

**FACTORS INFLUENCING POSITIVE CHANGE IN THE  
SECOND TEACHER'S CLASSROOM SKILLS**

by

Linda Madsen Shifflette

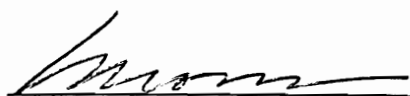
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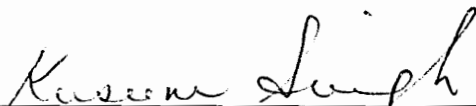
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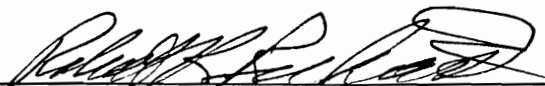
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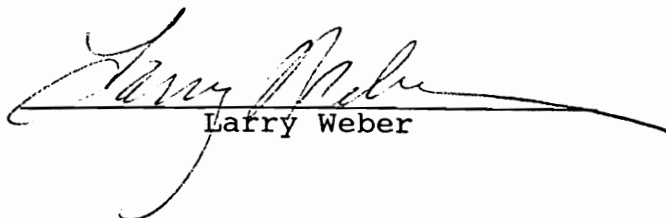
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(ABSTRACT)

School boards are interested in school effectiveness and see a correlation between the quality of classroom teachers and school effectiveness. Superintendents, eager to please the school board, seek to show increased school effectiveness year after year. This necessitates dealing with areas which impact on student achievement with perhaps the most critical area being that of teacher effectiveness.

The purpose of this study was to identify those factors which assisted marginal high school teachers in improving their classroom performance. Knowing to what or whom these teachers who showed improvement attributed this improvement may assist in modifying existing practices to increase the likelihood that such improvement will occur for a greater number of teachers. A survey was used to initially identify the teachers. A follow-up interview was conducted with fourteen teachers with the analysis of the transcribed interviews focusing on the following questions:

1. Did intervention/assistance efforts influence improvement? In what context were the intervention/

assistance efforts made? Who were the primary actors in the intervention/assistance efforts? What activities were influential in the intervention/assistance efforts?

2. Did external personal factors influence improvement?
3. Are there overarching characteristics, beliefs, and/or motives in the group of teachers who made substantial improvement in teaching performance?
4. What actor(s) provided to the teachers: (a) an awareness of the need for change and (b) support for change?
5. What were the teachers' perceived gains and losses in this improvement effort?

Major findings revealed that teachers actively seek their peers' advice and desire to see one another in practice through peer observations. Sharing of ideas is important to teachers; yet, little opportunity exists within the school day for such sharing. Most staff development activities were seen as a waste of time and teachers resented activities which purported to "teach teachers how to teach." The most valuable activities to teachers were those things which they could take back and use in their classroom. As research has indicated, professional growth and development was primarily motivated by the teacher seeing results in the classroom and the resulting increase in teacher efficacy.

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Debbie and Sharon; and my parents, Martha and Edward Madsen, I want you to know that you are the most important things in my life--regardless of what you may have felt recently. You have been the inspiration for what I have accomplished. Thanks for understanding and for giving me the time I needed.

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# CHAPTER I

## *Development of the Problem*

### INTRODUCTION

When the National Commission on Excellence in Education published *A Nation at Risk: The Imperative for Educational Reform* in April of 1983, the following was recommended:

Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline . . . . Salaries for the teaching profession should be competitive, market-sensitive, and performance based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated (p. 30).

In June of 1983, the Task Force on Education for Economic Growth, Education Commission of the States, published its report *Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools*. It further supported the recommendations of *A Nation at Risk* and stated, "Ineffective

teachers--those who fall short repeatedly in fair and objective evaluations--should, in due course and with due process, be dismissed" (p. 32). The key to better education began to emphasize a shift to better teachers. Previous educational policy of the past 20 years including teacher-proof curriculum, test-based instructional management, and student competency testing were all based on the assumption that education could be improved without improving the quality of teachers (Wise, et. al., 1985).

#### **THE NEED FOR THE STUDY**

The genesis of this research was formed through an interest in determining why some marginal teachers improve. Identifying factors or catalysts responsible for the improvement exhibited by once poorly performing teachers may lead to solving the problem as to what to do with teachers who demonstrate marginal skills in the classroom. It has been and remains a perplexing problem as to what to do with teachers who demonstrate marginal skills in the classroom. Rhetoric is solidly behind efforts to improve weak teachers. Considerable effort has been directed to accomplishing this task. However, the track record remains mixed. A great deal of time, effort, and money is expended on assisting marginal teachers. More

often than not, the results are a mixed bag--a few winners and a few still lost.

School boards are interested in school effectiveness and see a correlation between the quality of classroom teachers and school effectiveness. Superintendents, eager to please the school board, seek to show increased school effectiveness year after year. This necessitates dealing with areas which impact on student achievement with perhaps the most critical area being that of teacher effectiveness. Little research has been done on the topic of how individual school districts handle teachers who demonstrate less than effective classroom skills. Handling this problem may mean different things to different administrators. Among the options, the administrator may (a) ignore the problem, (b) seek counseling for the individual, (c) enlist the help of staff developers for remedial training, (d) transfer the teacher to another school, (e) transfer the teacher to another assignment within the school, (f) pressure the teacher to resign, or (g) request termination of employment of the teacher. The administrator must weigh the severity of the problem and attempt to discern the possible cause of the problem in determining which strategy to follow in addressing the marginal teacher's problem.

When assessing a teacher's performance, the term competence is often used. According to Short, "Few terms

have been as misused and as overused as 'competence'" (1985, p. 2). Because it is ill-defined, competence is sometimes described as being in the eyes of the beholder. While the concept of competence is ambiguous, most state legislatures have stated that incompetence is a legal ground for dismissal. Only two states (Alaska and Tennessee), however, have provided a definition of incompetence (Bridges, 1985b).

The evaluation procedure is traditionally the avenue through which the principal assesses teacher competence. An outcome of the evaluation process should be an encouragement of the improvement of the marginal teacher. What often happens, however, is that the evaluations of teachers are done once or twice a year by the principal and often in a rather cursory fashion with the use of some sort of checklist. Most teachers expect, and usually receive, ratings of satisfactory on the various items on the evaluation form. It is, therefore, not surprising that few teachers are identified through evaluation instruments as needing improvement. Those who are identified as marginal normally are those who have failed to meet minimum standards of teaching performance over a succession of years (Bailey & Wear, 1986).

Some marginal teachers are tolerated or ignored as long as that individual is not the target of persistent or massive parental complaints. According to Bridges one administrator stated: "Parent complaints are the most powerful force that

we have to deal with. Without parent complaints, we leave the teacher alone" (1986, p. 22). Most administrators feel that the time and effort they expend must be primarily directed at managing their schools and coping with emergencies rather than remediating teachers. When parents do complain with justification, the administrator is then faced with an emergency--the problem must be addressed. The administrator is faced with supporting his/her staff member while also handling the parental concern. The confrontational aspect of this problem is one which many administrators prefer to avoid. Marginal teachers are often transferred to other schools when the opportunity arises and another school inherits the problem (Bailey & Wear, 1986). If a transfer cannot be arranged, often an administrator will turn to a staff development individual for assistance.

Research has shown that there are consistent differences in teaching behavior when effective teachers are compared to less effective teachers (Good, Biddle, & Brophy, 1975; Airasian, Madaus, & Rakow, 1978; Medley, 1977). Implicit in the study of effective teaching behaviors is the assumption that if one knows the correct behaviors and how to apply these behaviors, one can make instructional changes which will result in improved teacher performance. The transmission of this knowledge to teachers is normally accomplished via the staff development vehicle (Lieberman & Miller, 1979).

When staff developers are given the opportunity to "fix" the marginal teacher, a myriad of intervening variables external to the control of the staff developer are operating. These extraneous variables affect outcomes and often make it difficult to ascribe the "fix" to any particular activity or treatment. Without complex evaluation efforts carried out in the context of a true research design, it is difficult to attribute improvement to a staff development effort. The truth may be something far removed from the staff development activity. The staff developer can only surmise that the program may have contributed to the improvement of a marginal teacher. Research as to why a particular program, person, or activity elicited movement in a positive direction for some individuals and not for others is rarely undertaken.

A preliminary study conducted by this researcher on a staff development model in the system under study indicated that the staff development program showed no significant treatment effect upon the behaviors of marginal teachers. This program is a fairly sophisticated effort with an instructional skills component and a teacher-helping-teacher component. Teachers help other teachers look objectively at their classroom behavioral processes through the collection of data via a low-inference coding instrument called the Teacher Observation Instrument developed by Jane Stallings and Margaret Needles (1982). In addition, teachers attend core

workshops which are required for all teachers and select additional workshops on a preference basis.

The fact that no treatment effect on the behaviors of marginal teachers was evident in the data collected through the Teacher Observation Instrument was disappointing to those involved in the effort. Nevertheless, as one studies individual teachers, one can find some rather dramatic changes in performance. There are some teachers who get better. Some teachers get better because of efforts made on their behalf; yet others get better, and we really do not know why. An explanation of these changes would improve the possibility that influence could be exerted toward instructional improvement.

Beyond the problems generated by the teachers requiring immediate assistance in instructional skills improvement, school systems must also be attuned to the needs of the teachers who desire professional growth and development opportunities. Increasingly, school systems are seeing the importance of an investment in their human resources. Because of limited monetary resources, knowing how to best facilitate professional growth and development of its teaching staff is important to school districts.



## **SIGNIFICANCE OF THE STUDY**

This study sought to determine what factors influenced positive change in classroom performance of high school teachers with marginal teaching performance. Specifically this study sought to determine what activities, events, and/or individuals the studied teachers recognized as contributing to their improved teaching performance.

## **PURPOSE**

The purpose of this study was to identify those factors which assisted marginal high school teachers in improving their classroom performance. Knowing to what or whom these teachers who showed improvement attributed this improvement may assist in modifying existing practices to increase the possibility that such improvement will occur for a greater number of teachers.

This study was designed to investigate factors which teachers identified as contributing to the improvement of their classroom skills. A list of foreshadowed questions were developed to guide the investigation. These questions served to develop a perspective for the study and were not specific hypotheses to be tested. This procedure is "concerned with

understanding human behavior from the actor's own frame of reference" (Bogden & Taylor, 1975, p. 2). Research that is qualitative in nature seeks to have the theory evolve from the data collected. This process "enhances the ability of the researcher to understand and perhaps ultimately devise an explanation of the phenomenon which is consistent with its occurrence in the social world" (Filstead, 1979, p. 38). Qualitative data are "a source of well-grounded, rich descriptions and processes occurring in local contexts" (Miles & Huberman, 1984, p. 15).

The foreshadowed questions for this study were:

1. Did intervention/assistance efforts influence improvement?
  - 1.1 In what context were the intervention/assistance efforts made?
  - 1.2 Who were the primary actors in the intervention/assistance efforts?
  - 1.3 What activities were influential in the intervention/assistance efforts?
2. Did external personal factors influence improvement?
3. Are there overarching characteristics, beliefs, and/or motives in the group of teachers who made substantial improvement in teaching performance?
4. What actor(s) provided to the teacher: (a) an awareness of the need for change and (b) support for change?

5. What were the teachers' perceived gains and losses in this improvement effort?

### **LIMITATIONS AND ASSUMPTIONS OF THE STUDY**

#### **Limitations:**

1. The teachers who were selected for the sample were typical of, but not scientifically representative of, all teachers who made substantial improvement gain in teaching performance.
2. This study did not attempt to evaluate the impact of the interventions used with the teachers.
3. The responses to the interview questions are assumed to be the true perceptions of the respondent.

#### **Assumptions:**

1. The teachers selected for this study demonstrated substantial improvement in their teaching effectiveness as determined by the building principal.
2. The data obtained from the teachers were properly transcribed, coded, and processed.

### **DEFINITIONS**

The following terms are defined in order to provide clarity for this study:

1. Marginal Teacher--A teacher whose classroom performance has been deemed less than satisfactory in instructional and/or classroom organization skills according to the evaluation of the building level principal.
2. Substantial Improvement--Gain in instructional effectiveness to an above average level of performance as rated by the building level principal in instructional and/or classroom organizational skills.
3. Performance--Level of instructional ability as rated by the building level principal.

## **OVERVIEW OF THE CHAPTERS**

Following this introduction, the specific components of the study are presented in Chapters II through V. Chapter II provides a review of the literature. Chapter III contains the methodology and procedures utilized in this study. A presentation of the data and analysis of findings are presented in Chapter IV. The study's summary, conclusions, and recommendations for additional research are contained in Chapter V.

## **CHAPTER II**

### ***Review of the Literature***

#### **Introduction**

A review of recent literature was conducted to provide a general framework of background information relevant to the study of teacher effectiveness improvement. The areas reviewed included an overview of the existing staff development model in the school system under study, teacher behavioral change, performance appraisals, staff development programs and teacher improvement, and remediating teacher performance. Chapter II is presented in five sections. Section 1 presents an overview of performance appraisals. An overview of the literature and research on teacher behavioral change is presented in Section 2. Section 3 presents a background on staff development programs and teacher improvement. Section 4 reviews literature and research conducted on remediating teacher performance. A description of the strategies and activities to improve teaching in the school system under study is contained in Section 5.

The sources included books, periodicals, journals, reports, training manuals, training materials, and school documents.

### **Performance Appraisals**

It is generally agreed that the performance appraisal process has two basic purposes (McGregor, 1957; Meyer, Kay & French, 1965; Wexley, 1979; Carnes, 1985). First, performance appraisals serve administrative purposes. These purposes provide the basis for promotions, salary increases, terminations, compliance with legal requirements, and compliance with school system policy and procedures. In this arena, the rater is more aptly seen as a judge (Carnes, 1985; Dorfman, Stephan, & Loveland, 1986). In education terms, this purpose is served by the summative evaluation. According to Manning (1988), summative evaluations measure what has already occurred and affect status decisions. Second, performance appraisals have developmental aspects in that such a process should provide the employee specific feedback about job performance, provide counseling and assistance, and stimulate self development. In this capacity, the evaluator is seen in the role of counselor (Carnes, 1985) or as the individual who exhibits supportive characteristics while in a problem solving mode with the employee (Maier, 1976). In education terms,

this process is served by the formative evaluation. The formative evaluation assesses progress in learning or improvement (Manning, 1988).

The National Association of Elementary School Principals (1988) states the following regarding performance appraisals (evaluations) of teachers:

Recognizing that the basic goal is to improve teacher effectiveness (and not simply to give a rating), the principal should design an approach that acknowledges the valid techniques the teacher is using, considers the climate for learning that pervades the teacher's classroom, assesses the progress being made by the students, identifies alternative techniques and strategies the teacher would advisedly consider, notes ways in which the teacher could become more effective, and sketches out a program for fine-tuning extant skills and capabilities and reaching out for new ones (p. 2).

Individuals within an organization are periodically appraised in order to provide a measure of the effectiveness of the work force. Within this process, the employee is given feedback and an opportunity to have a dialogue with the individual who made the assessment. Into this neat package goes a plethora of other peripheral items--items which can be exceedingly important in terms of impact. These items include such things as employee motivation, job security, increases in pay, assignments, promotions, demotions, terminations, and other personnel-related decisions. From this perspective, the performance appraisal is both an information system and an

incentive system and requires accurate and reliable data (Rambo, 1982).

A review of the literature reveals certain characteristics which are necessary for successful performance appraisals. These characteristics include:

1. Providing a clear reason for conducting the performance appraisal (Bernardin & Beatty, 1984, Manning, 1988).
2. Maintaining a pleasant atmosphere and tone of conversation (McGregor, 1957; Hyman, 1986; Manning, 1988).
3. Presenting the positive and negative qualities (McGregor, 1957; Stine, 1982; Ilgen, Fisher, & Taylor, 1979).
4. Resolving conflicts and solving problems through two-way discussions (Hyman, 1986; Greller, 1975).
5. Linking and communicating how the individual's performance will affect pay and promotion decisions (Kavanagh, 1982).
6. Developing specific goals and discussing the improvement of observed performance (Latham & Yuki, 1975).
7. Providing support and encouragement (Haimann & Hilgert, 1977; Schneier, Beatty, & Baird, 1986).

However altruistic all of these characteristics which focus primarily on supervisor behaviors may appear, the fact remains that most performance appraisal systems are often viewed by subordinates as "another indication of management's capricious decision making, subjectivity and prejudice" (Schneier, Beatty, & Baird, 1986, p. 38). To compound the problem, managers involved in the process see performance



appraisals as time consuming and having little to do with the real problems facing management (Schneier, Beatty, & Baird, 1986). In the educational arena, it is much the same. "Teacher evaluation is widely regarded as a negative proposition, on a par with a trip to the woodshed" (National Association of Elementary School Principals, 1988, p. 1). Lewis (1982) states, "Evaluation of educational personnel is tricky, highly political, and still has a long way to go" (p. 7). Redinger (1988) adds, "Evaluation of teacher performance is a process dreaded by many teachers and administrators and ridiculed by others" (p. 2). In a study conducted by Karst (1987), it was found that there was considerable lack of confidence in the "annual review."

While subordinates may fear the performance appraisal, the fact is that there probably is very little to fear. Research indicates that the majority of subordinates are rated highly (Blumberg, 1972). It appears that most raters are too lenient and themselves fear the less than pleasant reactions which may occur from a negative evaluation (Fisher, 1979). Peer evaluation systems also have inherent problems with assignment of negative ratings because of the fear of reprisal. This is due in part to the lack of distance between the rater and ratee and also the fact that there is no real power differential (Rambo, 1982). It appears that peer evaluation systems are more favorably accepted by the users

when the appraisals do not focus on evaluation purposes but rather are used for developmental purposes. Singh (1984) and Christen and Murphy (1987) suggest that peer evaluation has a tremendous potential in assisting in the development of classroom instruction, self-esteem of teachers, and professional growth of teachers. However, it has been found that users of peer evaluation systems perceive a high degree of leniency in the peer rating process (McEvoy & Buller, 1987). As stated by Schneier and others (1986), ". . . performance appraisal problems come from the raters. No matter how conscientious and well-meaning a rater may be, human judgment is subjective" (p. 39).

According to Stroul (1987), the troubles in performance appraisals arise from the following: vague and conflicting goals, managers' competing roles, inappropriate procedures for target populations, inadequate support systems, insufficient time to appraise performance properly, and failure to reward managers for appraising performance or developing staff (p. 71). Stroul (1987) proposes a shift in the way managers perceive their role in personnel appraisal. Stroul states that judging and counseling are at conflict with one another. Thus, the many problems associated with personnel appraisals and systems arise. Each employee's learning curve, according to Stroul, must be managed by the supervisor.

Lewis (1982) enumerates the major problems in the evaluation of teaching:

1. Research--Studies of teaching effectiveness and teacher evaluation have been inconclusive and do not provide clear guides for action.
2. Definition--Definitions of good teaching, teacher effectiveness, and teacher competence are often unsupported by research evidence and are as numerous as the number of evaluators.
3. Complexity and variability--Teaching effectiveness involves a wide range of human phenomena, qualities and skills. Therefore the results of teaching must be observed in delayed and inferential fashion. Teaching proficiency is multi-dimensional, and there are many kinds of effectiveness for different kinds of teachers, programs and situations. Teacher behavior varies from one time period to the next. Teachers' classes differ. A teacher's style can only be ascertained if numerous evaluations are made. Situational variables, such as characteristics of the physical setting, the instructional objectives, the resources available, the materials being used and the goals of the institutions, must also be recognized and considered when evaluating teaching. Also important are the student's ability and background influence--and the ability of a teacher to teach. In essence, good teaching is a contextual phenomenon.
4. Anxiety--Evaluation is threatening to many teachers. This anxiety generally causes a deterioration in teaching performance (especially in those aspects related to pupil rapport, interactions, warmth and personal understanding). As a result, performance during an evaluation may not be representative of the teacher's best efforts.
5. Subjectivity--The evaluation of teaching involves value concepts and value judgments. Evaluators tend not to be guided by any common definition of good teaching or theory of learning.
6. Who should evaluate?--Many alternatives have been espoused and used--evaluation by external sources,

supervisors, principals or deans, department heads, peers, students, teams, and self-evaluation. The issues involved in deciding who should evaluate teachers include those of objectivity or psychological distance from the situation versus familiarity with the situation, the use of the evaluation results, the confounding relationships that exist between certain evaluators, the person being evaluated, and the qualifications of the evaluator (p. 8).

Rosenholtz (1984) and McKenna (1981) agree with the complexibility and variability aspects involved in the evaluation of a teacher's effectiveness and stress that situation-specific judgments be used. Hyman (1986) states, "There is growing recognition that supervision takes place within a complex web of conditions and that supervisor and teacher must understand the contexts these situations create" (p. 9).

In a study conducted by Napier and Latham (1986) performance appraisals, according to the perceptions of the managers, served little or no purpose in the company which participated in the study. In fact, the appraisals seldom occurred, did not affect a subordinate's status, and managers were not rewarded for conducting the appraisals. In addition, it was found that managers feared the organizational reprisals which could occur with a negative appraisal.

In a study conducted by Greller and Herold (1975), it was determined that the self was the most pervasive force in providing information concerning the individual's work. As stated by Drucker (1974), "The real strength of feedback

information--and the major reinforcer--is clearly that the information is a tool of the worker for measuring and directing himself. The worker does not need praise or reproach to know how he is doing. He knows." (p. 269) In The 59-Second Employee: How to Stay One Second Ahead of Your One-Minute Manager (Andre & Ward, 1984) a chapter is devoted to "Managing Yourself for Respect and Growth." In this chapter, it is specifically stated a periodic personal audit is essential. It was stressed that an individual needs to get feedback from cohorts. The Greller and Herold study (1975) also found that the employee generally tends to value feedback sources close to them rather than those of the formal appraisal system. This is not an indictment on formal appraisal systems because self assessment also has some serious drawbacks. For example, self assessment normally suffers from enhancement/inflation bias and also defensive distortion to protect one's own self image (Dinur & Fox, 1988). It appears that the most valid use of any self-assessment is for developmental purposes rather than as a formal appraisal tool. In a study conducted by Smylie (1985), it was found that a staff development program, while serving to enhance a teacher's classroom skills in identified areas, did not strengthen a teacher's accuracy in self evaluation. It has also been found that self appraisals can have a motivational effect on the employee (Freiberg, 1987;

Lehman & Forde, 1989). A note of caution issued by Lehman and Forde (1989) is that the self assessment must involve the following: creation of a supportive environment, conducting positive interviews, and helping employees identify potential areas of job performance improvement. This approach is supported by the following from In Search of Excellence: Lessons from America's Best-Run Companies (Peters and Waterman, 1982, p. 239): "We are talking about tough-minded respect for the individual and the willingness to train him, to set reasonable and clear expectations for him, and to grant him practical autonomy to step out and contribute directly to his job."

McGregor criticized the conventional performance appraisal system. He outlined a plan whereby the subordinate would set performance goals based on employee perception of what is entailed in the job. According to McGregor, this approach shifts the emphasis of the evaluation to analysis rather than appraisal. In addition, the emphasis is on future planning rather than past reflection. McGregor also feels that such an approach emphasizes job performance rather than personality of the employee (McGregor, 1957). As reported by Deets and Tyler (1986), Xerox utilized a similar method of goal setting between manager and employee. Xerox had determined that its formal appraisal system had more negative rather than positive effects on its employees. According to

Deets and Tyler, Xerox reports improved performance appraisals with its new system which focuses on goal setting, interim reports, written rather than verbal appraisals, and regular surveying to gauge effectiveness. This is an example of implementation of the MBO (Management By Objectives) mode of performance appraisals.

According to Deming (Gabor, 1991), "Ratings make people competitive. They work against each other, not for each other, not with each other. Ratings destroy morale, innovation and motivation" (p. 9). Deming is opposed to the merit system and traditional performance appraisals. He believes that what one usually ends up measuring is not an individual's performance but the system and that one cannot accurately separate individual performance from the variation that affects the system. Demings' ninth point on his path to quality states that annual ratings should be eliminated. The tenth point states that education and self improvement must be promoted (Gabor, 1991). In the total quality environment, individuals are asked for ways in which the system can be improved to allow them to perform better (Moen, 1989).

In a survey conducted by Locher and Teel (1988), it was determined that 94% of the 324 organizations that responded to the survey utilize a traditional, formal appraisal system. The most frequently used tool is the rating scale technique. One optimistic note reported in this survey is that more

organizations are providing training for their appraisers and more organizations are performing appraisals annually.

Soar and others (1983) view rating scales as lacking "the minimum properties necessary for accurately measuring the performance of teachers; they lack validity, and they are highly susceptible to the halo effect" (p. 242). It is their belief that rating scales reflect the rater's bias about what constitutes an effective teacher and not the actual competence of the teacher. They argue that evaluation procedures should be performance based and empirically tested.

The issues associated with performance appraisals tend to focus on its subjectivity--something which unfortunately is part and parcel of the task. How can subjectivity be minimized? Burke, Weitzel and Weir (1978) developed a list of characteristics of a good feedback system:

1. High levels of subordinate participation in the appraisal and development process.
2. A helpful and constructive attitude on the part of the supervisor.
3. Mutual setting of specific goals to be achieved by the subordinate.
4. Solving problems that may be hampering the subordinate's current performance.
5. Restraint on the number of criticisms given by the supervisor.
6. Opportunity for the subordinate to talk and express his or her views (p. 907).



Soar and others (1983) would add to this list some form of recording teaching behaviors in a scorable form to assure equitable evaluation of all teachers. It is their belief that such a system would allow for diagnosing of problems and planning for remediation. The scoring instrument would later be used to measure change.

The National Association of Elementary School Principals (1988, p. 1-2) proposes the following steps for an evaluation process:

1. Developing an overall plan of how the evaluation is to proceed, with dates and times established for visitations and feedback conferences.
2. Gathering relevant information--lesson plans and records of previous observations, for example.
3. Observing the teacher in the classroom--at least twice annually on a formal basis, and informally as often as need may suggest
4. Analyzing these observations and other available data.
5. Conducting feedback conferences.
6. Developing, with the teacher, a plan for enhancing the teacher's effectiveness.
7. Assessing the teacher's performance for retention purposes.

North Carolina implemented a uniform system of teacher performance assessment in the academic year 1985-86 (Holdzkom, Stacey, & Kuligowski, 1989). One decision made about this performance assessment was that the evaluation data would be

used for improvement of skills, regardless of the current level of teacher performance.

With the North Carolina TPAS (Teacher Performance Appraisal System), a minimum of three observations are made of a teacher's classroom performance. The observer, who may be either a principal or a peer, notes the teacher's behaviors and activities conducted during the observation. This data is later analyzed and written into a narrative report which focuses on the following functions:

1. Management of Instructional Time
2. Management of Student Behavior
3. Instructional Presentation
4. Instructional Monitoring
5. Instructional Feedback

Within five days of the observed class period, the teacher is presented with a report. During a conference with the teacher, the observer and teacher examine the analysis in view of the teacher's Professional Development Plan. This plan is a systematized plan for skills development.

At the end of the year, all data is compiled and a summative evaluation is completed. A rating is assigned from 1 (Unsatisfactory) to 6 (Superior). No scores are rated on the formative observations. To obtain the final summative score, quality and consistency of a teacher's performance are rated. Definitions of scale points are provided to the rater.

The five functions observed in class contain 28 specific skills. These skills were selected as a result of analysis of research studies (two or more) which identified the skill as being associated with increased student achievement and/or increased student time on task. To be included, a skill had to be observable, generic across grades and subject matters, and alterable.

Three other functions, not observable in the classrooms, are also included in the evaluation:

1. Facilitating Instruction
2. Communicating Within the Educational Environment
3. Non-Instructional Duties

In a study conducted of the North Carolina Teacher Performance Appraisal System (NCTPAS) by Holdzkom and others (1989), it was determined that improvement in performance for both evaluators and teachers was confirmed for the first three years of a four-year pilot program.

The effect of bias and errors on any type of rating/assessment instrument is insidious and often is not a conscious attempt to influence the results. The most commonly occurring error is the leniency error (Milkovich & Boudreau, 1988) in which the supervisor tends to avoid potentially negative confrontations by not assigning a low evaluation. Other types of errors include halo, severity, and central tendency errors. With a positive halo the assessor assigns a

positive evaluation based primarily on his/her feelings toward the individual being rated. Negative halo is the inverse of this. Severity indicates that an individual assessor ranks groups of individuals with a greater degree of criticism and lower than would be expected. This is the inverse of the leniency error. Central tendency indicates that the assessor generally assigns an average rating for all employees. Inter-rater reliability is another major concern of developers of performance appraisal instruments. It is important that the same results be obtained by different individuals using the same assessment instrument (Milkovich & Boudreau, 1988).

It is important that one remember that an assessment does contain subjective judgments. It is also important to remember that various socio-political factors can influence the results of ratings (Rambo, 1982). As reported by Rambo (1982), studies by researchers have demonstrated that training can reduce errors in leniency and halo effects. Unfortunately, other studies have indicated that the effects of such training quickly are lost when the individual goes back into the work environment (Bernardin, 1978) and indeed may not even survive the training process to the transition back to the job (Warmke & Billings, 1979).

A study was conducted by Dobbins and Russell (1986) in which effects of subordinate likableness was empirically examined in relation to the rater's evaluation of that

individual. Their hypotheses that leaders will attribute poor performance more to internal factors when the subordinate is disliked than when the subordinate is liked and that leaders will respond more punitively toward disliked poorly performing subordinates than toward liked poorly performing subordinates were tested. Results indicated that leaders' corrective actions are biased by their liking for the subordinate. A liked subordinate was more likely to receive counseling, less severe punishment, and more support than a disliked subordinate. It was also reported that raters make attributions for poor performance based on objective data derived from the work environment. In addition, the initial hypothesis was also confirmed. Leaders did attribute poor performance of disliked subordinates to internal factors and poor performance of liked subordinates to external factors. This study was carried out on two levels--one in the field and one in the laboratory. The laboratory study was less clear on the effects of leaders' attributions than the field study. An implication of the study is that assessors may not use the most appropriate corrective action for a subordinate. However, as stated by the researchers it is very difficult to separate cognitive judgment from subjective liking in order to prevent such an occurrence. In a study by Bullock and Davis (1985), it was found that principals rated teachers more favorably when they shared life values and behavior attitudes.

In a study by Medley and Coker (1987), it was found that the average principal is not a good judge of teacher performance. When the principals were taken to other schools to rate teachers, it was found that they rated their own teachers more favorably.

According to Bridges (1985a, p. 19-20), the following abilities and knowledges are needed by principals in order to perform effective evaluations:

1. The ability to describe and analyze what is happening in a classroom.
2. The ability to provide an unbiased rating of a teacher's ability.
3. The ability to diagnose the cause(s) for a teacher's poor performance.
4. The ability to prescribe remediation that is appropriate to the teacher's classroom difficulties.
5. The ability to conduct conferences with teachers regarding their instructional performance.
6. The ability to document matters related to 1 through 5 above.
7. Knowledge of the legal bases for evaluating and dismissing incompetent teachers.

Buttram and Wilson (1987, p. 5) state that progressive school districts are:

1. Linking evaluation systems to research on effective teaching practices.
2. Providing improved training for evaluators.
3. Holding administrators more accountable for conducting evaluations.

4. Using evaluation-identified teacher deficiencies to focus staff development.
5. Making teachers active partners in the evaluation process.

As the research body on effective teaching grows, there is more pressure to link the evaluation process and the practices identified by effective teaching research (Buttram & Wilson, 1987; Freiberg, 1987; McGreal, 1983; Medley, 1977; Graham & Heimerer, 1981; Beach & Reinhartz, 1984; Sweeney & Manatt, 1986). As stated by Sweeney and Manatt (1986):

The future of teacher evaluation rests on our ability (1) to maintain an environment that stimulates professional growth, (2) to improve processes and systems that provide fundamental fairness to all involved, (3) to enhance the interpersonal skills of our supervisors, and (4) to perfect technical skills. It will require a tremendous commitment on the part of teachers, supervisors, and researchers. The key, in our view, is systematic research and development, driven by debate within the academic community and between community members and practitioners (p. 465).

Increasingly schools have incorporated elements of business-and-industry-borrowed management techniques, such as participative decision making and shared decision making. While many schools are making progress toward participative management, shared decision making, and site based management, business and industry have begun movement toward self-managed teams. The self-managed team usually includes "a relatively whole task; members who each possess a variety of skills relevant to the group task; workers' discretion over such

decisions as methods of work, task schedules, and assignment of members to different tasks; and compensation and feedback about performance for the group as a whole" (Cummings, 1978; cited in Manz & Sims, 1987). An important component of the self-managed team is that the group members define their work roles in terms of their value as contributors to the group's overall objective rather than as what they contribute to one specific job (Manz & Sims, 1987).

Self-managed teams, if embraced by schools, would have an impact on the leadership strategies of the school's principal and other administrators. Leaders, often called external leaders or coordinators, foster independence of the team. According to Manz and Sims (1987), "The underlying theme of leadership practice was to influence the team and team members to be able to do it themselves, rather than for the coordinators to exercise direct control or do it for the team" (p. 114). Self-management leader behaviors are quite different from the traditional view of leader behaviors. The external leader in a self-managed work team environment would: (1) encourage self-reinforcement, (2) encourage self-observation and evaluation, (3) encourage self-expectation, (4) encourage self goal setting, (5) encourage rehearsal, and (6) encourage self-criticism (Manz & Sims, 1987). The leader's primary responsibility is to teach and encourage the work team members to lead themselves successfully. Team



members assess the job performance of other team members and process the problems which may result from such assessments (Manz & Sims, 1987).

Most research on school restructuring focuses on participative decision making and shared decision making. While one will often see the term "team" used, it is seldom used in the context of the self-managed work team with its full range of responsibilities. However, teaming is becoming increasingly more prevalent in school leadership. Bailey (1991) states "Empowerment will work best if teachers are assigned to work-alike groups. . . ." (p. 14). "Assigning professionals to work teams is a viable way to restructure" (Bailey, 1991, p. 18). The Schools of Tomorrow . . . Today project in New York City utilized a team approach to build a shared decision making process for the 12 schools who participated in the project (Lieberman, Darling-Hammond, & Zuckerman, 1991). The report of their project states, "With the change from hierarchical to shared decision making, some people must learn to exercise less authority and others must take unfamiliar leadership roles. Working out these new relationships is a major job in its own right" (p. 16).

## **Teacher Behavioral Change**

In The New Meaning of Educational Change (1991), Michael Fullen states:

First, the typical situation of teachers is one of fixity and a welter of forces keeping things that way . . . . Second, there is little room, so to speak, for change. When change is imposed from outside, it is bitterly resented. . . . Even when voluntarily engaged in change is threatening and confusing. Third, there is a strong tendency for people to adjust to the 'near occasion' of change, by changing as little as possible--either assimilating or abandoning changes that they were initially willing to try, or fighting or ignoring imposed change (p. 35-36).

Guidelines offered by Sparks (1983) to heighten teacher acceptance of new practices include: (1) discussions of how the practices differ from the teacher's present habits, (2) the expected influence of the new strategy on students, (3) small-group discussions in which teachers share their positive and negative reactions to the recommended practices, (4) presentations of the theory and research underlying the strategies, and (5) testimonials by those who use the new practices.

In a study conducted by Sparks (1988), it was found that improving teachers were more willing to experiment with new practices than were nonimproving teachers. " . . . nonimproving teachers tended to defend their 'natural' style of teaching, to attempt fewer changes and to have lower

expectations for themselves and their students" (p. 117).

Marris (1975) offers an explanation of the threat of change:

Occupational identity represents the accumulated wisdom of how to handle the job, derived from their own experience and the experience of all who have had the job before or share it with them. Change threatens to invalidate this experience robbing them of the skills they have learned and confusing their purposes, upsetting the subtle rationalizations and compensations by which they reconciled the different aspects of their situations (p. 16).

Individual teacher characteristics may also have an effect on change. A negative relationship has been found between change making and a teachers' age and experience. In the Rand Study (Berman & McLaughlin, 1978), it was reported that teachers tend to reach a peak after five to seven years of teaching. At this peak, they are either maintaining a level of efficiency or becoming less effective.

Philosophical acceptance of a new practice has also been seen to impact on change. In a study conducted by Mohlman and others (1982), there was a positive correlation between philosophical acceptance and the degree of implementation of training received (.39 correlation-- $p < .06$ ). Sparks (1988) found that teachers who resisted change felt a conflict between what they perceived to be a best practice (philosophical belief) and practices recommended in training. As found by Sparks (1988):

Change resistant teachers pointed out that their preferred teaching styles were better because (1) they did not believe in the value of the changes,

(2) the changes were not in the best interests of their students, or (3) they were unwilling to make the change (p. 117).

Bolster (1983) observed that change involves a certain measure of risk taking and the possibility of failure. Some teachers do not wish to risk failing and hold tight to tried and true practices (Lortie, 1975).

Peer observation has also been found to influence behavior of teachers (Mohlman, 1982; Sparks, 1986; Stallings, 1985). With peer observations, teachers are given the opportunity to see how other teachers perform their classroom duties. A side benefit is that they are also able to get ideas from observing other teachers at work which they can then implement in their own classrooms. In a study conducted by Sparks (1986), peer observation training activities were found to be superior to coaching or workshop-only activities. As was found by Goodlad (1984),

Teacher-to-teacher links for mutual assistance in teaching or collaborative school improvement were weak or nonexistent, especially in the senior high schools. . . . A large majority said that they never observed instruction in other classrooms. . . . But approximately three quarters of our sample at all levels of schooling indicated that they would like to observe other teachers at work (p. 188).

Organizational contexts and psychological states of individuals impact upon interventions designed to influence behavior (Fullen, 1991, 1982; Katz & Kahn, 1978; Rosenholtz, 1989). In a study conducted by Smylie (1988), relationships among psychological states of teachers, organizational

contexts, and individual teacher change were analyzed utilizing a path model based on theories of individual behavior and change. The findings of this study indicated that individual change is directly related to personal teaching efficacy in the absence of an organizational pressure for change associated with a school or district innovation. This study also found a significant relationship between certainty of practice and interactions among teachers about classroom instruction. This suggests that collegiality is an important factor in helping teachers form a knowledge base about what teaching practices may be more effective. Collegial relationships also provide emotional and psychological support for teachers (Anderson, 1982). However, in a study by Goodlad (1984), it was found that teachers are relatively isolated. This study found that teachers are most influenced by their own background, interests, and experiences and by students' interests and experiences. The teachers also accounted for a moderate influence by other teachers and textbooks and other commercially prepared materials. According to this study, "There was little in our data to suggest active, ongoing exchanges of ideas and practices across schools, between groups of teachers, or between individuals even in the same schools. Teachers rarely worked together on schoolwide problems" (p. 187).

Interactions among teachers provide opportunities for teachers to evaluate their own practices and effectiveness (Buhr, Crocker, & Ashton, 1983). Bandura (1977) states that teachers must believe in their own competence and that they have selected practices which are appropriate and effective in order to achieve certainty of practice. A teacher who is uncertain of which practices may provide the most effective results usually exhibits lower personal teaching efficacy (Ashton & Webb, 1986).

Studies have found a positive relationship between teachers having a belief that they have the ability to make changes in their classroom which will influence student learning (self efficacy) and student achievement (Ashton, 1984; Ashton & Webb, 1986; Dembo & Gibson, 1985). Self-efficacious teachers were more willing to try new practices and were more positive in their approaches (Ashton, 1984). Personal teaching efficacy is believed to be a primary predictor of teacher behavior (Ashton & Webb, 1986). Guskey (1984) reported that teachers who became more effective in their teaching tended to become more positive in their attitudes toward teaching. This was supported by a study conducted by Trentham, Silvern, and Brogdon (1985) which found that teachers who would select teaching again as a career if they had the choice also had higher efficacy scores than those who would not choose teaching again. In addition, this study

found that efficacy scores and competency scores had a positive correlation. Guskey (1984) states that efficacious teachers also tend to accept more responsibility for the learning outcomes of their students.

Recent literature suggests that teachers become "reflective practitioners" (Schon, 1987; Cruickshank, 1985) or perform collaborative analysis and experimentation (Rosenholtz, 1984). A teacher who is a reflective practitioner actively investigates the teaching and learning occurring in the classroom. Experimenting and analysis of the results on student achievement are important tools of the reflective practitioner in making changes in practice.

Various factors surrounding classroom situations may impact upon a teacher's personal teaching efficacy. Cooper (1979) found that teachers who have classrooms composed of primarily low-achieving students tend to believe that it will be more difficult to affect student learning. Ashton & Webb (1986) believe this sets up a cycle which will lower personal teaching efficacy and limit student achievement. Classrooms with academic heterogeneity may provide complications for the teacher who wishes to experiment and make changes. In such classrooms, teachers tend to utilize large-group, routine arrangements in order to contain the students' behavior (Hawley & Rosenholtz, 1984). Large class size may lower the morale of teachers (Educational Research Service, 1980). In

such classes, the teacher may not have the opportunity to provide individual instruction and interaction with all students and may resort to a greater emphasis on classroom control (Centra & Potter, 1980; Glass, Cahen, Smith & Filby, 1982).

Guskey (1984) reports that evidence of student learning may be a prerequisite for promoting affective changes in teachers. In his investigation, when teachers gained evidence that students had achieved learning outcomes only then did affective changes in the teacher occur. Guskey (1986) proposed a model of the process of teacher change based on the following sequence: (1) staff development, (2) change in teachers' classroom practices, (3) change in student learning outcomes, and (4) change in teachers' beliefs and attitudes. In his model, teacher change is contingent upon change in student learning outcomes. Bolster (1983) supports this model and states that teachers pragmatically validate classroom practices--there must be verification from the classroom. Crandall (1983) reported that teachers become committed to a new practice after the practice has been used successfully in the classroom. Fullen (1991, p. 127-128) supports this position and adds that teachers use four main criteria when viewing change:

1. Does the change potentially address a need? Will students be interested? Will they learn? Is there evidence that the change works, i.e., that it produces claimed results?



2. How clear is the change in terms of what the teacher will have to do?
3. How will it affect the teacher personally in terms of time, energy, new skills, sense of excitement and competence, and interference with existing priorities?
4. How rewarding will the experience be in terms of interaction with peers or others?

Griffin and Barnes (1984) state that during the change process effective leadership should take into account:

(1) opportunities for teacher interaction focused on professional issues, (2) provision of technical assistance to teachers, (3) adaptation of ideas and programs toward a "fit" with school and classroom regularities, (4) opportunities for reflection, and (5) focused and precise (rather than general) attention on important school issues (p. 109).

Stallings (1985) reports that teachers "learn best through an analysis of their own behavior and a thoughtful application of ideas to their own context" (p. 2). In this process teachers study research findings, share problems, problem solve, and experiment with ideas for improving instruction. Studies have found that supportive working relationships among teachers are significantly related to teacher change (Walberg & Genova, 1982; McLaughlin & March, 1978). As related by Fullen (1991):

There is no getting around the primacy of personal contact. Teachers need to participate in skill-training workshops, but they also need to have one-to-one and group opportunities to receive and give help and more simply to converse about the meaning of change (p. 132).

How can the leadership of the school best provide a fertile ground for teacher change? The principal's work of setting goals and communicating those goals to teachers is seen as a direct pressure on teacher behavior (Hawley & Rosenholtz, 1984; Bossert, et. al., 1982; Rosenholtz, Bassler, & Hoover-Dempsey, 1985). The principal also provides direction and pressure for change through an assessment of the teacher's performance (Bossert, et. al., 1982). Teacher participation in decision making at the school level has also been seen as a device to effect teacher change (Anderson, 1982). Day (1988) proposed five principles for maximizing conditions for professional learning and change:

(1) learning requires opportunities for reflection and self confrontation, (2) teachers and schools are motivated to learn by the identification of an issue or problem which concerns them, (3) teachers learn best through active experiencing and participation, (4) decisions about change should arise from reflections upon and confrontation of past and present practice, and (5) schools and teachers need support throughout the process of change (p. 340).

One must be cautioned about the introduction of change to teachers. As stated by Fullen (1991):

. . . changes are often introduced to teachers with the emphasis on the wonderful benefits of the innovation in general or on long-term goals. Yet even when the innovation is thoroughly 'explained' at the beginning, it cannot be absorbed, for teachers like anybody else do not learn new ideas all at once. Change is a process, not an event. On top of all this, even potentially good changes do not fare well because far too many changes are in front of teachers at any one time. Regardless of the reasons, there are more changes being

proposed than are humanly possible to implement--if by implementation we mean changes in behavior and thinking (p. 130).

### **Staff Development Programs and Teacher Improvement**

Guskey (1986) believes that the need for high quality staff development is more important than ever because teachers are remaining in their positions longer, fewer new teachers are entering the ranks, and improvements in the field of education need to be disseminated to the present teaching staff. Guskey states: " . . . staff development programs are a systematic attempt to bring about change--change in the classroom practices of teachers, change in their beliefs and attitudes, and change in the learning outcomes of students" (p. 5).

The practice of staff development, however, has not fared well. Fragmentation of effort appears to be a problem in the implementation of staff development programs. In a report of a study conducted by Goodlad (1984) he states:

No single program appeared to capture the simultaneous attention of all or most teachers. Rather, teachers participated in small numbers in a rather broad range of staff development activities, suggesting no clear setting of priorities or in-depth attack on chronic problems (p. 187).

Howey and Vaughan (1983) agree with this assessment and add that staff development activities are often not engaged in on

a continuing basis, are not highly regarded, and are rarely evaluated in terms of teacher behavior and learning outcomes of students. Sportsman (1981) adds, "Traditionally, the in-service training program has been a hastily prepared, ineptly presented, educationally stultifying event" (p. 307). Shrock and Byrd (1988) further state that all too often in-service activities are seen as "quick fix" workshops. They further state that the work of staff developers must be "devoted to changing the concept of staff development from this ineffective strategy to one that involves long term commitment to changes in teacher behavior" (p. 46). Karst (1987) found that many teachers sought avenues of growth outside of normal in-service activities.

There is a movement to incorporate effective teaching research findings into staff development programs (Rothberg, 1984; Seaburn & Sudlow, 1987; White, et.al., 1987; Christen & Murphy, 1987). According to Seaburn and Sudlow (1987), in order for effective teaching research and a staff development program based on it to be successful certain components must be in place including (a) job related content, (b) planned and coordinated program, (c) district level support, (d) adequate time for development, and (e) a follow-up component.

In a quasi-experimental, treatment-control group study conducted by Griffin and Barnes (1986), a research-into-practice model was built which was to test the effects of

introducing effective teaching research findings into school settings via staff development efforts. A significant treatment effect was found for the following teacher behaviors: academic planning and preparation, academic presentation, organizing for classroom management, and presentation of rules and procedures. Jones and Lowe (1990) state, "The challenge for staff developers is to expose teachers to theory and research that addresses the questions they are asking about their own teaching" (p. 9). Porter (1986) reported on a longitudinal study of the effects of the implementation of the Madeline Hunter program which found short-term positive effects but no lasting long-term effects (year 4) in teacher behavior changes. In addition, Slavin (1986) reported on a study which found that the Madeline Hunter program produced minimal effects on student achievement.

Little (1992) suggests that current reform initiatives look at systemic changes in the educational processes. She argues that alternative forms of "opportunity to learn" are needed for teachers that depart from ones "that supply teachers with measured increments in knowledge, skills, and judgment from a known pool of 'effective' classroom practices" (p. 4). Present reforms, according to Little, do not lend themselves to skill training. "Rather the present reforms require that persons in local situations grapple with what

broad principles look like in practice, and practice might assume myriad forms" (p. 5). Little advocates the following six principles for professional development:

1. Professional development should offer meaningful intellectual, social, and emotional engagement with ideas, with materials, and with colleagues both in and out of teaching.
2. Professional development should incorporate an explicit historical and contextual sensitivity: a means of locating new ideas in relation to individual and institutional histories, practices, and circumstances.
3. Professional development should offer support for principled and informed dissent.
4. Professional development should be grounded in a "big picture" perspective on the purposes and practices of schooling, and should provide a means of seeing and acting upon the connections among students' experiences, teachers' classroom practice, and school-wide structures and cultures.
5. Professional development should prepare teachers (as well as students and parents) to employ the techniques and perspectives of inquiry.
6. The governance of professional development should ensure bureaucratic restraint and a balance between the interests of individuals and the interests of institutions.

In this view, then, the most promising forms of professional development engage teachers in the pursuit of genuine questions, problems, and curiosities, over time, in ways that leave a mark on perspectives, policy, and practice (p. 5 - 6).

According to Little, teacher collaboratives and other networks, subject matter associations, collaborations targeted at school reform, and special institutes and centers are consistent with the principles listed above.

Guskey (1984) states that a common theme of thought is that staff development activities can lead to changes in teachers. These changes in the teacher's perceptions and affective characteristics are hoped to facilitate student learning and achievement. In Guskey's study (1984), however, the evidence pointed to something much different. This study indicated that evidence of change in the learning outcomes of students may be a necessary component in promoting changes in teachers. As stated by Guskey (1984),

Thus, the key to a successful in-service education effort may lie not so much in the program itself, but in helping teachers achieve desired learning outcomes on the part of their students after the initial training takes place. Particularly in regard to an in-service program that involves new instructional procedures or materials, help and support during implementation would seem crucial (p. 257).

Guskey further adds, "What they (teachers) hope to gain through staff development programs are specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms" (p. 6). This position is supported by Putnam and others (1987), Bolster (1983), and Crandall (1983).

Lowe (1986) states that staff development and staff evaluation should be linked. Staff development should have a built-in relationship to improve teaching. According to Lowe:

Anytime any staff development activity occurs in a school, there should be some evaluation of staff to determine the relative effect of the activity.

Also, anytime staff evaluation is being carried out, there should be observations and generalizations made about the staff development potentialities in order to improve instruction (p. 25).

In a study by Pfeifer (1986), it was found that accountability and performance objectives can both be served when a district employs coordinated teacher evaluation and staff development.

According to Pfeifer:

Coordination of staff development and evaluation can construct a social context where trust and open communication are the norm. And the same norms that lead teachers to improve based on credible, evaluative feedback also lead teachers to voluntarily resign when that evidence suggests they are not suited for teaching (p. 34).

Rothberg (1984) believes that the formative process of evaluation can be effectively utilized for teacher improvement within a staff development context.

Smylie (1988) states that research on staff development has studied only a limited set of issues. Further, the research that has been done typically focuses on change at the group level by comparing the treatment group against the experimental group. According to Smylie (1988), "Few attempts have been made to predict variance in outcomes among individuals who participate in these programs" (p. 3). In his study, personal teaching efficacy was found to be directly related to teacher change. This finding was substantiated by a 1988 study by Sparks.



Cook (1982) states that essential elements of successful in-service programs include:

1. An analysis of the expressed needs of teachers.
2. Teacher input early in the program.
3. Training prior to the implementation of a new program.
4. Modeling of the classroom application of the activities presented.

Shrock and Byrd (1987) caution against the control by teachers of the objectives of a staff development program. "It is doubtful that, when given an array of topics, teachers would choose to learn the rigorous applications of instructional design" (p. 46). Karst (1987) agreed and found in his study ". . . many more individuals are more likely to contract for activities that do not tax them" (p. 41). When dealing with designing a staff development component to effect changes from less than effective teachers, this caution takes on even more significance.

Sparks (1983) presents a review of the research on the process of staff development and how it affects teacher change and improvement. The following are recommendations for more effective teaching (p. 71):

1. Select content that has been verified by research to improve student achievement.
2. Create a context of acceptance by involving teachers in decision making and providing both logistical and psychological administrative support.

3. Conduct training sessions (more than one) two or three weeks apart.
4. Include presentation, demonstration, practice, and feedback as workshop activities.
5. During training sessions, provide opportunities for small-group discussions of the application of new practices and sharing of ideas and concerns about effective instruction.
6. Between workshops, encourage teachers to visit each others' classrooms, preferably with a simple, objective, student-centered observation instrument. Provide opportunities for discussions of the observation.
7. Develop in teachers a philosophical acceptance of the new practices by presenting research and a rationale for the effectiveness of the techniques. Allow teachers to express doubts about or objections to the recommended methods in the small group. Let the other teachers convince the resisting teacher of the usefulness of the practices through "testimonies" of their use and effectiveness.
8. Lower teachers' perception of the cost of adopting a new practice through detailed discussions of the "nuts and bolts" of using the technique and teacher sharing of experiences with the technique.
9. Help teachers grow in their self-confidence and competence through encouraging them to try only one or two new practices after each workshop. Diagnosis of teacher strengths and weaknesses can help the trainer suggest changes that are likely to be successful--and, thus, reinforce future efforts to change.
10. For teaching practices that require very complex thinking skills, plan to take more time, provide more practice, and consider activities that develop conceptual flexibility.

Stallings (1987) offers the following checklist for planning staff development activities (p. 75):

1. Will the staff development program lead to desired student goals?
2. Is there collaboration in planning with teacher groups?
3. Has the process of providing staff development been differentiated according to the stages of professional development?
4. Has the focus of staff development been differentiated according to the stages of professional development?
5. Is the time for staff development distributed across the school year?
6. Who are the providers of staff development?
7. How will the evaluation be conducted? How did teachers change from the baseline? How did students change from the baseline? How long will the change last? How much did it cost?

This checklist focuses on the delivery process of staff development.

Jones and Lowe (1990) state that a positive climate for teacher change must be established. "Effective staff development is most likely to occur when the program administrators view themselves as instructional leaders. . . . the participants must feel a sense of safety . . . . There must also be incentives for participation. . . . And, of course, recognition is important" (pp. 8 - 9).

To ameliorate the isolation that teachers feel, Copeland and Jamgochian (1985) propose training teachers in collegiality and peer review. This procedure is much like the self-help community proposed by Joyce and Showers (1983) with

their "coaching teams." The process of coaching, as defined by Joyce and Showers, contains these four functions: (a) the provision of companionship, (b) the provision of technical feedback, (c) the analysis of application (extending executive control and attaining "deep" meaning), and (d) adaptation to students. As stated by Joyce and Showers, "Continuous practice, feedback, and the companionship of coaches is essential to enable even highly motivated persons to bring additions to their repertoire under effective control" (p. 4). The purposes of coaching are many (Joyce & Showers, 1988): (a) to build communities of teachers who continuously engage in the study of their craft, (b) to develop the shared language and common understandings necessary for the collegial study of new knowledge and skills, and (c) to provide a structure for the follow-up to training that is essential for acquiring new teaching skills and curriculum implementation (p. 83-84). Purcell (1987), Seaburn and Sudlow (1987), Christen and Murphy (1987), and Putnam and others (1987) found the success of professional development programs can be influenced by peer support.

Joyce and Showers (1983) suggest that the following elements be included in training programs:

1. Forecasting the problem of transfer throughout the training process.
2. Developing very high degrees of skill prior to classroom practice.

3. Providing explicitly for executive control (competence is derived from one's judgment-controlled repertoire).
4. Providing for practice in the workplace immediately following skill development.
5. Providing for "coaching" by peers as vertical transfer is being accomplished.
6. Generating a "learning how to learn" effect (p. 15).

Joyce and Showers (1988) point out that the school day was not designed to accommodate the learning teacher. They encourage the assignment of teachers to a 12-month contract with study and preparation made a part of the teacher's contractual responsibilities. However, realizing that this is an unrealistic expectation given a lack of monetary resources in most systems, they propose the following ideas to allow teachers to have time to observe other professionals and to implement the coaching component:

1. Administrators free teachers to observe by taking their classes (p. 147).
2. Larger than classroom size group instruction would free teachers to visit one another (p. 147).
3. Conducting independent study and research in locations other than the classroom (i.e., library) would provide free teacher time (p. 148).
4. Enlist volunteer aids to donate time to the school in the form of instructional aid. This would allow teachers time to conduct peer coaching (p. 148).

5. Issue limited certificates to student teachers that permit them to have legal responsibility for students. It is recommended that student teachers be placed in teams of two or more (p. 148-149).
6. Arrange for team teaching which would free the teachers to conduct peer-coaching observations (p. 149).
7. Utilize video instruction (p. 149).

Karst (1987) found that the success of in-service programs depended to a great extent on the following factors:

. . . (1) ability of individuals to provide input into activities designed to improve their attitudes and skills, (2) on how much they believed they had personal control over their improvement programs, (3) on the quality of communications involved in the mechanisms of in-service and professional development programs, (4) on how much allowance was made for applying their own creativity for constructing their own yearly development plans, and (5) the amount of contribution to new ideas and methods that individuals felt was within their powers to effectively project to others was strongly related to age, sex, position, and experience (p. 12).

### **Remediating Teacher Performance**

The remediation process is defined by Claxton (1986) as those actions taken prior to dismissal proceedings where "a teacher is evaluated by administrators, who identify deficiencies and provide the teacher with an opportunity to correct them" (p. 182). In Action for Excellence: A

Comprehensive Plan to Improve our Nation's Schools (Education Commission of the States, 1983), the following was stated:

We strongly recommend that the states examine and tighten their procedures for selecting not only those who come into teaching, but also those who ultimately stay. Teachers who are having difficulty teaching--whether because of teaching style, subject-matter expertise, discipline or other problems--should be given all possible encouragement and help to improve. But if, after all reasonable help has been provided, a teacher cannot or will not teach effectively, that individual does not belong in the profession. Ineffective teachers--those who fall short repeatedly in fair and objective evaluations--should, in due course and with due process, be dismissed (p. 39).

Research has demonstrated that knowledge of subject matter and professional preparation are not the areas in which most teachers need remediation. In a study conducted by Goodlad (1984), he found that most teachers felt themselves adequately prepared in their content area. Rather, teachers who demonstrate less than effective skills normally experience problems in classroom management, instructional ability, and discipline skills (Shreeve, et. al., 1986; Riegle, 1985; Morrow, et. al., 1985; Sweeney & Manatt, 1984). These areas of difficulty are often complicated by other external sources of stress such as emotional problems, poor health, and marital problems (Bridges, 1986; Rich, 1988). When an NEA survey (1988) asked teachers about training gaps, they cited discipline, organization and management, inadequate classroom experience, and working with parents.

What many researchers feel separates the good teacher from the poor teacher is the pattern of teaching techniques. The good teacher knows which techniques are right for which students during specific situations (Gudridge, 1980). A teacher's effectiveness may depend heavily upon contextual situations (Rosenholtz, 1984).

Coaching is one technique that has been used to improve teacher effectiveness (Brandt, 1982; Joyce & Showers, 1982, 1983). Berliner in Brandt (1982) states, " . . . the research on teacher effectiveness gets used when somebody works with teachers in their classroom" (p. 12). Marin County, California, has instituted a program of teachers assisting teachers (Kent, 1985; Little, 1985). This program is based upon the following:

Teachers can and will define their own professional development needs in relation to school, system, and professional goals to improve schools and learning. To affect change in the classroom or school, assistance must be given on-site (p. 31).

According to Bridges and Groves (1984, cited in Bridges, 1985b), three types of remediation must be utilized to correct skill deficiencies:

First, the teacher should receive the information and knowledge which are relevant to the skills which are lacking. Second, the teacher should be given the opportunity to observe examples of a teaching performance that exemplifies key behaviors and skills. Finally, the teacher should have the opportunity to try out the new behavior or skill in a restricted environment before attempting to incorporate the practice into the classroom (p. 61).



Bridges (1985b) states, "Remediation of the incompetent teacher requires an inordinate amount of time, energy, and expertise" (p. 63). Rosenholtz (1984) believes that with the proper evaluation tools, almost all teachers needing improvement can be helped.

Joyce and Showers (1988) argue that differences in states of growth evidenced by teachers can be explained by developmental theories such as conceptual development and self-concept theory. In conceptual development, how individuals use structures of concepts to organize their world can tell one something about their stage of growth. If much emotion is attached to an individual's views and if most things are viewed in "black and white" terms, this individual is operating at the lowest level of conceptual development. As stated by Joyce and Showers (1988), "At higher stages of development people develop greater ability to integrate new information, are more decentered and can tolerate alternative views better, and their conceptual structure is modified as old concepts become obsolete and new ones are developed" (p. 137) The self-concept theory explains personal growth through an individual's view of self or self-concept. Individuals at the lowest level of self-concept spend much of their energy in survival. The next level of self-concept finds individuals who are more competent to deal with their environment but who accept it for what it is and do not use their environment to

generate opportunities for them. The self-actualized person--the individual with strong self-concept--reaches out to the environment with the confidence that there will be opportunities for growth and development (Joyce & Showers, 1988, p. 138).

Joyce and Showers (1988) propose the use of states of growth to design programs constructed to capitalize on individual differences and to help individuals grow. In designing programs, one must be attuned to the individual, collective, and systemic components of the system and offer opportunities based on individual differences in each of these areas.

In a study conducted by Brieschke (1986), it was found that a pattern of strategies could be identified which are used by principals to work with teachers deemed borderline competent. According to Brieschke, there are five stages of development of this process: deployment, detente, determination, evaluation, and dismissal. The stage of detente contains the period during which support and encouragement is offered by the principal. During this stage,

Principals often entered the teacher's classroom to observe, coach, offer advice, help plan lessons, and analyze relationships. Frequently principals critiqued observed behavior to help the teacher identify his or her educational mistakes and address them (p. 242).

Pratt (1989) in his study of teacher remediation in Utah found that the principal was the most frequently used and the

most effective human resource used in teacher remediation. Pratt stated that the most effective techniques in teacher remediation were setting goals for improvement, observing the teacher, and periodic progress reports. Rich (1988) states,

Remediation measures should focus on providing an environment that enhances the teacher's abilities and facilitates the teaching-learning process, assists and supports teachers in overcoming outside problems, and provides reliable diagnostic and evaluative services that supplies necessary direction for those teachers who have the capacity to rectify their weaknesses" (p. 122).

In order to prevent legal problems arising from a dismissal, Claxton (1986) recommends the following:

First, determine whether the conduct is in fact remediable. Second, if the conduct is remediable, then the person or body so authorized should provide timely written notification to the teacher informing them of the school district's intent to dismiss them unless deficiencies are corrected. Third, the notification should state with specificity the reasons for finding a deficiency. Fourth, the teacher should be provided a reasonable amount of time to correct any deficiencies. Fifth, an administrator or supervisor may be expected to assist the teacher in an effort to remediate the deficiencies (p. 193).

The Toledo Plan (McCormick, 1985) is a teacher evaluation and remediation program which utilizes the concept of teachers helping teachers. Teachers, administrators, and the Toledo Federation of Teachers are working together to help enhance the teaching force. Teachers who have been identified as less than effective by both administrators and teachers must participate in an intervention program. In this intervention program, a consulting teacher observes and evaluates the

poorly performing teacher. This procedure continues until the teaching improves or the individual is dismissed. As reported by McCormick (1985), staff morale, rather than diminishing, has improved as teachers participate in helping others improve or helping eliminate those who make the profession look bad.

Sweeney and Manatt (1984) proposed a team approach to assisting the marginal teacher which they coined the "intensive assistance process." This process involves informing the marginal teacher of the particular problem and then providing the teacher with an intensive assistance team which ideally should be composed of three to four members. It is the team's function to provide assistance; the principal's functions are to evaluate and make decisions.

Systematic observation of instruction can be used as a framework for instructional improvement according to Hobar and Sullivan (1984). They propose using the data obtained from low inference observation instruments to form a self-help model consisting of design and development, performance, and assistance phases. " . . . an important aspect of classroom observation instruments is that feedback provided to teachers is not only about behaviors they are using, but also about those which are not being used" (p. 30). As stated by Hobar and Sullivan (1984):

In effect, the self-help process is a job-embedded training intervention because it contains all of the ingredients of an effective training model--personalized needs assessment, systematic planning,

outcomes, strategies, and evaluation and feedback. Moreover, since objective data are collected in this self-help model via systematic observation of instruction, the on-the-job experience of teachers is well documented and, thus, can be used as a data base for verifying competence, planning instruction, and professional development, and strengthening the knowledge base about teaching (p. 32).

Andrejco (1991) described the status of teacher assistance programs in Virginia during the 1988-89 academic year. Her study gathered the following data:

1. At least 82 percent of the 136 school divisions provide assistance to teachers needing instructional intervention.
2. Approximately 12 percent had formal school-based assistance programs for teachers.
3. Approximately 6 percent had semi-formal school-based assistance programs for teachers.
4. Less than 1 percent had informal school-based assistance programs.
5. 50% of the school divisions offered formal central office-based assistance programs.
6. 29% provided semi-formal central office-based assistance programs.
7. 3% provided informal central office-based assistance programs.

Andrejco defined formality of programs as the number of the six identified elements of teacher assistance program components present in any system's assistance program (clear expectations, feedback, instructional input, measurable objectives, timelines, modifications allowed, statement of problem, and who is responsible). An informal program

provided unwritten element(s). The semi-formal programs provided written forms of from one to five of the elements. The formal programs provided all six elements in written form. This study provided examples of teacher assistance programs currently in operation in the Commonwealth of Virginia.

### **Staff Development Model of the System Under Study**

Staff development activities were conducted in this system which involved all school personnel from top administration to the classroom teacher. Two widely recognized staff development models were combined to form the system's instructional improvement model. The work of Stallings, Needles, and Straybrook (1979) with the Effective Use of Time (Stallings, 1985) program was used as the foundation training for teachers in the peer to peer classroom observation component. Madeline Hunter's (1976) instructional skills and elements of lesson design were used as the foundation training for administrators and later became the instructional skills component required of all teachers.

The inception of the first element of the instructional improvement model began in the summer of 1984. Eight teachers representing four schools received training on the Effective Use of Time program. This program was begun as an answer to the questions posed by the community and School Board as a

result of the publication of A Nation at Risk (National Commission on Excellence in Education, 1983). The improvement of the effectiveness of teachers in the classroom was seen as the vehicle which would effect the improvement of student achievement. This program was seen as a conscious and systematic effort to involve teachers in the improvement of instruction.

It soon became apparent that training for building level and central office administrators was needed. The Madeline Hunter model was adopted in the fall of 1984. Administrators were given training on observing, labeling, analyzing, conferencing, and evaluating. The administrators were taken through a process by which they observed a teaching segment, labeled the segment according to principles of learning and lesson design, and analyzed the segment prior to conferencing with a teacher. The administrator was coached on how to conduct the conference which included the discussion of positive aspects of the teaching episode as well as questions about the session. Role playing was conducted which allowed the administrators to work for greater expertise in asking those questions which would allow teachers an opportunity to defend teaching decisions and to explain the rationale behind those teaching decisions.

Administrators also received training on conducting conferences with teachers who were marginal or below in their

performance. Through the use of case studies and role playing, the administrators sought to sharpen their skills in conducting these conferences. Training was also given to the administrators on the newly revised evaluation instrument. The new evaluation instrument reflected the terminology used in both the Effective Use of Time program and the Madeline Hunter materials.

The Effective Use of Time Program and the Madeline Hunter model were combined by the system to form an integrated instructional improvement model. The model consisted of two primary components: an instructional skills component and a peer to peer observation component.

### *Instructional Skills Component*

It was felt that those involved in instruction needed to speak the same language. The Madeline Hunter model was adopted to provide that language. This portion of the staff development model became known as the Instructional Skills component.

The Instructional Skills training became the foundation upon which the labeling of classroom behaviors evolved. Awareness level training was conducted for all the system's teachers and administrators.



After an awareness level was achieved, the system began a more systematic approach to the instructional skills training. Two resource teachers were hired to conduct advanced skills training workshops as well as to assist teachers needing instructional skills remediation.

A process for selection of teachers to attend the staff development program was begun. Teachers were selected for the four advanced skills workshops by the following criteria: (a) all teachers who were new to the system, (b) all teachers who were not on a continuing (tenure) contract, and (3) teachers who were not on the full evaluation year. The advanced skills workshops were primarily composed of teachers who were new to the system. In addition, a limited number of tenured teachers were selected each year. All teachers were to eventually receive this training.

The advanced skills workshops consisted of four workshops focusing on lesson design, retention, motivation, transfer, practice, decision making, reinforcement, and questioning techniques. Teachers could elect to attend these workshops in the summer or on staff development days during the academic year.

Teachers who were involved in the advanced instructional skills workshops were coded by their peers as part of the peer to peer observation component explained in the next section.

### *Peer to Peer Observation Component*

The peer to peer observation component was coined Peer Assistance. In this component, teachers helped other teachers look objectively at their classroom behavioral processes. Data was gathered through a low-inference coding instrument called the Teacher Observation Instrument which was developed by Stallings and Needles (1982). The data were recorded by trained coders who were teachers from the same school as the person who was being coded. The coding session consisted of three classroom observations. The coded data were fed into a computer and a profile was generated. (See Appendix E.) The profile listed 38 variables observed in the classroom. A criterion column on the profile indicated the percentage of time spent on the variable by effective teachers. The criterion had been established through the work of researchers on effective teaching. Another column displayed the percentages for the coded teacher. These percentages indicated what occurred in the coded teacher's classroom. This allowed the coded teacher an opportunity to compare his/her performance on the variable against the criterion. The coding cycle was done once in the fall and again in the spring to allow the teacher to see where growth had occurred.

A series of five workshops designed to reinforce the 38 variables was attended by the coded teachers. During these

workshops, teachers shared experiences, discussed successes, sought help with problems, and offered suggestions to one another for the improvement of instruction, classroom management, and behavior management. These workshops were held in the afternoons at various schools throughout the system.

In the spring of the year, the coding cycle was repeated again. The coded teacher was given the opportunity to compare the fall profile with the spring profile.

A previous study of this system's staff development model was conducted during the 1990-91 academic year. Sixty-two teachers from grades K - 12 were involved in the study. Data collected by the coding instrument on pre- and post-intervention results were analyzed using the matched t-test procedure on five selected variables: instructional statements, monitoring of seatwork, organizing and managing statements, teacher alone, and off-task behavior. In order to determine in which ability group the most gain occurred as a result of the staff development intervention, teachers were rated as very effective, effective, and less than effective in their classroom practices. Means and standard deviations of pre- and post-intervention results were computed for all ability levels of teachers. No significant treatment effect was found for any variable at any level of teacher ability ( $p = .05$ ). The results indicated that the staff development

intervention did not significantly influence behavioral change of teachers on the selected variables. It was disappointing to note that the group of less than effective teachers did not make significant gains.

## CHAPTER III

### *Methodology*

#### **Introduction**

The purpose of this study was to identify those factors which assisted marginal high school teachers in improving their classroom performance. This chapter discusses the research design and data collection procedure.

#### **Type of Research**

The research design employed in this study was qualitative. Utilizing a qualitative methodology enabled the production of descriptive data which reflected the frame of reference of the participants of the study.

Qualitative methodology is better able to explore real-world questions and wide-ranging inquiry (Marshall & Rossman, 1989). As stated by Filstead (1979, p. 39):

. . . the payoff of quantitative program evaluation to program administrators and bureaucrats has been far less than anticipated. Administrators had expected these types of evaluation to identify "what works," "who gets better," "what areas to

change," and so on. These expectations generally have not been met.

Administrators realized that quantitative methods often did not convey the essence of what occurred as it inadequately dealt with the individual and/or group experiences. It is this problem of fragmentation which leads qualitative researchers to claim that a holistic approach best serves reality (Filstead, 1979).

The thoughts that formed the foundation for this research were: What is happening here? What can these people tell about those things that made a difference for them? How did the changes come about? Who/what motivated or inhibited those changes?

In order to pursue these questions and the others which evolved from the study itself, a conceptual framework was developed.

### **Description of the Conceptual Framework**

The conceptual framework, shown in Figure 1, depicts the main dimensions under study. This framework served as a guide in developing the foreshadowed questions. More importantly, however, the conceptual framework allowed for labels to be assigned to discrete roles, events, and behaviors. In the data collecting process of the study, the elements within the labeled categories may undergo a metamorphosis or further

## CONCEPTUAL FRAMEWORK

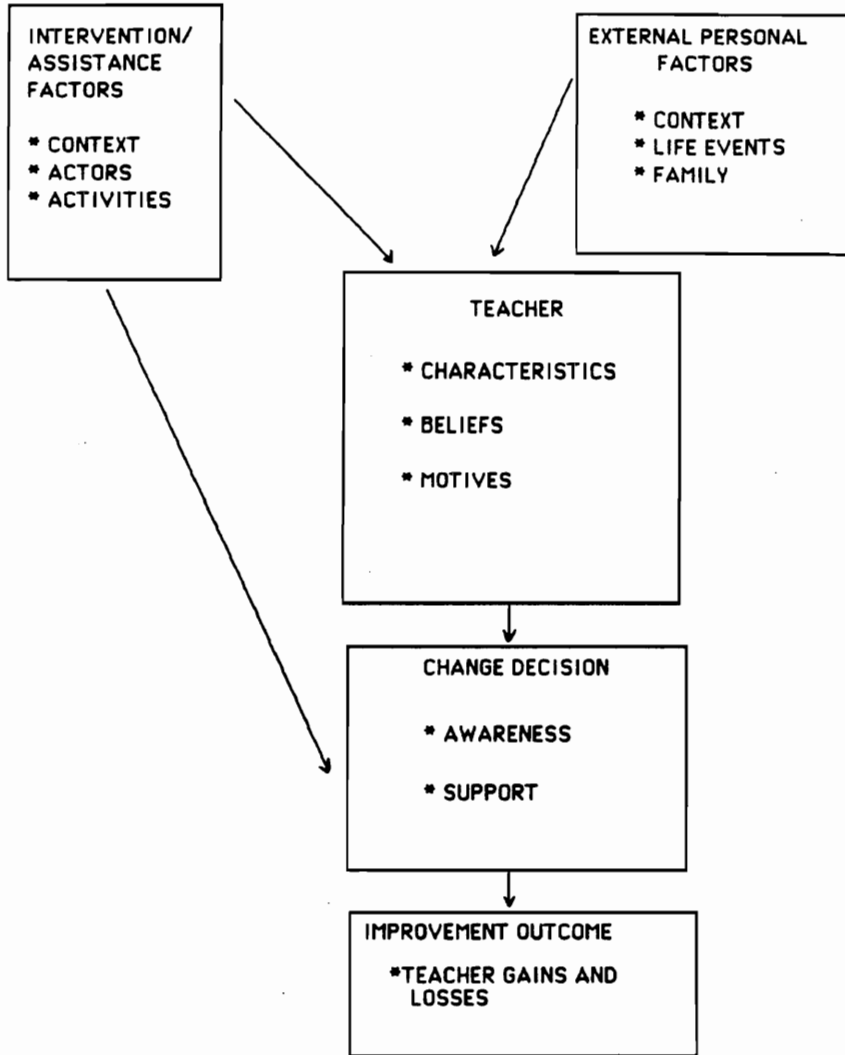


**Figure 1. Conceptual Framework of Main Dimensions Under Study**

relationships may be discovered. "As qualitative researchers collect data, they revise their frameworks--make them more precise, replace empirically feeble bins with more meaningful ones, and reconstrue relationships" (Miles & Huberman, 1984, p. 32-33).

As shown in Figure 1, this study focused on a group of teachers who demonstrated substantial improvement. The factors which influenced this change were labeled as Intervention/Assistance Factors and External Personal Factors. Data collected from the teachers were related to the teachers' perceptions as to whom or what they regarded as influencing their change in performance and eventual improvement. Further factors to be investigated included the side effects of teacher gains and losses.

The conceptual framework led to the formation of the following foreshadowed questions:

1. Did intervention/assistance efforts influence improvement?
  - 1.1 In what context were the intervention/assistance efforts made?
  - 1.2 Who were the primary actors in the intervention/assistance efforts?
  - 1.3 What activities were influential in the intervention/assistance efforts?
2. Did external personal factors influence improvement?



3. Are there overarching characteristics, beliefs, and/or motives in the group of teachers who made substantial improvement in teaching performance?
4. What actor(s) provided to the teacher: (a) an awareness of the need for change and (b) support for change?
5. What were the teachers' perceived gains and losses in this improvement effort?

The foreshadowed questions were designed to provide a frame of reference and not to serve as a set of specific hypotheses to be tested. As stated by Wolcott (1990a, p. 2):

Part of the strategy of qualitative inquiry (a key advantage of the flexibility that we claim for it) is that our research questions themselves remain under continual scrutiny. . . . Data gathering and data analysis inform the problem statement, just as the statement informs the data gathering.

### **Selection of Teachers**

Principals were asked to distribute a survey to teachers in their building who, in the principal's judgment, had shown substantial improvement in their classroom effectiveness in the areas of instruction and/or classroom management skills during the period of the academic years 1988 - 1991.

The following guidelines were provided to the principals for their use in the selection process:

1. The teacher was identified as showing substantial improvement in classroom effectiveness in the areas of instructional and/or classroom management skills.
2. The teacher's performance level was previously ranked marginal in the areas of instructional and/or classroom management skills.
3. The teacher was a tenured teacher with at least five years of teaching experience.

(See Identification of Subjects: Discussion with Principals, Appendix A.)

### **Data Collection**

This study utilized a survey instrument and formal interviews with the teachers ( $N = 14$ ) who agreed to participate in the study. The survey instrument was designed to gather two areas of preliminary information:

1. Demographic data about the teachers selected by the principal.
2. Preliminary data about to whom or what the teachers attributed their improvement in instructional and/or classroom organizational skills.

Because of a concern expressed by the school system over confidentiality of personnel records, the researcher could not directly contact the teacher until the teacher had completed

the survey and returned it with a signed statement indicating a willingness to be interviewed for follow-up information. The researcher also could not use school division records to determine whether the teachers had been on either a building level or district improvement plan.

Direct personal contacts were utilized to inform the principals of the criteria for selection of teachers. Formal interviews were limited to the teachers selected and who volunteered for the study.

Data collected by the formal interview included fieldnotes, interview notes, and transcripts. The setting of the teacher interviews was the school building or the interviewer's office. The collection of data from the teachers in the form of formal interviews began on July 11, 1992 and ended on July 22, 1992.

The first phase of activity for this study was to inform principals of the criteria to be used in the identification of teachers. The second phase involved gathering primary data from the teacher subjects and secondary data from other sources such as the principal, director of staff development, instructional specialists, and the director of personnel. The secondary data were treated as confirmatory data. This phase was designed to gather as much data as possible to verify and explain the teachers' change in classroom effectiveness in the areas of instructional and/or classroom organizational skills.

An interview guide was used in the data gathering phase. This guide contained general areas to cover with each subject. The questions on the guide served as reminders of key topics to be discussed. The interview questions were expanded or revised as needed (Taylor & Bogdan, 1984).

The interview guide was intended to establish a conversation with the subjects and to provide the subjects with the flexibility to frame and structure their responses. A fundamental component of qualitative research is that the phenomenon under study must unfold through the subjects' eyes, not from the researcher's (Marshall & Rossman, 1989).

### **Data Analysis**

The analysis of the data obtained in this study consisted of three concurrent activities as proposed by Miles and Huberman (1984): data reduction, data display, and conclusion drawing/verification.

#### ***Data Reduction***

In the data reduction activity, data were selected, focused, simplified, transcribed, and transformed. The initial data reduction activity occurred when the conceptual framework was developed. At this point, it was determined

from whom information would be requested and the nature of that information. This led to the foreshadowed questions and to the selection of the data collection techniques to be utilized.

The contact summary sheet was used to reflect upon a single contact. This contact sheet was completed after the interview was transcribed and reviewed.

As suggested by Miles and Huberman (1984, p. 51), the contact summary sheet facilitates: (1) planning for the next contact, (2) suggesting new or revised codes, and (3) coding and analyzing of the raw data. (See Contact Summary Sheet Form, Appendix D.)

A vitally important component of the qualitative data analysis is the coding system associated with the words. "Words are fatter than numbers, and usually have multiple meanings. This makes them harder to move around and work with. Worse still, most words are meaningless unless you look backward or forward to other words" (Miles & Huberman, 1984, p. 54).

As a way to make sense of the richness in meaning of words, a coding system is utilized by qualitative researchers. The process of coding helps identify and define those ideas which at first were nebulous so that they can be refined, expanded, or thrown out (Taylor & Bogdan, 1984). The codes become categories into which data can be complied. This

allows for retrieving, organizing, and clustering. An analytic index is produced and updated as new categories requiring codes emerge (Hammersley & Atkinson, 1983).

An analytic index or "start list" of codes (Miles & Huberman, 1984, p. 57) was generated prior to data collection using the conceptual framework, foreshadowed questions, and hypothesized concepts and themes. (See Start List of Codes, Figure 2.) The first column of the Start List of Codes gives a short descriptive label, the second shows the code, and the third relates the code to the foreshadowed question if applicable (Miles & Huberman, 1984).

For the purpose of this study, the guidelines for defining a unit of analysis were those proposed by Miles and Huberman (1984, p. 63):

1. The unit of analysis was a sentence or multisentence chunk.
2. The more encompassing rather than the narrower code was used whenever a unit of analysis was a candidate for more than one code.

The coding of each interview transcript was completed prior to the next interview. If additional codes were suggested, these codes were added to the start list. (See coded transcript in Appendix D.) The codes were embedded in

## START LIST OF CODES

| Intervention/Assistance Efforts   | Code        | Foreshadowed Question |
|-----------------------------------|-------------|-----------------------|
| IA: Context                       | IA:C        | 1.1                   |
| IA: Actors, Principal             | IA:PRN      | 1.2                   |
| Actors, Supervisor                | IA:SUP      | 1.2                   |
| Actors, Peers                     | IA:PEER     | 1.2                   |
| Actors, Staff Development         | IA:ASDEV    | 1.2                   |
| Actors, Self                      | IA:ASELF    | 1.2                   |
| Actors, Department Chair          | IA:DCH      | 1.2                   |
| Actors, Mentor                    | IA:MEN      | 1.2                   |
| Actors, Others                    | IA:OTH      | 1.2                   |
| IA: Activities, Staff Development | IA:ACT/SDEV | 1.3                   |
| Activities, Professional Reading  | IA:ACT/PR   | 1.3                   |
| Activities, College Courses       | IA:ACT/CC   | 1.3                   |
| Activities, Conferences           | IA:ACT/CON  | 1.3                   |
| Activities, Workshops             | IA:ACT/WK   | 1.3                   |
| Activities, Peer Observation      | IA:ACT/PO   | 1.3                   |
| Activity, Maturation              | IA:MAT      | 1.3                   |
| External Personal Factors         | Code        | Foreshadowed Question |
| EX: Context                       | EX:C        | 2.0                   |
| EX: Life Events                   | EX:LIF      | 2.0                   |
| EX: Family/Children               | EX:FAM      | 2.0                   |

**Figure 2. Start List of Codes**

| <b>Teacher Attributes</b> | <b>Code</b> | <b>Foreshadowed Question</b> |
|---------------------------|-------------|------------------------------|
| TA: Characteristics       | TA:CHAR     | 3.0                          |
| TA: Beliefs               | TA:BEL      | 3.0                          |
| TA: Motives               | TA:MOT      | 3.0                          |
| <b>Teacher Attributes</b> | <b>Code</b> | <b>Foreshadowed Question</b> |
| TA: Problem Area          | TA:PA       | 3.0                          |
| TA: Strengths             | TA:ST       | 3.0                          |
| TA: Growth                | TA:GR       | 3.0                          |
| <b>Actor Attributes</b>   | <b>Code</b> | <b>Foreshadowed Question</b> |
| AA: Awareness             | AA:AW       | 4.0                          |
| AA: Support               | AA:SUP      | 4.0                          |
| <b>Side Effects</b>       | <b>Code</b> | <b>Foreshadowed Question</b> |
| SE: Positive, Teacher     | SE:+T       | NA                           |
| SE: Negative, Teacher     | SE:-T       | NA                           |

**Figure 2. Start List of Codes (Continued)**



| <b>Causal Links</b> | <b>Code</b> | <b>Foreshadowed Question</b> |
|---------------------|-------------|------------------------------|
| CL: Theme           | CL:TH       | NA                           |
| <b>Questions</b>    | <b>Code</b> | <b>Foreshadowed Question</b> |
| Q: Surprises        | Q:SUR       | NA                           |
| Q: Puzzles          | Q:PUZ       | NA                           |

**Figure 2.**            **Start List of Codes (Continued)**

the body of the transcribed interviews. The right margin was used to write questions or reflective remarks (Miles & Huberman, 1984, p. 65) as needed.

### *Data Display*

Data display "is an organized assembly of information that permits conclusion drawing and action taking" (Miles and Huberman, 1984, p. 21). The primary data display technique used in this study was narrative text. Where appropriate, tables were used to graphically represent the collapse of information into categories.

### *Conclusion Drawing/Verification*

Miles and Huberman (1984, p. 215) state that there are three good reasons to use numbers in qualitative research: "(1) to see rapidly what you have in a large slice of data, (2) to verify a hunch or hypothesis, and (3) to protect yourself against bias."

Frequency data were utilized in this study in order to quantify categories of responses to the foreshadowed questions. Knowing how many respondents mentioned a particular item was one more piece of information to be added

to the narrative text in order to explain a particular conclusion.

Coded data were examined to determine where linkages, patterns, and clusters occurred. For the purposes of this study, it was important to determine the linkage between the improvement of the teacher's classroom performance and the activities, events, and/or individuals which interceded to bring about this change. Transcripts of the coded interviews were entered into a database and analyzed with a boolean search operation and keyword frequency counting software program (AskSam, Ver. 4.2, 1987). Counts were made of the codes embedded into the interview text. These codes were developed from the conceptual framework.

Authenticity of data becomes an important issue in qualitative research. According to McCracken (1988), in qualitative research the investigator becomes the instrument, and

the investigator must use his or her experience and imagination to find (or fashion) a match for the patterns evidenced by the data. The diverse aspects of self become a bundle of templates to be held up against the data until parallels emerge (p. 18 - 19).

This aspect of the diverseness of self may cause claims of doubt of authenticity of data as the source of the data, human behavior, is open to various interpretations by different people even though all are exposed to the same

behavior. Marcus and Fischer (1986, pp. 137-164) suggest that the researcher "manufacture distance" in order to have a critical distance from the topic under study. The researcher must try to look at everything as mysterious (McCracken, 1988).

In this study, various sources of data were examined to confirm the primary source of data and to lend credibility to data which emerged. Secondary data sources were used to undergird the authenticity of the study. Conversations and interviews were used to substantiate the primary data.

Data collected were documented by field notes which contained observational data. Wherever possible, interviews and conversations were recorded. Transcriptions of recorded data were completed as soon as possible after the event occurred. All recorded data were dated, coded, and filed by topical categories.

### **Addressing Reliability and Validity in Qualitative Inquiry**

Difficulties emerge when one tries to apply the traditional definition of reliability to qualitative research. As traditionally defined, "reliability is the consistency and stability of data or findings. From a positivistic perspective, reliability typically is considered to be

synonymous with the consistency of data produced by observations made by different researchers" (Stainback & Stainback, 1988, p. 98). In a qualitative study, two researchers are not likely to produce the same conclusion. Because of varying backgrounds and interests, the researchers may compose quite different research designs. They may also interpret the data differently and draw different conclusions (Stainback & Stainback, 1988, p. 99).

Beyond the differences in the researchers' backgrounds and interests, the contextual differences in natural settings may also influence the results. "Because qualitative researchers collect their data in natural, uncontrolled settings such differences can and often do occur" (Stainback & Stainback, 1988, p. 100). A further complicating factor is that qualitative researchers collect data that are "subjective, dynamic, or changeable over time" (Stainback & Stainback, 1988, p. 101). Therefore, reliability cannot be defined in qualitative studies as that which will produce consistent findings over time.

Taylor and Bogdan (1981) offer a revised definition of reliability to fit the needs of the qualitative researcher. This view of reliability is that it is a fit between what actually occurs in the situation under study and that which is recorded as the data.

Wolcott (1990b) presented nine points to satisfy the validity (correctness or credibility) question of qualitative studies:

1. Talk Little, Listen a Lot--A sociable "sit and visit" situation should exist where the subject feels comfortable discussing topics with the researcher. The researcher must be attentive and responsive without talking too much and hearing too little.
2. Record Accurately--The researcher should make every attempt to record precise words of the subjects. Words should be recorded as soon as possible to prevent the reinterpreting of behavior before it has been recorded.
3. Begin Writing Early--The intent of writing early is to record what one suspects and to identify holes in the information.
4. Let Readers "See" for Themselves--It is a good idea to include primary data in the final report. This allows the researcher to let the expressed thoughts of others become a point of focus rather than only upon what the researcher observed and interpreted.
5. Report Fully--Every discrepant detail is not reported; however, if an issue is not fully resolved the inclusion of such discrepancies may lead to possible interpretations every bit as valid as the researcher's.
6. Be Candid--Subjectivity is seen as a strength of qualitative approaches.
7. Seek Feedback--Having a continual source of feedback checks for accuracy and completeness. Feedback also provides a reality check where the reporting or the interpretation of the event needs to be more developed or is overblown and needs to be brought back to reality.
8. Try to Achieve Balance--Achieving a balance between events that occurred or statements made is warranted in order to avoid a disproportionate amount of attention being given to outlying, yet more provocative, data.
9. Write Accurately--This process checks for coherence and internal consistency as well as for style and grammar (pp. 128-134).

In order to address the reliability issue in this study, these guidelines were followed.

Those researchers utilizing qualitative methodology attempt to add strength to the validity of their findings by "methods which provide first hand knowledge of the phenomenon under inquiry as it exists in the world" (Taylor & Bodgan, 1981, p. 74). Qualitative researchers attempt to gain the rapport and trust of the participants in order to gather the data concerning the phenomenon in its natural state (Stainback & Stainback, 1988).

As stated by Bolster (1983), validity is enhanced by the qualitative researcher systematically defining, observing, and listening. Through this process patterns of events and possible interrelationships will begin to emerge. Furthermore, he states that the description which emerges will be validated in two ways: referentially--by the explanatory generalizations being consistent with recurring patterns of events noted in the data; and situationally--by the explanation being consistent with the meanings subjects place on the situation.

### **Summary**

Five survey instrument were distributed to each of the four high schools in the studied system. Of the 20 surveys,

19 were returned, and 16 of the respondents indicated a willingness to participate in a formal interview. The number of usable surveys was 14. The survey contained demographic data items which were recorded in table form. Additional items on the survey requested the teachers' perceptions of their professional growth and development. A four-point scale ranging from strongly disagree to strongly agree was utilized. Teachers' responses were entered into Number Cruncher Statistical System (Hintze, 1990) and descriptive statistics were generated. (See Appendix B.)

Follow-up interviews were conducted with 14 teachers. An interview guide was used to frame the questions asked of the teachers. (See Appendix A.) The interviews with the teachers were recorded. Transcripts of the interviews were completed prior to the next interview being conducted. Codes were embedded into the transcribed text which facilitated the analysis of the data into categories. A summary sheet was completed on each interview. (See Appendix D.) Transcribed and coded interviews were imported into AskSam, Version 4.1 (1987) in order to complete a detailed analysis of the data and to obtain frequency counts by assigned codes. Frequency counts were presented in table form and were used to quantify categories of responses to the foreshadowed questions. Each coded statement was printed and analyzed using the foreshadowed questions. Narrative data from the coded



transcripts were used to report the results. Where appropriate, tables were used to graphically represent the collapse of information into categories.

## CHAPTER IV

### *Findings of the Study*

This study utilized a survey instrument and formal interviews with teachers. Five survey instruments were distributed to each of the four high schools in the system. Of the 20 surveys, 16 were completed with the respondents indicating a willingness to participate in a formal interview. Three surveys were completed and returned unsigned indicating an unwillingness by the respondents to be interviewed. One survey instrument was returned uncompleted and unsigned. Of the 16 respondents who indicated a willingness to be formally interviewed, two respondents were eliminated because both had been teaching less than two years. The total number of teachers formally interviewed was 14. The survey is contained in Appendix A, and survey results are contained in Appendix B.

A composite profile of the interviewed teachers is presented in Table 1. These data were obtained from the Interview Guide for Teachers (Appendix C) and the survey instrument questions 1 - 3 (Appendix A). As shown in Table 1, years of teaching experience of the 14 teachers ranged from

**Table 1. Teacher Profile Data**  
(n = 14)

| TEACHER # | YRS. OF EXPERIENCE | YRS. IN CURRENT SYSTEM | YRS. IN OTHER SYSTEMS | YRS. AT CURRENT SCHOOL | YRS. AT CURRENT GRADE LEVEL | DISCIPLINE        | GRADE LEVEL | AGE              | GENDER | HIGHEST DEGREE & YEAR |
|-----------|--------------------|------------------------|-----------------------|------------------------|-----------------------------|-------------------|-------------|------------------|--------|-----------------------|
| 1         | 12                 | 10                     | 2                     | 7                      | 10                          | Science           | 9           | 33               | Female | Masters 1987          |
| 2         | 6                  | 6                      | 0                     | 6                      | 6                           | Math              | 9 - 12      | 62               | Male   | BA/BS 1953            |
| 3         | 22                 | 20                     | 2                     | 17                     | 3                           | English           | 9 & 11      | 46               | Female | BA/BS 1967            |
| 4         | 18                 | 18                     | 0                     | 6                      | 7                           | English           | 9           | 40               | Female | Masters 1988          |
| 5         | 8                  | 1                      | 7                     | 1                      | 1                           | Vocational        | 10 - 12     | 45               | Male   | Masters 1987          |
| 6         | 5                  | 5                      | 0                     | 5                      | 5                           | Social Studies    | 9           | 43               | Female | BA/BS 1981            |
| 7         | 13                 | 6                      | 7                     | 6                      | 6                           | Social Studies    | 9           | 35               | Male   | BA/BS 1979            |
| 8         | 16                 | 7                      | 9                     | 7                      | 6                           | Science           | 9           | 41               | Female | Masters 1981          |
| 9         | 9                  | 6                      | 3                     | 6                      | 4                           | Science           | 10          | 31               | Female | Masters 1992          |
| 10        | 24                 | 24                     | 0                     | 24                     | 24                          | Vocational        | 9 - 12      | 47               | Male   | Masters 1974          |
| 11        | 14                 | 14                     | 0                     | 13                     | 14                          | Special Education | 9 - 12      | 37               | Female | BA/BS 1977            |
| 12        | 9                  | 6                      | 3                     | 6                      | 3                           | English           | 12          | 35               | Male   | Masters 1983          |
| 13        | 22                 | 22                     | 0                     | 17                     | 16                          | Social Studies    | 9 & 12      | 44               | Female | BA/BS 1970            |
| 14        | 19                 | 19                     | 0                     | 19                     | 19                          | English           | 10          | 41               | Female | Masters 1986          |
|           | $\bar{x} = 14.1$   | $\bar{x} = 11.7$       | $\bar{x} = 2.4$       | $\bar{x} = 10.0$       | $\bar{x} = 8.9$             |                   |             | $\bar{x} = 41.4$ |        |                       |

five years to 24 years with a mean of 14.1 years. These teachers ranged in age from 31 years old to 62 years old with a mean of 41.4 years. There were nine females in the group and five males. Of the 14 teachers, eight held a master's degree. Years experience in the current system ranged from one year to 24 years with a mean of 11.7 years. Years in other school systems ranged from none to nine years with a mean of 2.4 years of experience in other systems. The years in the current school ranged from one year to 24 years with a mean of 10 years. Years at the current grade level assignment(s) ranged from one year to 24 years with a mean of 8.9 years.

As noted in the table, the teachers represented a wide variety of teaching disciplines--three science teachers, one mathematics teacher, four English teachers, two vocational education teachers, three social studies teachers, and one special education teacher. Of the 14 teachers, 10 had teaching assignments which included the teaching of ninth grade students; one taught tenth through twelfth grade; two taught only tenth grade; and one taught only twelfth grade.

Prior to a discussion of the data obtained through the interview questions, it should be noted that some of the teachers interviewed did not meet all of the criteria for subject selection as outlined in Chapter III. While all of the teachers had shown substantial improvement according to

the perceptions of their principal, their improvement was not always from the marginal category to the above average category. In five cases it is perceived that the teacher did not meet the selection criteria because the teacher was never really determined to be marginal. In these instances, the teachers have always been judged to be average to above average but something happened which made them become, in the words of one principal, a "superstar . . . a leader." This principal went on to elaborate further that he thought that it would be important to find out what caused this teacher to "take off" as she did. This statement was made by a principal in the system who has the reputation of dealing with teachers with performance deficiencies in an aggressive manner.

The comments made by principals concerning the selection of teachers to be given the surveys were informative. One principal remarked that he was not really sure that he could find anyone who fit the criteria exactly as he felt that most teachers who are truly marginal rarely moved beyond marginal performance. According to him if they do improve, it had been his experience that they do not move to master teacher performance but rather they move to something that is, at best, mediocre performance.

The size of the faculties in all of these high schools approaches or exceeds 100 teachers; yet, all of the principals stated that it might be difficult to identify five teachers

who had moved from marginal performance to average or above average performance. The question arises as to whether the problem in identification is a factor of (1) the reluctance of the principal to deal with the marginal teacher, (2) the marginal teacher group not demonstrating sustained improvement, (3) the inability of the principal or system to provide intervention/assistance efforts which facilitate the improvement of the marginal teacher's performance from marginal to average or above average, or (4) a combination of the above factors and others not named.

The data which follow represent responses to Questions 4 - 8 on the Interview Guide for Teachers (Appendix C).

#### **Guiding Question #4: Why Did You Choose Teaching as a Career?**

While this question was included primarily to ease teachers into the more pertinent questions related to their classroom effectiveness improvement, some informative data emerged. (See Table 2.)

##### ***Dominant Theme: Influence of Previous Teachers***

Of the 14 teachers, six specifically stated that it was a former teacher who influenced their decision to go into

**Table 2. Guiding Question #4: Why Did You Choose Teaching as a Career?**

| Responses                     | Mentioned by Teacher # |
|-------------------------------|------------------------|
| Influence of Previous Teacher | #1, #2, #4, #9, #14    |
| Financial                     | #3, #5, #8, #12        |
| Content Area Interest         | #7, #10                |
| Destiny                       | #6, #11                |
| Influence of Family Member    | #13                    |

teaching. Most of these teachers are now teaching in the same content area as that of the teacher who influenced them. Teacher #14, when asked who or what encouraged her to go into teaching, responded:

My seventh grade English teacher inspired me. . . . She taught both English and history. She was very small and quiet and was able to inspire the kids in the class. She was able to--control is not the right word--but to manage the kids without discipline but with interest. It just fascinated me that she could do that and still maintain a friendship with the kids. I thought that was great. Plus, it struck me that it was the only job that I could still go to school and have fun.

Subtheme: Financial Considerations. Three of the remaining eight teachers indicated that teaching was seen by them as a way to satisfy their monetary needs. One teacher stated:

It was September, and I still hadn't gotten a job. My mother said, 'You've got to do something!' . . . and there I was in a rural school system teaching French . . . . I never, ever wanted to be a teacher . . . . I stayed in teaching because I got comfortable.

Subtheme: Content Area Interest. It has been said that when most elementary teachers are asked about their occupation, they will respond, "I teach children." However, it is also frequently stated that if a high school English teacher were asked the same question, the response would be, "I teach English." The preoccupation with the content area did not arise as a dominant theme in the conversations with



teachers in this study. Only one teacher directly mentioned an enjoyment of the subject matter as the major influencer on the selection of a career. One other teacher stated, "I enjoyed student teaching--I really had fun." Prior to student teaching this teacher had decided to enter industry and had even been offered a job. With this teacher, it was a mixture of the enjoyment of the content area with the bonus of a good working relationship with his superiors and peers. As he stated, "It was a good school with a good principal and a good superintendent."

Subtheme: Destiny. Only two teachers specifically stated that they always wanted to be a teacher from the time that there were very young. Teacher #11 related:

. . . ever since I was little, I just wanted to be a teacher. . . . the little girl who lived next door to me was a year younger than me. So, I would go to school, come home, and teach her everything I learned in school! You see, I just wanted to be a teacher.

Subtheme: Family Influence

When Teacher #13 was asked this question, the response was that her father had been a strong influence on her career choice. "My father made me do it . . . He said to me, 'You have two choices--you can be a secretary or a teacher.' . . . I hated the secretarial courses . . . so, I said, 'I am going to college.'" Teacher #13 was the only teacher who cited a family member as the major influencer in career choice.

**Guiding Question #5, Part A: As You Reflect on Your Teaching  
What Would You Identify as Your Strengths?**

***Dominant Theme: Rapport with Students***

Seven of the 14 teachers indicated that the ability to communicate with students was an area of strength for them. When asked this question, Teacher #8 responded:

. . . The emotional rewards I get from the students is one big thing. My rapport that I establish with the students becomes very important. That was mainly the whole thing about it--the human aspect of it and the socialization that you go through. When I was teaching junior high--everyone always says that junior high is the roughest stage to teach because they are going through changes emotionally, physically, you know--all these different changes--but to see them grow from the time that you get them until the end of the year is what was really great. It kind of hooked me, I think.

Subtheme: Organizational Skills. Four of the teachers indicated that strong organizational skills was their greatest strength. A point which emerged in this category was the use of technology in the form of computers which assisted these teachers in becoming more organized.

Subtheme: Content Presentation. The ability to present material in a fashion interesting to the students was mentioned by four teachers as a strength. Teacher #14 reflected on her instructional strength as follows:

. . . I am interested in keeping up with anything new and incorporating everything that I see and hear into the classroom and that I don't just read a curriculum guide and follow it verbatim. I take it and run with it and try to do things that the kids will enjoy doing rather than just rote day to day stuff.

Subtheme: Discipline. Three of the teachers noted that classroom discipline is an area of strength for them. Two of the teachers in this group also were in the group which mentioned organizational skills as a strength.

Subtheme: Patience. Being able to maintain their composure under pressure was mentioned by three of the 14 teachers as a strength. One teacher who mentioned this as a strength also felt that it may have contributed to the perceptions of others that she was a "soft touch."

Subtheme: Creativity. Three of the 14 teachers mentioned creativity as a strength in their instructional skills.

Subthemes: Miscellaneous. In each of the following categories, only one teacher mentioned the area as a strength: professional growth, commitment, high energy level, gender and stature, and keeping current with issues in education.

Perhaps one of the most intriguing things that happened in the course of the interviews with this question was with Teacher #2. When Teacher #2 was asked about his perceived area of strength, he immediately began to talk about his first year of teaching. It was as though a dam burst as he began to

describe his frustration in dealing with the young adults who had been assigned to his classes. In the course of his discussion (which was later transcribed into 5 1/2 pages of script without one comment by the interviewer), he never specifically mentioned a strength but began to describe the process by which he grew professionally and those who played a significant role in that growth. This is the same teacher who had seemed reticent to the interviewer when contacted to set up a date and time for the formal interview. On the day of the interview, he had a story to tell. He was proud of his growth and happy to acknowledge those who encouraged and supported him. It was almost as though he feared that he would not be able to tell the interviewer what he felt was important so he had decided that whatever question was asked he would explain his growth process.

See Table 3 for a summary of the responses on Guiding Question #5, Part A.

**Table 3. Guiding Question #5, Part A: As You Reflect on Your Teaching Career, What Would You Identify as Your Strengths?**

| <b>Responses</b>      | <b>Mentioned by Teacher #</b> |
|-----------------------|-------------------------------|
| Rapport with Students | #1, #5, #7, #8, #9, #10, #13  |
| Creativity            | #3, #12, #14                  |
| Patience              | #4, #6, #11                   |
| Organizational Skills | #4, #7, #8, #9                |
| Content Presentation  | #7, #8, #9, #11               |
| Discipline            | #8, #9, #12                   |
| Professional Growth   | #6                            |
| Commitment            | #6                            |
| Energy                | #9                            |
| Gender and Stature    | #12                           |
| Keeping Current       | #14                           |

\*Teacher #2 did not identify a strength.

**Guiding Question #5, Part B: As You Reflect on Your Teaching Career, What Would You Identify as Your Weaknesses?**

***Dominant Theme: Classroom Discipline/Control***

By far this was the category which was mentioned as an area of weakness. Nine of the 14 teachers stated that being able to manage students and their behavior was a problem for them at some point in their teaching career. Teacher #1 reflected, "I really did not know what I was doing. It was like I did not have control, and I did not know why." Teacher #2 said, "I kept thinking, here they are, young 14 year old kids, and I can't control them. Here I am, an adult dealing with all former adult situations . . . . I was having a difficult time." Teacher #4 stated, "I am not as assertive as I should be. I think that I sometimes allow students to get away with some things that they wouldn't get away with in other classes."

Subtheme: Instruction. Seven of the 14 teachers mentioned a weakness in instructional skills. Teacher #2 said:

I was drawing from the situations when I was a kid during high school. The teacher would put the problems on the board, go over the concept, and then we would go over the work and do our homework. But, things had changed, and I had not really realized how much they had changed.

Teacher #3, whose background was not in education when she entered the field said, "I did not know anything about making a lesson plan. I didn't even know what the dynamics in teacher education really consisted of." Teacher #5 described his frustration in trying to present material to students who had trouble understanding it. "It was very frustrating when you are very good at what you do and you can't seem to get someone else to understand how easy, how simple, this thing is that you are trying to teach them."

Teacher #4 had been in a junior high school which was changed to a middle school. This change embodied a shift in philosophy. This teacher did not feel comfortable with the change.

Teachers #5 and #10 are vocational education teachers in programs which are equipment intensive. However, the equipment has been a major obstacle in both cases. Because the needed equipment is very expensive, less expensive equipment had been purchased which was purported to simulate, as nearly as possible, the results which would have been obtained had the more expensive equipment been purchased. However, such was not the case. "Making do" was discouraging because often the results did not turn out successfully and the students and teachers had to deal with experiment failures.

Subtheme: Interpersonal Conflict. Six of the 14 teachers mentioned a problem in dealing with other individuals--notably their peers, building level administrators, central office administrators, or curriculum specialists. Two of the teachers asked the interviewer to turn off the tape recorder while the problems with the other individuals were discussed. Only one teacher mentioned an interpersonal conflict with students. This occurred, in the opinion of the respondent, because she had taken over at the half-year mark for a teacher who was resigning. The students resented her and presented opportunities to test her until she was able to win them over.

Teacher #13 felt that her major weakness was a lack of ambition early in her career which she attributed to a bad marriage. She felt that so much of her energy was directed toward trying to fix a bad marriage and surviving those years that she had nothing left to give to her career.

Subtheme: Organizational Skills. Only two teachers mentioned organizational skills as a weakness. Teacher #3 was eloquent regarding her inadequacies in this area:

Weaknesses--weaknesses--horrible weaknesses--unorganized. I am right-brained. My organizational skills--I have to work very, very hard at. . . . I have to work at getting my reports in on time. I have to work at keeping up with attendance.



Subtheme: Inconsistency. Two teachers indicated a problem with consistency. Both teachers noted that they made great starts; it was just keeping up the effort that proved to be their downfall. Teacher #6 reflected on her classroom discipline problems and stated:

Well, just having a set of classroom rules so that the students know what you expect--techniques of having a consistent plan of when someone does something they know what to expect . . . . That is what I try to do. But, I told you that my consistency is my weak point. I grapple with that.

Subtheme: Burnout. Two teachers mentioned that burn out caused them to experience problems. As stated by Teacher #4:

I think that I had reach the burned out phase. Working with Level 1 kids can be very rewarding, but it can also be very, very frustrating. . . . But so often, there is nobody there to help you--to work with you--to help them.

Teacher #10 reflected on a difficult year for him:

I took things too seriously . . . and I won't do it this year. Everybody has a button to push and if you push it the wrong way, they will get mad and cranky. Last year was the first year that I took four straight days off and didn't care. I was ready to hang it up. I didn't care.

It should be noted that both of these teachers also indicated that classroom discipline/control was a problem area for them.

Subtheme: Low Self Esteem. Two teachers claimed that a feeling of low self esteem contributed to their problems in the classroom. Teacher #12 had entered the teaching profession in much the same way as Teacher #3. He stated that

he felt a feeling of inadequacy because he did not have education courses in his background.

Subtheme: Not Up to Date. One teacher indicated that a major weakness was not keeping up to date in her area. Teacher #4 spoke about her embarrassment when working on a committee:

I'm not up to date. . . . I was on a committee this year to establish some kind of tutor program. When the people in the group started talking about what was going on at one school and the other, I felt a little humiliated because I was not aware of the things.

See Table 4 for a summary of responses on Guiding Question #5, Part B.

**Guiding Question #6: What are the Areas in Which You Feel You Have Shown Growth?**

***Dominant Theme: Instruction***

Ten of the 14 teachers indicated that they have grown in their instructional skills. As stated by Teacher #1, "I have gotten a better grip on the academic aspect of it, and I am better able to read kids and do things for them." Teacher #9 stated that she tries to keep up with the kids' interests. She tries to show the students how the instruction she is presenting relates to them. Teacher #11 feels that she has

**Table 4. Guiding Question #5, Part B: As You Reflect on Your Teaching Career, What Would You Identify as Your Weaknesses?**

| <b>Response</b>              | <b>Mentioned by Teacher #</b>         |
|------------------------------|---------------------------------------|
| Classroom Management/Control | #1, #2, #4, #5, #6, #8, #10, #11, #14 |
| Instruction                  | #2, #3, #4, #5, #8, #10, #12          |
| Interpersonal Conflict       | #3, #7, #9, #11, #12, #13             |
| Organizational Skill         | #3, #11                               |
| Inconsistency                | #3, #6                                |
| Burned Out                   | #4, #10                               |
| Low Self Esteem              | #8, #12                               |
| Not Up To Date               | #3                                    |

become more skillful in taking a student's weakness and figuring out ways to help that student grow and learn.

Subtheme: Interpersonal Relationships. Six of the 14 teachers cited a growth in interpersonal relationships. Teacher #3 felt that her administrator's perception of her improvement was based on her growth in dealing with other people--particularly parents. "I think that what (the administrator) means is that I have not had as many run-ins with parent conferences as I did the year before."

Teacher #5 has been working on his role as a disciplinarian. He remarked:

There is no screwing around in the classroom. Some students can handle that--some can't. The ones that can't, disappear. That is a weakness. I am working on it--I am trying, but I still believe that kids need discipline.

Teacher #1 felt that when she was able to achieve a better interpersonal relationship with her students, she was able to do a better job of teaching them. Teachers #8, #9, and #10 agreed.

Subtheme: Discipline. While nine of the teachers indicated a weakness in classroom discipline/control, only four of them noted a growth in this area. Teacher #1 reflected on her first two years of teaching and stated:

I really did not know what I was doing. It is like I did not have control, and I did not know why. . . . I came out of college unprepared because I really did not know what I was facing.

Teachers #2 and #6 recounted similar stories. Reading Assertive Discipline and working with a peer helped both of them in their classroom discipline techniques.

Subtheme: Self Confidence/Personal Internal Growth.

Three of the teachers reflected on their growth and determined that it was a result of their increased self confidence or personal internal growth. Teacher #8 reflected on her professional growth and remarked:

I have taken a lot of workshops since I have been here through Alternatives and some of the other workshops in dealing with self esteem--not only for myself and being able to better analyze my own personality with the personality traits--but then being able to relate that back to the students also.

See Table 5 for a summary of responses on Guiding Question #6.

**Guiding Question #7: In What Specific Area Do You Think that  
You Have Shown the Most Growth?**

In this question, the teachers were asked to define the area in which they perceived their most substantial growth. Two areas were mentioned as dominant themes.

**Table 5. Guiding Question #6: What Are the Areas in Which You Feel You Have Shown Growth?**

| <b>Response</b>                 | <b>Mentioned by Teacher #</b>            |
|---------------------------------|------------------------------------------|
| Instruction                     | #1, #2 #4, #6, #7, #8, #9, #11, #13, #14 |
| Interpersonal Relationships     | #1, #3, #5, #8, #9, #10                  |
| Discipline                      | #1, #2, #6, #11                          |
| Self Confidence/Internal Growth | #3, #8, #12                              |

### ***Dominant Theme #1: Instruction***

Five of the teachers maintained that their most substantial growth was in the area of instructional effectiveness. Teachers #4, #7 and #14 have found that the use of technology in their classrooms has increased their instructional effectiveness. Teacher #13 believes that cooperative learning has enhanced her instructional effectiveness. Attending conferences and workshops have helped Teachers #6 and #14 build their instructional effectiveness.

### ***Dominant Theme #2: Personal Growth***

Five of the teachers indicated that the area of most substantial growth was in the area of self growth. These teachers felt that maturing on the job with the resulting self confidence in themselves was the most important factor in their classroom effectiveness growth.

When asked about the area in which he had shown the most growth, Teacher #12 reflected:

I think self confidence, self esteem. The knowledge that I can teach as well as anyone--the fact that I probably know as much as anyone in the division. . . . I probably knew as much when I started teaching, but feelings of inadequacy surrounded me when I first started teaching. I think that I had this idea that the education courses that I missed would have offered me a great

deal of assistance. I have heard since then that education courses--well, the four that I have taken, I got A's in them and did very little work.

Subtheme: Discipline. Two teachers indicated that their area of substantial growth occurred in the area of classroom discipline/control. When Teacher #11 explained her growth in this area, she went on to remark, "I think a lot of that comes from experience--being able to handle different situations and different types of students that need to be handled in different ways."

Subtheme: Rapport with Students. Two teachers cited a growth in rapport with students as being the most important growth process in their career. One teacher stated that when more effective rapport with the students began all the other parts "clicked in."

Table 6 contains a summary of responses for Guiding Question #7.

#### **Guiding Question #8: How Do You Account for this Growth?**

One of the most perplexing problems in dealing with teacher professional growth and improvement is that of identifying the what or who to set into place to effect the change. This question was designed to first gather non-prompted responses as to whom or what effected the changes. After the initial question, a series of probing questions was



**Table 6. Guiding Question #7: In What Specific Area Do You Feel You Have Shown the Most Growth?**

| <b>Response</b>       | <b>Mentioned by Teacher #</b> |
|-----------------------|-------------------------------|
| Instruction           | #4, #6, #7, #13, #14          |
| Self Growth           | #3, #5, #8, #10, #12          |
| Discipline            | #2, #11                       |
| Rapport with Students | #1, #9                        |

designed to guide the teacher into a further description of the series of events, interactions with individuals, participation in activities, or other situations which may have impacted professional growth and improvement.

### *Non-Prompted Response by Teacher*

Teacher #1. When asked the question, "How do you account for this growth," Teacher #1 responded that it was the maturation process. "I just think that it took time for me to learn what worked and what did not work and how to approach certain situations."

Teacher #2. "I talked to one of the teachers because she had been a math teacher at a middle school. I said to her, 'I have some serious problems and I need a little help.'" A peer provided the help Teacher #2 needed to effect his growth.

Teacher #3. "It must be me." Teacher #3 was the most unsure of all the teachers when asked this question. At the end of the interview, she was convinced that it was a self-growth process which helped in her professional growth.

Teacher #4. Teacher #4 felt that her growth came about through her involvement in a computer education program. She

was encouraged throughout this process by her assistant principal at her middle school and then later by the assistant principal at her new assignment in a high school.

Teacher #5. Teacher #5 had noted that one of his weaknesses was in being too strong a disciplinarian. He felt that one of his areas of growth was in tolerance, and he attributed this in part to the raising of his own children. He stated that as his own children grew and demonstrated to him their ability to make wise decisions, he began to loosen his authority over them.

Teacher #6. Attending a geography institute and a cooperative learning workshop proved to be important to the growth of this teacher.

Teacher #7. "More experience--after a trial and error type of thing--what works and what doesn't work. You come into education with very little preparation that you got from your education courses." Maturation on the job was an important component for the growth of this teacher.

Teacher #8. Teacher #8 reflected on her growth and felt that her experiences in obtaining a master's degree in guidance and counseling accounted for a large measure of her professional growth.

Teacher #9. A supportive principal was important to the growth of Teacher #9. As she stated, "I think that he was a real stronghold for me."

Teacher #10. ". . . another teacher came over here and really showed me the ropes. . . . (he helped me) stop being a screw up and assume some leadership and do things correctly." A peer was a strong influence on Teacher #10.

Teacher #11. When asked what accounted for her growth, Teacher #11 responded with, "Mistakes probably . . . doing things the wrong way and learning from that--and talking to other people and finding out how they handled situations--other teachers." Maturation and the interaction with peers was important for this teacher.

Teacher #12. This teacher received a letter of commendation from the superintendent of schools which he felt helped him a great deal in his self esteem and confidence. In addition, he felt that the support of his current principal has assisted him in his professional growth.

Teacher #13. Learning about and incorporating cooperative learning into her classroom has changed the way this teacher feels about her whole career. It has opened up new doors for her and has given her a new vitality for teaching.

Teacher #14. Once again, maturation was described as an important element in this teacher's growth as well as some other items.

Experience--watching other teachers--working with some of the other English teachers there and seeing how they did things--and attending workshops.

When asked what was most important, this teacher responded, "Talking to other teachers."

A summary of this information is shown in Table 7. The following section is designed to provide some insight regarding the contextual situations and the actors, activities, and events cited by the teachers as being components of their growth.

### *Intervention/Assistance Efforts of Actors*

In a previous section, the perceived strengths and weaknesses of teachers in this study group were presented. Subjects were asked to reflect on their greatest areas of growth. Exactly how did this growth occur? More specifically, who facilitated the growth of these teachers. When asked the question, "Who has encouraged you to change teaching practices?" informative comments were related by the teachers.

Table 8 provides a summary of the actors cited by the teachers. In addition, the number of occurrences of the respondents mentioning the particular actors is indicated.

Principals. In this group were included the principal and assistant principals. The majority of the comments surrounding the principals centered around the support and encouragement offered by the principals. Teacher #4 cited the

**Table 7. Guiding Question #8: How Do You Account for this Growth?**

| TCH.<br># | RESPONSE CATEGORIES |      |        |      |                |        |
|-----------|---------------------|------|--------|------|----------------|--------|
|           | MATURATION          | PEER | ADMIN. | SELF | FURTHER<br>ED. | FAMILY |
| 1         | X                   |      |        |      |                |        |
| 2         |                     | X    |        |      |                |        |
| 3         |                     |      |        | X    |                |        |
| 4         |                     |      |        |      | X              |        |
| 5         |                     |      |        |      |                | X      |
| 6         |                     |      |        |      | X              |        |
| 7         | X                   |      |        |      |                |        |
| 8         |                     |      |        |      | X              |        |
| 9         |                     |      | X      |      |                |        |
| 10        |                     | X    |        |      |                |        |
| 11        | X                   | X    |        |      |                |        |
| 12        |                     |      | X      | X    |                |        |
| 13        |                     |      |        |      | X              |        |
| 14        | X                   | X    |        |      | X              |        |

**Table 8. Teacher Responses: Intervention/Assistance Question  
Subpart: Actors**

| <b>ACTORS</b>                                | <b>NUMBER OF<br/>OCCURRENCES OF<br/>RESPONDENTS<br/>MENTIONING ITEM<br/>(N=14)</b> | <b>MENTIONED BY<br/>TEACHER NUMBER</b>                                     |
|----------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Principals</b>                            | <b>60</b>                                                                          | <b>#1, #2, #3, #4,<br/>#5, #6, #8, #9,<br/>#10, #11, #12,<br/>#13, #14</b> |
| <b>Curriculum Specialist/<br/>Supervisor</b> | <b>20</b>                                                                          | <b>#3, #4, #5, #6,<br/>#7, #8, #9, #10,<br/>#11, #12, #13, #14</b>         |
| <b>Peers</b>                                 | <b>39</b>                                                                          | <b>All teachers</b>                                                        |
| <b>Staff Development<br/>Specialist</b>      | <b>6</b>                                                                           | <b>#2, #3, #12</b>                                                         |
| <b>Self</b>                                  | <b>13</b>                                                                          | <b>#1, #3, #7, #8,<br/>#10, #13</b>                                        |
| <b>Department Chair</b>                      | <b>18</b>                                                                          | <b>#2, #3, #4, #5,<br/>#7, #8, #9, #10,<br/>#12</b>                        |
| <b>Mentor</b>                                | <b>4</b>                                                                           | <b>#1, #9, #11</b>                                                         |
| <b>Others</b>                                | <b>29</b>                                                                          |                                                                            |
| <b>Cooperating Teacher</b>                   |                                                                                    | <b>#2, #7</b>                                                              |
| <b>Significant Other</b>                     |                                                                                    | <b>#3</b>                                                                  |
| <b>Librarian/AV Technician</b>               |                                                                                    | <b>#3</b>                                                                  |
| <b>Student Teacher</b>                       |                                                                                    | <b>#3</b>                                                                  |
| <b>Family Member</b>                         |                                                                                    | <b>#5, #7, #8, #9,<br/>#11, #12</b>                                        |
| <b>Former Supervisor</b>                     |                                                                                    | <b>#5</b>                                                                  |
| <b>Former Teacher/<br/>Professor</b>         |                                                                                    | <b>#7, #9, #10</b>                                                         |
| <b>Central Office<br/>Administrator</b>      |                                                                                    | <b>#9, #10, #12, #13,<br/>#14</b>                                          |
| <b>State Supervisor</b>                      |                                                                                    | <b>#10</b>                                                                 |
| <b>Guidance Counselor</b>                    |                                                                                    | <b>#13</b>                                                                 |

assistant principal as being instrumental in encouraging her to pursue a degree in computer education. The support factor was also cited by Teachers #2, #5, #9, #10, #11, #12, #13, and #14.

Missing from the comments by the teachers was a mention of the principal or assistant principal as an instructional leader. Teachers cited the building administrators as someone with whom they felt they could discuss problems and receive help with discipline but rarely did so. Although teachers felt that the building administrators had an "open door" policy few mentioned taking advantage of it. As stated by Teacher #1, "I think that we are pretty fortunate here because you can talk to these administrators and be honest and say that this is happening and this is going on--most of the time." However, as will be explored in a later section, most teachers sought their peers for discussion of problems.

By far, the lending of encouragement was cited as the building level administrators' primary role in the improvement of these teachers. This group of teachers discussed the importance of the trust that they felt their administrators' felt toward them. When Teacher #4 had received a rather unpleasant visit from her instructional supervisor, her assistant principal had comforted her by saying, "The bottom line is that what you do here in this building is fine. We



know what you are doing and that is what you have to be concerned about. We are here to support you."

Teacher #9 cited the principal as being of primary importance in her growth. From her comments, his role can be categorized as that of an encourager.

He took the time to say that I could make a difference--that I had different abilities, good with people, want more out of life, not just satisfied with the little things, and I could do more for myself. For me, I need that touch. I need that special attention. Those people gave that special attention to me and therefore I wanted to please them.

This need to please the administrator and have the administrator acknowledge their efforts was also mentioned by Teacher #2 and Teacher #10. Teacher #8 expressed a feeling that her growth had not been recognized by the administrators.

The teachers seemed to feel that principals did as much as they could given the constraints on their day. As stated by Teacher #12, "The principal is as much help as he can be in his role." Most of the comments about conversations conducted with principals indicated that the conversations were primarily teacher initiated. Only one teacher described a principal who actively sought her out to discuss her goals for the year. She attributed this to the fact that she had a weak department chair and to the fact that her mother-in-law was on the administrative staff of the school. She felt that he was attempting to compensate for any problems she might have been experiencing because of lack of guidance from her

department chair as well as helping the daughter-in-law of a colleague.

While principals and assistant principals were not cited as being instructional leaders, several teachers stated that their building administrators provided the opportunity for them to develop instructional leadership skills and gain knowledge about new instructional topics. Teacher #13 had become rejuvenated by cooperative learning; her principal provided avenues for her to gain more knowledge on this and encouraged her to share her newfound instructional techniques. The same was true of Teacher #14 and her work with computers. Her principal encouraged her and in his words, "She is one of the finest English teachers in the city now. I think that you should talk to her as one of your subjects in your study because I think she has something to tell you about teacher professional growth." Teacher #14 recounted how her principal gave her an opportunity to grow in an area outside of her classroom assignment.

All comments about principals and assistant principals were not positive in nature. Teacher #1 discussed the period of time during which she was having difficulties in the classroom and in her personal life. She stated that while the administrators were coming down on her, they also offered no support. When asked about the effects of this "coming down on her" and her evaluation, she stated, "There was nothing wrong

with the evaluation . . . " Only three teachers discussed evaluations with poor reviews, Teachers #2, #6, and #12. This was rather puzzling given the fact that these teachers were selected using the criteria that teachers had moved from an ineffective instructional level to an average or above average level of performance.

Teacher #3 stated, "I have not had a lot of success with the administration or the other adults in my career because I have run afoul of them many times." Later in the interview, she mentioned her distrust of the assistant principal by stating, "I look at her as a person who is two-sided. I don't trust her as an individual." In dealing with the administration she had decided that it was best to "know what the principal will accept from me and what he will not" and act accordingly. She specifically stated that her growth was not attributable to any administrator as she remarked, "I tend to stay away from them." Teacher #12 also felt a mistrust of administrators as noted by his reflection of his first few years in teaching,

. . . I was paranoid. I always felt like people were out to get me--primarily administrators. . . . It seems that I have been watched numerous times. I have always felt like I am doing something wrong.

To summarize the comments about principals and assistant principals and their role in the instructional growth of these teachers, they may be categorized as caretakers who (1) provide encouragement, (2) provide steerage when things are

going off course, (3) listen when appropriate, (4) distribute money or resources to nurture growth, (5) recognize accomplishments, (6) and do not become overly involved in the day to day functioning of the classroom.

Supervisors/Curriculum Specialists. The teachers in this study group were not quite as ambivalent about their curriculum specialist. Remarks were much more pointed when they discussed their curriculum specialists.

*Negative Reviews.* Five teachers gave negative reviews to their curriculum specialist to the point where one teacher asked that the recorder be turned off so that he could relay a situation that happened with his curriculum specialist. Even though the particular situation occurred a few years ago, it was quite evident that the teacher continues to harbor resentment. Unfortunately, this resentment appears to have led to a distrust of central office staff in general. When this teacher was discussing workshops presented at the system level, he remarked, "Most of the things that are put together like that are just put together to eat up time to make downtown look good." Teacher #3 felt that her curriculum specialist, as well as other administrators, suffered from tunnel vision.

Teacher #4 who had been experiencing problems with a high rate of failure because of classroom absences was visited by her curriculum specialist. When asked by her curriculum

specialist why the students were not coming to her class, the teacher said, "They are not just skipping my class--they are not coming to school." The teacher was formally observed by the curriculum specialist and according to the teacher,

She couldn't tell me what I was doing wrong . . . other than I had a high rate of failure due to absences. She had no suggestions to offer.

The teacher then more emphatically remarked, "If you can't tell me what I am doing wrong, and you can't help me become better, then your comments do me no good!"

Both of the vocational teachers in the group expressed a dismay over the procedure for obtaining equipment in their classrooms. "Every time you asked for something from central office, they would say that there was no line item for it." In their opinion, their needs were not being met by their supervisor. After asking for some needed supplies and never obtaining satisfaction, Teacher #10 took the matter in his own hands and broached the topic with a top level administrator. "The next day I got a call from my supervisor asking me what I needed. . . . So, I got what I needed. I got to run my lab; and the kids learned something."

*Positive Reviews.* Five teachers felt that the support given to them by their curriculum specialists had played a positive role in their professional growth. Four out of the five indicated that this support was in the area of providing opportunities and resources for them to participate in

conferences, workshops, in-service activities, and the like. The remaining teacher said of her supervisor,

She is very good--always there to help . . . . She is always there to listen if you have a problem. She will offer solutions. If you do something well, she will let you know. And that makes you feel good.

*Mixed Reviews.* Two teachers felt that their curriculum specialists do a fair job of providing encouragement and support services. Although Teacher #12 had received a poor classroom evaluation by his former curriculum specialist, he believed that it was more a matter of philosophical differences. He went on further to indicate that the current curriculum specialist had provided growth opportunities for him in the form of in-service activities and classes. Most telling of his remarks about his curriculum specialist was the following, "The supervisor simply promotes professional standards that are expected--but probably are not always given."

Teacher #9 felt that her curriculum specialist provided growth opportunities to his teachers in areas the curriculum specialist felt deemed attention. She felt that he acted much like a gatekeeper of information and only those things he felt worthy of attention were passed on to the teachers for their consideration.

Peers. In spite of the barriers that are in the school place to prevent communication between teachers, it does

happen--and teachers seek one another out before and after school, between classes, at lunch, and riding in carpools. From the comments obtained from the teachers, an informal network of sharing ideas and giving help to one another does exist. The responses about peers were much more specific and much more positive than for any other influencing individual.

The words of the teachers follow:

She was like a second mother. If I did something wrong, she would say, "You have done this wrong, and this is how you do it." (Teacher #1)

I have really been impressed with one teacher in this department. . . . I have asked her questions. The one thing that I don't think that we do enough of is observe our fellow teachers enough. (Teacher #2)

I have this teaching buddy . . . . She has the structure . . . . The things that she would do would rub off on me--we had study period the same time. I also get a lot of feedback from another teacher who has the same planning period I do. (Teacher #3)

I go to her and ask her how it is taught--how do I teach these concepts--how do you do it? She will show me how she does it and then I will go back to the class and do it for the kids. (Teacher #5)

If I go to her for advice, I can always depend on a calm thoughtful answer . . . . If I don't have the right approach, she will let me know and give me an alternative way to look at it . . . . She has continued to grow professionally throughout her teaching career. (Teacher #6)

I probably would have walked out the door if it had not been for my colleagues and the support they gave me. (Teacher #6)

. . . another thing is hearing about something that some other teacher has done. That has been

more beneficial than any workshop that I have been in. (Teacher #7)

A teacher showed me and told me what was right and wrong. . . . really showed me the ropes . . . . to stop being a screw up and assume some leadership and do things correctly. (Teacher #10)

Someone else used them and then explained why it was good. This is better than going down to the school board office and seeing someone put on a presentation . . . which has nothing to do with me. (Teacher #10)

She was the one who got me on the right foot. . . . She was always there whenever I had questions about paperwork, how to do different things, how to work with the kids. . . . She took me under her wing. (Teacher #11)

Only one teacher spoke of a totally negative relationship with peers. Teacher #9 felt that she had not developed a working relationship with her peers.

As soon as I started bringing recognition to myself . . . teachers saw me as a threat because they have to work to keep up with me--or they have to bad-mouth me. So, what ends up is that I have no relationship with the teachers I work with.

Staff Development Specialists. The system under study has a staff development program which includes the use of two staff development specialists. These staff development specialists present workshops and work with teachers on an as-needed basis.

Of the 14 teachers, only three teachers cited the staff development specialists in their discussion of their professional growth. Teacher #2 told of the day that he went to one of the instructional skills workshops:



. . . . They went over everything--like how we should do the anticipatory sets and all that stuff--and what makes a good teachers--and what you need to do and all this. And, I said, "Man! This is really good stuff! Why can't I make that happen in my classroom." So, I talked to one of the teachers because she had been a math teacher at a middle school. I said to her, "I have some serious problems and I need a little help."

Teacher #2 goes on to relate how the staff development specialist helped him and remarked,

The things I learned from her just changed things completely. . . . It was the [staff development program] that totally changed my outlook on teaching. It was those four days in the summer with the instructors which changed my whole outlook on life. I go to school now with a smile on my face!

While Teacher #3 was not as enthusiastic on the subject as Teacher #2, she did relate that being observed by the staff development specialist alerted her to the fact that she had a tendency to stick to a fixed point which was the right side of the room. Students on the left side of the room were almost completely ignored by her. "But, I know that you have to keep moving and keep kids constantly involved in things. I try to do that rather than just let the kids sit there."

The other teacher who mentioned the staff development specialists praised these individuals for their presentation skills at the instructional skills workshops but did not mention whether the topics under discussion were implemented in his classroom.

Self Efficacy. "Perhaps, if the growth has come about, it is not because of any one person--but because of myself. I know that I have changed a lot internally," reflected Teacher #3. Agreeing with the importance of their own efforts in their development were Teachers #1, #7, #8, #10, and #13. Teacher #8 stated, "I have always been a rather introspective person anyway. So, a lot of the strength I gained from within myself--talking to myself--and building up my strength that way." "Truly, I think most everything that I have done has been self-motivated. It is not putting anybody else down--but I have felt like I have known what I was doing and I wasn't sure everybody else did," remarked Teacher #13.

Department Chair. "I guess if you believe in God and answers to prayers, then working with my department chair was more or less an answer to prayer," said Teacher #12. To explain why he felt this way, he recalled an incident where his department chair had observed him and had given him a weak evaluation. She explained what he needed to improve, gave him time to make the needed improvements, and then visited his classroom again. "She tells me what I do wrong and right. She believed in me from the beginning." Teacher #12's department chair has and is continuing to play an important role in his professional development. "My department chair was telling me that if I want to grow, I have to pay the piper. So, I am going to get involved."

While the other teachers who mentioned their department chairs as being an element in their professional growth did not feel the depth of gratitude that Teacher #12 did, the majority of them expressed a positive attitude toward their department chair. Teacher #4 remarked, "My department chair is very astute in picking up on people's strengths and weaknesses. She is very willing to sit down and talk with you about them." Teacher #5 was grateful to his department chair for providing guidance to him both in the classroom and outside of the classroom with various information requests from the building level and from central office.

Teacher #9 felt that more guidance was needed from her department chair. When asked if there was anyone in her building who helped her, she retorted, "You would normally think the department head. But, I do not have a strong department head--which is sad." She went on to state that her assistant principal had provided much more instructional leadership to her than her department head. Teacher #9 was the only teacher in the group to express negative feelings about her department chair.

Mentor. While this school system does not have a formal mentoring program for teachers, three teachers mentioned either an informal mentoring situation which had evolved or expressed a feeling that teachers should have mentors. Teacher #1 had a "second mother" who provided guidance and

support to her. She is now doing the same for a younger teacher in her department. ". . . I kind of took over the role of that of a mentor teacher. We work together well."

Later Teacher #1 stated,

I think that every teacher needs a mentor teacher like I had. It gives you a feeling of security that you are not out there by yourself. Whatever comes up, you have someone to turn to. . . . It takes a load off of you--you don't feel so alone.

Teacher #9 who had felt a sense of isolation in her school lamented the fact that there was no formal mentorship program. She felt this would have compensated for the fact that she had a weak department chair.

Teacher #11 who is a special education teacher explained that the special education program area does have a peer mentor program.

I had a new person in my department this year, so I was her peer mentor. . . and if you have someone designated as that, at least you have someone you know that you can go to instead of feeling like you are bothering somebody. We would sit down and talk almost every day at the beginning. Being in the same area and dealing with the same kids made it even easier because she could constantly come to me and ask, "What should I do with this kid? How should I handle this situation? Am I doing my lesson plans right? Where can I find these sort of materials?"

Others. Several teachers indicated that family members or a spouse had been instrumental in providing the encouragement for their professional growth (Teachers # 5, #7, #8, #9, #11 and #12). Several teachers also mentioned that central office personnel other than their immediate curriculum

specialist had provided the encouragement or resource support for their professional growth (Teachers #9, #10, #12, #13, and #14).

Two teachers cited their student teaching experience and their relationship with the cooperating teacher as being instrumental in their professional growth (Teachers #2 and #7). Three teachers expressed the opinion that a former teacher or professor had influenced their professional growth (Teachers #7, #9, and #10).

Normally one would not think that an experienced teacher would cite their student teacher as providing inspiration to them. "Having a student teacher taught me a lot, too. One thing that I told her is that she has such a presence about it--she had a calmness about her that radiated. . . . I learned a lot from having a student teacher." Earlier in her interview, Teacher #3 had spoken about her growth coming from within. "I have been slowing myself down. I tend to be hyper--very hyper. . . . When I can slow (my thoughts) down, I have been aware of looking at things differently." Teacher #3 also attributed her growth to her current boyfriend. He has helped her view the context of situations a little differently and has tried to help her see the viewpoints of others.

Other individuals mentioned as being important in the growth of these teachers included: a librarian (Teacher #3),

a former supervisor in a field outside of education (Teacher #5), a state department of education supervisor (Teacher #10), and a guidance counselor (Teacher #13).

### *Intervention/Assistance Activities*

In what kinds of activities did these teachers participate which affected their professional growth and development? Questions 8c - 8g were designed to provide information about the types of activities which may have influenced positive professional growth. All teachers were asked specifically about staff development activities, professional reading, college courses, conferences, and workshops. Teachers, through their comments about activities which aided their professional growth, added peer observations and maturation on the job. Table 9 shows a summary of the teacher responses.

Staff Development. Overall, the comments about staff development activities produced a mixed bag.

When asked about staff development activities, Teacher #1 adamantly stated,

They are a waste of time. I went through the [staff development] program last year, and it is okay--but it is the same thing that I have been doing all along. So, for me, it was a waste of time. It did not teach me anything that I didn't know already. I did not call it by its proper names and all that stuff--but it was things that I was already doing.

**Table 9. Teacher Responses: Intervention/Assistance Question  
Subpart: Activities**

| <b>ACTIVITIES</b>           | <b>NUMBER OF<br/>OCCURRENCES OF<br/>RESPONDENTS<br/>MENTIONING ITEM<br/>(N=14)</b> | <b>MENTIONED BY<br/>TEACHER NUMBER</b>                   |
|-----------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>Staff Development</b>    | <b>35</b>                                                                          | <b>All</b>                                               |
| <b>Professional Reading</b> | <b>19</b>                                                                          | <b>All</b>                                               |
| <b>College Courses</b>      | <b>35</b>                                                                          | <b>All</b>                                               |
| <b>Conferences</b>          | <b>11</b>                                                                          | <b>All</b>                                               |
| <b>Workshops</b>            | <b>14</b>                                                                          | <b>All</b>                                               |
| <b>*Peer Observations</b>   | <b>16</b>                                                                          | <b>#1, #2, #5, #6,<br/>#7, #8, #9, #10,<br/>#11, #14</b> |
| <b>*Maturation</b>          | <b>10</b>                                                                          | <b>#1, #2, #6, #7,<br/>#11, #13, #14</b>                 |

\*In the other categories, questions were constructed to get responses on the categories. No questions were structured on the items Peer Observation and Maturation. These responses were unsolicited and evolved from the interviews with the teachers.

Teachers #4, #8, and #13 agreed and said that they did not see anything in the activities which they did not get in their education courses at college. None of the three felt that it was worth the time that they put into it. Teacher #14 agreed and said, ". . . I ended up enjoying it, but I thought it was a waste of time. . . . They were taking us away from grading papers and figuring grades and that I resented." Teacher #1 remarked, "I could have done research, worked with my computer, or cleaned my room!" Many teachers resented the time they had to give to these staff development activities--time which they felt could be used more productively in other ways.

"To me, it was common sense teaching--what you should be doing. Somebody just wrote it out and said there are the things you should be doing in a classroom," replied Teacher #7 when asked the question about staff development activities. It appeared that Teacher #10's philosophy about the experience was to grin and bear it. "I didn't mind it. A lot of the stuff was boring to me, but eating the popcorn and whatever, I could make it through it." Teacher #13 admitted that she had been able to get by without taking the system's staff development program but thought that she would have to take it the next academic year.

Teacher #14 offered this insight on staff development activities, "Don't offer anything after school--(teachers) are



hot--they are tired--their brains are dead. They just want to go home. The only ones that I enjoy are the ones that I do in the summer time."

Only Teacher #2 gave a glowing account of his experience with the system's staff development program. Teacher #2 had a difficult time with classroom management. His comments about the system's staff development program run against the comments from the other teachers in this group.

For me, it was [the staff development program] that totally changed my outlook on teaching. It was those four days in the summer with the instructors which changed my whole outlook on life. I go to school now with a smile on my face. I hated to see the school year end! It was a fantastic year--it was so good!

Teacher #3 also indicated that the system's staff development program, through its classroom observation component, had made her aware of the fact that she had a tendency to maintain a fixed point in the classroom.

. . . I know that it is important that I move around a lot--and I have a tendency not to do that sometimes because I get wrapped up in what I am doing . . . but, I know that you have to keep moving and keep kids constantly involved in things.

Was there anything about the system's staff development program which teachers felt benefitted them? The teachers who did express something which benefitted them from the staff development sessions generally agreed that it was the sharing of ideas with one another. "One day we went around in our group and talked about one new technique that we had tried

during that year. People went around and there were some real good ideas." Teacher #7 felt that the sharing of organizational techniques helped him. Teacher #8 remarked, "I had one on different games--things that you could try with the kids to reinforce ideas--which was good. It gave me some ideas I hadn't thought about." Generally, teachers felt that the workshops which gave them something they could take back and use in their classrooms were the most beneficial. However, the overall verdict on the staff development program, as presented, was negative.

Teacher #5, who had formerly been in the military, found staff development in this system frustrating.

I will compare it to staff development in the military and staff development in industry. . . . You very carefully lay out a plan for that person. . . they have developed you. . . . In the education field, I don't see that happening. . . . Development is where you go out and you get to talk to people who are doing the same things you are doing and others in different areas--you have these conferences and you talk about things. I haven't seen that happen. . . .

Of note was the fact that teachers had different viewpoints, depending on the length of their tenure, as to whom the staff development program could most benefit. Teachers who had been in the system for many years remarked that they felt that it is best suited for the younger, less experienced teachers. These teachers explained that they were already doing all the things presented in the workshops--they

just did not call them by the proper names. Teachers with less experience in the system felt that they benefitted less from the workshops than the older teachers. After all, they had just finished college. All of these topics were fresh to them. It was summed up by Teacher #6, who stated,

I think it would be very valuable to someone who had been teaching 15 years to go back and go over some of the teaching techniques and things that you need to remember you are in the classroom for. But for new people . . . we had just gone through all of this before--the time could have been better spent.

Professional Reading. If teachers do read their professional literature, it is primarily a publication dealing with their content area. Teachers #1, #2, #5, #7, #10, and #14 cited content area reading as dominating their professional reading.

Teachers #3, #4, #6, #8, and #13 remarked that either they do not read professional literature or that they rarely do because of time constraints. Teachers #11 and #13 are reading in their interest areas--technology and cooperative learning, respectively. Teacher #9 has recently completed her master's degree and finds the reading of educational journals of much value to her growth. She has a goal of leaving the classroom for an administrative position.

College Courses. Generally teachers were not favorably impressed with the pre-service training received by them from their undergraduate institutions nor with general education

courses. "The things they teach you in college is [sic] a bunch of junk!" stated Teacher #1. Teacher #7 agreed and remarked, "You come into education with very little preparation that you got from your education courses." Teacher #12 who did not go the education major route stated,

I think that I had this idea that the education courses that I missed would have offered me a great deal of assistance. I have heard since then that education courses--well, the four that I have taken, I got A's in them and did very little work.

However, post-graduate college courses received more favorable ratings from this group of teachers. In general, these courses were taken because of a special interest by the teacher. These courses provided practical knowledge to them that could be transferred directly back into the classroom. The dominant theme in these post-graduate courses was in the area of technology. Teachers #1, #4, #5, #7, #10, #11, and #14 mentioned courses in computer technology which had benefitted them greatly. There was a strong emphasis in this group of teachers on the incorporation of technology in the classroom.

Conferences. This group of teachers did not attend many conferences and those that were attended were usually local or state level conferences. The English teachers in the group all stated that they had attended at least one writing conference in the last few years. This is an annual conference held at a local university. Teachers #4 and #14

who have a strong interest in incorporating technology in the classroom have both attended recent technology-focused conferences. Teacher #4 stated, "They give you a lot of information that you can use in your classroom." Teacher #14 remarked, "Conferences and workshops have been the number one help for me."

Financial constraints often inhibit a teacher's attendance at conferences. Teacher #7 recounted a story of his frustration in attending a regional conference and his inability to get his curriculum specialist to provide the needed revenue for him to attend.

Workshops. Workshops taken by this group of teachers were primarily system-sponsored workshops. These workshops included the system's staff development workshops, technology/special interest workshops, and content area workshops. As discussed earlier, the system's staff development workshops generally were not favorably received by the teachers.

Technology/special interest workshops and content area workshops were viewed more positively by the group of teachers. However, Teacher #7 expressed this opinion,

Most workshops have been a waste of my time--in all honesty. I have never come across any real workshop other than a school law workshop that I came across once that I really learned something that I could take back and actually use.

The following statement he made further in the interview, and it is one with which most of the teachers in the group agreed,

It is more important to me to take something back to the classroom that I can use. If I can't, then I am mad because I have wasted my time and could have been doing something in the building.

Financial constraints seem to be limiting in this arena as Teacher #13 stated,

I have begged, borrowed and stolen any way I could to go. . . . (I) knocked on doors. I asked them for the money. . . . I felt that for me to get this information and knowing that I would pass it on to other people, that was a good investment.

Peer Observation. No specific questions were developed to solicit information from the teachers on peer observations. However, 10 of the 14 teachers cited peer observation as a valuable activity. Teacher #2 talked about his covert observation of his peers. "Sometimes I walk down the halls--we have open classrooms separated by partitions--during my planning period and look around and see what they are doing because sometimes I can use it to improve me." When Teacher #6 was having problems with classroom management, it was arranged for her to visit another teacher in her content area at a nearby school. As she reflected on this visit, she stated that it was an invaluable experience to her to see someone in action.

Teacher #7 stated that once he started teaching he had very little time to observe other teachers. He went on further to state, "A lot of people would find that

intimidating. I consider us a very closed field--we don't get that opportunity--this is my domain and I don't want you to violate it."

Teachers in this group who were trained as coders for the system's staff development program found the experience to be rewarding. As stated by Teacher #9:

One of the reasons why I like to code so much--and I was told not to code because it was taking too much of my time--is that I could go into another teacher's classroom and see what they are doing. Some teachers have wonderful ideas. If I can take it, pull it out, and do something with it, then that is wonderful!"

Teachers #10 and #14 agreed with this teacher's assessment of her coding experience. However, all three also expressed the concern that coding benefitted the coder much more than the results of the coding benefitted the coded teacher.

Teacher #14 has built upon her coding experience and now seeks opportunities to observe other teachers.

One teacher at my school taught her kids how to use the hypercard program. . . . She told me to come in. I didn't know how to use the program and didn't have time to sit down and figure it out. She got so excited about this and told me to watch. I did and watched her in the lab. She taught the kids how to do it. Not only was I able to see what the program was and what its merits were and how to run it, but I was able to see how she managed to get 30 kids to use it on 15 machines. . . . I was able to see that she had two or three of the same kids that I had and so I was able to pull those kids and use them as resources in my classroom.

Maturation. Seven of the 14 teachers cited maturation as important to their professional growth. Teacher #1 stated,

I think that it is something that you learn as time goes on--what works and what doesn't work. . . . I just think that it took time for me to learn what worked and what did not work and how to approach certain situations.

Teacher #2 reflected, "If I had treated (the students) as I treat my students now--I guess you learn from your mistakes." Teachers #6, #7, #11, #13 and #14 agreed with this assessment.

### *External Personal Factors*

A teacher's life extends beyond the confines of the school building. Were there external personal factors which inhibited or promoted professional development? Teachers were asked to reflect on major life events or crisis situations in their lives in Question 8h. See Table 10 for a summary of the information obtained.

Life Events. Of those life events affecting this group of teachers, divorce was mentioned most frequently (Teachers #1, #3, #12, #13, and #14). Teacher #1 reflected on her divorce period as a bad year for her from a professional standpoint and a personal one. In her assessment, "I maintained that year. . . . it was not one of my better years."



**Table 10. Teacher Responses--External Personal Factors**

| <b>FACTORS</b>                             | <b>NUMBER OF<br/>OCCURRENCES OF<br/>RESPONDENTS<br/>MENTIONING ITEM<br/>(N=14)</b> | <b>MENTIONED BY<br/>TEACHER NUMBER</b> |
|--------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------|
| <b>Life Events</b>                         | <b>16</b>                                                                          |                                        |
| <b>Divorce</b>                             |                                                                                    | <b>#1, #3, #12, #13,<br/>#14</b>       |
| <b>Loss of Job by Spouse</b>               |                                                                                    | <b>#4, #12</b>                         |
| <b>Retiring from Air Force</b>             |                                                                                    | <b>#5</b>                              |
| <b>Husband retiring from Air<br/>Force</b> |                                                                                    | <b>#6</b>                              |
| <b>Personal Appearance</b>                 |                                                                                    | <b>#8</b>                              |
| <b>Death in Family</b>                     |                                                                                    | <b>#9, #10, #11, #14</b>               |
| <b>Family/Children</b>                     | <b>8</b>                                                                           | <b>#4, #6, #7, #10,<br/>#13, #14</b>   |

"I was on the edge--and I never thought I would be. But, it did carry over to my teaching and work. I am sure they (the administration) saw it," remarked Teacher #3.

When Teacher #12 was asked about the impact of his divorce on his teaching, he simply stated, "It made it better. I could go home and not argue."

The impact of personal crisis was brought to the forefront by Teacher #13.

. . . there have been years when I could not even think--the year that I was going through the divorce--the years leading up to that--probably the six years out of my seven years of marriage were awful. . . . Well, school was my only safe place during that whole time. . . . I don't know if I was a very good teacher during that time--but I got through it. . . . But I am sure that it affected my teaching."

This teacher went on to state that she felt that this situation had impacted her career severely. "In retrospect, when everyone else was getting their advanced degrees, I was in crisis."

Teachers #4 and #12 were affected by the loss of a job by their spouse. Both reflected on the emotional and financial strain which resulted.

Other personal factors mentioned by the teachers included retiring from the Air Force (Teacher #5), husband retiring from the Air Force (Teacher #6), death in family (Teachers #9, #10, and #14), miscarriages (Teacher #11), and personal appearance (Teacher #8).

When talking about herself, Teacher #8 stated that she had always been heavy. During adolescence she felt ostracized from her peers. As a result, her self esteem and confidence suffered. She has spent many of her adult years working on building up her self esteem and feels that she now has much to offer those students who are in similar physical condition. ". . . It has given me a better understanding of what kids go through. . . . when I see students who are intelligent and because of some physical handicaps or differences they walk through a lot of pain and changes."

Family/Children. Trying to balance a family and career can sometimes be frustrating. Having small children who require great amounts of attention after a busy day at school can be limiting to a teacher's professional growth. Teacher #4 felt frustrated when her children were smaller because she rarely had the time to do even the minimal amount of professional reading.

A child in college can also put a great financial drain on a family's resources. In addition to her husband retiring from the Air Force and trying to find another job, Teacher #6's child was beginning college.

Teacher #7 reflected on growing up in an Italian-American family. He went against his father's wishes in a religious matter and is now a non-person to his father. He has neither heard from nor seen his parents in seven years. When he

called his father last summer, he was told that his father did not wish to talk to or see him.

Teacher #10 wanted to see his children grow up and decided to put his career on hold for a few years. "I backed off and did not do anything for a while. I watched my kids grow up."

Teacher #13 is the sole support of her family. She has a son and a daughter who is not biologically hers. The daughter is the product of the first marriage of her ex-husband. However, when the two divorced, the father did not wish to have custody of his daughter nor of the son they had together. This teacher worries about being able to put her daughter through college. This comes at a time when this teacher realizes that it is time for her career to move ahead. Part of that movement forward is to obtain a master's degree. Difficult choices remain for her to make.

Having a baby was a happy occasion for Teacher #14. After several unsuccessful attempts, her daughter arrived several years ago. She stayed at home with her daughter for one year. She reflects on this year by stating, "It gave me a break and drove me nuts at home. I realized that this (school) is where I really want to be." This year off rejuvenated her and made her anxious to get back to the work of schooling.

### *Emergent Themes*

During the course of the interviews with this group of teachers, some common threads began to emerge. These thoughts were expressed often by the teachers and usually in the same context.

Collaboration/Sharing of Ideas. Whether one calls it collaboration, sharing, or just plain stealing, teachers mentioned again and again the importance of communication with their peers. According to the teachers, sharing is important, but it is often difficult to do. Why is it difficult? The time element was cited as being the primary obstacle. But, teachers do find the time to share, to discuss ideas with one another, and to seek one another out for advice on a variety of topics.

Teacher #2 walks down the hallways during his planning period and quietly observes. "I steal ideas. I will steal an idea just as quick as I can. I want to make my students better students, so anything I can gain from someone else I go ahead and use it. . . ." When Teacher #4 talked about collaborating with her peers in her department, she said, "You run in at lunch, in the morning, or after school--rarely do we have the same planning period. It is really a hit or miss

type of thing." Teacher #6 said the following about her department,

We have a really good group. We are very supportive, and we give each other ideas a lot. . . . That means a lot--especially if you have had a bad day, or a good idea--there is a real willingness to share.

Teacher #8 explained that while her department did not have many departmental meetings, they do have a "big sharing atmosphere. If you have a problem or a question about something, you can go to someone else and they will help you. It is a real give and take type of situation." Teacher #13 said that after she has tried something new in cooperative learning and it works, she has to find somebody to tell them about it and to show them. She went on further to talk about the sharing atmosphere in her department. "We have shared so much over the years that we don't know who originated the idea." "We are always talking about how to do a lesson, how to handle a problem, what happened in a classroom situation and what they did," remarked Teacher #14.

When teachers were able to get together in workshop settings, primarily the system's staff development workshops, the most positive comments were heard about workshops in which they were able to talk to one another about successes and problems. "The ones that have been good were the ones where we could get together with other teachers and swap ideas. Very few people who have come from the outside have been

good," stated Teacher #13. Teacher #14 agreed and stated, "I thought they were beneficial because it gave the teachers time to get together and compare notes and figure out one thing they could use specifically in their class." Teacher #6 reflected on one workshop she attended. "One day we went around in our group and talked about one new technique that we had tried during that year. People went around and there were some real good ideas."

Technology. Eight of the 14 teachers made comments about the incorporation of technology in the classroom. Primarily, these teachers wanted more knowledge about technology for instructional and classroom management uses. For Teacher #4 gaining new insights on the uses of technology provided a lift she needed. "Before I got into the technology, I think that I was heading for burn out. I needed something different." Teacher #7 felt that his experience working with computers from averaging grades to what and how he teaches his students had been a big influence on his professional growth. "Moving more and more toward incorporating technology into the teaching of science is what I am working on now," remarked Teacher #8. Teacher #11 felt that using computers in her classroom had proven to be a motivator for her students. She strongly felt that it had also provided an avenue for her special education students to compensate for their deficiencies.

In order to get their training on computers, most of the teachers reported taking college courses. In more recent years, however, they have all taken advantage of system-sponsored computer classes. Normally these classes are taught by their peers. Teacher #14 has assumed a leadership role in computer education for the system's teachers.

### ***Teacher Attributes***

The candid remarks of these teachers during their interviews revealed personal and professional perspectives. These comments concerned their professional lives, their personal lives, their working relationships with one another, and their thoughts about their students.

Beliefs Expressed by Teachers. During the course of the interviews, some remarks were made with such conviction as to be categorized as values by the interviewer. While it cannot be determined whether these beliefs developed prior to their growth or as a result of their growth, they provide another glimpse at these teachers. The individual beliefs of the teachers follow:

Teacher #1 believes that the best way that she can teach is through developing a rapport with her students. "I think that if the child likes you, then that child is going to try to learn from you." She felt that her growth came from within



herself and from on-the-job experiences. She was adamant in the belief that staff development activities were a waste of her time. She felt that teachers desired discussions with someone who is an expert in their field. "They don't need someone to tell them how to teach. I think that the first thing that happens when someone comes in and tells them how to teach, they resent that right away." Having a mentor is important to this teacher since a mentor ". . . gives you a feeling of security that you are not out there by yourself."

"I have a sense we don't share things as we should," stated Teacher #2. He attributes much of his growth to a former mathematics teacher who shared instructional techniques with him. In addition, he strongly believes in being prepared for class. "If you are prepared and ready to meet the students when they come in there, then everything else falls into place."

"In this system you are taught that you can't achieve anything if you make waves," lamented Teacher #3. "I just don't believe in that philosophy." Going along with the flow is not this teacher's philosophy. Dealing with a difficult divorce made her believe that "you have to stop playing the role of the victim and then assume command and charge of your own life." Indeed, when asked about her growth she will adamantly tell anyone that it was an inner growth brought

about by herself. She has learned to calm herself down and to view the world from a less "hyper" perspective.

Teacher #4 feels that everyone can improve. "I'm not so egotistical that I don't think that I can improve--any teacher who feels that way should be out." A former middle school teacher, this teacher feels that the high school can learn a lesson from the middle schools. She feels that the common planning period in the middle school is something that the high school should emulate. She also believes that something new and different can be invigorating to a teacher heading for burn out.

Teacher #5 bemoaned the fact that there appears to be more tolerance in the classroom where students are allowed to make decisions. "I think it is the cooperative thing. . . But there is not a lot of cooperative stuff that goes on in my classroom." He felt that if he had a better caliber of student perhaps he could allow more decision making to be done by his students. He felt that most of his students the prior year just did not know how to pass. A former military officer, he felt frustrated with the lack of regulations to handle certain items.

"I have learned from them and thought that it was time well spent." Teacher #6 believed that bringing in outside consultants was important to her growth. She felt that they provided valuable information that she could take back to her

classroom. "It is important to me to take something back to the classroom that I can use. If I can't, then I am mad because I have wasted my time and could have been doing something in the building."

"Normally, we put the cart before the horse around here in this field. We put you through three years of education and then we dump you into the classroom and it is almost too late to change," stated Teacher #7. Teacher #7 expressed a rather jaded view of staff development. "Most of the things that are put together like that are just put together to eat up time and to make downtown look good."

When asked about the system's staff development program, Teacher #8 said, "I don't think that reinforcing these skills now will change too many people. . . . I think that it was time consuming and too much time spent on things that were repetition of Bloom's taxonomy and that type of thing." Teacher #8 felt strongly that teachers should be consulted before making staff development decisions. "If they would come down and ask us first, we could save a lot of time and money." She lamented the fact that the teaching profession is viewed as "glorified babysitters."

"If it is not best for the kids, it is not the best decision." Teacher #9 uses this to weigh decisions. She also believes that it is important to be attentive to the whole child. If a child has a problem, it is important to help the

child work through the problem--even if it is a personal one--according to this teacher. She works to serve the child and the administration. "Most administrators want someone who is going to bring fame and claim to them." She does not hold most of her peers up to high acclaim. "A lot of teachers do not want to do more work than they have to."

Teacher #10 takes his development in his area seriously. As department chair, he feels it is important to keep abreast of current curriculum developments in his field. He strongly believes that communication needs to be strengthened in this system. "Communication needs to be more open--and you need to talk directly to the people. You should not fear reprisals."

Having a mentor played a significant role in Teacher #11's professional development and growth. "If you have someone designated as (a mentor), at least you have someone you know that you can go to instead of feeling like you are bothering somebody." This teacher has served as a mentor for a new teacher in her department and believes strongly in the value of having a safe haven for new teachers.

Teacher #12 feels that he is "honestly making a difference. I see a great disparity in what I feel should be known and what is known by the time that a student becomes a senior." It is a matter of consternation to him that teachers who are incompetent are often ignored. "I wouldn't want them to teach my kids--I wouldn't let them teach my kids--I would

put them in a private school first." He also stated that he believes that "teachers are not given the respect they deserve. We are probably more important than lawyers and almost as important as doctors. . . . I think our salaries should reflect that."

Teacher #13 feels that she has never had to be accountable to anyone for anything.

I don't know exactly what it is, but mediocre seems to be the rule and that is from top to bottom sometimes--and it is unfortunate. I think that if there was somebody pushing you and saying, "Here is the goal up here," I think that you would see things very differently.

Teacher #14 does not like to give up her time during the school day or after school hours for staff development activities. "They were taking us away from grading papers and figuring grades--and that I resented. I hated being taken away from the class. One day they got a substitute for us to go to a whole day workshop. That won't work for me!" According to this teacher, the only staff development activities that she enjoys are held during the summer. "To me, the summer is good--what are a few days out of the summer?"

Motives. When teachers discussed what motivated them to strive for professional growth, the dominant strand of thought was that the growth was primarily self motivated. Teacher #2 stated that he took a poor evaluation as a challenge. "I knew that I could teach, but I didn't know quite how. I knew that

I had to change things around. I am not afraid to ask for help. I also was not going to just sit back and float."

A second dominant strand was the motivation provided by the students. "I have stayed in teaching because of the students. . . . I enjoy being one-on-one with the students more than anything else, reflected Teacher #3." Teachers #1, #7, #8, #10 and #13 agreed. Related to this was the motivation to provide the best learning opportunities for their students that they could. As stated by Teacher #3, "It becomes like a game and that is what spurs me on--it is challenge."

Teacher #12 is motivated to strive for professional growth because he would like to "eventually grow out of the classroom to a curriculum role." Teacher #13's professional growth has been motivated by her ability to help her peers. "I have motivated a few people, too. I think that is probably what got me going."

None of the teachers mentioned the possibility of job loss because of poor performance as a factor which motivated them toward professional growth.

### *Side Effects of Professional Growth*

During the course of the interview, several teachers cited side effects of their professional growth--both positive and negative consequences.

Positive Side Effects. Teacher #2 now finds his job so much easier since he has strengthened his classroom organization and management. He now states, "I go to school now with a smile on my face. I hated to see the school year end!" Additionally, he now welcomes visitors to his classroom. He has a newfound pride in himself.

Teacher #3 feels that since she has "learned to quiet (herself) down" she is now much more relaxed at work. Learning about computers and their uses in the classroom gave Teacher #4 a second breath. Teacher #14 has integrated computer use into her courses since developing new knowledge of technology in the classroom. She found that using computers with her "at risk" population helped to improve the self concept of these children. Once these students learned how to use the computer, they were hooked. They took their new skills to other classes and brought other students in at lunch time to show them how to use the computers. "It was the first time in their lives they had been able to teach another kid to do anything."

Negative Side Effects. Teacher #3 found that she had to walk away from a peer group. "I think that it caused problems for me because I valued what they said." Teacher #3 decided that she had different goals than those of her former peer group. She no longer desired to be part of their "surrogate family."

Teacher #4 obtained a degree in computer education. Normally, one would think that this accomplishment would help this teacher professionally. However, as stated by the teacher:

I can't use it for anything. Since my undergraduate degree is in English, I can't qualify for a master's in field supplement because I am not teaching computers in English. I can't teach computers because, according to what I was told, there is no state certification for computer teachers. So, all the computer classes fall under mathematics. To be able to teach them, you have to be endorsed in math.

### ***Actor Attributes***

When teachers discussed those actors involved in their professional growth, they were asked to directly state who helped in their professional growth. Throughout the discussions of the actors, elements relating to the awareness of the need for change and support for change were cited by the teachers.



Awareness. Six of the 14 teachers cited the principal or assistant principal as the one who pointed out the need for change or heightened their awareness that something was not quite right in their classrooms. The normal sequence of events was that the principal or assistant principal would visit the classroom, conduct an evaluation, and discuss the evaluation with the teacher. Only Teachers #2 and #12 specifically stated they had received a poor evaluation from a building level administrator.

Five teachers stated that it was a peer who provided the awareness. Since this system does not have a formal mentor program, this occurred in an informal setting. These teachers had established a relationship which fostered open communication. The teachers in the study who cited a peer as providing the awareness felt comfortable asking for help from a specific peer as well as receiving constructive criticism from that peer.

The conviction that the awareness was provided by themselves was stated by five teachers. These teachers felt that the need for professional growth was something that was felt within. Four of the teachers who cited self awareness also indicated another actor who provided awareness.

Four teachers stated that it was their department chair who provided the awareness. As with the building level administrator, this was accomplished via the evaluation

procedure or by a more informal means of discussion. These informal discussions included discussions during lunch, planning time, and before or after school.

Three teachers cited their curriculum specialist, and two teachers stated that it was the result of their work with a staff development specialist. With all of these, the awareness was provided through classroom observation and subsequent conference.

(See Table 11.)

Support. The support of the principal and/or assistant principal was cited by 11 of the 14 teachers. As related by the teachers in this study, the support was primarily emotional support or monetary support. The emotional support came from the teachers' perceptions that the principals valued them as a staff member and knew that they had it within them to do a good job of teaching. Monetary support for the purpose of attending conferences and workshops was also frequently cited. Rarely cited was instructional support by the principal or assistant principal. Instructional support by the principals was primarily through the principals referring the teachers to another person for assistance or to the reading of professional literature (i.e., Assertive Discipline).

**Table 11. Actors Who Provided Awareness**

| TEACHER<br>NUMBER | ADMIN. | DEPT.<br>CHAIR | PEER | STAFF<br>DEV.<br>SPEC. | SELF | CURR.<br>SPEC./<br>SUPER. |
|-------------------|--------|----------------|------|------------------------|------|---------------------------|
| 1                 | X      |                | X    |                        |      |                           |
| 2                 | X      |                |      | X                      | X    |                           |
| 3                 | X      |                |      | X                      | X    |                           |
| 4                 | X      | X              |      |                        |      | X                         |
| 5                 |        | X              |      |                        |      |                           |
| 6                 |        |                | X    |                        |      |                           |
| 7                 |        | X              |      |                        |      |                           |
| 8                 |        |                |      |                        | X    |                           |
| 9                 | X      |                |      |                        |      |                           |
| 10                |        |                | X    |                        |      | X                         |
| 11                |        |                | X    |                        |      |                           |
| 12                | X      | X              |      |                        |      |                           |
| 13                |        |                | X    |                        | X    |                           |
| 14                |        |                |      |                        | X    | X                         |

Nine of the teachers cited peers as providing support. This support came in the form of numerous informal discussions. The support also came from the willingness of the teachers to share with one another and to let their peers observe them in practice.

Four teachers stated that curriculum specialists or supervisors provided support. This support was primarily through the providing of resources--instructional resources or monetary resources. None of the teachers mentioned the curriculum specialist/supervisor as providing instructional leadership.

Four stated that department chairs provided support. As stated by the teachers, the support of the department chair was very much like the support given by their peers. These four teachers felt comfortable going to their department chairs for assistance.

Three teachers felt that the support was primarily their responsibility and therefore was self provided. These teachers felt that the drive for professional growth must come from within.

One teacher cited the support of the staff development specialist. In this instance, the staff development specialist's background was in the same content area as the teacher in the study. The staff development specialist was

able to provide instructional techniques as well as classroom management techniques to the teacher under study. (See Table 12.)

### **Summary**

Interviews were conducted with 14 teachers at four high schools. The interviewed teachers discussed their professional growth and development including the actors and activities as well as external personal factors which may have inhibited or promoted professional growth and development.

The presentation of the findings, conclusions, discussion, implications for practice, and implications for future research are contained in Chapter V.

**Table 12. Actors Who Provided Support**

| <b>TEACHER<br/>NUMBER</b> | <b>ADMIN.</b> | <b>DEPT.<br/>CHAIR</b> | <b>PEER</b> | <b>STAFF<br/>DEV.<br/>SPEC.</b> | <b>SELF</b> | <b>CURR.<br/>SPEC./<br/>SUPER.</b> |
|---------------------------|---------------|------------------------|-------------|---------------------------------|-------------|------------------------------------|
| 1                         |               |                        | X           |                                 |             |                                    |
| 2                         | X             |                        | X           | X                               | X           |                                    |
| 3                         | X             |                        | X           |                                 | X           |                                    |
| 4                         | X             |                        |             |                                 |             |                                    |
| 5                         | X             | X                      | X           |                                 |             |                                    |
| 6                         | X             |                        | X           |                                 |             | X                                  |
| 7                         |               | X                      |             |                                 |             |                                    |
| 8                         |               |                        | X           |                                 | X           |                                    |
| 9                         | X             |                        |             |                                 |             |                                    |
| 10                        | X             | X                      | X           |                                 |             |                                    |
| 11                        | X             |                        | X           |                                 |             | X                                  |
| 12                        | X             | X                      |             |                                 |             |                                    |
| 13                        | X             |                        |             |                                 | X           | X                                  |
| 14                        | X             |                        | X           |                                 |             | X                                  |

## CHAPTER V

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

#### **Summary**

#### *Introduction*

The reform reports of the early 1980s stressed the importance of attracting and retaining qualified instructional personnel as well as addressing the issue of teacher competence. Increasing attention has been given to the notion that better teachers lead to a better education for the nation's youth. As a result, many educational systems began to explore avenues to invest in the professional growth and development of their instructional staff. In addition, scrutiny increased for those teachers who demonstrated less than effective classroom skills. While rhetoric is solidly

behind efforts to improve the performance of weak teachers, little is known about how to effect the needed changes.

This chapter addresses the purpose of the study: to identify those factors which assisted marginal high school teachers in improving their classroom skills. A summary of the findings, conclusions, discussion, implications for practice, and implications for future research are presented.

### *The Study Sample*

The sample of this study consisted of 14 secondary school teachers in the four high schools of the system under study who were identified by their principal as marginal teachers who had demonstrated substantial improvement in their classroom performance over the period of 1988 - 92.

Survey instruments were distributed to each of the four high schools in the system under study. The principals were given the following guidelines as selection criteria:

1. The teacher was identified as showing substantial improvement in classroom effectiveness in the areas of instructional and/or classroom management skills.
2. The teacher's performance level was previously ranked marginal in the areas of instructional and/or classroom management skills.



3. The teacher was a tenured teacher with at least five years of teaching experience.

The surveys were used as a means to identify teachers willing to participate in the formal interview process. A total number of 14 teachers were formally interviewed. It must be noted that some of the teachers interviewed did not meet all of the criteria for subject selection. While all of the teachers had shown substantial improvement according to the perceptions of their principal, their improvement was not always from the marginal category to the above average category. In the five cases where the teachers did not match the selection criteria, the teachers had never been determined to be marginal but were average to above average performers. However, something happened which caused these teachers to become master teachers and leaders of other teachers.

### *Data Collection*

The survey instrument was used to gather demographic information and to identify participants in the formal interview process. The interview protocol was developed to obtain information from the teachers as to whom or what they attributed their professional growth and development. The protocol consisted of a set of general questions and specific probing questions. The interviews were transcribed, coded,

and the data analyzed. Dominant themes and subthemes were identified from the data. Narrative evidence and quantitative data were used to support the dominant themes and subthemes.

### **Summary of Findings**

The summary of findings follows. In some instances the number of responses is greater than 14. This reflects coding of responses to more than one category.

#### ***Choice of Career***

When the individual teachers were asked to reflect on why they chose teaching as a career, five teachers stated that it was a former teacher who influenced their decision to go into teaching. Four teachers indicated that teaching was seen by them as a way to satisfy their monetary needs. Two teachers cited a content area interest. Two teachers stated that they always wanted to be a teacher. Family influence was reported by one teacher.

#### ***Perceived Strengths***

When asked to reflect on their current strengths, seven of the 14 teachers indicated that effective rapport with their

students was their greatest area of strength. Four of the teachers reported their organizational skills as strengths. The ability to present instructional material in an interesting fashion was mentioned by four teachers. Three of the teachers cited classroom discipline as a area of strength. Being able to maintain their composure under pressure was mentioned by three of the teachers. Three teachers reported creativity as a strength. In each of the following categories, only one teacher identified the area as a strength: professional growth, commitment, high energy level, gender and stature, and keeping current with issues in education.

### *Perceived Weaknesses*

When asked to reflect on weaknesses they may have had over their teaching career, over half (nine) of the teachers cited classroom discipline/control. Seven of the teachers reported a weakness in instructional skills. Interpersonal conflict was mentioned as a weakness by six of the teachers. Two teachers noted a weakness in organizational skills. Keeping up the effort and being consistent was identified as a weakness by two teachers. Burnout was reported by two teachers as a source of their problems. A feeling of low self

esteem was stated by two teachers. One teacher indicated a weakness in not keeping current in her area.

### ***Areas of Growth***

When teachers were asked to talk in generalities about their professional growth, ten of the 14 teachers felt that they had grown in instructional skills. Six teachers cited a growth in interpersonal relationships. Four teachers noted a growth in classroom discipline/control. An increase in self confidence or personal internal growth was identified by three teachers.

### ***Most Substantial Growth Area***

When teachers were asked to describe the one area in which they perceived their most substantial growth, five of them cited instructional effectiveness. Self growth was identified by five teachers. Two teachers indicated classroom discipline/control as being their area of most substantial growth. Two teachers identified a growth in rapport with students.

### ***Accounting for Growth--Non-Prompted Responses***

In accounting for this growth, four teachers noted maturation as most critical. A peer was the dominant influence for four teachers. Two teachers attributed their growth to the influence of their administrators. Continuing their education was identified by five teachers as important in their professional growth and development. Two teachers identified the growth as being self growth, and one teacher reported that a family member influenced the growth.

### ***Actors***

When the teachers were asked to reflect on who provided the encouragement to change teaching practices, many actors were reported. The number in parentheses indicates the number of occurrences of respondents mentioning the actor.

Thirteen of the teachers cited the building level administrators (60) as playing a role in their growth. The curriculum specialist/supervisor (20) was identified by 12 of the teachers. All 12 teachers did not share the same opinion of the role the curriculum specialist/supervisor played. Five teachers gave negative reviews to their curriculum specialist. Five teachers felt that their curriculum specialist/supervisor played a positive role. Two teachers reported that the

curriculum specialist/supervisor did a fair job of providing encouragement and support services. All of the teachers stated that a peer (39) was an important actor in their professional growth and development. Three teachers indicated that a staff development specialist (6) was instrumental in their professional growth. Department chairs (18) were cited by nine of the teachers. Six of the teachers reported responsibility for their own growth (13). A mentor (4) was cited by three teachers. Others (29) identified were: (a) two teachers identified their cooperating teachers during their student teaching, (b) one teacher indicated that three people--a boyfriend, a librarian, and a former student teacher--had been instrumental in her growth, (c) six teachers cited family members, (d) one teacher identified a former supervisor, (e) three teachers reported former teachers/professors, (f) five teachers identified central office administrators other than their curriculum specialist/supervisor, (g) one teacher cited a state supervisor, and (h) one teacher identified a guidance counselor.

### ***Activities***

All teachers were asked specific questions on the role that staff development, professional reading, college courses,

conferences, and workshops played in their professional growth and development.

In general, teachers did not find the staff development program in effect in the system to be of much help to them. In fact, it was resented by most of the teachers and considered a waste of time. Those staff development activities which the teachers cited as being beneficial were those which allowed them to freely discuss and share ideas one with another.

Professional reading in the content area was reported by six of the teachers. Five of the teachers indicated that they do not read professional literature or rarely do so because of time constraints. Two teachers do most of their professional reading in their high interest area--technology and computer-related literature. Only one teacher found the reading of educational journals of value to her growth.

While teachers complained about their pre-service training from colleges and universities, they generally agreed that post-graduate courses taken for recertification or upgrading of skills were beneficial. Seven teachers cited post-graduate work in computer technology as benefitting them in their professional growth and development. Generally, teachers did not find post-graduate degree work as satisfying as post-graduate work done outside of a degree program.

Conferences and workshops were seen by this group of teachers as vehicles by which to obtain new ideas to try out in their classrooms. While teachers cited conferences and workshops as valuable to their professional growth, financial constraints prevented them from taking advantage of these opportunities.

Two areas evolved from the interviews with the teachers and were not part of the probing questions. In their discussions of activities which helped in professional growth, teachers volunteered information about these two areas in response to the probing question on intervention/assistance activities. Ten of the 14 teachers reported peer observations (16) as beneficial. Seven teachers stated that maturation (10)--learning what works and what does not--was significant in their professional growth and development.

### *External Personal Factors*

External personal factors which impacted professional development and growth were discussed by the teachers. In discussing life events, divorce emerged as a dominant area and was identified by five of the teachers as a factor. The loss of a job by a spouse was noted by two teachers. Two teachers stated that retirement impacted their professional growth and development--one teacher personally retired from



the Air Force and the other teacher's husband retired from the Air Force. A death in the family was identified by four teachers.

Family/children factors were mentioned by six of the teachers. These teachers found themselves in a balancing act between the needs of their family/children and the needs of growing professionally on the job.

These external factors imposed pressures upon this group of teachers which often made it difficult to focus on professional growth and development. Some of the external factors were so overwhelming to the teachers that each day was seen as a challenge to emotional survival. During these periods of emotional distress, these teachers were not concerned about growing professionally--their emphasis was on maintaining.

### *Emergent Themes*

Collaboration with one another was important to this group of teachers. They reported the need to share with one another yet felt that there were many obstacles to this sharing.

Eight of the 14 teachers discussed the incorporation of technology in the classroom. These teachers felt that the use

of technology could improve instruction as well as classroom management.

### ***Teacher Attributes***

The motivation for professional growth and development was self-provided by five of the teachers. Six of the teachers stated that the motivation was derived from the students. One teacher reported being motivated by the desire to move out of the classroom into a curriculum development role. Helping peers was one teacher's motivation for professional growth and development. No teacher mentioned the possibility of job loss as a factor which motivated them toward professional growth and development.

Four teachers noted positive side effects of their professional growth. Two teachers reported negative side effects of their professional growth.

### ***Actor Attributes***

Actors were those people who played roles in the teachers' professional growth and development. Teachers identified the following actors as providing the awareness of the need for change: (a) building level administrators--cited by six teachers, (b) department chair--cited by five

teachers, (c) peer--cited by five teachers, (d) staff development specialist--cited by two teachers, (e) self--cited by four teachers, and (f) curriculum specialist/supervisor--cited by two teachers.

Support was provided by the following actors: (a) building level administrators--cited by 11 teachers, (b) department chair--cited by four teachers, (c) peer--cited by nine teachers, (d) staff development specialists--cited by one teacher, (e) self--cited by four teachers, and (f) curriculum specialist/supervisor--cited by four teachers.

### **Conclusions**

From the findings of this study, the following conclusions were derived. Because of the small sample of four high schools in one system, these conclusions should be considered as hypotheses in need of further investigation. These findings are grouped in five areas: (1) findings about the principal, (2) findings concerning teachers helping teachers, (3) findings about personal professional development, (4) findings about the system's staff development program, and (5) findings concerning central office staff.

### Principals

In general, principals were seen as remote from the day-to-day operation of the classroom. They were seen primarily as individuals who tended to the administrative details of the school but who did not get involved in the instructional processes to any great extent. Teachers viewed the principals as facilitators and supporters. Findings summarizing the conclusions regarding principals, including assistant principals, follow:

1. Principals provide professional growth and development support in emotional and monetary forms.
2. The relationship between teachers and principals is generally open, positive, and supportive.
3. Trust is an important component in the teacher-principal relationship and in teacher improvement.
4. Conversations with principals are generally teacher initiated.
5. Initial awareness of the need for professional growth is primarily provided by the principal.

### Teachers Helping Teachers

If asked to identify the most powerful source of help in their classrooms, this group of teachers would have identified their peers. Teachers connecting to one another in substantive ways was cited by each of the teachers in the

study. Peers provided awareness of need for change, support during the change, and direct instructional leadership. When teachers wanted to know the "how" of an instructional or classroom management technique, they sought their peers. Conclusions regarding teachers helping teachers follow:

1. Teachers actively seek their peers' advice.
2. Teachers desire to see one another in practice through peer observations.
3. Sharing of ideas is important to teachers.
4. Teachers talk to one another during non-instructional time about instructional practices.
5. Teachers support one another through lending advice and sharing instructional ideas, materials, and resources.
6. Peers provide awareness of the need for professional growth.
7. Teachers believe that inexperienced teachers need a mentor.

#### Personal Professional Development

Many teachers cited a personal role in their professional development and improvement. The maturation factor, learning what works and what does not work through trial and error, surfaced repeatedly during the interviews with the teachers. Additional professional development conclusions are as listed below:

1. Teachers read professional literature relating to their content area and high interest area(s).
2. Generally teachers do not read general education literature unless enrolled in a post-graduate class.
3. Post-graduate course work is primarily viewed most favorably when the teacher is pursuing a high-interest area or is seeking to up-grade skills (i.e., computer technology).
4. Conferences and workshops are seen as vehicles to obtain ideas to try out in the classroom.
5. Financial constraints inhibit a teacher's participation in conferences and workshops.
6. The system's professional leave policy inhibits a teacher's participation in conferences and workshops.
7. Learning what works and what does not work through trial and error experimentation is a factor in a teacher's professional growth.
8. Life events and family/children constraints inhibit professional growth and development.
9. Teachers do not generally view their pre-service training as benefitting them.
10. There are positive and negative side effects of teacher professional growth and development.

### System Provided Staff Development

The system provided staff development model was not viewed favorably by the majority of the teachers in this study. This "one size fits all" model was viewed as inflexible in accommodating teacher needs. One portion of the model where the teachers were given the option to select from various workshops was received more favorably. These selected workshops enabled them to share with their peers and "steal" ideas from them. Other conclusions related to the system's staff development model follow:

1. Teachers view the school system's staff development program as a waste of time.
2. Teachers resent staff development activities which purport to "teach the teachers how to teach."
3. Teachers desire options to the after school hours approach to staff development training.
4. Teachers desire to learn more about the incorporation of technology in their classrooms.
5. Professional growth and development is primarily motivated by the teacher seeing results in the classroom.

### Central Office Staff

This system's approach to the central office instructional support arena is one which many systems have adopted. The curriculum specialists for the various content

areas (i.e., Social Studies, Mathematics, Science, etc.) do not provide direct classroom instructional support to an individual teacher unless called upon by one of the building level administrators. Generally, this implies that a teacher is in trouble and needs intensive assistance. Therefore, seeing one's curriculum specialist arrive at one's classroom door with observation instruments in hand can be an anxiety producing experience. In addition, since some resources are held by curriculum specialists, there was some concern expressed by this group of teachers as to their ability to gain access to these resources. In general, the comments related to curriculum specialists were less positive than the comments about the other actors cited in this study. Listed below are the conclusions for central office staff.

1. Teachers do not have a clear definition of the role of the curriculum specialist/supervisor.
2. Teachers view the curriculum specialist/supervisor as an individual who is a gatekeeper of information and resources.

### **Discussion**

As a reaction to the reform reports issued in the early 1980's, the school system under study designed a staff



development program to assist teachers in obtaining greater classroom effectiveness. While not specifically designed to provide intervention/assistance for the less than effective teacher, it was intended to provide a vehicle through which improvement would result.

The purpose of this study was to determine to whom or what marginal teachers attributed their professional growth and development. It is clear that the intended results of the system's staff development program--teacher instructional improvement--did not occur as a result of the staff development program, at least as perceived by those interviewed. The professional growth and development which did occur, as related by the group of teachers studied, consists of a complex myriad of intervening factors, activities, and actors.

Teachers resent being told how to teach, yet the bulk of the staff development program is designed to provide a framework for teaching. Having labels assigned to discrete teaching activities is seen as indoctrination by some teachers and as stifling creativity by others. Teachers enjoy sharing with one another and seeing one another in practice; however, little time is provided for these activities.

In general, teachers were receptive to those things which would help them become more effective in their classrooms. They valued and sought the advice of their peers. For the

most part, department chairs were also identified as important actors in professional growth and development.

Time is a complicating factor in the professional growth and development process. Teachers need to be in their classrooms; yet they desire opportunities to talk to one another, to attend conferences and workshops, and to observe their peers in action. When time is provided by the school system in the form of staff development days, these teachers resent being held captive to unwanted activities. Even time outside of the constraints of the school day is rationed out--particularly by teachers who play the balancing act between quality time with their family and time to develop themselves professionally.

### **Implications for Practice**

In this section, specific suggestions which may be considered for implementation into practice will be presented. Suggestions are representative of practices which may improve professional growth and development opportunities for teachers.

Decisions affecting a school division in its totality are generally made by a select group of individuals who may or may not be in the best position to represent the total

constituency. Often in staff development decisions, a search is made for a model which is composed of training activities purported to address a particular practice (i.e., instructing teachers how to implement cooperative learning in their classrooms).

It is beneficial to have opportunities for individuals within the system to grow professionally and develop new skills. However, the manner in which these needs are addressed has generally been what is best for one is best for all. The results of this study indicate that just as students have idiosyncratic learning styles and varying needs--so do teachers.

A more flexible approach to staff development programs for a school system is needed. Options for various program offerings as well as presentation or delivery flexibility should be considered. Specific suggestions for consideration to improve this practice follow:

1. With the school division's vision in mind construct a system-provided staff development activity (or activities) for all teachers, administrators, and staff which focuses on the major initiatives which the system wishes to undertake. These activities should be kept to a minimum with most of the funding for staff development going to the site level.

2. Each site should build its own staff development plan with funds provided for its implementation. These activities should focus on the major initiatives embraced by the school system as well as specific needs identified at the site. The site should be given authority to develop and implement its own staff development program with the assistance of the central office staff and outside consultants, as needed. This would focus attention on important school issues and facilitate articulation of the school division's vision and the unique concerns of the school and its teachers (Griffin & Barnes, 1984).
3. Within each site, the principal (and other administrators) should work with each teacher to develop an individualized professional development plan. The information from these plans together with the information gained from evaluations conducted within the building should provide a wealth of data to construct staff development activities based on needs.
4. Within the site, staff development activities should be differentiated according to individual teacher needs. All teachers should not be held as a captive audience to all activities.
5. Sites should be encouraged to share resources. Schools might pool their resources in order to implement a

particular activity. Professional staff may attend staff development activities at another school and bring the information back to their school for dissemination and discussion.

6. All site level plans for staff development should be shared within the school division. Teachers have demonstrated a need to talk and share with their peers; similar activities should be provided for administrators.
7. All staff development programs (and individual activities conducted within the programs) must be evaluated.

School systems should capitalize upon the many strengths available to them. Developing teachers who then go on to become experts and teach other teachers in the division appears to be an effective staff development tool.

Creative means for communicating successful classroom techniques should also be in place. Teachers seek out new ideas. When attending conferences and workshops, they look for things that they can take back to their classroom and use the next day. If these new ideas can be shared, they can benefit many teachers. The expense of the teacher going to the workshop or conference becomes an investment which can be returned to the system many times over. The expense per teacher becomes considerably less than the per participant cost (Little, 1992).

Principals and other administrators should seek avenues through which they can nurture the sharing spirit of most of their teachers. Faculty meetings could be enlivened with sharing of ideas, modeling successful techniques, or discussion of a classroom problem. Faculty meetings do not have to be dominated by administrative announcements and directives. The most successful workshops held in the school system in which this study was conducted were those in which the teachers were asked to share an idea. Taking this concept to the building level might suggest one or more of the following activities:

1. An internal newsletter might be developed in which teachers are encouraged to share teaching techniques. To begin with, the principal might ask for individual teachers to describe some of their successful techniques.
2. The principal might develop a "Got 'Cha!" list. This list would briefly describe innovative or successful techniques observed and the name of the teacher to contact for more details.
3. Have a "Share Where" location in the building (perhaps in the faculty lounge or in an area near the teacher's mailboxes) where teachers can post notes about articles or materials that have been particularly helpful to them along with appropriate information, so that their peers can obtain the information if desired.

4. Plan "Free a Teacher for a Day" activities in which someone who has gone to a particularly helpful and informative workshop would hold debriefing sessions during the school day. Other teachers would attend during their planning period. Substitutes would be used to cover the teacher's classes. If several teachers have attended the workshop, the substitute could float among the classes which would allow several teachers an opportunity to share part of the day and still be with their students part of the day.
5. Keep a list of teachers who have enrolled in classes or have attended workshops or conferences. Ask them to share the most important thing(s) they obtained from the experience. The way in which the information is communicated may take various forms--the important thing is to allow others to gain access to the information.
6. Provide an opportunity for teachers to anonymously post (either on a bulletin board or in an internal newsletter) "Help Wanted" ads. For example, a teacher might post the following: "I really want to help my students become more effective team members. Yet, when I do group work, it always becomes play time with me running around trying to pull it all back together. I am exhausted, and the kids have not learned a thing. Ideas needed ASAP." Teachers who have ideas could post the ideas or submit

the ideas to the newsletter. This information is shared with a specific person in mind but with access to all teachers.

The current wave of school reform goes beyond providing skills training to teachers (Little, 1992). An "opportunity to learn" must be present in every teacher's work day and year. While it is important to improve the knowledge base about practice, Little cautions against allowing skill training development activities to devour all of a system's available staff development resources. According to Little (1992, p. 6), ". . . the most promising forms of professional development engage teachers in the pursuit of genuine questions, problems, and curiosities, over time, in ways that leave a mark on perspectives, policy, and practice." There is a need to move from "knowledge consumption" to "knowledge production" (Little, 1992, p. 11).

While the teachers in this study repeatedly mentioned the need to learn something and to use it in the classroom the next day, the reality is that this serves as an inadequate approach to staff development. Teachers need time for problem solving and reflection as well as meeting with other teachers and individuals outside of the teaching profession to share ideas (Little, 1992). The following suggestions are offered to help ameliorate the effects of limited time:



1. Administrators could free teachers to observe by taking their classes (Joyce & Showers, 1988, p. 147).
2. Larger than classroom group instruction could free teachers to visit one another (Joyce & Showers, 1988, p. 147).
3. Conducting independent study and research in locations other than the classroom (i.e., library) could provide free teacher time (Joyce & Showers, 1988, p. 148).
4. Using volunteer aides to donate time to the school in the form of instructional aide would allow teachers free time to conduct many kinds of activities (Joyce & Showers, 1988, p. 148).
5. Issue limited certificates to student teachers that permit them to have legal responsibility for students. It is recommended that student teachers be placed in teams of two or more (Joyce & Showers, 1988, p. 148-149).
6. Arrange for team teaching which would free teachers to conduct peer-coaching activities (Joyce & Showers, 1988, p. 149). Other activities, in addition to peer coaching, could be conducted during this free time.
7. Utilize video instruction (Joyce & Showers, 1988, p. 149).
8. Utilize parallel block scheduling of teachers.
9. Adopt a middle school format where teams of teachers have a common planning period.

## **Implications for Future Research**

Most research on teacher improvement focuses on evaluation procedures and a quantitative analysis of impacts of one improvement technique or structured improvement model versus another. The long-term advantage of such growth is unclear. Is the growth self sustaining? What other intervening factors contribute to the growth? Who or what were the other extraneous actors and activities involved in the growth yet not studied?

More research on teacher improvement needs to be conducted from a qualitative perspective. Talking to teachers, administrators, and the other actors involved in the intervention/assistance mode may help to further define the complex process of professional growth and development.

It is difficult to undertake a study of improvement of classroom effectiveness since one must deal with the regulations concerning confidentiality of personnel records. Combining a qualitative approach with a quantitative analysis of the evaluation ratings might provide a more powerful analysis of the intervening actors, activities, and factors promoting and inhibiting professional growth and development. Evidence to collaborate or refute the qualitative data obtained from the teachers or other actors would be provided.

Case studies documenting the work of various actors in the intervention/assistance efforts conducted with the less than effective teacher who becomes a valued asset would be helpful from a practitioner's viewpoint.

Research to determine whether sustained improvement exists for teachers who have been rated as marginal and have made substantial improvement would help to address the cost-benefit analysis of intervention/assistance techniques. Some argue that the costs required to bring teachers up to an acceptable performance level are simply not worth the benefits given the limited resources of a school system. To add to this dilemma, if the improvement is not sustained, the system ends up in a lose-lose situation.

Other potential areas of research might include:

1. What learning opportunities could be offered to the actors mentioned in the study to effect a greater likelihood of teacher professional growth and development?
2. What problems were experienced by actors in dealing with less than effective teachers?
3. What is the effect of the total quality movement and self-managed work teams on teacher evaluation and performance issues?
4. Given the current reform issues, how have other school divisions made the transition from skills-

based training to the "opportunity to learn" environment proposed by Little (1992)?

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## **Appendix A. Identification of Subjects and Teacher Survey Instrument**

## Identification of Subjects

### *Conversation with Principals*

**INTRODUCTION:**

I am interested in studying the factors which cause a teacher to become a winner. Specifically, I am interested in surveying tenured teachers who showed substantial improvement in their classroom effectiveness during the period of the academic years 1988-92. Your help is needed in distributing a survey to those teachers.

**CRITERIA:**

By substantial improvement, I am referring to those teachers who moved from marginal instructional and/or classroom organizational teaching behaviors to teaching behaviors which you characterize as average to above average.

I want you to think of those teachers who you, at one time, seriously doubted would become an effective teacher. Think of those teachers who may have had such problems as ineffective student behavior control, poor instructional methods (i.e., a reliance on the lecture-from-the-textbook-answer-the-questions-at-the-end-of-the-chapter method of instruction); or poor classroom management techniques (i.e., much of the classroom time was spent in organizing activities--such as grading papers--rather than instruction). From this group of teachers, I want to survey those who have moved from ineffective practices to effective practices. I want to survey those who have shown professional growth and development.

Do you have any questions about the

selection criteria? As you think about the teachers to whom you will give the survey and have a question about the criteria, please give me a call.

The teachers will be given the option to participate or to decline to participate in the survey. Those who do participate will be assured of anonymity.

On the survey, I will be requesting an opportunity to talk to teachers to gather additional information. The teacher may decline to be interviewed. Those who do agree to be interviewed will be contacted for an interview date and time. No interviews will be conducted during instructional time.

**INSTRUCTIONS:**

Please distribute this survey to five teachers in your building who fit the selection criteria. Once the surveys have been completed and returned to you, please send them to me through the school system mail service.

**For Principal Use Only**

The survey on teacher professional growth was given to the following teachers:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Return the surveys to Linda Shifflette by \_\_\_\_\_

DATE

TO: Selected Teachers  
FROM: Linda Shifflette  
RE: Survey of Professional Growth

Much recent research in education has focused attention on effective schools. School boards are interested in school effectiveness and see a correlation between the quality of classroom teachers and school effectiveness.

The enclosed survey is being done to gather data about teacher professional growth and to whom or what they attribute this growth. This research is being conducted with the permission of the research committee. This is a research project and is not an official function of this school system. You have the option not to participate. Your participation is both completely voluntary and completely confidential.

I hope that you will take the time to fill out the survey and return it to your principal. An envelope which can be sealed has been provided for your confidential return to your principal. Your principal will forward the completed surveys to me once all have been completed.

# TEACHER SURVEY INSTRUMENT

**DIRECTIONS:** Please answer each question in the space provided. Your responses to this survey are anonymous. Do not put your name on this survey form.

1. Counting this year, I have \_\_\_\_\_ number of years of experience in my teaching career.

\_\_\_\_\_ Years in this school system

\_\_\_\_\_ Years in other system(s)

2. I have the following educational background: (Circle one)

- a. BA/BS
- b. BA/BS + 15 semester hours
- c. Masters
- d. Masters + 30 semester hours
- e. CAGS or Educational Specialist Degree
- f. Doctorate

3. I am currently teaching grade level(s): \_\_\_\_\_

4. I am currently teaching the following classes:

\_\_\_\_\_  
\_\_\_\_\_

5. I have taught at the following schools in this system:

\_\_\_\_\_  
\_\_\_\_\_

6. I have taught \_\_\_\_\_ year(s) at my current school counting the current year.

7. I have taught \_\_\_\_\_ year(s) at my current grade level or subject area.

8. I received my highest academic degree in \_\_\_\_\_ (year).

9. My major area of study was \_\_\_\_\_.

10. My age on my last birthday was \_\_\_\_\_ years.



11. My gender is \_\_\_\_\_.

**FOR EACH STATEMENT BELOW, DECIDE WHICH OF THE FOLLOWING ANSWERS BEST APPLIES TO YOU. CIRCLE THE CORRESPONDING NUMBER BESIDE THE STATEMENT.**

- |                                                                                                                                 | <b>1. Strongly Disagree</b> |   | <b>3. Agree</b>          |   |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---|--------------------------|---|
|                                                                                                                                 | <b>2. Disagree</b>          |   | <b>4. Strongly Agree</b> |   |
| 12. Staff development activities conducted in this system have been beneficial to me.                                           | 1                           | 2 | 3                        | 4 |
| 13. I have used instructional techniques presented in staff development sessions with success in my classroom.                  | 1                           | 2 | 3                        | 4 |
| 14. Staff development activities have been a waste of my time.                                                                  | 1                           | 2 | 3                        | 4 |
| 15. I like to discuss my classroom problems with other teachers for their input and advice.                                     | 1                           | 2 | 3                        | 4 |
| 16. I prefer to solve my own classroom problems myself.                                                                         | 1                           | 2 | 3                        | 4 |
| 17. I have ample time to discuss classroom successes and problems with my peers.                                                | 1                           | 2 | 3                        | 4 |
| 18. My principal and I set instructional goals for my classroom for the year.                                                   | 1                           | 2 | 3                        | 4 |
| 19. My principal monitors my progress toward my instructional goals.                                                            | 1                           | 2 | 3                        | 4 |
| 20. I am reluctant to express my weaknesses to my principal.                                                                    | 1                           | 2 | 3                        | 4 |
| 21. If I discuss my classroom problems with my principal, I am sure to find that area appearing on my evaluation as a weakness. | 1                           | 2 | 3                        | 4 |
| 22. I feel that I can make changes in my classroom which will impact positively on my students' achievement.                    | 1                           | 2 | 3                        | 4 |

| 1.    | Strongly Disagree                                                                 | 3. | Agree          |   |    |  |  |
|-------|-----------------------------------------------------------------------------------|----|----------------|---|----|--|--|
| 2.    | Disagree                                                                          | 4. | Strongly Agree |   |    |  |  |
| ✓ 23. | I often try new things with the support of my principal.                          | 1  | 2              | 3 | 4  |  |  |
| ✓ 24. | I work in isolation from other teachers.                                          | 1  | 2              | 3 | 4  |  |  |
| 25.   | In my school, teachers collaborate to solve shared problems.                      | 1  | 2              | 3 | 4  |  |  |
| 26.   | I feel that I have adequate technical knowledge to make instructional decisions.  | 1  | 2              | 3 | 4  |  |  |
| 27.   | I often receive feedback from my principal regarding my performance.              | 1  | 2              | 3 | 4  |  |  |
| 28.   | I have plenty of instructional resources.                                         | 1  | 2              | 3 | 4  |  |  |
| 29.   | My students are capable of learning.                                              | 1  | 2              | 3 | 4  |  |  |
| 30.   | I feel rewarded when my students succeed in learning a task.                      | 1  | 2              | 3 | 4  |  |  |
| 31.   | I feel pressured to conform to what my principal and other teachers expect of me. | 1  | 2              | 3 | 4  |  |  |
| 32.   | I feel that my opinions are valued by others.                                     | 1  | 2              | 3 | 4  |  |  |
| ✓ 33. | I find college courses helpful in improving my classroom effectiveness.           | 1  | 2              | 3 | 4  |  |  |
| 34.   | I have been responsible for my professional growth.                               | 1  | 2              | 3 | 4] |  |  |
| 35.   | I have been influenced by others to strive for professional growth.               | 1  | 2              | 3 | 4  |  |  |
| 36.   | I am often confused when I encounter new situations in the classroom.             | 1  | 2              | 3 | 4  |  |  |
| 37.   | Teachers in my school are called upon to help the principal make decisions.       | 1  | 2              | 3 | 4  |  |  |

1. Strongly Disagree  
2. Disagree

3. Agree  
4. Strongly Agree

- |     |                                                                                                   |   |   |   |   |
|-----|---------------------------------------------------------------------------------------------------|---|---|---|---|
| 38. | My principal discusses my evaluation with me to my satisfaction.                                  | 1 | 2 | 3 | 4 |
| 39. | I set my own instructional goals for the year.                                                    | 1 | 2 | 3 | 4 |
| 40. | Another teacher in my school has been a major influence in my professional improvement.           | 1 | 2 | 3 | 4 |
| 41. | My principal has been a major influence in my professional improvement.                           | 1 | 2 | 3 | 4 |
| 42. | I read professional journals/literature regularly.                                                | 1 | 2 | 3 | 4 |
| 43. | I often discuss new instructional strategies with my peers.                                       | 1 | 2 | 3 | 4 |
| 44. | I am frustrated by a lack of time to try new strategies in my classroom.                          | 1 | 2 | 3 | 4 |
| 45. | When I find something that works, I tell other teachers about it.                                 | 1 | 2 | 3 | 4 |
| 46. | Teachers in my school do not often try new things.                                                | 1 | 2 | 3 | 4 |
| 47. | My principal respects me.                                                                         | 1 | 2 | 3 | 4 |
| 48. | Staff development activities done during the school day during released time benefit me the most. | 1 | 2 | 3 | 4 |
| 49. | I prefer after school staff development activities.                                               | 1 | 2 | 3 | 4 |

**Please go to the next page.**

### **Note to Teachers**

A very important component of this research is to be able to talk directly to teachers about those persons, events, activities, etc. which helped bring about professional growth and development.

If you would be willing to be interviewed for follow-up information, please fill out the requested data below:

---

**NAME**

---

**SCHOOL**

If you agree to a follow-up interview, all comments will remain anonymous.

# Appendix B. Survey Results

Question 12: Staff development activities conducted in this system have been beneficial to me.

## Detail Report

Variable: 12

|                     |              |                     |          |
|---------------------|--------------|---------------------|----------|
| Mean - Average      | 2.928572     | No. observations    | 14       |
| Lower 95% c.i.limit | 2.573248     | No. missing values  | 0        |
| Upper 95% c.i.limit | 3.283895     | Sum of frequencies  | 14       |
| Adj sum of squares  | 4.928571     | Sum of observations | 41       |
|                     |              |                     |          |
| Standard deviation  | .6157279     | Std.error of mean   | .1645602 |
| Variance            | .3791209     | T-value for mean=0  | 17.79635 |
| Coef. of variation  | .2102486     | T prob level        | 0.0000   |
| Skewness            | 2.353759E-02 | Kurtosis            | .3023429 |

|                                 |   |                            |   |
|---------------------------------|---|----------------------------|---|
| 100- $\tilde{x}$ tile (Maximum) | 4 | 90- $\tilde{x}$ tile       | 4 |
| 75- $\tilde{x}$ tile            | 3 | 10- $\tilde{x}$ tile       | 2 |
| 50- $\tilde{x}$ tile (Median)   | 3 | Range                      | 2 |
| 25- $\tilde{x}$ tile            | 3 | 75th-25th $\tilde{x}$ tile | 0 |
| 0- $\tilde{x}$ tile (Minimum)   | 2 |                            |   |

```
-----Line Plot / Box Plot-----4
3                               2
-----a-----9-----2
-----
```

### Distribution & Histogram

Variable: 12

| Bin | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
|-----|----------|----------|-------|--------|-------|--------|-----------|
| 1   | 2        | 2.222222 | 3     | 21.4   | 3     | 21.4   | ***       |
| 2   | 2.222222 | 2.444444 | 0     | 0.0    | 3     | 21.4   | :         |
| 3   | 2.444444 | 2.666667 | 0     | 0.0    | 3     | 21.4   | :         |
| 4   | 2.666667 | 2.888889 | 0     | 0.0    | 3     | 21.4   | :         |
| 5   | 2.888889 | 3.111111 | 9     | 64.3   | 12    | 85.7   | *****     |
| 6   | 3.111111 | 3.333334 | 0     | 0.0    | 12    | 85.7   | :         |
| 7   | 3.333334 | 3.555556 | 0     | 0.0    | 12    | 85.7   | :         |
| 8   | 3.555556 | 3.777778 | 0     | 0.0    | 12    | 85.7   | :         |
| 9   | 3.777778 | 4        | 2     | 14.3   | 14    | 100.0  | **        |

Question 13: I have used instructional techniques presented in staff development sessions with success in my classroom.

### Detail Report

Variable: 13

|                     |          |                     |              |
|---------------------|----------|---------------------|--------------|
| Mean - Average      | 3.142857 | No. observations    | 14           |
| Lower 95% c.i.limit | 2.933299 | No. missing values  | 0            |
| Upper 95% c.i.limit | 3.352416 | Sum of frequencies  | 14           |
| Adj sum of squares  | 1.714286 | Sum of observations | 44           |
| Standard deviation  | .3631365 | Std.error of mean   | 9.705232E-02 |
| Variance            | .1318681 | T-value for mean=0  | 32.38312     |
| Coef. of variation  | .1155434 | T prob level        | 0.0000       |
| Skewness            | 2.294821 | Kurtosis            | 3.791667     |

|                     |   |                 |   |
|---------------------|---|-----------------|---|
| 100-%tile (Maximum) | 4 | 90-%tile        | 4 |
| 75-%tile            | 3 | 10-%tile        | 3 |
| 50-%tile (Median)   | 3 | Range           | 1 |
| 25-%tile            | 3 | 75th-25th %tile | 0 |
| 0-%tile (Minimum)   | 3 |                 |   |

3-----Line Plot / Box Plot-----4  
C 2  
a-----

### Distribution & Histogram

Variable: 13

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 3        | 3.111111 | 12    | 85.7  | 12    | 85.7  | *****     |
| 2   | 3.111111 | 3.222222 | 0     | 0.0   | 12    | 85.7  | :         |
| 3   | 3.222222 | 3.333333 | 0     | 0.0   | 12    | 85.7  | :         |
| 4   | 3.333333 | 3.444444 | 0     | 0.0   | 12    | 85.7  | :         |
| 5   | 3.444444 | 3.555556 | 0     | 0.0   | 12    | 85.7  | :         |
| 6   | 3.555556 | 3.666667 | 0     | 0.0   | 12    | 85.7  | :         |
| 7   | 3.666667 | 3.777778 | 0     | 0.0   | 12    | 85.7  | :         |
| 8   | 3.777778 | 3.888889 | 0     | 0.0   | 12    | 85.7  | :         |
| 9   | 3.888889 | 4        | 2     | 14.3  | 14    | 100.0 | **        |

Staff development activities have been a waste of my time.

## Detail Report

Variable: 14

|                     |          |                     |          |
|---------------------|----------|---------------------|----------|
| Mean - Average      | 2.071429 | No. observations    | 14       |
| Lower 95% c.i.limit | 1.542319 | No. missing values  | 0        |
| Upper 95% c.i.limit | 2.600538 | Sum of frequencies  | 14       |
| Adj sum of squares  | 10.92857 | Sum of observations | 29       |
| Standard deviation  | .9168748 | Std.error of mean   | .2450451 |
| Variance            | .8406593 | T-value for mean=0  | 8.453255 |
| Coef. of variation  | .4426292 | T prob level        | 0.0000   |
| Skewness            | 1.24036  | Kurtosis            | 1.634826 |

|                                   |   |                              |   |
|-----------------------------------|---|------------------------------|---|
| 100- $\frac{1}{2}$ tile (Maximum) | 4 | 90- $\frac{1}{2}$ tile       | 4 |
| 75- $\frac{1}{2}$ tile            | 2 | 10- $\frac{1}{2}$ tile       | 1 |
| 50- $\frac{1}{2}$ tile (Median)   | 2 | Range                        | 3 |
| 25- $\frac{1}{2}$ tile            | 2 | 75th-25th $\frac{1}{2}$ tile | 0 |
| 0- $\frac{1}{2}$ tile (Minimum)   | 1 |                              |   |

```

1-----Line Plot / Box Plot-----4
3          9          2
-----

```

## Distribution & Histogram

Variable: 14

| Bin | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
|-----|----------|----------|-------|--------|-------|--------|-----------|
| 1   | 1        | 1.333333 | 3     | 21.4   | 3     | 21.4   | ***       |
| 2   | 1.333333 | 1.666667 | 0     | 0.0    | 3     | 21.4   | :         |
| 3   | 1.666667 | 2        | 0     | 0.0    | 3     | 21.4   | :         |
| 4   | 2        | 2.333334 | 9     | 64.3   | 12    | 85.7   | *****     |
| 5   | 2.333334 | 2.666667 | 0     | 0.0    | 12    | 85.7   | :         |
| 6   | 2.666667 | 3        | 0     | 0.0    | 12    | 85.7   | :         |
| 7   | 3        | 3.333334 | 0     | 0.0    | 12    | 85.7   | :         |
| 8   | 3.333334 | 3.666667 | 0     | 0.0    | 12    | 85.7   | :         |
| 9   | 3.666667 | 4        | 2     | 14.3   | 14    | 100.0  | **        |



Question 15: I like to discuss my classroom problems with other teachers for their input and advice.

Detail Report

Variable: 15

|                                                          |           |                     |                      |
|----------------------------------------------------------|-----------|---------------------|----------------------|
| Mean - Average                                           | 3.357143  | No. observations    | 14                   |
| Lower 95% c.i.limit                                      | 2.92725   | No. missing values  | 0                    |
| Upper 95% c.i.limit                                      | 3.787036  | Sum of frequencies  | 14                   |
| Adj sum of squares                                       | 7.214286  | Sum of observations | 47                   |
| Standard deviation                                       | .7449464  | Std.error of mean   | .1990953             |
| Variance                                                 | .5549451  | T-value for mean=0  | 16.86199             |
| Coef. of variation                                       | .2218989  | T prob level        | 0.0000               |
| Skewness                                                 | -.7309982 | Kurtosis            | -.6374241            |
| Normality Test Value                                     | 1.221493  | Reject if >         | 1.305(10%) 1.572(5%) |
| 100-%tile (Maximum)                                      | 4         | 90-%tile            | 4                    |
| 75-%tile                                                 | 4         | 10-%tile            | 2                    |
| 50-%tile (Median)                                        | 3.5       | Range               | 2                    |
| 25-%tile                                                 | 3         | 75th-25th %tile     | 1                    |
| 0-%tile (Minimum)                                        | 2         |                     |                      |
| -----Line Plot / Box Plot-----                           |           |                     |                      |
| 2                                                        |           | 5                   | 7                    |
| -----[XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX]----- |           |                     |                      |

Distribution & Histogram

| Variable: 15 |          |          |       |       |       |       |           |
|--------------|----------|----------|-------|-------|-------|-------|-----------|
| Bin          | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
| 1            | 2        | 2.222222 | 2     | 14.3  | 2     | 14.3  | ::**      |
| 2            | 2.222222 | 2.444444 | 0     | 0.0   | 2     | 14.3  | :         |
| 3            | 2.444444 | 2.666667 | 0     | 0.0   | 2     | 14.3  | :         |
| 4            | 2.666667 | 2.888889 | 0     | 0.0   | 2     | 14.3  | :         |
| 5            | 2.888889 | 3.111111 | 5     | 35.7  | 7     | 50.0  | ::*****   |
| 6            | 3.111111 | 3.333334 | 0     | 0.0   | 7     | 50.0  | :         |
| 7            | 3.333334 | 3.555556 | 0     | 0.0   | 7     | 50.0  | :         |
| 8            | 3.555556 | 3.777778 | 0     | 0.0   | 7     | 50.0  | :         |
| 9            | 3.777778 | 4        | 7     | 50.0  | 14    | 100.0 | ::*****   |

Question 16: I prefer to solve my own classroom problems myself.

#### Detail Report

Variable: 16

|                      |          |                        |           |
|----------------------|----------|------------------------|-----------|
| Mean - Average       | 2.428572 | No. observations       | 14        |
| Lower 95% c.i. limit | 1.799896 | No. missing values     | 0         |
| Upper 95% c.i. limit | 3.057247 | Sum of frequencies     | 14        |
| Adj sum of squares   | 15.42857 | Sum of observations    | 34        |
| Standard deviation   | 1.08941  | Std.error of mean      | .291157   |
| Variance             | 1.186813 | T-value for mean=0     | 8.341107  |
| Coef. of variation   | .4485804 | T prob level           | 0.0000    |
| Skewness             | .2124834 | Kurtosis               | -1.123457 |
| Normality Test Value | 0.289    | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)  | 4        | 90-%tile               | 4         |
| 75-%tile             | 3        | 10-%tile               | 1         |
| 50-%tile (Median)    | 2        | Range                  | 3         |
| 25-%tile             | 2        | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)    | 1        |                        |           |

1-----Line Plot / Box Plot-----4  
 3-----5-----3-----3  
 -----XXXXXXXXXXXXXXXXXXXXXXXXXXXX]-----

#### Distribution & Histogram

Variable: 16

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 1        | 1.333333 | 3     | 21.4  | 3     | 21.4  | ***       |
| 2   | 1.333333 | 1.666667 | 0     | 0.0   | 3     | 21.4  | :         |
| 3   | 1.666667 | 2        | 0     | 0.0   | 3     | 21.4  | :         |
| 4   | 2        | 2.333334 | 5     | 35.7  | 8     | 57.1  | *****     |
| 5   | 2.333334 | 2.666667 | 0     | 0.0   | 8     | 57.1  | :         |
| 6   | 2.666667 | 3        | 0     | 0.0   | 8     | 57.1  | :         |
| 7   | 3        | 3.333334 | 3     | 21.4  | 11    | 78.6  | ***       |
| 8   | 3.333334 | 3.666667 | 0     | 0.0   | 11    | 78.6  | :         |
| 9   | 3.666667 | 4        | 3     | 21.4  | 14    | 100.0 | ***       |

Question 17: I have ample time to discuss classroom successes and problems with my peers.

# Detail Report

Variable: 17

|                     |           |                     |          |
|---------------------|-----------|---------------------|----------|
| Mean - Average      | 2.571429  | No. observations    | 14       |
| Lower 95% c.i.limit | 2.07997   | No. missing values  | 0        |
| Upper 95% c.i.limit | 3.062887  | Sum of frequencies  | 14       |
| Adj sum of squares  | 9.428572  | Sum of observations | 36       |
| Standard deviation  | .8516306  | Std.error of mean   | .2276079 |
| Variance            | .7252747  | T-value for mean=0  | 11.29763 |
| Coef. of variation  | .3311897  | T prob level        | 0.0000   |
| Skewness            | -.6938561 | Kurtosis            | .1025545 |

|                     |   |                 |   |
|---------------------|---|-----------------|---|
| 100-%tile (Maximum) | 4 | 90-%tile        | 3 |
| 75-%tile            | 3 | 10-%tile        | 1 |
| 50-%tile (Median)   | 3 | Range           | 3 |
| 25-%tile            | 2 | 75th-25th %tile | 1 |
| 0-%tile (Minimum)   | 1 |                 |   |

1-----Line Plot / Box Plot-----4  
 2-----3-----8-----1  
 -----[XXXXXXXXXXXXXXXXXXXXXXXXXXXXX]

## Distribution & Histogram

Variable: 17

| Bin | Lower    | Upper    | Count | Prct | Total | Prct  | Histogram |
|-----|----------|----------|-------|------|-------|-------|-----------|
| 1   | 1        | 1.333333 | 2     | 14.3 | 2     | 14.3  | ***       |
| 2   | 1.333333 | 1.666667 | 0     | 0.0  | 2     | 14.3  | :         |
| 3   | 1.666667 | 2        | 0     | 0.0  | 2     | 14.3  | :         |
| 4   | 2        | 2.333334 | 3     | 21.4 | 5     | 35.7  | ***       |
| 5   | 2.333334 | 2.666667 | 0     | 0.0  | 5     | 35.7  | :         |
| 6   | 2.666667 | 3        | 0     | 0.0  | 5     | 35.7  | :         |
| 7   | 3        | 3.333334 | 8     | 57.1 | 13    | 92.9  | *****     |
| 8   | 3.333334 | 3.666667 | 0     | 0.0  | 13    | 92.9  | :         |
| 9   | 3.666667 | 4        | 1     | 7.1  | 14    | 100.0 | *         |

My principal and I set instructional goals for my classroom for the year.

## Variable: 18

|                               |   |                          |   |
|-------------------------------|---|--------------------------|---|
| 100- $\bar{x}$ tile (Maximum) | 3 | 90- $\bar{x}$ tile       | 3 |
| 75- $\bar{x}$ tile            | 3 | 10- $\bar{x}$ tile       | 1 |
| 50- $\bar{x}$ tile (Median)   | 3 | Range                    | 2 |
| 25- $\bar{x}$ tile            | 2 | 75th-25th $\bar{x}$ tile | 1 |
| 0- $\bar{x}$ tile (Minimum)   | 1 |                          |   |

```
-----Line Plot / Box Plot-----
```

## Variable: 18

## APPENDIX B. SURVEY RESULTS

Question 19: My principal monitors my progress toward my instructional goals.

# Detail Report

Variable: 19

|                      |           |                        |           |
|----------------------|-----------|------------------------|-----------|
| Mean - Average       | 2.571429  | No. observations       | 14        |
| Lower 95% c.i. limit | 2.135198  | No. missing values     | 0         |
| Upper 95% c.i. limit | 3.007659  | Sum of frequencies     | 14        |
| Adj sum of squares   | 7.428571  | Sum of observations    | 36        |
| Standard deviation   | .7559289  | Std.error of mean      | .2020305  |
| Variance             | .5714286  | T-value for mean=0     | 12.72792  |
| Coef. of variation   | .2939724  | T prob level           | 0.0000    |
| Skewness             | -.2798391 | Kurtosis               | .2937063  |
| Normality Test Value | 0.151     | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)  | 4         | 90-%tile               | 3         |
| 75-%tile             | 3         | 10-%tile               | 2         |
| 50-%tile (Median)    | 3         | Range                  | 3         |
| 25-%tile             | 2         | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)    | 1         |                        |           |

1-----Line Plot / Box Plot-----4  
 1 5 7 1  
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## Distribution & Histogram

Variable: 19

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 1        | 1.333333 | 1     | 7.1   | 1     | 7.1   | :**       |
| 2   | 1.333333 | 1.666667 | 0     | 0.0   | 1     | 7.1   | :         |
| 3   | 1.666667 | 2        | 0     | 0.0   | 1     | 7.1   | :         |
| 4   | 2        | 2.333334 | 5     | 35.7  | 6     | 42.9  | :*****    |
| 5   | 2.333334 | 2.666667 | 0     | 0.0   | 6     | 42.9  | :         |
| 6   | 2.666667 | 3        | 0     | 0.0   | 6     | 42.9  | :         |
| 7   | 3        | 3.333334 | 7     | 50.0  | 13    | 92.9  | :*****    |
| 8   | 3.333334 | 3.666667 | 0     | 0.0   | 13    | 92.9  | :         |
| 9   | 3.666667 | 4        | 1     | 7.1   | 14    | 100.0 | :**       |

Question 20: I am reluctant to express my weaknesses to my principal.

## Detail Report

Variable: 20

|                      |          |                        |           |
|----------------------|----------|------------------------|-----------|
| Mean - Average       | 1.857143 | No. observations       | 14        |
| Lower 95% c.i.limit  | 1.412602 | No. missing values     | 0         |
| Upper 95% c.i.limit  | 2.301683 | Sum of frequencies     | 14        |
| Adj sum of squares   | 7.714286 | Sum of observations    | 26        |
| Standard deviation   | .7703289 | Std.error of mean      | .205879   |
| Variance             | .5934066 | T-value for mean=0     | 9.020553  |
| Coef. of variation   | .4147925 | T prob level           | 0.0000    |
| Skewness             | .2644373 | Kurtosis               | -1.123457 |
| Normality Test Value | 0.317    | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)  | 3        | 90-%tile               | 3         |
| 75-%tile             | 2        | 10-%tile               | 1         |
| 50-%tile (Median)    | 2        | Range                  | 2         |
| 25-%tile             | 1        | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)    | 1        |                        |           |

```
-----Line Plot / Box Plot-----
5                                     6
[XXXXXXXXXXXXX]                    [XXXXXXXXXX]
```

### Distribution & Histogram

Variable: 20

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 1        | 1.222222 | 5     | 35.7  | 5     | 35.7  | *****     |
| 2   | 1.222222 | 1.444444 | 0     | 0.0   | 5     | 35.7  | :         |
| 3   | 1.444444 | 1.666667 | 0     | 0.0   | 5     | 35.7  | :         |
| 4   | 1.666667 | 1.888889 | 0     | 0.0   | 5     | 35.7  | :         |
| 5   | 1.888889 | 2.111111 | 6     | 42.9  | 11    | 78.6  | *****     |
| 6   | 2.111111 | 2.333334 | 0     | 0.0   | 11    | 78.6  | :         |
| 7   | 2.333334 | 2.555556 | 0     | 0.0   | 11    | 78.6  | :         |
| 8   | 2.555556 | 2.777778 | 0     | 0.0   | 11    | 78.6  | :         |
| 9   | 2.777778 | 3        | 3     | 21.4  | 14    | 100.0 | ***       |

**Question 21:**

If I discuss my classroom problems with my principal, I am sure to find that area appearing on my evaluation as a weakness.

## Detail Report

Variable: 21

|                     |          |                     |           |
|---------------------|----------|---------------------|-----------|
| Mean - Average      | 1.357143 | No. observations    | 14        |
| Lower 95% c.i.limit | 1.070193 | No. missing values  | 0         |
| Upper 95% c.i.limit | 1.644093 | Sum of frequencies  | 14        |
| Adj sum of squares  | 3.214286 | Sum of observations | 19        |
| Standard deviation  | .4972452 | Std.error of mean   | .1328944  |
| Variance            | .2472527 | T-value for mean=0  | 10.21219  |
| Coef. of variation  | .3663912 | T prob level        | 0.0000    |
| Skewness            | .6703602 | Kurtosis            | -1.838384 |

|                          |   |                     |   |
|--------------------------|---|---------------------|---|
| 100- $\&$ tile (Maximum) | 2 | 90- $\&$ tile       | 2 |
| 75- $\&$ tile            | 2 | 10- $\&$ tile       | 1 |
| 50- $\&$ tile (Median)   | 1 | Range               | 1 |
| 25- $\&$ tile            | 1 | 75th-25th $\&$ tile | 1 |
| 0- $\&$ tile (Minimum)   | 1 |                     |   |

```

-----Line Plot / Box Plot-----
9
m

```

### Distribution & Histogram

Variable: 21

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 1        | 1.111111 | 9     | 64.3  | 9     | 64.3  | *****     |
| 2   | 1.111111 | 1.222222 | 0     | 0.0   | 9     | 64.3  | :         |
| 3   | 1.222222 | 1.333333 | 0     | 0.0   | 9     | 64.3  | :         |
| 4   | 1.333333 | 1.444444 | 0     | 0.0   | 9     | 64.3  | :         |
| 5   | 1.444444 | 1.555556 | 0     | 0.0   | 9     | 64.3  | :         |
| 6   | 1.555556 | 1.666667 | 0     | 0.0   | 9     | 64.3  | :         |
| 7   | 1.666667 | 1.777778 | 0     | 0.0   | 9     | 64.3  | :         |
| 8   | 1.777778 | 1.888889 | 0     | 0.0   | 9     | 64.3  | :         |
| 9   | 1.888889 | 2        | 5     | 35.7  | 14    | 100.0 | *****     |

Question 22: I feel that I can make changes in my classroom which will impact positively on my students' achievement.

#### Detail Report

Variable: 22

|                      |           |                        |           |
|----------------------|-----------|------------------------|-----------|
| Mean - Average       | 3.214286  | No. observations       | 14        |
| Lower 95% c.i. limit | 2.699195  | No. missing values     | 0         |
| Upper 95% c.i. limit | 3.729376  | Sum of frequencies     | 14        |
| Adj sum of squares   | 10.35714  | Sum of observations    | 45        |
| Standard deviation   | .8925824  | Std.error of mean      | .2385527  |
| Variance             | .7967033  | T-value for mean=0     | 13.47411  |
| Coef. of variation   | .2776923  | T prob level           | 0.0000    |
| Skewness             | -1.236243 | Kurtosis               | 1.656513  |
| Normality Test Value | 0.307     | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)  | 4         | 90-%tile               | 4         |
| 75-%tile             | 4         | 10-%tile               | 2         |
| 50-%tile (Median)    | 3         | Range                  | 3         |
| 25-%tile             | 3         | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)    | 1         |                        |           |

1-----Line Plot / Box Plot-----4  
 1 1 6 6  
 -----XXXXXXXXXXXXXXXXXXXXXXXXXXXXX]

#### Distribution & Histogram

Variable: 22

| Bin | Lower    | Upper    | Count | Prct | Total | Prct  | Histogram |
|-----|----------|----------|-------|------|-------|-------|-----------|
| 1   | 1        | 1.333333 | 1     | 7.1  | 1     | 7.1   | .*        |
| 2   | 1.333333 | 1.666667 | 0     | 0.0  | 1     | 7.1   | :         |
| 3   | 1.666667 | 2        | 0     | 0.0  | 1     | 7.1   | :         |
| 4   | 2        | 2.333334 | 1     | 7.1  | 2     | 14.3  | .*        |
| 5   | 2.333334 | 2.666667 | 0     | 0.0  | 2     | 14.3  | :         |
| 6   | 2.666667 | 3        | 0     | 0.0  | 2     | 14.3  | :         |
| 7   | 3        | 3.333334 | 6     | 42.9 | 8     | 57.1  | *****     |
| 8   | 3.333334 | 3.666667 | 0     | 0.0  | 8     | 57.1  | :         |
| 9   | 3.666667 | 4        | 6     | 42.9 | 14    | 100.0 | *****     |



Question 23: I often try new things with the support of my principal.

Detail Report

Variable: 23

|                                        |           |                        |           |
|----------------------------------------|-----------|------------------------|-----------|
| Mean - Average                         | 3.357143  | No. observations       | 14        |
| Lower 95% c.i.limit                    | 2.991665  | No. missing values     | 0         |
| Upper 95% c.i.limit                    | 3.722621  | Sum of frequencies     | 14        |
| Adj sum of squares                     | 5.214286  | Sum of observations    | 47        |
| Standard deviation                     | .6333237  | Std.error of mean      | .1692629  |
| Variance                               | .4010989  | T-value for mean=0     | 19.8339   |
| Coef. of variation                     | .1886496  | T prob level           | 0.0000    |
| Skewness                               | -.4325949 | Kurtosis               | -.394309  |
| Normality Test Value                   | 0.169     | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)                    | 4         | 90-%tile               | 4         |
| 75-%tile                               | 4         | 10-%tile               | 3         |
| 50-%tile (Median)                      | 3         | Range                  | 2         |
| 25-%tile                               | 3         | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)                      | 2         |                        |           |
| -----Line Plot / Box Plot-----         |           |                        |           |
| 1                                      | 7         | 6                      |           |
| XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX] |           |                        |           |

Distribution & Histogram

| Variable: 23 |          |          |       |      |       |       |           |
|--------------|----------|----------|-------|------|-------|-------|-----------|
| Bin          | Lower    | Upper    | Count | Prct | Total | Prct  | Histogram |
| 1            | 2        | 2.222222 | 1     | 7.1  | 1     | 7.1   | .*        |
| 2            | 2.222222 | 2.444444 | 0     | 0.0  | 1     | 7.1   | :         |
| 3            | 2.444444 | 2.666667 | 0     | 0.0  | 1     | 7.1   | :         |
| 4            | 2.666667 | 2.888889 | 0     | 0.0  | 1     | 7.1   | :         |
| 5            | 2.888889 | 3.111111 | 7     | 50.0 | 8     | 57.1  | :*****    |
| 6            | 3.111111 | 3.333334 | 0     | 0.0  | 8     | 57.1  | :         |
| 7            | 3.333334 | 3.555556 | 0     | 0.0  | 8     | 57.1  | :         |
| 8            | 3.555556 | 3.777778 | 0     | 0.0  | 8     | 57.1  | :         |
| 9            | 3.777778 | 4        | 6     | 42.9 | 14    | 100.0 | :*****    |

Question 24: I work in isolation from other teachers.

Detail Report

Variable: 24

|                                    |          |                        |           |
|------------------------------------|----------|------------------------|-----------|
| Mean - Average                     | 1.785714 | No. observations       | 14        |
| Lower 95% c.i.limit                | 1.270624 | No. missing values     | 0         |
| Upper 95% c.i.limit                | 2.300805 | Sum of frequencies     | 14        |
| Adj sum of squares                 | 10.35714 | Sum of observations    | 25        |
| Standard deviation                 | .8925824 | Std.error of mean      | .2385527  |
| Variance                           | .7967033 | T-value for mean=0     | 7.485619  |
| Coef. of variation                 | .4998461 | T prob level           | 0.0000    |
| Skewness                           | 1.236243 | Kurtosis               | 1.656513  |
| Normality Test Value               | 0.307    | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)                | 4        | 90-%tile               | 3         |
| 75-%tile                           | 2        | 10-%tile               | 1         |
| 50-%tile (Median)                  | 2        | Range                  | 3         |
| 25-%tile                           | 1        | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)                  | 1        |                        |           |
| -----Line Plot / Box Plot-----     |          |                        |           |
| 1                                  | 6        | 1                      | 4         |
| 6                                  | 6        | 1                      | 1         |
| [XXXXXXXXXXXXXXXXXXXXXaXXXXXX----- |          |                        |           |

Distribution & Histogram

|              |          |       |        |       |        |           |  |
|--------------|----------|-------|--------|-------|--------|-----------|--|
| Variable: 24 |          |       |        |       |        |           |  |
| Bin Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |  |
| 1 1          | 1.333333 | 6     | 42.9   | 6     | 42.9   | :*****    |  |
| 2 1.333333   | 1.666667 | 0     | 0.0    | 6     | 42.9   | :         |  |
| 3 1.666667   | 2        | 0     | 0.0    | 6     | 42.9   | :         |  |
| 4 2          | 2.333334 | 6     | 42.9   | 12    | 85.7   | :*****    |  |
| 5 2.333334   | 2.666667 | 0     | 0.0    | 12    | 85.7   | :         |  |
| 6 2.666667   | 3        | 0     | 0.0    | 12    | 85.7   | :         |  |
| 7 3          | 3.333334 | 1     | 7.1    | 13    | 92.9   | :*        |  |
| 8 3.333334   | 3.666667 | 0     | 0.0    | 13    | 92.9   | :         |  |
| 9 3.666667   | 4        | 1     | 7.1    | 14    | 100.0  | :*        |  |

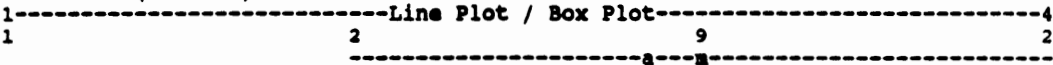
Question 25: In my school, teachers collaborate to solve shared problems.

Detail Report

Variable: 25

|                     |           |                     |          |
|---------------------|-----------|---------------------|----------|
| Mean - Average      | 2.857143  | No. observations    | 14       |
| Lower 95% c.i.limit | 2.412602  | No. missing values  | 0        |
| Upper 95% c.i.limit | 3.301683  | Sum of frequencies  | 14       |
| Adj sum of squares  | 7.714286  | Sum of observations | 40       |
| Standard deviation  | .7703289  | Std.error of mean   | .205879  |
| Variance            | .5934066  | T-value for mean=0  | 13.87777 |
| Coef. of variation  | .2696151  | T prob level        | 0.0000   |
| Skewness            | -.9135107 | Kurtosis            | 1.855406 |

|                     |   |                 |   |
|---------------------|---|-----------------|---|
| 100-%tile (Maximum) | 4 | 90-%tile        | 4 |
| 75-%tile            | 3 | 10-%tile        | 2 |
| 50-%tile (Median)   | 3 | Range           | 3 |
| 25-%tile            | 3 | 75th-25th %tile | 0 |
| 0-%tile (Minimum)   | 1 |                 |   |



Distribution & Histogram

Variable: 25

| Bin | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
|-----|----------|----------|-------|--------|-------|--------|-----------|
| 1   | 1        | 1.333333 | 1     | 7.1    | 1     | 7.1    | .*        |
| 2   | 1.333333 | 1.666667 | 0     | 0.0    | 1     | 7.1    | :         |
| 3   | 1.666667 | 2        | 0     | 0.0    | 1     | 7.1    | :         |
| 4   | 2        | 2.333334 | 2     | 14.3   | 3     | 21.4   | .**       |
| 5   | 2.333334 | 2.666667 | 0     | 0.0    | 3     | 21.4   | :         |
| 6   | 2.666667 | 3        | 0     | 0.0    | 3     | 21.4   | :         |
| 7   | 3        | 3.333334 | 9     | 64.3   | 12    | 85.7   | *****     |
| 8   | 3.333334 | 3.666667 | 0     | 0.0    | 12    | 85.7   | :         |
| 9   | 3.666667 | 4        | 2     | 14.3   | 14    | 100.0  | .**       |

Question 26: I feel that I have adequate technical knowledge to make instructional decisions.

Detail Report

Variable: 26

|                     |           |                     |           |
|---------------------|-----------|---------------------|-----------|
| Mean - Average      | 3.285714  | No. observations    | 14        |
| Lower 95% c.i.limit | 2.932975  | No. missing values  | 0         |
| Upper 95% c.i.limit | 3.638454  | Sum of frequencies  | 14        |
| Adj sum of squares  | 4.857143  | Sum of observations | 46        |
| Standard deviation  | .6112499  | Std.error of mean   | .1633634  |
| Variance            | .3736264  | T-value for mean=0  | 20.11292  |
| Coef. of variation  | .1860326  | T prob level        | 0.0000    |
| Skewness            | -.1924697 | Kurtosis            | -.2576282 |

|                     |   |                 |   |
|---------------------|---|-----------------|---|
| 100-%tile (Maximum) | 4 | 90-%tile        | 4 |
| 75-%tile            | 4 | 10-%tile        | 3 |
| 50-%tile (Median)   | 3 | Range           | 2 |
| 25-%tile            | 3 | 75th-25th %tile | 1 |
| 0-%tile (Minimum)   | 2 |                 |   |

2-----Line Plot / Box Plot-----4  
1 8 5  
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Distribution & Histogram

Variable: 26

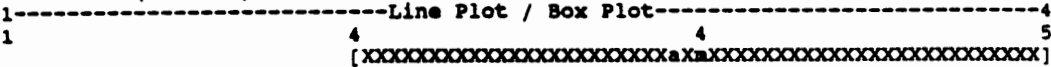
| Bin Lower  | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|------------|----------|-------|-------|-------|-------|-----------|
| 1 2        | 2.222222 | 1     | 7.1   | 1     | 7.1   | .*        |
| 2 2.222222 | 2.444444 | 0     | 0.0   | 1     | 7.1   | :         |
| 3 2.444444 | 2.666667 | 0     | 0.0   | 1     | 7.1   | :         |
| 4 2.666667 | 2.888889 | 0     | 0.0   | 1     | 7.1   | :         |
| 5 2.888889 | 3.111111 | 8     | 57.1  | 9     | 64.3  | :*****    |
| 6 3.111111 | 3.333334 | 0     | 0.0   | 9     | 64.3  | :         |
| 7 3.333334 | 3.555556 | 0     | 0.0   | 9     | 64.3  | :         |
| 8 3.555556 | 3.777778 | 0     | 0.0   | 9     | 64.3  | :         |
| 9 3.777778 | 4        | 5     | 35.7  | 14    | 100.0 | :*****    |

Question 27: I often receive feedback from my principal regarding my performance.

Detail Report

Variable: 27

|                      |           |                     |                      |
|----------------------|-----------|---------------------|----------------------|
| Mean - Average       | 2.928572  | No. observations    | 14                   |
| Lower 95% c.i.limit  | 2.35308   | No. missing values  | 0                    |
| Upper 95% c.i.limit  | 3.504063  | Sum of frequencies  | 14                   |
| Adj sum of squares   | 12.92857  | Sum of observations | 41                   |
| Standard deviation   | .997249   | Std.error of mean   | .266526              |
| Variance             | .9945055  | T-value for mean=0  | 10.98794             |
| Coef. of variation   | .3405241  | T prob level        | 0.0000               |
| Skewness             | -.3822671 | Kurtosis            | -.9459307            |
| Normality Test Value | 0.487     | Reject if >         | 1.305(10%) 1.572(5%) |
| 100-%tile (Maximum)  | 4         | 90-%tile            | 4                    |
| 75-%tile             | 4         | 10-%tile            | 2                    |
| 50-%tile (Median)    | 3         | Range               | 3                    |
| 25-%tile             | 2         | 75th-25th %tile     | 2                    |
| 0-%tile (Minimum)    | 1         |                     |                      |



Distribution & Histogram

| Variable: 27 |          |          |       |        |       |        |           |
|--------------|----------|----------|-------|--------|-------|--------|-----------|
| Bin          | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
| 1            | 1        | 1.333333 | 1     | 7.1    | 1     | 7.1    | .*        |
| 2            | 1.333333 | 1.666667 | 0     | 0.0    | 1     | 7.1    | :         |
| 3            | 1.666667 | 2        | 0     | 0.0    | 1     | 7.1    | :         |
| 4            | 2        | 2.333334 | 4     | 28.6   | 5     | 35.7   | :****     |
| 5            | 2.333334 | 2.666667 | 0     | 0.0    | 5     | 35.7   | :         |
| 6            | 2.666667 | 3        | 0     | 0.0    | 5     | 35.7   | :         |
| 7            | 3        | 3.333334 | 4     | 28.6   | 9     | 64.3   | :****     |
| 8            | 3.333334 | 3.666667 | 0     | 0.0    | 9     | 64.3   | :         |
| 9            | 3.666667 | 4        | 5     | 35.7   | 14    | 100.0  | :*****    |

Question 28: I have plenty of instructional resources.

Detail Report

Variable: 28

|                                           |          |                        |           |
|-------------------------------------------|----------|------------------------|-----------|
| Mean - Average                            | 2.642857 | No. observations       | 14        |
| Lower 95% c.i. limit                      | 2.212964 | No. missing values     | 0         |
| Upper 95% c.i. limit                      | 3.07275  | Sum of frequencies     | 14        |
| Adj sum of squares                        | 7.214286 | Sum of observations    | 37        |
| Standard deviation                        | .7449464 | Std.error of mean      | .1990953  |
| Variance                                  | .5549451 | T-value for mean=0     | 13.27433  |
| Coef. of variation                        | .2818716 | T prob level           | 0.0000    |
| Skewness                                  | .7309982 | Kurtosis               | -.6374241 |
| Normality Test Value                      | 1.221493 | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)                       | 4        | 90-%tile               | 4         |
| 75-%tile                                  | 3        | 10-%tile               | 2         |
| 50-%tile (Median)                         | 2.5      | Range                  | 2         |
| 25-%tile                                  | 2        | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)                         | 2        |                        |           |
| -----Line Plot / Box Plot-----            |          |                        |           |
| 2                                         |          |                        | 4         |
| 7                                         |          | 5                      | 2         |
| [XXXXXXXXXXXXXXXXXXXXaXXXXXXXXXXXXX]----- |          |                        |           |

Distribution & Histogram

Variable: 28

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 2        | 2.222222 | 7     | 50.0  | 7     | 50.0  | :*****    |
| 2   | 2.222222 | 2.444444 | 0     | 0.0   | 7     | 50.0  | :         |
| 3   | 2.444444 | 2.666667 | 0     | 0.0   | 7     | 50.0  | :         |
| 4   | 2.666667 | 2.888889 | 0     | 0.0   | 7     | 50.0  | :         |
| 5   | 2.888889 | 3.111111 | 5     | 35.7  | 12    | 85.7  | :*****    |
| 6   | 3.111111 | 3.333334 | 0     | 0.0   | 12    | 85.7  | :         |
| 7   | 3.333334 | 3.555556 | 0     | 0.0   | 12    | 85.7  | :         |
| 8   | 3.555556 | 3.777778 | 0     | 0.0   | 12    | 85.7  | :         |
| 9   | 3.777778 | 4        | 2     | 14.3  | 14    | 100.0 | :**       |

**Question 29:**

My students are capable of learning.

## Detail Report

Variable: 29

|                     |           |                     |          |
|---------------------|-----------|---------------------|----------|
| Mean - Average      | 3.5       | No. observations    | 14       |
| Lower 95% c.i.limit | 3.124643  | No. missing values  | 0        |
| Upper 95% c.i.limit | 3.875357  | Sum of frequencies  | 14       |
| Adj sum of squares  | 5.5       | Sum of observations | 49       |
| Standard deviation  | .6504436  | Std.error of mean   | .1738384 |
| Variance            | .4230769  | T-value for mean=0  | 20.13364 |
| Coef. of variation  | .185841   | T prob level        | 0.0000   |
| Skewness            | -.9783533 | Kurtosis            | .1758077 |

|                                |   |                           |   |
|--------------------------------|---|---------------------------|---|
| 100- <del>tile</del> (Maximum) | 4 | 90- <del>tile</del>       | 4 |
| 75- <del>tile</del>            | 4 | 10- <del>tile</del>       | 3 |
| 50- <del>tile</del> (Median)   | 4 | Range                     | 2 |
| 25- <del>tile</del>            | 3 | 75th-25th <del>tile</del> | 1 |
| 0- <del>tile</del> (Minimum)   | 2 |                           |   |

```
-----Line Plot / Box Plot-----
```

### Distribution & Histogram

Variable: 29

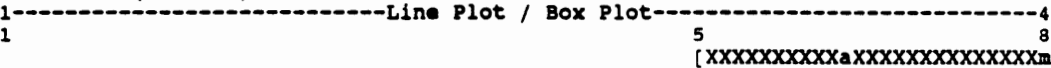
| Bin | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
|-----|----------|----------|-------|--------|-------|--------|-----------|
| 1   | 2        | 2.222222 | 1     | 7.1    | 1     | 7.1    | *         |
| 2   | 2.222222 | 2.444444 | 0     | 0.0    | 1     | 7.1    | :         |
| 3   | 2.444444 | 2.666667 | 0     | 0.0    | 1     | 7.1    | :         |
| 4   | 2.666667 | 2.888889 | 0     | 0.0    | 1     | 7.1    | :         |
| 5   | 2.888889 | 3.111111 | 5     | 35.7   | 6     | 42.9   | *****     |
| 6   | 3.111111 | 3.333334 | 0     | 0.0    | 6     | 42.9   | :         |
| 7   | 3.333334 | 3.555556 | 0     | 0.0    | 6     | 42.9   | :         |
| 8   | 3.555556 | 3.777778 | 0     | 0.0    | 6     | 42.9   | :         |
| 9   | 3.777778 | 4        | 8     | 57.1   | 14    | 100.0  | *****     |

Question 30: I feel rewarded when my students succeed in learning a task.

Detail Report

Variable: 30

|                     |           |                     |          |
|---------------------|-----------|---------------------|----------|
| Mean - Average      | 3.428572  | No. observations    | 14       |
| Lower 95% c.i.limit | 2.937113  | No. missing values  | 0        |
| Upper 95% c.i.limit | 3.92003   | Sum of frequencies  | 14       |
| Adj sum of squares  | 9.428572  | Sum of observations | 48       |
| Standard deviation  | .8516306  | Std.error of mean   | .2276079 |
| Variance            | .7252747  | T-value for mean=0  | 15.0635  |
| Coef. of variation  | .2483923  | T prob level        | 0.0000   |
| Skewness            | -1.921448 | Kurtosis            | 4.489607 |
| 100-%tile (Maximum) | 4         | 90-%tile            | 4        |
| 75-%tile            | 4         | 10-%tile            | 3        |
| 50-%tile (Median)   | 4         | Range               | 3        |
| 25-%tile            | 3         | 75th-25th %tile     | 1        |
| 0-%tile (Minimum)   | 1         |                     |          |



Distribution & Histogram

| Variable: 30 |          |          |       |        |       |        |           |
|--------------|----------|----------|-------|--------|-------|--------|-----------|
| Bin          | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
| 1            | 1        | 1.333333 | 1     | 7.1    | 1     | 7.1    | .*        |
| 2            | 1.333333 | 1.666667 | 0     | 0.0    | 1     | 7.1    | :         |
| 3            | 1.666667 | 2        | 0     | 0.0    | 1     | 7.1    | :         |
| 4            | 2        | 2.333334 | 0     | 0.0    | 1     | 7.1    | :         |
| 5            | 2.333334 | 2.666667 | 0     | 0.0    | 1     | 7.1    | :         |
| 6            | 2.666667 | 3        | 0     | 0.0    | 1     | 7.1    | :         |
| 7            | 3        | 3.333334 | 5     | 35.7   | 6     | 42.9   | :*****    |
| 8            | 3.333334 | 3.666667 | 0     | 0.0    | 6     | 42.9   | :         |
| 9            | 3.666667 | 4        | 8     | 57.1   | 14    | 100.0  | :*****    |



Question 31: I feel pressured to conform to what my principal and other teachers expect of me.

## Detail Report

Variable: 31

|                      |          |                     |           |
|----------------------|----------|---------------------|-----------|
| Mean - Average       | 1.714286 | No. observations    | 14        |
| Lower 95% c.i. limit | 1.361546 | No. missing values  | 0         |
| Upper 95% c.i. limit | 2.067025 | Sum of frequencies  | 14        |
| Adj sum of squares   | 4.857143 | Sum of observations | 24        |
| Standard deviation   | .6112499 | Std.error of mean   | .1633634  |
| Variance             | .3736264 | T-value for mean=0  | 10.4937   |
| Coef. of variation   | .3565624 | T prob level        | 0.0000    |
| Skewness             | .1924697 | Kurtosis            | -.2576282 |

|                                |   |                           |   |
|--------------------------------|---|---------------------------|---|
| 100- <del>tile</del> (Maximum) | 3 | 90- <del>tile</del>       | 2 |
| 75- <del>tile</del>            | 2 | 10- <del>tile</del>       | 1 |
| 50- <del>tile</del> (Median)   | 2 | Range                     | 2 |
| 25- <del>tile</del>            | 1 | 75th-25th <del>tile</del> | 1 |
| 0- <del>tile</del> (Minimum)   | 1 |                           |   |

```

-----Line Plot / Box Plot-----
5                                     8
[XXXXXXXXXXXXXXXXXXXXXXXXXXXXXaXXXXXXXXXXXX]

```

## Distribution & Histogram

Variable: 31

| Bin | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
|-----|----------|----------|-------|--------|-------|--------|-----------|
| 1   | 1        | 1.222222 | 5     | 35.7   | 5     | 35.7   | :*****    |
| 2   | 1.222222 | 1.444444 | 0     | 0.0    | 5     | 35.7   | :         |
| 3   | 1.444444 | 1.666667 | 0     | 0.0    | 5     | 35.7   | :         |
| 4   | 1.666667 | 1.888889 | 0     | 0.0    | 5     | 35.7   | :         |
| 5   | 1.888889 | 2.111111 | 8     | 57.1   | 13    | 92.9   | :*****    |
| 6   | 2.111111 | 2.333334 | 0     | 0.0    | 13    | 92.9   | :         |
| 7   | 2.333334 | 2.555556 | 0     | 0.0    | 13    | 92.9   | :         |
| 8   | 2.555556 | 2.777778 | 0     | 0.0    | 13    | 92.9   | :         |
| 9   | 2.777778 | 3        | 1     | 7.1    | 14    | 100.0  | :*        |

Question 32: I feel that my opinions are valued by others.

Detail Report

Variable: 32

|                     |              |                     |              |
|---------------------|--------------|---------------------|--------------|
| Mean - Average      | 3.071429     | No. observations    | 14           |
| Lower 95% c.i.limit | 2.917198     | No. missing values  | 0            |
| Upper 95% c.i.limit | 3.225659     | Sum of frequencies  | 14           |
| Adj sum of squares  | .9285714     | Sum of observations | 43           |
| Standard deviation  | .2672612     | Std.error of mean   | 7.142858E-02 |
| Variance            | 7.142858E-02 | T-value for mean=0  | 43           |
| Coef. of variation  | 8.701529E-02 | T prob level        | 0.0000       |
| Skewness            | 3.741658     | Kurtosis            | 14           |
| 100-%tile (Maximum) | 4            | 90-%tile            | 3            |
| 75-%tile            | 3            | 10-%tile            | 3            |
| 50-%tile (Median)   | 3            | Range               | 1            |
| 25-%tile            | 3            | 75th-25th %tile     | 0            |
| 0-%tile (Minimum)   | 3            |                     |              |

-----Line Plot / Box Plot-----4  
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Distribution & Histogram

Variable: 32

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 3        | 3.111111 | 13    | 92.9  | 13    | 92.9  | *****     |
| 2   | 3.111111 | 3.222222 | 0     | 0.0   | 13    | 92.9  | :         |
| 3   | 3.222222 | 3.333333 | 0     | 0.0   | 13    | 92.9  | :         |
| 4   | 3.333333 | 3.444444 | 0     | 0.0   | 13    | 92.9  | :         |
| 5   | 3.444444 | 3.555556 | 0     | 0.0   | 13    | 92.9  | :         |
| 6   | 3.555556 | 3.666667 | 0     | 0.0   | 13    | 92.9  | :         |
| 7   | 3.666667 | 3.777778 | 0     | 0.0   | 13    | 92.9  | :         |
| 8   | 3.777778 | 3.888889 | 0     | 0.0   | 13    | 92.9  | :         |
| 9   | 3.888889 | 4        | 1     | 7.1   | 14    | 100.0 | :*        |

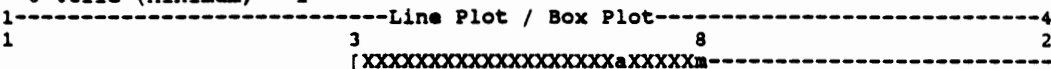
Question 33: I find college courses helpful in improving my classroom effectiveness.

Detail Report

Variable: 33

|                     |           |                     |          |
|---------------------|-----------|---------------------|----------|
| Mean - Average      | 2.785714  | No. observations    | 14       |
| Lower 95% c.i.limit | 2.323022  | No. missing values  | 0        |
| Upper 95% c.i.limit | 3.248407  | Sum of frequencies  | 14       |
| Adj sum of squares  | 8.357142  | Sum of observations | 39       |
| Standard deviation  | .8017837  | Std.error of mean   | .2142857 |
| Variance            | .6428571  | T-value for mean=0  | 13       |
| Coef. of variation  | .2878198  | T prob level        | 0.0000   |
| Skewness            | -.6076196 | Kurtosis            | .8013468 |

|                     |   |                 |   |
|---------------------|---|-----------------|---|
| 100-%tile (Maximum) | 4 | 90-%tile        | 4 |
| 75-%tile            | 3 | 10-%tile        | 2 |
| 50-%tile (Median)   | 3 | Range           | 3 |
| 25-%tile            | 2 | 75th-25th %tile | 1 |
| 0-%tile (Minimum)   | 1 |                 |   |



Distribution & Histogram

Variable: 33

| Bin | Lower    | Upper    | Count | Prct | Total | Prct  | Histogram |
|-----|----------|----------|-------|------|-------|-------|-----------|
| 1   | 1        | 1.333333 | 1     | 7.1  | 1     | 7.1   | .*        |
| 2   | 1.333333 | 1.666667 | 0     | 0.0  | 1     | 7.1   | :         |
| 3   | 1.666667 | 2        | 0     | 0.0  | 1     | 7.1   | :         |
| 4   | 2        | 2.333334 | 3     | 21.4 | 4     | 28.6  | ***       |
| 5   | 2.333334 | 2.666667 | 0     | 0.0  | 4     | 28.6  | :         |
| 6   | 2.666667 | 3        | 0     | 0.0  | 4     | 28.6  | :         |
| 7   | 3        | 3.333334 | 8     | 57.1 | 12    | 85.7  | *****     |
| 8   | 3.333334 | 3.666667 | 0     | 0.0  | 12    | 85.7  | :         |
| 9   | 3.666667 | 4        | 2     | 14.3 | 14    | 100.0 | **        |

Question 34: I have been responsible for my professional growth.

Detail Report

Variable: 34

|                     |           |                     |           |
|---------------------|-----------|---------------------|-----------|
| Mean - Average      | 3.285714  | No. observations    | 14        |
| Lower 95% c.i.limit | 2.932975  | No. missing values  | 0         |
| Upper 95% c.i.limit | 3.638454  | Sum of frequencies  | 14        |
| Adj sum of squares  | 4.857143  | Sum of observations | 46        |
| Standard deviation  | .6112499  | Std.error of mean   | .1633634  |
| Variance            | .3736264  | T-value for mean=0  | 20.11292  |
| Coef. of variation  | .1860326  | T prob level        | 0.0000    |
| Skewness            | -.1924697 | Kurtosis            | -.2576282 |
| 100-%tile (Maximum) | 4         | 90-%tile            | 4         |
| 75-%tile            | 4         | 10-%tile            | 3         |
| 50-%tile (Median)   | 3         | Range               | 2         |
| 25-%tile            | 3         | 75th-25th %tile     | 1         |
| 0-%tile (Minimum)   | 2         |                     |           |

-----Line Plot / Box Plot-----  
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Distribution & Histogram

|              |          |          |       |      |       |       |           |
|--------------|----------|----------|-------|------|-------|-------|-----------|
| Variable: 34 |          |          |       |      |       |       |           |
| Bin          | Lower    | Upper    | Count | Prct | Total | Prct  | Histogram |
| 1            | 2        | 2.222222 | 1     | 7.1  | 1     | 7.1   | *         |
| 2            | 2.222222 | 2.444444 | 0     | 0.0  | 1     | 7.1   | :         |
| 3            | 2.444444 | 2.666667 | 0     | 0.0  | 1     | 7.1   | :         |
| 4            | 2.666667 | 2.888889 | 0     | 0.0  | 1     | 7.1   | :         |
| 5            | 2.888889 | 3.111111 | 8     | 57.1 | 9     | 64.3  | :*****    |
| 6            | 3.111111 | 3.333334 | 0     | 0.0  | 9     | 64.3  | :         |
| 7            | 3.333334 | 3.555556 | 0     | 0.0  | 9     | 64.3  | :         |
| 8            | 3.555556 | 3.777778 | 0     | 0.0  | 9     | 64.3  | :         |
| 9            | 3.777778 | 4        | 5     | 35.7 | 14    | 100.0 | :*****    |

Question 35: I have been influenced by others to strive for professional growth.

Detail Report

Variable: 35

|                                                 |           |                        |           |
|-------------------------------------------------|-----------|------------------------|-----------|
| Mean - Average                                  | 3.071429  | No. observations       | 14        |
| Lower 95% c.i.limit                             | 2.650134  | No. missing values     | 0         |
| Upper 95% c.i.limit                             | 3.492723  | Sum of frequencies     | 14        |
| Adj sum of squares                              | 6.928571  | Sum of observations    | 43        |
| Standard deviation                              | .7300459  | Std.error of mean      | .195113   |
| Variance                                        | .532967   | T-value for mean=0     | 15.7418   |
| Coef. of variation                              | .2376894  | T prob level           | 0.0000    |
| Skewness                                        | -.1129713 | Kurtosis               | -.8563754 |
| Normality Test Value                            | 0.169     | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)                             | 4         | 90-%tile               | 4         |
| 75-%tile                                        | 4         | 10-%tile               | 2         |
| 50-%tile (Median)                               | 3         | Range                  | 2         |
| 25-%tile                                        | 3         | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)                               | 2         |                        |           |
| -----Line Plot / Box Plot-----                  |           |                        |           |
| 2                                               |           | 7                      | 4         |
| 3                                               |           |                        |           |
| -----mXXaXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX] |           |                        |           |

Distribution & Histogram

Variable: 35

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 2        | 2.222222 | 3     | 21.4  | 3     | 21.4  | :***      |
| 2   | 2.222222 | 2.444444 | 0     | 0.0   | 3     | 21.4  | :         |
| 3   | 2.444444 | 2.666667 | 0     | 0.0   | 3     | 21.4  | :         |
| 4   | 2.666667 | 2.888889 | 0     | 0.0   | 3     | 21.4  | :         |
| 5   | 2.888889 | 3.111111 | 7     | 50.0  | 10    | 71.4  | :*****    |
| 6   | 3.111111 | 3.333334 | 0     | 0.0   | 10    | 71.4  | :         |
| 7   | 3.333334 | 3.555556 | 0     | 0.0   | 10    | 71.4  | :         |
| 8   | 3.555556 | 3.777778 | 0     | 0.0   | 10    | 71.4  | :         |
| 9   | 3.777778 | 4        | 4     | 28.6  | 14    | 100.0 | :****     |

Question 36: I am often confused when I encounter new situations in the classroom.

## Detail Report

Variable: 36

|                      |          |                        |           |
|----------------------|----------|------------------------|-----------|
| Mean - Average       | 1.642857 | No. observations       | 14        |
| Lower 95% c.i.limit  | 1.277379 | No. missing values     | 0         |
| Upper 95% c.i.limit  | 2.008335 | Sum of frequencies     | 14        |
| Adj sum of squares   | 5.214286 | Sum of observations    | 23        |
| Standard deviation   | .6333237 | Std.error of mean      | .1692629  |
| Variance             | .4010989 | T-value for mean=0     | 9.705951  |
| Coef. of variation   | .3855014 | T prob level           | 0.0000    |
| Skewness             | .4325949 | Kurtosis               | -.394309  |
| Normality Test Value | 0.169    | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)  | 3        | 90-%tile               | 2         |
| 75-%tile             | 2        | 10-%tile               | 1         |
| 50-%tile (Median)    | 2        | Range                  | 2         |
| 25-%tile             | 1        | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)    | 1        |                        |           |

```
-----Line Plot / Box Plot-----
6                                     7
[XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXaXXXXXXXXXXXXXXXXXXXX
```

### Distribution & Histogram

Variable: 36

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 1        | 1.222222 | 6     | 42.9  | 6     | 42.9  | :*****    |
| 2   | 1.222222 | 1.444444 | 0     | 0.0   | 6     | 42.9  | :         |
| 3   | 1.444444 | 1.666667 | 0     | 0.0   | 6     | 42.9  | :         |
| 4   | 1.666667 | 1.888889 | 0     | 0.0   | 6     | 42.9  | :         |
| 5   | 1.888889 | 2.111111 | 7     | 50.0  | 13    | 92.9  | :*****    |
| 6   | 2.111111 | 2.333334 | 0     | 0.0   | 13    | 92.9  | :         |
| 7   | 2.333334 | 2.555556 | 0     | 0.0   | 13    | 92.9  | :         |
| 8   | 2.555556 | 2.777778 | 0     | 0.0   | 13    | 92.9  | :         |
| 9   | 2.777778 | 3        | 1     | 7.1   | 14    | 100.0 | :*        |

Question 37: Teachers in my school are called upon to help the principal make decisions.

Detail Report

Variable: 37

|                     |           |                     |          |
|---------------------|-----------|---------------------|----------|
| Mean - Average      | 2.928572  | No. observations    | 14       |
| Lower 95% c.i.limit | 2.507277  | No. missing values  | 0        |
| Upper 95% c.i.limit | 3.349866  | Sum of frequencies  | 14       |
| Adj sum of squares  | 6.928571  | Sum of observations | 41       |
| Standard deviation  | .7300459  | Std.error of mean   | .195113  |
| Variance            | .532967   | T-value for mean=0  | 15.00962 |
| Coef. of variation  | .249284   | T prob level        | 0.0000   |
| Skewness            | -1.270927 | Kurtosis            | 3.574972 |

|                     |   |                 |   |
|---------------------|---|-----------------|---|
| 100-%tile (Maximum) | 4 | 90-%tile        | 4 |
| 75-%tile            | 3 | 10-%tile        | 2 |
| 50-%tile (Median)   | 3 | Range           | 3 |
| 25-%tile            | 3 | 75th-25th %tile | 0 |
| 0-%tile (Minimum)   | 1 |                 |   |

-----Line Plot / Box Plot-----  
1 1 1 A 2  
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Distribution & Histogram

| Variable: 37 |          |          |       |       |       |       |           |
|--------------|----------|----------|-------|-------|-------|-------|-----------|
| Bin          | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
| 1            | 1        | 1.333333 | 1     | 7.1   | 1     | 7.1   | .*        |
| 2            | 1.333333 | 1.666667 | 0     | 0.0   | 1     | 7.1   | :         |
| 3            | 1.666667 | 2        | 0     | 0.0   | 1     | 7.1   | :         |
| 4            | 2        | 2.333334 | 1     | 7.1   | 2     | 14.3  | .*        |
| 5            | 2.333334 | 2.666667 | 0     | 0.0   | 2     | 14.3  | :         |
| 6            | 2.666667 | 3        | 0     | 0.0   | 2     | 14.3  | :         |
| 7            | 3        | 3.333334 | 10    | 71.4  | 12    | 85.7  | *****     |
| 8            | 3.333334 | 3.666667 | 0     | 0.0   | 12    | 85.7  | :         |
| 9            | 3.666667 | 4        | 2     | 14.3  | 14    | 100.0 | **        |

**Question 38:**

My principal discusses my evaluation with me to my satisfaction.

## Detail Report

Variable: 38

|                      |           |                        |           |
|----------------------|-----------|------------------------|-----------|
| Mean - Average       | 3.071429  | No. observations       | 14        |
| Lower 95% c.i.limit  | 2.542319  | No. missing values     | 0         |
| Upper 95% c.i.limit  | 3.600538  | Sum of frequencies     | 14        |
| Adj sum of squares   | 10.92857  | Sum of observations    | 43        |
| Standard deviation   | .9168748  | Std.error of mean      | .2450451  |
| Variance             | .8406593  | T-value for mean=0     | 12.53414  |
| Coef. of variation   | .2985174  | T prob level           | 0.0000    |
| Skewness             | -.8554208 | Kurtosis               | .4474037  |
| Normality Test Value | 0.307     | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)  | 4         | 90-%tile               | 4         |
| 75-%tile             | 4         | 10-%tile               | 2         |
| 50-%tile (Median)    | 3         | Range                  | 3         |
| 25-%tile             | 3         | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)    | 1         |                        |           |

```

1-----Line Plot / Box Plot-----4
1                2                6
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```

## Distribution & Histogram

Variable: 38

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 1        | 1.333333 | 1     | 7.1   | 1     | 7.1   | 1 *       |
| 2   | 1.333333 | 1.666667 | 0     | 0.0   | 1     | 7.1   | 1 :       |
| 3   | 1.666667 | 2        | 0     | 0.0   | 1     | 7.1   | 1 :       |
| 4   | 2        | 2.333334 | 2     | 14.3  | 3     | 21.4  | 3 **      |
| 5   | 2.333334 | 2.666667 | 0     | 0.0   | 3     | 21.4  | 3 :       |
| 6   | 2.666667 | 3        | 0     | 0.0   | 3     | 21.4  | 3 :       |
| 7   | 3        | 3.333334 | 6     | 42.9  | 9     | 64.3  | 9 *****   |
| 8   | 3.333334 | 3.666667 | 0     | 0.0   | 9     | 64.3  | 9 :       |
| 9   | 3.666667 | 4        | 5     | 35.7  | 14    | 100.0 | 14 *****  |



Question 39: I set my own instructional goals for the year.

Detail Report

Variable: 39

|                     |           |                     |           |
|---------------------|-----------|---------------------|-----------|
| Mean - Average      | 3.285714  | No. observations    | 14        |
| Lower 95% c.i.limit | 2.932975  | No. missing values  | 0         |
| Upper 95% c.i.limit | 3.638454  | Sum of frequencies  | 14        |
| Adj sum of squares  | 4.857143  | Sum of observations | 46        |
| Standard deviation  | .6112499  | Std.error of mean   | .1633634  |
| Variance            | .3736264  | T-value for mean=0  | 20.11292  |
| Coef. of variation  | .1860326  | T prob level        | 0.0000    |
| Skewness            | -.1924697 | Kurtosis            | -.2576282 |
| 100-%tile (Maximum) | 4         | 90-%tile            | 4         |
| 75-%tile            | 4         | 10-%tile            | 3         |
| 50-%tile (Median)   | 3         | Range               | 2         |
| 25-%tile            | 3         | 75th-25th %tile     | 1         |
| 0-%tile (Minimum)   | 2         |                     |           |

2-----Line Plot / Box Plot-----4  
1 8 5  
mXXXXXXXXXXaXXXXXXXXXXXXXXXXXXXXXXXXXXXXX]

Distribution & Histogram

|              |          |          |       |       |       |       |           |       |
|--------------|----------|----------|-------|-------|-------|-------|-----------|-------|
| Variable: 39 |          |          |       |       |       |       |           |       |
| Bin          | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |       |
| 1            | 2        | 2.222222 | 1     | 7.1   | 1     | 7.1   | :         | *     |
| 2            | 2.222222 | 2.444444 | 0     | 0.0   | 1     | 7.1   | :         |       |
| 3            | 2.444444 | 2.666667 | 0     | 0.0   | 1     | 7.1   | :         |       |
| 4            | 2.666667 | 2.888889 | 0     | 0.0   | 1     | 7.1   | :         |       |
| 5            | 2.888889 | 3.111111 | 8     | 57.1  | 9     | 64.3  | :         | ***** |
| 6            | 3.111111 | 3.333334 | 0     | 0.0   | 9     | 64.3  | :         |       |
| 7            | 3.333334 | 3.555556 | 0     | 0.0   | 9     | 64.3  | :         |       |
| 8            | 3.555556 | 3.777778 | 0     | 0.0   | 9     | 64.3  | :         |       |
| 9            | 3.777778 | 4        | 5     | 35.7  | 14    | 100.0 | :         | ***** |

Question 40: Another teacher in my school has been a major influence in my professional improvement.

Detail Report

Variable: 40

|                                             |           |                        |           |
|---------------------------------------------|-----------|------------------------|-----------|
| Mean - Average                              | 2.642857  | No. observations       | 14        |
| Lower 95% c.i.limit                         | 2.106876  | No. missing values     | 0         |
| Upper 95% c.i.limit                         | 3.178838  | Sum of frequencies     | 14        |
| Adj sum of squares                          | 11.21429  | Sum of observations    | 37        |
| Standard deviation                          | .9287828  | Std.error of mean      | .2482276  |
| Variance                                    | .8626373  | T-value for mean=0     | 10.64691  |
| Coef. of variation                          | .3514313  | T prob level           | 0.0000    |
| Skewness                                    | -.4869054 | Kurtosis               | -.2262087 |
| Normality Test Value                        | 0.096     | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)                         | 4         | 90-%tile               | 4         |
| 75-%tile                                    | 3         | 10-%tile               | 1         |
| 50-%tile (Median)                           | 3         | Range                  | 3         |
| 25-%tile                                    | 2         | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)                           | 1         |                        |           |
| -----Line Plot / Box Plot-----              |           |                        |           |
| 1                                           | 3         | 7                      | 2         |
| -----[XXXXXXXXXXXXXXXXXXXXaXXXXXXXXXX]----- |           |                        |           |

Distribution & Histogram

Variable: 40

| Bin | Lower    | Upper    | Count | Prct | Total | Prct  | Histogram |
|-----|----------|----------|-------|------|-------|-------|-----------|
| 1   | 1        | 1.333333 | 2     | 14.3 | 2     | 14.3  | **        |
| 2   | 1.333333 | 1.666667 | 0     | 0.0  | 2     | 14.3  | :         |
| 3   | 1.666667 | 2        | 0     | 0.0  | 2     | 14.3  | :         |
| 4   | 2        | 2.333334 | 3     | 21.4 | 5     | 35.7  | ***       |
| 5   | 2.333334 | 2.666667 | 0     | 0.0  | 5     | 35.7  | :         |
| 6   | 2.666667 | 3        | 0     | 0.0  | 5     | 35.7  | :         |
| 7   | 3        | 3.333334 | 7     | 50.0 | 12    | 85.7  | *****     |
| 8   | 3.333334 | 3.666667 | 0     | 0.0  | 12    | 85.7  | :         |
| 9   | 3.666667 | 4        | 2     | 14.3 | 14    | 100.0 | **        |

**Question 41:**

My principal has been a major influence in my professional improvement.

## Detail Report

Variable: 41

|                      |          |                        |           |
|----------------------|----------|------------------------|-----------|
| Mean - Average       | 2.785714 | No. observations       | 14        |
| Lower 95% c.i.limit  | 2.323022 | No. missing values     | 0         |
| Upper 95% c.i.limit  | 3.248407 | Sum of frequencies     | 14        |
| Adj sum of squares   | 8.357142 | Sum of observations    | 39        |
| Standard deviation   | .8017837 | Std.error of mean      | .2142857  |
| Variance             | .6428571 | T-value for mean=0     | 13        |
| Coef. of variation   | .2878198 | T prob level           | 0.0000    |
| Skewness             | .4370597 | Kurtosis               | -1.229215 |
| Normality Test Value | 0.402    | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)  | 4        | 90-%tile               | 4         |
| 75-%tile             | 3        | 10-%tile               | 2         |
| 50-%tile (Median)    | 3        | Range                  | 2         |
| 25-%tile             | 2        | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)    | 2        |                        |           |

```
-----Line Plot / Box Plot-----
```

### Distribution & Histogram

Variable: 41

| Bin | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
|-----|----------|----------|-------|--------|-------|--------|-----------|
| 1   | 2        | 2.222222 | 6     | 42.9   | 6     | 42.9   | :*****    |
| 2   | 2.222222 | 2.444444 | 0     | 0.0    | 6     | 42.9   | :         |
| 3   | 2.444444 | 2.666667 | 0     | 0.0    | 6     | 42.9   | :         |
| 4   | 2.666667 | 2.888889 | 0     | 0.0    | 6     | 42.9   | :         |
| 5   | 2.888889 | 3.111111 | 5     | 35.7   | 11    | 78.6   | :*****    |
| 6   | 3.111111 | 3.333334 | 0     | 0.0    | 11    | 78.6   | :         |
| 7   | 3.333334 | 3.555556 | 0     | 0.0    | 11    | 78.6   | :         |
| 8   | 3.555556 | 3.777778 | 0     | 0.0    | 11    | 78.6   | :         |
| 9   | 3.777778 | 4        | 3     | 21.4   | 14    | 100.0  | :***      |

Question 42: I read professional journals/literature regularly.

# Detail Report

Variable: 42

|                      |           |                        |           |
|----------------------|-----------|------------------------|-----------|
| Mean - Average       | 2.642857  | No. observations       | 14        |
| Lower 95% c.i.limit  | 2.157016  | No. missing values     | 0         |
| Upper 95% c.i.limit  | 3.128699  | Sum of frequencies     | 14        |
| Adj sum of squares   | 9.214286  | Sum of observations    | 37        |
| Standard deviation   | .8418974  | Std.error of mean      | .2250065  |
| Variance             | .7087912  | T-value for mean=0     | 11.74569  |
| Coef. of variation   | .3185558  | T prob level           | 0.0000    |
| Skewness             | -.0736616 | Kurtosis               | -.1819493 |
| Normality Test Value | 0.307     | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)  | 4         | 90-%tile               | 4         |
| 75-%tile             | 3         | 10-%tile               | 2         |
| 50-%tile (Median)    | 3         | Range                  | 3         |
| 25-%tile             | 2         | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)    | 1         |                        |           |

```

1-----Line Plot / Box Plot-----4
1              5              6              2
[XXXXXXXXXXXXXXXXXXXXaXXXXXXXXXXa-----

```

## Distribution & Histogram

| Variable: 42 |          |          |       |       |       |                 |
|--------------|----------|----------|-------|-------|-------|-----------------|
| Bin          | Lower    | Upper    | Count | PrCNT | Total | PrCNT Histogram |
| 1            | 1        | 1.333333 | 1     | 7.1   | 1     | 7.1 :*          |
| 2            | 1.333333 | 1.666667 | 0     | 0.0   | 1     | 7.1 :           |
| 3            | 1.666667 | 2        | 0     | 0.0   | 1     | 7.1 :           |
| 4            | 2        | 2.333334 | 5     | 35.7  | 6     | 42.9 :*****     |
| 5            | 2.333334 | 2.666667 | 0     | 0.0   | 6     | 42.9 :          |
| 6            | 2.666667 | 3        | 0     | 0.0   | 6     | 42.9 :          |
| 7            | 3        | 3.333334 | 6     | 42.9  | 12    | 85.7 :*****     |
| 8            | 3.333334 | 3.666667 | 0     | 0.0   | 12    | 85.7 :          |
| 9            | 3.666667 | 4        | 2     | 14.3  | 14    | 100.0 :**       |

Question 43: I often discuss new instructional strategies with my peers.

### Detail Report

Variable: 43

|                                              |           |                     |                      |
|----------------------------------------------|-----------|---------------------|----------------------|
| Mean - Average                               | 3.214286  | No. observations    | 14                   |
| Lower 95% c.i.limit                          | 2.810738  | No. missing values  | 0                    |
| Upper 95% c.i.limit                          | 3.617833  | Sum of frequencies  | 14                   |
| Adj sum of squares                           | 6.357143  | Sum of observations | 45                   |
| Standard deviation                           | .6992932  | Std.error of mean   | .186894              |
| Variance                                     | .489011   | T-value for mean=0  | 17.19844             |
| Coef. of variation                           | .2175579  | T prob level        | 0.0000               |
| Skewness                                     | -.3213518 | Kurtosis            | -.6329091            |
| Normality Test Value                         | 0.169     | Reject if >         | 1.305(10%) 1.572(5%) |
| 100-%tile (Maximum)                          | 4         | 90-%tile            | 4                    |
| 75-%tile                                     | 4         | 10-%tile            | 2                    |
| 50-%tile (Median)                            | 3         | Range               | 2                    |
| 25-%tile                                     | 3         | 75th-25th %tile     | 1                    |
| 0-%tile (Minimum)                            | 2         |                     |                      |
| -----Line Plot / Box Plot-----               |           |                     |                      |
| 2                                            |           | 7                   | 5                    |
| -----mXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX] |           |                     |                      |

### Distribution & Histogram

Variable: 43

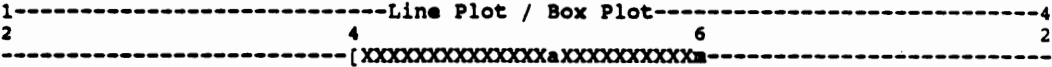
| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 2        | 2.222222 | 2     | 14.3  | 2     | 14.3  | ::**      |
| 2   | 2.222222 | 2.444444 | 0     | 0.0   | 2     | 14.3  | :         |
| 3   | 2.444444 | 2.666667 | 0     | 0.0   | 2     | 14.3  | :         |
| 4   | 2.666667 | 2.888889 | 0     | 0.0   | 2     | 14.3  | :         |
| 5   | 2.888889 | 3.111111 | 7     | 50.0  | 9     | 64.3  | :*****    |
| 6   | 3.111111 | 3.333334 | 0     | 0.0   | 9     | 64.3  | :         |
| 7   | 3.333334 | 3.555556 | 0     | 0.0   | 9     | 64.3  | :         |
| 8   | 3.555556 | 3.777778 | 0     | 0.0   | 9     | 64.3  | :         |
| 9   | 3.777778 | 4        | 5     | 35.7  | 14    | 100.0 | :*****    |

Question 44: I am frustrated by a lack of time to try new strategies in my classroom.

Detail Report

Variable: 44

|                      |           |                     |                      |
|----------------------|-----------|---------------------|----------------------|
| Mean - Average       | 2.571429  | No. observations    | 14                   |
| Lower 95% c.i. limit | 2.030351  | No. missing values  | 0                    |
| Upper 95% c.i. limit | 3.112506  | Sum of frequencies  | 14                   |
| Adj sum of squares   | 11.42857  | Sum of observations | 36                   |
| Standard deviation   | .9376144  | Std.error of mean   | .250588              |
| Variance             | .8791209  | T-value for mean=0  | 10.26158             |
| Coef. of variation   | .3646278  | T prob level        | 0.0000               |
| Skewness             | -.2399707 | Kurtosis            | -.4911932            |
| Normality Test Value | 0.265     | Reject if >         | 1.305(10%) 1.572(5%) |
| 100-%tile (Maximum)  | 4         | 90-%tile            | 4                    |
| 75-%tile             | 3         | 10-%tile            | 1                    |
| 50-%tile (Median)    | 3         | Range               | 3                    |
| 25-%tile             | 2         | 75th-25th %tile     | 1                    |
| 0-%tile (Minimum)    | 1         |                     |                      |



Distribution & Histogram

| Variable: 44 |          |          |       |      |       |       |           |
|--------------|----------|----------|-------|------|-------|-------|-----------|
| Bin          | Lower    | Upper    | Count | Prct | Total | Prct  | Histogram |
| 1            | 1        | 1.333333 | 2     | 14.3 | 2     | 14.3  | :**       |
| 2            | 1.333333 | 1.666667 | 0     | 0.0  | 2     | 14.3  | :         |
| 3            | 1.666667 | 2        | 0     | 0.0  | 2     | 14.3  | :         |
| 4            | 2        | 2.333334 | 4     | 28.6 | 6     | 42.9  | :****     |
| 5            | 2.333334 | 2.666667 | 0     | 0.0  | 6     | 42.9  | :         |
| 6            | 2.666667 | 3        | 0     | 0.0  | 6     | 42.9  | :         |
| 7            | 3        | 3.333334 | 6     | 42.9 | 12    | 85.7  | :*****    |
| 8            | 3.333334 | 3.666667 | 0     | 0.0  | 12    | 85.7  | :         |
| 9            | 3.666667 | 4        | 2     | 14.3 | 14    | 100.0 | **        |

**Question 45:**

When I find something that works, I tell other teachers about it.

## Detail Report

Variable: 45

|                     |           |                     |          |
|---------------------|-----------|---------------------|----------|
| Mean - Average      | 3         | No. observations    | 14       |
| Lower 95% c.i.limit | 2.547302  | No. missing values  | 0        |
| Upper 95% c.i.limit | 3.452698  | Sum of frequencies  | 14       |
| Adj sum of squares  | 8         | Sum of observations | 42       |
| Standard deviation  | .7844645  | Std.error of mean   | .209657  |
| Variance            | .6153846  | T-value for mean=0  | 14.30909 |
| Coef. of variation  | .2614882  | T prob level        | 0.0000   |
| Skewness            | -1.115411 | Kurtosis            | 2.622159 |

|                     |   |                 |   |
|---------------------|---|-----------------|---|
| 100-%tile (Maximum) | 4 | 90-%tile        | 4 |
| 75-%tile            | 3 | 10-%tile        | 2 |
| 50-%tile (Median)   | 3 | Range           | 3 |
| 25-%tile            | 3 | 75th-25th %tile | 0 |
| 0-%tile (Minimum)   | 1 |                 |   |

```

1-----Line Plot / Box Plot-----4
1           1           9           3
1-----m-----

```

### Distribution & Histogram

Variable: 45

| Bin | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
|-----|----------|----------|-------|--------|-------|--------|-----------|
| 1   | 1        | 1.333333 | 1     | 7.1    | 1     | 7.1    | *         |
| 2   | 1.333333 | 1.666667 | 0     | 0.0    | 1     | 7.1    | :         |
| 3   | 1.666667 | 2        | 0     | 0.0    | 1     | 7.1    | :         |
| 4   | 2        | 2.333334 | 1     | 7.1    | 2     | 14.3   | *         |
| 5   | 2.333334 | 2.666667 | 0     | 0.0    | 2     | 14.3   | :         |
| 6   | 2.666667 | 3        | 0     | 0.0    | 2     | 14.3   | :         |
| 7   | 3        | 3.333334 | 9     | 64.3   | 11    | 78.6   | *****     |
| 8   | 3.333334 | 3.666667 | 0     | 0.0    | 11    | 78.6   | :         |
| 9   | 3.666667 | 4        | 3     | 21.4   | 14    | 100.0  | ***       |

**Question 46:**

Teachers in my school do not often try new things.

## Detail Report

Variable: 46

|                     |               |                     |          |
|---------------------|---------------|---------------------|----------|
| Mean - Average      | 2.071429      | No. observations    | 14       |
| Lower 95% c.i.limit | 1.716105      | No. missing values  | 0        |
| Upper 95% c.i.limit | 2.426752      | Sum of frequencies  | 14       |
| Adj sum of squares  | 4.928571      | Sum of observations | 29       |
| Standard deviation  | .6157279      | Std.error of mean   | .1645602 |
| Variance            | .3791209      | T-value for mean=0  | 12.58766 |
| Coef. of variation  | .297248       | T prob level        | 0.0000   |
| Skewness            | -2.353759E-02 | Kurtosis            | .3023429 |

|                             |   |                        |   |
|-----------------------------|---|------------------------|---|
| 100- <i>ttile</i> (Maximum) | 3 | 90- <i>ttile</i>       | 3 |
| 75- <i>ttile</i>            | 2 | 10- <i>ttile</i>       | 1 |
| 50- <i>ttile</i> (Median)   | 2 | Range                  | 2 |
| 25- <i>ttile</i>            | 2 | 75th-25th <i>ttile</i> | 0 |
| 0- <i>ttile</i> (Minimum)   | 1 |                        |   |

```

-----Line Plot / Box Plot-----
2                                     9                                     3
-----

```

### Distribution & Histogram

Variable: 46

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 1        | 1.222222 | 2     | 14.3  | 2     | 14.3  | **        |
| 2   | 1.222222 | 1.444444 | 0     | 0.0   | 2     | 14.3  | :         |
| 3   | 1.444444 | 1.666667 | 0     | 0.0   | 2     | 14.3  | :         |
| 4   | 1.666667 | 1.888889 | 0     | 0.0   | 2     | 14.3  | :         |
| 5   | 1.888889 | 2.111111 | 9     | 64.3  | 11    | 78.6  | *****     |
| 6   | 2.111111 | 2.333334 | 0     | 0.0   | 11    | 78.6  | :         |
| 7   | 2.333334 | 2.555556 | 0     | 0.0   | 11    | 78.6  | :         |
| 8   | 2.555556 | 2.777778 | 0     | 0.0   | 11    | 78.6  | :         |
| 9   | 2.777778 | 3        | 3     | 21.4  | 14    | 100.0 | ***       |



Question 47:            My principal respects me.

Detail Report

Variable: 47

|                                              |           |                        |           |
|----------------------------------------------|-----------|------------------------|-----------|
| Mean - Average                               | 3.428572  | No. observations       | 14        |
| Lower 95% c.i.limit                          | 3.055659  | No. missing values     | 0         |
| Upper 95% c.i.limit                          | 3.801483  | Sum of frequencies     | 14        |
| Adj sum of squares                           | 5.428571  | Sum of observations    | 48        |
| Standard deviation                           | .6462062  | Std.error of mean      | .1727059  |
| Variance                                     | .4175824  | T-value for mean=0     | 19.85209  |
| Coef. of variation                           | .1884768  | T prob level           | 0.0000    |
| Skewness                                     | -.6922998 | Kurtosis               | -.2520776 |
| Normality Test Value                         | 1.217927  | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)                          | 4         | 90-%tile               | 4         |
| 75-%tile                                     | 4         | 10-%tile               | 3         |
| 50-%tile (Median)                            | 3.5       | Range                  | 2         |
| 25-%tile                                     | 3         | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)                            | 2         |                        |           |
| -----Line Plot / Box Plot-----               |           |                        |           |
| 1                                            | 6         | 7                      |           |
| [XXXXXXXXXXXXXXXXXaXXmXXXXXXXXXXXXXXXXXXXXX] |           |                        |           |

Distribution & Histogram

Variable: 47

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 2        | 2.222222 | 1     | 7.1   | 1     | 7.1   | .*        |
| 2   | 2.222222 | 2.444444 | 0     | 0.0   | 1     | 7.1   | :         |
| 3   | 2.444444 | 2.666667 | 0     | 0.0   | 1     | 7.1   | :         |
| 4   | 2.666667 | 2.888889 | 0     | 0.0   | 1     | 7.1   | :         |
| 5   | 2.888889 | 3.111111 | 6     | 42.9  | 7     | 50.0  | :*****    |
| 6   | 3.111111 | 3.333334 | 0     | 0.0   | 7     | 50.0  | :         |
| 7   | 3.333334 | 3.555556 | 0     | 0.0   | 7     | 50.0  | :         |
| 8   | 3.555556 | 3.777778 | 0     | 0.0   | 7     | 50.0  | :         |
| 9   | 3.777778 | 4        | 7     | 50.0  | 14    | 100.0 | :*****    |

Question 48: Staff development activities done during the school day during released time benefit me the most.

Detail Report

Variable: 48

|                                |               |                        |           |
|--------------------------------|---------------|------------------------|-----------|
| Mean - Average                 | 2.428572      | No. observations       | 14        |
| Lower 95% c.i.limit            | 1.842057      | No. missing values     | 0         |
| Upper 95% c.i.limit            | 3.015086      | Sum of frequencies     | 14        |
| Adj sum of squares             | 13.42857      | Sum of observations    | 34        |
| Standard deviation             | 1.01635       | Std.error of mean      | .2716309  |
| Variance                       | 1.032967      | T-value for mean=0     | 8.940703  |
| Coef. of variation             | .418497       | T prob level           | 0.0000    |
| Skewness                       | -3.140149E-02 | Kurtosis               | -.9325075 |
| Normality Test Value           | 0.800         | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)            | 4             | 90-%tile               | 4         |
| 75-%tile                       | 3             | 10-%tile               | 1         |
| 50-%tile (Median)              | 2.5           | Range                  | 3         |
| 25-%tile                       | 2             | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)              | 1             |                        |           |
| -----Line Plot / Box Plot----- |               |                        |           |
| 3                              | 4             | 5                      | 2         |
| -----[XXXXXXXXXXXXX]-----      |               |                        |           |

Distribution & Histogram

Variable: 48

| Bin | Lower    | Upper    | Count | Prcnt | Total | Prcnt | Histogram |
|-----|----------|----------|-------|-------|-------|-------|-----------|
| 1   | 1        | 1.333333 | 3     | 21.4  | 3     | 21.4  | ***       |
| 2   | 1.333333 | 1.666667 | 0     | 0.0   | 3     | 21.4  | :         |
| 3   | 1.666667 | 2        | 0     | 0.0   | 3     | 21.4  | :         |
| 4   | 2        | 2.333334 | 4     | 28.6  | 7     | 50.0  | ****      |
| 5   | 2.333334 | 2.666667 | 0     | 0.0   | 7     | 50.0  | :         |
| 6   | 2.666667 | 3        | 0     | 0.0   | 7     | 50.0  | :         |
| 7   | 3        | 3.333334 | 5     | 35.7  | 12    | 85.7  | *****     |
| 8   | 3.333334 | 3.666667 | 0     | 0.0   | 12    | 85.7  | :         |
| 9   | 3.666667 | 4        | 2     | 14.3  | 14    | 100.0 | **        |

Question 49: I prefer after school staff development activities.

## Detail Report

Variable: 49

|                      |          |                        |           |
|----------------------|----------|------------------------|-----------|
| Mean - Average       | 1.928571 | No. observations       | 14        |
| Lower 95% c.i.limit  | 1.399462 | No. missing values     | 0         |
| Upper 95% c.i.limit  | 2.457681 | Sum of frequencies     | 14        |
| Adj sum of squares   | 10.92857 | Sum of observations    | 27        |
| Standard deviation   | .9168748 | Std.error of mean      | .2450451  |
| Variance             | .8406593 | T-value for mean=0     | 7.870272  |
| Coef. of variation   | .4754165 | T prob level           | 0.0000    |
| Skewness             | .8554208 | Kurtosis               | .4474037  |
| Normality Test Value | 0.307    | Reject if > 1.305(10%) | 1.572(5%) |
| 100-%tile (Maximum)  | 4        | 90-%tile               | 3         |
| 75-%tile             | 2        | 10-%tile               | 1         |
| 50-%tile (Median)    | 2        | Range                  | 3         |
| 25-%tile             | 1        | 75th-25th %tile        | 1         |
| 0-%tile (Minimum)    | 1        |                        |           |

```
-----Line Plot / Box Plot-----4
5                               6           2           1
[XXXXXXXXXXXXXXXXXXXXXXXXXXXXX]-----
```

### Distribution & Histogram

Variable: 49

| Bin | Lower    | Upper    | Count | Prcent | Total | Prcent | Histogram |
|-----|----------|----------|-------|--------|-------|--------|-----------|
| 1   | 1        | 1.333333 | 5     | 35.7   | 5     | 35.7   | *****     |
| 2   | 1.333333 | 1.666667 | 0     | 0.0    | 5     | 35.7   | :         |
| 3   | 1.666667 | 2        | 0     | 0.0    | 5     | 35.7   | :         |
| 4   | 2        | 2.333334 | 6     | 42.9   | 11    | 78.6   | *****     |
| 5   | 2.333334 | 2.666667 | 0     | 0.0    | 11    | 78.6   | :         |
| 6   | 2.666667 | 3        | 0     | 0.0    | 11    | 78.6   | :         |
| 7   | 3        | 3.333334 | 2     | 14.3   | 13    | 92.9   | **        |
| 8   | 3.333334 | 3.666667 | 0     | 0.0    | 13    | 92.9   | :         |
| 9   | 3.666667 | 4        | 1     | 7.1    | 14    | 100.0  | *         |

# Appendix C. Interview Guide for Teachers

## Interview Guide for Teachers

### INTRODUCTION:

You have been identified as a teacher who has demonstrated outstanding growth. I am interested in talking to teachers who have demonstrated growth in classroom skills to learn from them the factors which help in their professional growth and development. I am interested in knowing to whom or what you attribute your success.

I will be taking notes and taping as we talk. In no case will your name be identified nor will your comments be identified as yours. You have the option of choosing to participate in this study or declining to participate.

I will be asking you questions about your professional growth and development. Respond as fully as you can; if clarification of a question is needed, please ask me for further explanation.

### Questions:

*(The first few questions are simple, factual questions designed to help put the teacher at ease.)*

1. How many years have you been teaching in this system?
2. How many years have you been at your present school?
  - a. Other schools in this system? How long at each?
  - b. Other school systems? How many schools? How long at each?
3. What grade level do you presently teach? What subjects do you teach?
4. Why did you choose teaching as a career?
5. As you reflect on your teaching career, what would you identify as your strengths? Your weaknesses?

6. What are the areas in which you feel that you have shown growth?
7. In what specific areas do you think that you have shown the most growth?
8. How do you account for this growth?

*(If the teacher is unsure or does not answer fully, ask the following questions:)*

- a. Who has encouraged you to change teaching practices?
- b. What has encouraged you to change teaching practices?

#### **FURTHER SPECIFIC QUESTIONS**

*(These questions will be asked for clarification only if the answers to the previous questions did not address the needed areas.)*

- c. What courses have you taken in the past four years?
- d. In what inservice or staff development activities offered by the school system have you participated in during the last four years?
- e. What conferences have you attended in the last four years?
- f. Have there been any individuals who have helped you with your professional growth and development?
- g. What professional literature do you read on a regular basis? How has this reading been of assistance to you?
- h. Have there been any major life events or crises in your life in the past four years?

### **AGREEMENT TO PARTICIPATE IN STUDY**

I have agreed to participate in a study conducted by Linda Shifflette. I understand that my comments are to remain anonymous.

---

Signature

---

Date

---

School

**Appendix D. Contact Summary Form and Coded Transcript**



## Contact Summary Form

### Contact Person

|                                   |                                      |
|-----------------------------------|--------------------------------------|
| _____<br><b>Teacher</b>           | <b>SITE:</b> _____                   |
| _____<br><b>Administrator</b>     | <b>CONTACT</b><br><b>DATE:</b> _____ |
| _____<br><b>Other--List Title</b> | <b>TODAY'S</b><br><b>DATE:</b> _____ |

1. What were the main issues or themes?
2. Summarize information obtained from target questions.
3. Other observations--interesting and important items in this contact.
4. Possible new questions or contacts suggested from this contact.
5. Concerns

### TRIAL INTERVIEW--TEACHER #1

Location: Elementary School, Principal's office  
Date: Friday, March 13, 1992  
Duration of Interview: 38 minutes

*Interviewer:* I want to thank you for allowing me to visit with you today. You have been identified as a teacher who has demonstrated outstanding growth. I am interested in talking to teachers who have demonstrated growth in their classroom skills to learn from them the factors which helped in their professional development and growth. I am interested in knowing to what or to whom you attribute your success.

I will be taking notes and taping as we talk. I want you to know that in no case will your name be identified nor will your comments be identified as yours. You have the option of choosing to participate in this study or of declining to participate.

I will be asking you questions about your professional growth and development. I would like for you to respond as fully as you can; and if you need clarification of a question, please ask me for further explanation.

How many years have you been teaching in this school system?

*Teacher:* In this school system--this is my eleventh year.  
(TA:CHAR)

*Interviewer:* How long have you been at your present school?

*Teacher:* Seven years. (TA:CHAR)

*Interviewer:* Any other schools in this system?

*Teacher:* Two. (TA:CHAR)

*Interviewer:* How long were you at each of these schools.

*Teacher:* The first school, two years and the second school two years. (TA:CHAR)

*Interviewer:* Have you taught in any other school system?

*Teacher:* I taught at a private school for three years.

I took time off when I had my daughter; (EX:FAM) and when I went back, I went to a private school for three years and then I came to this school. (TA:CHAR)

*Interviewer:* You took three years off?

*Teacher:* Yes, with my daughter. (EX:FAM)

*Interviewer:* What grade level do you presently teach?

*Teacher:* Fourth. (TA:CHAR)

*Interviewer:* Why did you choose teaching as a career?

*Teacher:* Oh gosh, I was very interested in special education. (TA:MOT) When I was in high school, I did a lot of volunteer work with retarded youngsters and I felt drawn to that. (TA:MOT) I taught special education for half a year and I realized it was not my thing after I had gone through all that and I had gotten a dual certificate in elementary education so I switched over to regular education. (IA:C)

*Interviewer:* I want you to reflect on your teaching career. What would you identify as your strengths in your teaching career?

*Teacher:* I think the biggest strength that I have is working with at-risk youngsters. (TA:ST) I seem to be able to establish a rapport with them and bring them about as far as I feel they can go. I feel that it is my strength working with at-risk kids. (TA:ST) Science and math is also a strength for me. (TA:ST) That is what I am currently teaching. I don't teach all the subjects this year. In fourth grade we have departmentalized this year. (IA:C) Three of us teach math and science, and three of us teach reading and language arts.

*Interviewer:* As you have reflected on your strengths, let's also look back on weaknesses you may have had in your teaching career.

*Teacher:* Sometimes I don't have as much patience with kids as I feel I should have. (TA:PA) I expect a lot from myself and I in turn expect a lot from others and when they don't live up to that sometimes I am not as patient as I should be. (TA:PA)

*Interviewer:* What are the main areas in which you feel you have shown growth throughout your teaching career?

*Teacher:* An understanding of the curriculum and curriculum development. (TA:GR) I have participated in writing curriculum for the last four years--I feel that that is a growth area. Classroom management--I have probably grown a lot in. (TA:GR) I think that we all do each year as we learn more and more. (TA:BEL) (IA:MAT) That is about it I guess.

*Interviewer:* How do you account for this growth? Was there some thing or some one who helped you in this growth?

*Teacher:* Not really one particular person but I am the kind of person that I like to see what someone else is doing well and then borrow from that and take what I am doing well and share that. (CL:TH) (IA:ACT/PO) I think that everyone around you profits from that. (TA:BEL) We work on the fourth grade level as a real tight team. (IA:C) We share ideas constantly--not just worksheets and stuff like that--we share something like a best practice discipline idea or classroom management--something you found works well with a particular child.

(CL:TH) You listen to it and you might try it with a similar child. So we really share and work together as a team. (IA:PEER) (IA:C) This has helped a lot. (AA:SUP)

*Interviewer:* How did this teamwork concept develop?

*Teacher:* Our personalities just seemed to click--we work real well together as a group. (IA:C) (AA:SUP) The group shifts every once in a while. We've gotten at least one new person each year--this year we had two new people. They seemed to fall right into the teamwork situation, and we just all seem to function very well as a team. (AA:SUP)

*Interviewer:* Is there something in this building that helps facilitate teamwork? Do all of the other grade levels work together?

*Teacher:* I don't think all of the grade levels work as well as we do. (IA:C) We have a lot of pressure on the fourth grade--our test scores are published. The community is a different community into itself. We feel that pressure and all believe very strongly that if one of us looks good we all look good. (TA:BEL) So it is not like I'm not going to share because I don't want you

to look better than me. We all work together so that we all look good--that is very important to us. (IA:PEER)  
(AA:SUP) Like I say, our test scores are published. We are compared an awful lot in the community and I think that we all work together so that we all look good as a fourth grade team. (AA:SUP) I don't consider myself just as one person to look good--but the whole fourth grade. (TA:BEL) We are very open about sharing--and if someone has an idea, then we make sure that all six of us get a copy of that idea. (CL:TH)

*Interviewer:* How has the administration of this school helped to facilitate the teamwork concept?

*Teacher:* The principal is very good about this. (AA:SUP)  
(IA:PRN) About two years ago, I started approaching her and asking her could we departmentalize and break down. There were three of us who really loved math and science and three that loved language arts. (IA:C) We worked on it and worked on it and presented our case, and she said, "Go for it." She has given us the opportunity to try it this year. (AA:SUP) (IA:PRN) We realize that this is a trial basis and our test scores will be important and will come into play. (IA:C) About three months ago all of the other grade level chairmen started coming to me



and asking me "What do we need to do to do this next year?" They have been real impressed with what they have seen and how happy we are. We just have all been real happy with it.

*Interviewer:* So with this concept you are able to teach those things that you like to teach.

*Teacher:* That is right! (IA:C) And it is what I feel that I have expertise in--which is math and science. (TA:ST) I am also am AIMS trainer. (TA:CHAR) AIMS are activities to integrate math and science. I was selected to go out to California and become a trainee and now I am back in the system training and the principal has taken a real advantage of that. (AA:SUP) (IA:PRN) We do a lot of in-service, building-wide activities on AIMS. (IA:ACT/SDEV) I would say that 90% of our staff are using AIMS as an integral part of their curriculum now. So the principal has allowed me to take my love for math and science and share it and put it to use. (TA:MOT) (IA:PRN) (AA:SUP) It has also been nice that we have been able to do it this way because we can really group according to achievement. So, like this morning, for two hours I have the very top math group. I have 35 in there. This afternoon I have the at-risk kids--and there

are about 16 in there. So that has been a real plus. You can teach 35 of the top kids easily--95th percentile or above. They all move at the same rate. I don't really have to worry about individualizing for them. With the at-risk kids in the afternoon, I move at their rate. (IA:C) It is just the way I can give them more individual time--there are just 16 of them. That has helped a lot. The principal has been very, very supportive of the process. (AA:SUP) (IA:PRN)

*Interviewer:* Earlier you mentioned that one of your weaknesses was in classroom management. In what way do you feel that you have shown growth in that area? Was there a person or something that influenced you in that area?

*Teacher:* I don't think that it was one person or activity. I think that each year I have tried to sit down at the end of the year and reflect on what worked and what didn't. (IA:SELF) (IA:MAT) And, like I said, I am a real big person on borrowing ideas from others and trying them out. (IA:PEER) (CL:TH) With my at-risk kids, you know because of the design, that they are also 16 discipline problems. What worked today with them may not work tomorrow. So I am constantly thinking and

rethinking "What can I do? What will work? What carrot can I dangle out today?" (IA:SELF) I think that is how you grow. (TA:BEL) You take what works and throw out what doesn't. I think that through the years, with the experience, I have done that. (IA:MAT) I feel that I have very good classroom management now. (TA:BEL) Your first couple of years, you are going "Gosh, what is happening." (IA:C) We have a brand new teacher across the hall. She is experiencing that same thing. She said to me the other day, "I wish I could start the year over right now knowing what I know now." I think that is very true. You throw out what doesn't work, you take what works, you borrow, and each year you get better at it. (TA:BEL) I think it is a skill that is developed. I don't think that one person is responsible--it is a lot of people and a lot of situations and just building on your successes. (IA:SELF)

*Interviewer:* Were you ever given the opportunity to go into other teacher's classrooms so that you could see first hand what to "borrow?"

*Teacher:* No, I think it just comes from talking, from watching teachers in the hallways. (IA:PEER) (CL:TH) You know, when you go into someone's room to ask them

something you just kind of notice things--maybe something as simple as how they have their desk set up and how that works. (IA:ACT/PO) I have used--with AIMS and the way we have math and science this year--a lot of cooperative learning. (CL:TH) That has helped a great deal. I have gained a lot from that--watching the kids interact. I have become more comfortable with a little more noise level. (TA:GR) I have always been one of those people who liked the class real quiet--I always felt that if it were real quiet everybody was learning. (TA:BEL) I have become much more comfortable with a little more noise. I think that is hard to do. It is one of the things that teachers on this faculty were having difficulty with AIMS--they wanted the quiet. Well, when they are up and working with groups of four and going from station to station there is going to be some noise. This has been a growth area for me too--learning to tolerate a little more noise in the classroom. (TA:GR)

*Interviewer:* You spoke about the new teacher across the hall. Perhaps she is experiencing the same things that you did as a new teacher. Have you seen yourself as a mentor for her?

*Teacher:* Well, I am a mentor. (IA:MEN) I am in the mentor program in this system. I am her mentor officially--as well as unofficially. I was her mentor unofficially before November when the mentors were selected and sent out for training. We all took her under our wing. Because I am grade chairman, I think that I took her a little more under my wing and she is directly across the hall from me. But now I am officially her mentor. I think that has helped her a lot. (TA:BEL)

*Interviewer:* Are there formal meetings that you have with her?

*Teacher:* Yes, I do observations with her and give her feedback. I have gone in and taught an AIMS lesson or two for her and we have talked about that. (IA:ACT/PO) I go in to assist. On Thursday she doesn't have IAT--which is art, music, physical education or whatever--and I do. So a lot of times she will do an AIMS activity as a reward and I will go in to help her or whatever. (IA:MEN) (AA:SUP) I have assisted her a lot in discipline. That is where she is having her toughest time right now. (TA:PA)

*Interviewer:* Do you see her making the same kinds of mistakes that you made?

*Teacher:* Yes, and we talk about that. (AA:AW) I have been very open with her. I had a very, very unsuccessful year. (IA:C) I guess it was my third year of teaching. It was unsuccessful enough that I went downtown to officially resign.

*Interviewer:* Did the principal give you feedback that you were unsatisfactory?

*Teacher:* No, she had given me outstandings on my evaluation. (AA:SUP) (IA:PRN) It was a very personal thing. I didn't feel that I had control of the situation as I should. (TA:BEL) Like I said, I am very hard on myself as well as others, and I went in to resign and she would not let me do it. (IA:C) (TA:CHAR) She said that she had just done my evaluation and it was outstanding. So I had to go downtown to resign. They would not let me do it either. They made me take a leave of absence. (Laughs) (IA:C) But, some of the same frustrations the new teacher has--it is like some days she has this look on her face. And I make sure that that is a day that I sit and talk with her--touch base with

her. (AA:SUP) (IA:MEN) I even shared that experience with her because I think that when you come in new you see these people that seem to have it all together. You think it has always been that way. I shared with her that it has not always been that way--I had my real downs too. (AA:SUP) (IA:MEN) I think that has helped her. In the last couple of months she has become a real team player. You know, where she was worried at some point about her basic survival and now she is becoming more comfortable even though things aren't perfect in there--but she is more of a team player. She is hanging with us better, as I put it. But I do see some of the same pitfalls that she is going through that I did and so I try to help her out with those. (IA:MEN)

*Interviewer:* Have you taken any courses in the past few years?

*Teacher:* The AIMS training. (IA:ACT/CON) I have done a lot of workshop training-- (IA:ACT/WK) I've done my courses for recertification. (IA:ACT/CC) I try to take advantage--my system really does afford you an awful lot of opportunities to get out and do workshops and further your training. (IA:ACT/SDEV) (AA:SUP) I've done a lot of science and math related workshops. (IA:ACT/WK) I am

going to a math workshop all day Monday that our PTA is paying for us to go to. It is like \$100--and it is all hands-on math. I've done science training. Anytime someone offers up a workshop I take advantage of it.

(TA:CHAR)

*Interviewer:* Were you always like that?

*Teacher:* No, as my daughter has gotten older--she is 13--I have more time that I can do that. (EX:FAM) She is more independent now. If she gets home it is okay that I am another hour or two; so that has been helpful. I think that the family situation has made it so that I can do it more. I always wanted to--but I didn't always have the opportunity. (EX:C)

*Interviewer:* Have you attended many conferences--state and/or national?

*Teacher:* Yes, state and national. (IA:ACT/CON) I attended the national science conference in Seattle and several of the state math conferences. I try to attend those whenever I can.

*Interviewer:* How do you feel that these have helped you?



*Teacher:* Well, it is really neat--especially this summer when I was doing the AIMS training in Fresno, California. It is really neat--it was three weeks, and you lived in a dorm with people from all over the country. It is really neat to sit back after dinner and listen to people gripe or talk about their school systems and you realize that gosh, our system has its faults but it's not so bad. That has helped an awful lot--it has given me a broader perspective of things that go on around. (IA:ACT/CON) I come back from it feeling that my system is not so bad after all. (Laughs)

*Interviewer:* Do you bring back things that you share with other teachers?

*Teacher:* Oh, yeah. I bring back a lot of things that I share--a lot of ideas--like I say, I am a real good person for stealing ideas. (CL:TH) I really do like to share ideas that I feel will work. Like I say, I really feel like if everybody shares their idea then everybody will look good. (TA:BEL)

*Interviewer:* Earlier on in your career did you feel a need to share? Did you have opportunities to share?

*Teacher:* Not as many. All schools are not like this. (IA:C)  
I have worked in schools where--in my first two years, I taught in a school that had fifth and sixth grades. The sixth grade teachers literally did not talk to the fifth grade teachers. (IA:C) You would pass them in the hall, and they did not speak. My first two years teaching nobody jumped in and helped me do anything and that mentality was "if I help them, they may look better than me." The second school that I went to wasn't so bad--but it was still pretty much like that. (IA:C) The lounge was a real dangerous place to be. (IA:C) I think this school encourages sharing much more than the other schools that I have been in. (TA:BEL) (AA:SUP)

*Interviewer:* You said that you were at two other schools prior to this one. Why did you move from school to school?

*Teacher:* My first year of teaching I had applied for a special education position, and there was none available so I took a fifth grade position. (IA:C) Then I took the special education position when it came open and halfway through the year was when I decided that I would resign because it wasn't for me. (IA:C) I went to another elementary school when I came back--I took a month's

leave of absence. I stayed there for two years until my daughter was born and I stayed home with her for two years. When I was ready to come back I put her in nursery school and I didn't want to make a total commitment. (EX:FAM) If things didn't work out, I wanted to be able to stay home--so I went with a private school with the understanding that if things didn't work out I would resign. It is a lot easier to resign than the public schools. After I had been there three years and she was ready to start first grade, I decided that it was time to head on back to public school. (EX:FAM) I went downtown and there was an opening here at this school and I have been here ever since.

*Interviewer:* I think we have briefly touched on this before, but let me ask you this again. Have there been any particular individuals who have played a significant part in your professional growth?

*Teacher:* I think that my cooperating teacher when I student taught laid a real good foundation. (IA:OTH) I learned a lot--as a matter of fact she teaches next door to me now. I think she really laid a good foundation--I learned far more from her than I did in my four years of school (IA:ACT/CC) (TA:BEL) and as a result I think I

have worked real hard for my student teachers and student observers. I have tried hard to follow suit--to make that the most beneficial seven weeks or whatever that they have been in school.

*Interviewer:* Do you still go to her?

*Teacher:* No, I feel that I am an equal now. (Laughs)

We go to each other. (IA:PEER) You know, like she has one of my kids from my homeroom that she has difficulty relating to. It is just one of those kids that I have "clicked" with. She will come to me and vice versa. I have a couple of her homeroom kids that I will have difficulty with and will sit and talk about . . . well, I do this with this child . . . well, I do with with that child . . ." and we will share ideas back and forth and help each other out. But, yeah, I feel pretty much equal now. (CL:TH)

*Interviewer:* What professional literature do you read on a regular basis?

*Teacher:* My husband is a principal(EX:C) and he gets a lot of ASCD things, and I am a member of an educational sorority so I get Kappan so I read that. (IA:ACT/PR) Most of my

reading is looking for new ideas. I get Science Teacher magazine and things like that and math teacher things. So, it is more on instruction as opposed to issues and trends, although I do try to keep abreast of those things--but to me that is not quite as important as what is going on in my room. (IA:ACT/PR) (TA:BEL)

*Interviewer:* So, when you are doing your reading you are looking for things that will help you in your classroom tomorrow?

*Teacher:* That's right! (TA:CHAR)

*Interviewer:* Have there been any major life events or crises in your life in the past few years which may have impacted your teaching?

*Teacher:* No. Not really.

*Interviewer:* I'm glad to hear that.

*Teacher:* Yeah, about five years ago we went through mastery learning and there was a lot of fall out from that and our superintendent was asked to resign--and the two assistant superintendents were asked to resign. They were very close personal friends of ours (EX:LIF) and my

husband was a Director of Curriculum and Instruction. (EX:C) He was moved as a result of the fallout and I had some bitter feelings I guess for about a year or two. These people breezed in and ruined our lives and breezed out again and we were left here. (EX:LIF) So, yeah, it probably affected me for a while--but not dramatically--it wasn't totally traumatic. But, like I say, out here in this community it is a different world. Several of the parents that I deal with were very instrumental--my husband was on a "hit list." And that was tough--to see these people day in and day out. (EX:LIF) As a matter of fact one of the individuals is on our faculty now. And I have been able to rise above it all and be very friendly. As a matter of fact, she came to me not too long ago and wondered how I was even able to speak to her. She carried a lot of guilt for what happened. I told her that I certainly don't hold that against you. But, it was a traumatic thing.

*(It was time for the teacher to return to class.)*

*Interviewer:* I want to thank you so much for meeting with me today and sharing some of your thoughts about professional growth and development with me.

# Appendix E. Sample Teacher Profile

## 287

| PGM-PROFILE                                        | BASIC SKILLS                      | TEACHER PROFILE                            | 03/07/91 | PAGE    |
|----------------------------------------------------|-----------------------------------|--------------------------------------------|----------|---------|
| TEACHER NAME                                       | TEACHER NUMBER                    | 451061                                     |          |         |
| VARIABLES                                          | 211111111111111111111111111111112 | 090765432109876543210123456789012345678901 | LESS     | GREATER |
| 001 ALL ACADEMIC STATEMENTS                        |                                   |                                            |          |         |
| 002 ALL ORGANIZING OR MANAGING STATEMENTS          |                                   |                                            |          |         |
| 003 ALL BEHAVIOR STATEMENTS                        |                                   |                                            |          |         |
| 004 ALL SOCIAL STATEMENTS                          |                                   |                                            |          |         |
| 005 TOTAL                                          |                                   |                                            |          |         |
| 006 TEACHER INSTRUCTS/EXPLAINS                     |                                   |                                            |          |         |
| 007 TEACHER ASKS DIRECT QUESTIONS OR COMMANDS      |                                   |                                            |          |         |
| 008 TEACHER ASKS CLARIFYING QUESTIONS              |                                   |                                            |          |         |
| 009 TEACHER ASKS OPEN ENDED QUESTIONS              |                                   |                                            |          |         |
| 010 STUDENT ASKS ACADEMIC QUESTIONS                |                                   |                                            |          |         |
| 011 TEACHER CALLS UPON NEW STUDENTS ACADEMICALLY   |                                   |                                            |          |         |
| 012 STUDENTS RESPOND ACADEMICALLY                  |                                   |                                            |          |         |
| 013 STUDENT SHOWS/ONTS/INVIATES REMARKS            |                                   |                                            |          |         |
| 014 STUDENT DOES NOT KNOW ANSWER                   |                                   |                                            |          |         |
| 015 STUDENT REFUSES TO ANSWER                      |                                   |                                            |          |         |
| 016 ALL PRAISE                                     |                                   |                                            |          |         |
| 017 TEACHER PRAISES OR SUPPORTS ACADEMIC RESPONSES |                                   |                                            |          |         |
| 018 TEACHER PRATISES BEHAVIOR                      |                                   |                                            |          |         |
| 019 TEACHER CORRECTS ACADEMIC RESPONSES            |                                   |                                            |          |         |
| 020 TEACHER CORRECTS WITH GUIDANCE                 |                                   |                                            |          |         |
| 021 TEACHER CORRECTS BEHAVIOR                      |                                   |                                            |          |         |
| 022 TEACHER MONITORING ACADEMIC WORK               |                                   |                                            |          |         |
| 023 ALL WRITTEN WORK                               |                                   |                                            |          |         |
| 024 STUDENTS READ ALOUD                            |                                   |                                            |          |         |
| 025 TEACHER READS ALOUD                            |                                   |                                            |          |         |
| 026 TEACHER WORKING ALONE                          |                                   |                                            |          |         |
| 027 INTRUSIONS                                     |                                   |                                            |          |         |
| 028 TEACHER INVOLVED WITH VISITOR                  |                                   |                                            |          |         |
| 029 POSITIVE INTERACTIONS                          |                                   |                                            |          |         |
| 030 NEGATIVE INTERACTIONS                          |                                   |                                            |          |         |
| 031 TEACHER TOUCHING                               |                                   |                                            |          |         |
| 032 TEACHER MOVEMENT                               |                                   |                                            |          |         |
| 033 ALL ACTIVITY-RELATED COMMENTS OR ACTIONS       |                                   |                                            |          |         |
| 034 STUDENT ORGANIZING COMMENTS                    |                                   |                                            |          |         |
| 035 STUDENT ACADEMIC COMMENTS                      |                                   |                                            |          |         |
| 036 TEACHER ORGANIZING COMMENTS                    |                                   |                                            |          |         |
| 037 TEACHER ACADEMIC COMMENTS                      |                                   |                                            |          |         |
| 038 STUDENTS ACADEMIC DISCUSSION                   |                                   |                                            |          |         |
| TOTAL NUMBER OF INTERACTIONS FOR TEACHER           |                                   |                                            | 909      |         |



## DATE 03/07/91 TIME 08 36

| SUMMARY REPORT 1                      |         |
|---------------------------------------|---------|
| ADULT INVOLVEMENT IN TASKS/ACTIVITIES |         |
| GRADE LEVEL                           | 10 - 10 |
| SUBJECT                               | OTHER   |

TEACHER NAME  
TEACHER NUMBER 451061

[illegible]

**PERCENT OF TIME SPENT  
ON EACH CRITERION**

TEACHER INVOLVEMENT WITH  
MONITORING SILENT READING  
MONITORING WRITING WORK  
READING ALOUD  
INSTRUCTION/EXPLANATION  
DISCUSSION/REVIEW ASSIGNMENTS  
PRACTICE DRILL  
TAKING TEST/QUIZ  
NON-WAITING READING INSTRUCTION  
SOCIAL INTERACTING WITH STUDENTS  
STUDENT INVOLVED  
PROVIDING DISCIPLINE  
CLASSROOM MANAGEMENT WITH STUDENTS  
MAKING ASSIGNMENTS

|       |   |     |
|-------|---|-----|
| 15.00 | 2 | .00 |
| 20.00 | 2 | .00 |
| 6.00  | 2 | .00 |
| 25.00 | 2 | .00 |
| 10.00 | 2 | .00 |
| 4.00  | 2 | .00 |
| 5.00  | 2 | .00 |
| -     | 2 | .00 |
| -     | 2 | .00 |
| -     | 2 | .00 |
| 2.50  | 2 | .00 |
| 10.00 | 2 | .00 |
| 66.   |   |     |





### BASIC SKILLS TEACHER PROFILE

**SNAPSHOT**

**SUMMARY REPORT 6**  
**COMPOSITE VARIABLES OF CLASSROOM**  
**GRADE LEVEL 10 - 10**

| TEACHER NAME | TEACHER NUMBER |
|--------------|----------------|
|              | 451061         |

| CRITERION            | % OF TIME SPENT<br>YOUR CLASS |
|----------------------|-------------------------------|
| 1. The teacher       |                               |
| 2. The students      |                               |
| 3. The materials     |                               |
| 4. The environment   |                               |
| 5. The process       |                               |
| 6. The product       |                               |
| 7. The evaluation    |                               |
| 8. The reflection    |                               |
| 9. The transfer      |                               |
| 10. The application  |                               |
| 11. The synthesis    |                               |
| 12. The analysis     |                               |
| 13. The evaluation   |                               |
| 14. The reflection   |                               |
| 15. The transfer     |                               |
| 16. The application  |                               |
| 17. The synthesis    |                               |
| 18. The analysis     |                               |
| 19. The evaluation   |                               |
| 20. The reflection   |                               |
| 21. The transfer     |                               |
| 22. The application  |                               |
| 23. The synthesis    |                               |
| 24. The analysis     |                               |
| 25. The evaluation   |                               |
| 26. The reflection   |                               |
| 27. The transfer     |                               |
| 28. The application  |                               |
| 29. The synthesis    |                               |
| 30. The analysis     |                               |
| 31. The evaluation   |                               |
| 32. The reflection   |                               |
| 33. The transfer     |                               |
| 34. The application  |                               |
| 35. The synthesis    |                               |
| 36. The analysis     |                               |
| 37. The evaluation   |                               |
| 38. The reflection   |                               |
| 39. The transfer     |                               |
| 40. The application  |                               |
| 41. The synthesis    |                               |
| 42. The analysis     |                               |
| 43. The evaluation   |                               |
| 44. The reflection   |                               |
| 45. The transfer     |                               |
| 46. The application  |                               |
| 47. The synthesis    |                               |
| 48. The analysis     |                               |
| 49. The evaluation   |                               |
| 50. The reflection   |                               |
| 51. The transfer     |                               |
| 52. The application  |                               |
| 53. The synthesis    |                               |
| 54. The analysis     |                               |
| 55. The evaluation   |                               |
| 56. The reflection   |                               |
| 57. The transfer     |                               |
| 58. The application  |                               |
| 59. The synthesis    |                               |
| 60. The analysis     |                               |
| 61. The evaluation   |                               |
| 62. The reflection   |                               |
| 63. The transfer     |                               |
| 64. The application  |                               |
| 65. The synthesis    |                               |
| 66. The analysis     |                               |
| 67. The evaluation   |                               |
| 68. The reflection   |                               |
| 69. The transfer     |                               |
| 70. The application  |                               |
| 71. The synthesis    |                               |
| 72. The analysis     |                               |
| 73. The evaluation   |                               |
| 74. The reflection   |                               |
| 75. The transfer     |                               |
| 76. The application  |                               |
| 77. The synthesis    |                               |
| 78. The analysis     |                               |
| 79. The evaluation   |                               |
| 80. The reflection   |                               |
| 81. The transfer     |                               |
| 82. The application  |                               |
| 83. The synthesis    |                               |
| 84. The analysis     |                               |
| 85. The evaluation   |                               |
| 86. The reflection   |                               |
| 87. The transfer     |                               |
| 88. The application  |                               |
| 89. The synthesis    |                               |
| 90. The analysis     |                               |
| 91. The evaluation   |                               |
| 92. The reflection   |                               |
| 93. The transfer     |                               |
| 94. The application  |                               |
| 95. The synthesis    |                               |
| 96. The analysis     |                               |
| 97. The evaluation   |                               |
| 98. The reflection   |                               |
| 99. The transfer     |                               |
| 100. The application |                               |

[illegible]

TEACHER ACTIVITY

|       |   |       |   |
|-------|---|-------|---|
| 35.00 | 2 | .00   | 2 |
| 50.00 | 2 | 66.00 | 2 |
| 12.00 | 2 | 6.00  | 2 |
| 3.00  | 2 | 26.00 | 2 |

STUDENT-ACTIVITY  
OFF-TASK

1.00 2 6.00 2

SUMMARY REPORT 7  
SNAPSHOT SUMMARIES FOR TEACHER  
GRADE LEVEL 10 - 10  
SUBJECT OTHER

TEACHER NAME  
TEACHER NUMBER 451061

MALES FEMALES TEACHERS AIDES VOLUNTEERS VISITORS

MOB 0850

|  |      |      |          |    |    |   |   |   |   |
|--|------|------|----------|----|----|---|---|---|---|
|  | 1046 | 4601 | 10/24/90 | 07 | 00 | 1 | 0 | 0 | 0 |
|  | 1046 | 4602 | 10/29/90 | 07 | 00 | 1 | 0 | 0 | 0 |
|  | 1046 | 4603 | 10/30/90 | 07 | 00 | 1 | 0 | 0 | 0 |

|     | TOTAL NUMBER OF SNAPSHOTS | # | 15 |
|-----|---------------------------|---|----|
| 1   |                           |   |    |
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| 100 |                           |   |    |

# VITA

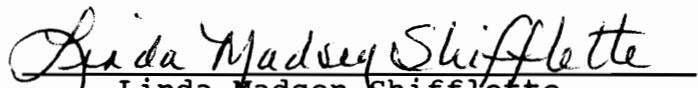
Linda Madsen Shifflette  
51 Nelson Maine  
Carrollton, VA 23314

## Education

- Ed.D. Educational Administration, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1992.
- C.A.S. Educational Administration, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1991.
- M.S. Vocational/Technical Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1981.
- B.S. Secondary Education, Old Dominion University, Norfolk, Virginia, 1974.

## Experience

- 1991-Present Assistant Director of Vocational Education, Hampton City Schools, Hampton, Virginia.
- 1986-91 Instructional Specialist/Resource Teacher, Hampton City Schools, Hampton, Virginia.
- 1980-86 Business Education Teacher and COE Coordinator, Bethel High School, Hampton, Virginia.
- 1974-80 Business Education Teacher and COE Coordinator, Pembroke High School, Hampton, Virginia.

  
Linda Madsen Shifflette