productive in terms of what was needed to fulfill the project
- not enough class time to work on project
- confusion, course requirements conflicted with what we wanted to do
- the process used in the course
- lack of blocks of time to meet together as group
- understanding what the teacher was saying
- instructor
- dissatisfaction with course requirements

IMPROVEMENTS:

- improve course; collaborative effort of whole group
- each week focus on one aspect of staff development plan
- focused kind of course
- class become model of collaboration for teams to take back to schools
- pass/fail option
- more members in course to share the responsibilities
- more administrative leave
- more class sessions where groups work together
- more sharing among groups about what each was doing
- start with individual needs from course
- the course was impediment
- jumped through a lot of hoops to meet course requirements
- presentations were not necessary to do project
- course more information on "How to do needs assessment" *
- instead of a group learning experience,

should have been told how to do staff development

- more direction in course
- matching of expectations and objectives
- more organization
- more definite procedures in class
- structure of course
- more instruction at the beginning
- the teacher couldn't clarify
- more effective clarification
- teacher became common enemy which pulled the group together
- better match of course and instructor
- information on "How do you work as a group?; change process; and How to get people involved?"

APPENDIX M

RESPONSES: CASE D SELECTED TEACHERS

**Perceptions of Case D Selected Teachers (8)
of Staff Development Program**

* denotes additional like responses

A. STAFF DEVELOPMENT PROGRAM:

- inservice on department level; not sure what others do
- faculty meetings
- superintendent's teleconference on merit pay
- voluntary meeting on Career level II; questions and answers; for those who had been through it and those interested
- writing team - full day inservice *
- effective
- lot of oral communication
- principal devoted faculty meeting time on staff development
- move toward school-based management
- yes, staff development is priority * * * * *
- no, staff development is not priority
- 4MAT inservice **
- Skillful Teacher course ***
- department conferences
- teachers attend inservices and report back to department teachers
- county curriculum council meetings, twice a year; know what's coming up; notes go to the principal
- G/T workshop
- 7 days of consulting teacher training
- if department feels a need, it pursues a way to meet the need
- principal presents school-wide perspective
- courses are to meet or satisfy a need
- Skillful Teacher course, excellent, person who taught, did a good job
- feeling in this building is so good
- other things are not that helpful
- should ask, "What would you like?"
- staff development, top down, somebody decides away from here
- usefulness is questioned
- waste of time to sit through programs
- 4MAT, not practical
- Skillful Teacher, practical and useful
- Skillful Teacher was priority because of performance evaluation
- not much follow-up
- sense of someone fulfilling a requirement
- not a lot of opportunities; no on-going staff development process

- somethings not relevant to my discipline
- summer curriculum development class
- full day workshop once during the year
- way to keep current in trends in education
- attempts to bring relevant workshops
- computer course; computer materials
- Skillful Teacher course, well done, useful, nice feeling about the faculty, instructor did nice job
- particularly the last two principals emphasized staff development
- I tend to be afraid of new things because of making mistakes
- administrative changes
- two or three courses available
- open discussion on career advancement
- teachers are aware of advancement and weaknesses in place
- administration interested in helping staff improve; offer encouragement
- improving with age
- last year, particularly positive for us
- coursework
- encouraging attitude
- staff development is new, taking hold, people wanting to change and improve
- administration encouraging by offering opportunities to improve
- setting up situations for communication among departments
- child protective services - inservice on child abuse
- on-going reading program
- fairly well, not much of anything after 3:30
- some better than others
- faculty meetings
- child abuse inservice was good
- copyright law inservice was good
- each department responsible for reading program
- psychological testing information, left/right brain, differ learning styles
- LD, autistic learning to prepare for 1988-89
- training on aids
- very good
- met my needs
- principals tried to keep us informed

B. NEEDS ASSESSMENT:

- faculty meetings, once a month X X
- department meetings, once a month
- started with department chair and then to teacher

- departments use the chain of command, chair to the principal
- each department presents needs to the principal
- not school-wide assessment but by departments
- each department seeking needs
- 4MAT inservice offered to whole faculty
- evaluation program, *Skillful Teacher*
- 4MAT, what's available
- not aware that there were - no formal process
- principal may talk to some teachers
- discussion
- not aware of any other way
- FAC *
- department chair meetings, discussion with principal
- I don't know
- I'm not sure
- they asked for input
- change in principals
- yes, school team assessed faculty with small group discussion on school needs
- on school team
- entire faculty participation
- team process
- yes, through the department - chairs take it back to principal *
- word of mouth within departments
- through department chairs
- direct opinion poll

C. DECISION-MAKING:

- principal asked me if I'd talk about career level II; don't know where he got the idea
- performance evaluation, mandated by county
- what needs are by departments; assess needs and then see what's available
- disseminated at curriculum council
- advertised in flyer
- *Skillful Teacher*, sign-up for course
- 4MAT, area office
- faculty meeting, told what classes were available
- I don't know how those decisions are made
- things are made available- faculty could decide, yes or no
- FAC
- ask opinions (survey)
- *Skillful Teacher*, 38 took it
- staff development group asks questions
- faculty meetings to clarify questions

D. COMMUNICATION:

- PTA newsletter
- faculty meetings, written agenda
- department meetings, written agenda
- information as member of curriculum council
- faculty meetings, principal announces opportunities
- Skillful Teacher, offered at our school *
- principal to department chairs to teachers
- sign-up sheet
- told on day of inservice (not prepared)
- they don't inform us
- faculty meetings *
- written communicatin from principal to department heads
- loads of things from county
- lots of meetings about career level II, making sure we understood
- questionnaire about career level II
- principal aware of possibilities told us about them
- established professional library
- given list of meetings (calendar) at beginning of year with dates of meetings and who was responsible for meetings
- written handouts to read and pass on
- things copied and placed in boxes

E. STRENGTHS:

- everybody gives input
- everybody has someone to go to
- open communication, not threatened, don't worry about censure
- make departments aware of new strategies and techniques
- 4MAT and Skillful Teacher excellent; strengths because they satisfied needs
- Skillful Teacher, really strong, those who took it, got something out of it
- faculty almost entirely involved in workshop
- Skillful Teacher, well presented, teacher well prepared
- chairperson open to new request, there to help
- good atmosphere in school
- provisioning of information about possibilities
- support of administration to allow teachers to do different things
- provide courses in the building
- attitude of encouragement to try new things
- copyright law inservice, alot of things we weren't aware of
- self, rethinking reaching all children with

left/right brain activities

- discovery that others wanted same things

F. IMPROVEMENTS:

- course of "Reading to Learn"
- once a month, different department, presents "Reading to Learn" activity
- Skillful Teacher, last year
- more information presented on staff development so teachers can decide - let us know of all the things available to us
- ask us what specific programs we would like or "What do you need?"
- more concrete lesson plans you can try
- don't have any suggestions
- faculty does have input
- administration has tried to enact what would be beneficial to us
- I don't approve of career level II, merit pay
- teach more and more things, sometimes it's not realistic
- stop adding to curriculum, but not taking anything out or assuming students know certain things when they come to you
- open communication is important, fortunate to have that
- resources outside school, helpful
- timewise, people tired after 3:30, lose interest
- meetings too long
- start meetings earlier in day, 2:40
- more follow-up
- like to see a rebuttal or summarization at next meeting
- more continuity or finish it, questions not answered
- continue opinion polls
- once a year, share in department, what people are learning
- good speakers
- piloting things

APPENDIX N

RESPONSES: CASE E SELECTED TEACHERS

**Perceptions of Case E Selected Teachers (6)
of Staff Development Program**

* denotes additional like response

A. STAFF DEVELOPMENT PROGRAM:

- yes, it is priority * * *
- no, it is not priority
- aids inservice
- test interpretation of reading scores *
- suicide inservice *
- merit pay system *
- FCTM inservices
- no major complaints, not waste of time, but could be improved
- staff development not overall cure of all problems
- hard working staff
- not top priority
- computer course offered at central
- Skillful Teacher course at school * * *
- inservice days, encouraged to attend
- people working together
- staff development is success
- drug prevention program *
- school-wide program
- county-wide program
- department-wide program
- yes, I would say that it meets my needs
- variety of activities
- priority but not highest priority
- it's done properly
- right/left brain workshop
- science department; computer and software inservice
- county parks, how to do collection in biology
- lot of education garbage - faddism - left/right brain thing, may not be in agreement with everything
- faculty meeting speakers
- very good course at school each year
- have to miss outside classes on back-to-school night
- surprised everyone does not take advantage of everything
- quite active
- reflect our needs
- one of priorities, not highest one
- staff development is in the middle of road where it should be

B. NEEDS ASSESSMENT:

- don't recall any surveys
- people from outside were brought in
- can't say I was involved in any
- individual sharing needs with department chairs
- informal discussion with department chairs *
- through discussion at faculty meetings
- FAC
- department chair meetings
- discussion among teachers
- sheet previous year
- word of mouth
- administration seeks input on one-to-one basis with department chairs, I like it that way
- questionnaire
- always being asked for input
- not sure, other than networking and within departments
- by consensus of opinion by committee
- reading, requested by reading teacher
- not sought out and asked
- informal basis

C. DECISION-MAKING:

- made by administration
- reactions given by teachers at faculty meetings, made suggestions
- department level
- FAC
- department chairs provide input to the administration
- sheet, end of previous year - checked off things we wanted
- departments had lists, also
- administration requested ideas
- pushed 4MAT
- made by committee
- made by department

D. COMMUNICATION:

- memos by sign-in sheet *
- department chair notes
- daily bulletin (absentee list) * * * *
- faculty meetings * *
- department chair meetings *
- PA announcements *
- department chairs have information first, teachers learn about them at faculty meetings
- chair of committee
- within the departments
- memos in boxes

E. STRENGTHS:

- getting all teachers involved
- advance notice
- some optional
- individuals willing to talk to department chairs
- variety, meeting different types of needs
- input we have to administration
- any teacher can come to administration
- openness of administration to staff development
- get to know people personally through classes
- everything runs smoothly
- designed to meet our needs
- Skillful Teacher instructor - staff member, knew the staff
- reading teacher knew the staff
- selected outside speakers carefully

F. IMPROVEMENTS:

- more subject matter inservice is necessary
- get teachers from other schools to talk about what works in the classroom by subject area
- not sure of expectation of county directed inservice
- centered on department level
- collaboration with other schools
- I don't
- pleased with what's provided
- meets my needs absolutley
- no
- would prefer being exposed to a lot of things and then make decisions about what to keep
- don't want more of it just to have more of it
- sort through stuff with department heads
- back-to-school night could be on individual basis if one needs to miss
- have two classes a year at school
- ask teachers what interested in
- county required programs
- don't present things just to be presenting them
- put out more surveys to make sure nothing is overlooked
- more courses offered at the school

APPENDIX O

RESPONSES : CASE F SELECTED TEACHERS

**Perceptions of Case F Selected Teachers (5)
of Staff Development Program**

* denotes additional like responses

A. STAFF DEVELOPMENT PROGRAM:

- Skillful Teacher * * *
- mentor/mentee program, faculty started, quite successful *
- active, varied, goes in spurts
- yes, staff development is priority * * *
- it's up there, talked about a lot
- staff, active, open-minded, we'll say it if we don't like it
- minority achievement
- performance evaluation inservices *
- fairly good if interested in those programs
- 4MAT activities, not interested, took my time
- grade of C plus
- 4MAT *
- good, meets my needs
- thrust of principal
- priority in certain areas
- difficult for administration to assess needs if not get out and listen to teachers
- reading across the curriculum workshop *
- working with at risk children
- good presenters
- 4MAT team had leave time to meet with teachers in the library *
- council meetings shared what was going on in the building and times established to visit each other
- excellent, covered a variety of topics
- informal sharing about 4MAT
- personally involved in staff development
- no presentation didn't address objective of year
- none of the presentations were inappropriate
- one didn't live up to expectations

B. NEEDS ASSESSMENT:

- speakers
- partnership with computer company
- assistant principal moved to another school (lull now)
- arts teacher left out of partnership program
- little surveys - department meetings
- reading in homeroom, discussion groups
- talk informally about needs
- questionnaire on performance evaluation

- orally, verbally in faculty meetings
- not very much to my knowledge
- departmentally
- input through department chairs *
- FAC
- yes, AOP, assessment at end of year
- brainstorming with NGT
- department chairs write report with feedback from the department
- teachers go to the administration and principal
- none, beyond the survey
- survey, developed and administered by administration
- school council digested it (participatory management)
- responding to the survey

C. DECISION-MAKING:

- told they would participate in mentor program
- Skillful Teacher, don't know, certain schools picked to have class
- administration
- department chairs
- FAC
- teachers and administration
- survey, previous spring by administration to provide input

D. COMMUNICATION:

- faculty meetings * *
- department chairs * *
- bulletin board
- word of mouth
- county bulletin
- notices in mailboxes *
- things going on in county that we were not informed of or not emphasized
- daily calendar
- communication from office or person responsible for presentation
- circulation of documents

E: STRENGTHS:

- lot of people interested and involved
- open communication
- mentor program is tops
- can't tell any
- doing planning as well as instructing
- presentations and activities were of interest to large number, if not all staff members
- quality presenters

- variety yet met needs of school, staff and students; as staff needs are met, then they can meet students' needs
- met needs
- reflected needs of staff

F. IMPROVEMENTS:

- one half time teachers need Skillful Teacher class, also for terminology as part of the evaluation program
- teacher committee (20) not department chairs to assess needs every month
- better planning as to when courses are offered
- keep lines of communication open *
- make sure everyone knows what's available
- teachers need more input in staff development *
- equitability in administrative leave within the school
- listen to suggestions made by teachers
- leave time to visit other schools or places in the community, corporations to see how to use these ideas in the classroom
- probably some current needs (cooperative learning) not being met
- I don't know
- change in administration has caused a change

APPENDIX P

RESPONSES : CASE A (SECOND ROUND) SELECTED
TEACHERS

Perceptions of Case A (second round) Selected Teachers (9) of Staff Development Program

* denotes additional like response

A. STAFF DEVELOPMENT PROGRAM:

- yes, staff development is a priority *
- no, staff development is not a priority *
- meeting with evaluation coordinator
- inservice on learning styles *
- planning time meetings
- a bit sketchy
- many staff didn't feel involved
- writing course
- pilot program in math including inservice course
- computer course at school
- cooperative learning
- excellent program - doing good job with staff development
- principal and team take it seriously
- various speakers
- getting plans together for 1988-89
- school team quite serious
- informal meetings during planning periods
- couple of grants, writing and study skills
- highest minority scores in the county
- human relations coordination with feeder schools
- coordinated intramural activities with academics
- better than average
- in some ways, not sure it has to be top priority
- Skillful Teacher course *
- teacher advisory program
- aids in-service
- adequate, but could be better
- inservice on drugs
- compared to other schools (great)
- Keeping it going, take advantage of it
- child abuse inservice
- not very good since I can't think of any
- I think it's adequate
- special faculty meeting
- couple of administrative leave days to develop math game to share with department
- mystery about it, not sure what it is
- not treated as important by the school
- not great deal of communication about it
- I can't remember any
- program on teenage suicide
- not sure what staff development program means
- personal perception, excellent

B. NEEDS ASSESSMENT:

- yes * * * *
- informal meetings with staff development team *
- FAC pinpointed some needs
- questionnaire * *
- asked about in-services wanted
- comfortable with discussing issues with administration
- survey to parents
- previous year, assess what teachers want and need, administration go out and get it
- committee assessed the needs and developed program
- no assessment
- don't recall any assessment
- teacher advisory program
- teachers asked for input - written and verbal
- survey treated as more paperwork
- didn't see parallel of needs and what we were asked
- teachers developed survey and answered it
- every time I had a need and principal felt it was valuable, I was able to get what I needed
- I go directly to principal, I don't know how other teachers do it

C. DECISION-MAKING:

- I don't know for sure
- performance evaluation dictated a few
- I don't know
- I guess the principal talking with teachers about to what to offer
- teachers initiate on their own *
- administration and school team
- faculty suggest ideas
- input from majority of teachers
- courses offered at school
- don't have a real clear idea on that
- prioritized needs
- imagine through our teams
- staff development committee makes decisions
- imagine principal discussed with FAC and casual conversation with teachers

D. COMMUNICATION:

- daily newsletter * * *
- FAC notes
- county flyer about courses *
- memos from department chairs
- faculty presentations

- faculty meetings * *
- flyers
- good communication with community
- round-table discussion once a quarter with school team
- little bit not clear
- writing
- word of mouth
- PA system prior to activity
- staff development committee reported results of survey and their meetings
- informed about school in-services and county in-services

E. STRENGTHS:

- informal meetings during planning periods
- administrator present
- constant communication among staff about what's going on
- team, open to variety of people
- willingness of people to do what team suggests
- involvement of key people, not just administration
- input to decision-making
- average last year - no particular strengths
- allowing teachers to select activities
- 4MAT
- teacher participation
- teachers provide input
- a number of activities
- made teachers aware of problems county-wide as well as within school

F. IMPROVEMENTS:

- staff development, tailor-made for school
- more emphasis on follow-up after needs or concerns have been expressed i.e. discipline
- more collaboration among administrative team
- bulletin board in staff lounge where current information can be posted
- like to know what's going on in another schools
- joint faculty meetings with other schools
- make sure a black or minority member on team
- staff is saturated with staff development
- time to draw line
- work with what you have
- don't add anything new
- provide choices (optional in-services)
- somethings not offered I'm interested in i.e. computer course
- surveying teachers' needs with input from

teachers

- more coordination with county about in-services i.e. 4MAT (4 times)
- provide ample lead time in announcing staff development activities
- we're doing some things to improve it
- meeting at Hemlock enhanced attitude of teachers, brought us closer together
- better communication about committee and what it does
- liked the drop-ins by principal and assistants to talk personally, informally four or five times during the year

APPENDIX Q

RESPONSES : CASE B (SECOND ROUND)

SELECTED TEACHERS

Perceptions of Case B (second round) Selected Teachers (6) of Staff Development Program

* denotes additional like responses

A. STAFF DEVELOPMENT PROGRAM:

- yes, staff development is a priority * * * *
- no, staff development is not a priority
- state reading to learn project
- course "Learning across the curriculum" * * *
- mentor program *
- some things shaky last year
- on-going, improving process *
- leadership team training
- minority achievement
- suicide prevention
- informal discussion among teachers
- very adequate
- variety of events
- department level
- indepth
- teachers have input *
- active, functional
- not alot
- courses offered
- Skillful Teacher **
- Staff development course *
- faculty meeting on handicapped awareness
- film, "Cipher in the Snow"
- administration, open to ideas and suggestions
- always room for improvement
- staff development position, role not adequately defined yet
- enough opportunities offered for teachers to chose
- committee doing a fine job
- quite effective
- some in-services were optional
- allowed to make own choices
- always fine something that's helpful to me personally
- can't remember
- beneficial
- number of priorities, top two or three
- staff development committee appointed to serve as advisory group to principal
- committee in full swing this year
- in-services for performance evaluation
- course, instructional technology for English teachers
- personal course, introduction in production of

- instructional materials
- think it's a good thing
- still needs a lot of work
- without staff development committee, chaotic situation
- half time position makes it a big deal in this school

B. NEEDS ASSESSMENT:

- suppose informal input to school leadership team and staff development team
- word of mouth
- informally *
- memo listing ideas, teachers ranked and prioritized items
- provided ideas through survey, reacted to prioritized ideas
- different from last year to this year
- last year, no needs assessment
- individually
- yes, when asked what areas people wanted
- administration looked at responses and planned activities
- survey **
- teacher input *
- this year, much more involved since we have half time position

C. DECISION-MAKING:

- some sort of staff development survey; not sure if it was staff development course or school leadership team
- staff development committee sat down with boss and went over the goals for the year
- guidance decided to do handicapped awareness
- this year, faculty provides input
- staff development committee surveyed teachers' needs and then decided on activities
- questionnaire sent around to get preferences, then prioritized
- staff development committee that initiated with consent of principal

D. COMMUNICATION:

- word of mouth
- faculty in-service in library
- monthly calendar of events
- daily bulletin **
- faculty meetings **
- mentor program initiated by guidance

- memos *
- course flyers in mailboxes *
- written materials,
- PA announcements
- department chair meetings

E. STRENGTHS:

- student leadership group got students involved
- variety of things across the curriculum
- guidance
- reading teacher
- half time position for staff development
- open lines of communication
- accepted suggestions
- attempted to address needs areas that staff was interested in with staff input
- ability to communicate throughout the school

F. IMPROVEMENTS:

- more open communication
- more faculty involved
- more input from total faculty
- mechanics are fine
- more in-service on content
- more faculty input on what we like
- some meetings were optional, continue
- continue to offer courses at school
- I don't have any suggestions
- staff development committee needs to meet more often than once a month (twice)
- stick to agenda at meetings (staff development committee)
- trying to establish role and solving problems has been difficult
- expand it more
- get people involved who are not involved

APPENDIX R

RESPONSES : CASE C (SECOND ROUND)

SELECTED TEACHERS

Perceptions of Case C (second round) Selected Teachers (8) of Staff Development Program

* denotes additional like responses

A. STAFF DEVELOPMENT:

- group came up with areas to work on for next 3 years
- met at planning periods
- prioritized needs
- technology workshops
- working on these things this year
- computers
- classroom management
- good *
- meeting my needs *
- 7 said, yes, staff development is priority
- 1 said, no, staff development is not priority
- lot of time and energy
- good, especially computer technology
- necessary to have commitment over 3 years
- interwoven with all the other things we're doing
- selecting a computer system to computerize the library
- substitutes to write grants
- thinking and technology across the curriculum
- teacher researcher project
- computer research workshop with free online time
- encourage teachers to grow, try new ideas
- disorganized
- didn't know where we were going
- more organization this year
- some resentment, jealousy on part of some people's part of staff development committee
- merit pay has something to do with it, also
- university doing a lot with the schools
- Skillful Teacher
- Skillful Teacher, very helpful
- hard-working committee, good committee
- more time in county-wide in-services
- survey to see what in-services people wanted, prioritized
- communication skills
- under-achievers workshops
- Marian Mohr (teacher researcher, one half day)
- very good
- upbeat, nobody grows moss
- stimulating ideas, not after the status quo
- pleased with choice, direction we're headed
- technology, library research
- teachers involved

- pretty good program
- confidence in administration to bring about innovation
- teachers willing to give of themselves to share expertise
- computer technology
- good staff development things
- time and effort to provide what teachers want
- questionnaire
- planning periods meetings
- little ticked last year, my time after school for staff development team to get 3 credits; should have informed us what they were doing, long range affects (NGT, after school)
- glad it's here, wouldn't have the computer classes here if not for staff development program

B. NEEDS ASSESSMENT:

- last year, NGT X, brainstorming X
- planning period meetings X X X
- involved from beginning
- staff provided input * * *
- involved every step of the way
- faculty meetings X X
- reviewed NGT results at later date
- questionnaire from staff development team X X X
- yes, there was a needs assessment * * *
- paper, pencil responses
- discussion (prioritizing)
- FAC
- staff development team conducted the meetings

C. DECISION-MAKING:

- department meetings
- list of in-services
- teachers provided input
- committee sought ideas from groups
- brainstorming, voting
- questionnaire
- staff development committee
- brainstorming ideas, came up with ideas
- staff development committee, formalized input
- department level decisions
- planning period meetings
- brainstorming
- committee asked those questions, computers
- questionnaire
- planning period meetings
- total faculty meetings

D. COMMUNICATION:

- staff meetings ***
- department chairs and department meetings *
- survey
- memos *
- announcements
- school calendar
- information in mailboxes about the results of survey
- reports, oral and written of prioritized needs selected
- weekly sheet
- sign-up sheets on door in mailroom
- adequately informed
- results given to us
- plans for next year

E. STRENGTHS:

- people bought in
- people felt their input has been heard
- provided programs appropriate for us
- wide spectrum of support - whatever people wanted to do
- meetings and speakers
- sense of accomplishment, things were done
- teacher input
- faculty involved
- provided input, addressed needs we identified
- feeling of mission, targets
- needs assessment of felt needs at a time
- teachers involved in various ways outside school
- look at standarized test of school
- computer literate group at school
- science department, computer lab
- planning period meetings
- this year moving forward with things we wanted to do

F. IMPROVEMENTS:

- questionnaire at mid-year to assess "is working" or "is there overkill" in some areas
- more input from teachers as to what's needed
- more funds to attend state and national conferences
- good to choose 2-3 things to concentrate on for a year, yet supportive of other ideas as well
- have a plan to evaluate what was done
- sometimes in-service doesn't fit specialists
- specialist on staff development committee
- continue to evaluate to see if it's doing what we think it should

- team approach
- teacher involvement
- no major suggestions
- enjoyed improving myself with computers
- comfortable environment
- more people get into the act of leadership
- more people on the staff development team
- build morale through staff development
- better communication about expectations of teachers

APPENDIX S

RESPONSES : COLLABORATIVE PRINCIPALS

**Perceptions of Collaborative School Principals (3)
of Staff Development Program**

* denotes like responses

A. STAFF DEVELOPMENT PROGRAM:

- 4MAT inservice
- 39 people took course this year
- reading workshop
- activities coordinated by collaborative research team
- yes, staff development is a priority *
- staff development is priority as long as it meet needs
- staff development has been generated because faculty has informed us of what they need
- designed by and for faculty members
- guest speakers -- bring resources into the school
- Hemlock experience this year -- first day of school
- staff development course to identify areas of concern to develop thrust for '89-91 and then feed back to staff as to what the thrust would be
- not developed through team process as expected
- technology -- this year -- informal and formal courses -- word processing, problem solving in SS, experimenting in Science, Einstein and Dialog for student and teacher research, computerized card catalog system
- teaming groups (teacher researcher and 4MAT)
- moving in interesting direction -- providing teachers with tools to work with kids in classroom
- process has its own life
- next year middle school learner
- staff development is necessity if you're going to offer kids a dynamic exciting program -- modeling for kids a solid, exciting approach to education to give them the view that change is positive and is going to occur
- staff development course last year
- performance evaluation in-services
- Skillful Teacher course
- "Reading to Learn" inservice
- "Learning Across the Curriculum" to develop interdisciplinary lessons
- science team -- "mimi" program
- computer -- LITT program
- staff development committee -- survey at end of year
- one half time position

- lacked organization, purpose and coherence
- I didn't feel we had structured staff development program
- performance evaluation may have influenced more emphasis on staff development
- more effort in county for staff development -- teachers providing the stimulus
- biggest impression over past few years -- more initiative coming from teachers -- may come to me or go to each other -- then go out and organize it, I facilitate

B. NEEDS ASSESSMENT:

- spring of 1987 (survey by former principal)
- faculty forum (2) brainstorming -- food -- provided items to consider
- teachers completed survey of spring of 1987
- draft of ideas was circulated to teachers to prioritize
- yes, NGT process
- Adelphi process this year
- I took advisory role -- facilitation -- expedited the process
- staff development team and staff directed the process
- first formal needs assessment was through the course
- survey was conducted
- decided on orientation for new teachers
- teachers completed survey instrument and interviews
- teachers in course put survey together

C. DECISION-MAKING:

- input and discussion with administrative team
- survey of in-service activities from teachers (used in staff development plan)
- teachers deciding -- informal survey -- teachers suggesting various things
- formal survey this year
- NGT process
- identified 3 areas for school's growth

D. COMMUNICATION:

- written memorandum
- department chairs X
- daily bulletin
- faculty meetings
- memo
- networking
- staff development team presentation

E. STRENGTHS:

- not pre-determined
- has people's needs at the base as opposed to administration or system-based
- individual staff member needs
- staff development team feels that it's steering the process -- it has ownership of process
- courses have been good, useful and provide immediate information they can use and number of computers for teachers to use
- Kids seeing teachers using computers on an on-going basis willing to risk failure -- Kids see that

F. IMPROVEMENTS:

- financial assistance
- further develop plan to meet individual teacher needs
- too much thinking that everyone needs everything, not so
- focus more specifically of all activities (Adelphi approach can help us focus better in small group discussion)
- critique program more often next year
- staff development committee took hold
- needs assessment may not support AOP objective, example: minority achievement
- principal must suggest certain things to ensure that staff development is reflected in AOP

APPENDIX T

RESPONSES : NONCOLLABORATIVE PRINCIPALS

**Perceptions of Noncollaborative School
Principals (3) of Staff Development Program**

* denotes like responses

A. STAFF DEVELOPMENT PROGRAM:

- 3 in-services on TPEP *
- Skillful Teacher
- stress management, personal motivation
- learning styles
- yes, staff development is priority * *
- 4MAT training course (2)
- round table discussion on 4MAT
- reading in content areas
- 6 took 4MAT workshops
- SSR, every day
- on-going
- teacher input
- no closure, continuing process
- looking ahead
- tried to do a lot without much creativity, flexibility which could assist us
- special education in-services
- special population
- teacher conferences
- emergent process
- not formalized
- prior years, no movement, coming or going
- lack of professional growth
- Skillful Teacher (80%) participated
- department level activities
- several tangents
- TESA (2)
- peer observers (6)
- suicide prevention workshop
- kept pretty current with things coming down the road
- had curriculum specialists in from DIS
- have to know what's going on to evaluate what's going on

B. NEEDS ASSESSMENT:

- yes, previous year *
- through department chairs
- department meetings *
- no formal instrument *
- looking at 3-year plan
- school team - school activities
- school team used NGT process
- informal department chairs
- FAC

C. DECISION-MAKING:

- school council
- department chairs with administrative staff
- some input from FAC X
- departments
- Skillful Teacher, school-wide
- communicate with teachers

D. COMMUNICATION:

- school council
- faculty meetings X
- department meetings X
- daily bulletin
- personal contact with teachers
- bulletin board by sign-in
- absentee list (daily)

E. STRENGTHS:

- lots of participation
- reflected what teachers needed
- supported ideas with resources
- people were encouraged to do things
- instructional technology
- total commitment and involvement of staff

F. IMPROVEMENTS:

- flexible ways to deliver instruction
- more release time so teachers could practice skills, observe each other, meet in small groups
- need to support individual efforts with resources
- getting more defined
- looking more long-range (3-4 yrs.)
- formal kind of assessment
- keep aware of what's coming down the pike

APPENDIX U

RESPONSES : COLLABORATIVE PRINCIPALS -
INITIAL IMPLEMENTATION OF
STAFF DEVELOPMENT PLANS

**Perceptions of Collaborative Principals (3)
of Initial Implementation of
Staff Development Plans**

CASE A:

- looking at specifics addressed by faculty meeting in area of organization for students has helped
- faculty very active in learning about new trends
- several options for teachers that don't want them to burn out
- stress management, possible topic
- staff development has become a focal point -- staff taking ownership
- two committee meetings -- organizational things
- some plans have been followed through -- some changing -- modified as need arises

CASE B:

- staff development -- lot of people wanted to be on it
- interest in putting together
- needs to have a committee with a coordinator to follow through in between meetings
- committee looks at staff development plan to assess it
- committee met before school started this year
- plan was a "bust" -- lost 250 kids -- didn't get knew teacher (colleague teacher program)
- it sensitized us to the need for needs assessment process in dealing with the plan
- course not perceived as practical but it helped with an impetus
- second and third years must be on the shelf

CASE C:

- teachers have attitude that they can try new things: example -- teacher had computer phobia -- using computers now
- networking more -- teachers talking to other teachers more -- across departments
- not able to follow my plan -- but staff development team has been able to follow their plan -- more their plan than my plan -- want to keep it that way

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